

INSPECTION REPORT

ST ANN'S JUNIOR AND INFANT SCHOOL

Rotherham

LEA area: Rotherham

Unique reference number: 131415

Headteacher: Mr A. Staton

Reporting inspector: Mrs O.M.Cooper
10859

Dates of inspection: 11 – 14 March 2002

Inspection number: 205811

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: St Leonard's Road
Eastwood
Rotherham
South Yorkshire

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Appropriate authority: The Governing Body

Name of chair of governors: Councillor M. Kirk

Date of previous inspection: 26.01.2000

INFORMATION ABOUT THE INSPECTION TEAM

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10859	Mrs O Cooper	Registered inspector	Mathematics Information and communication technology Music	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
13450	Mrs J Madden	Lay inspector		Pupils' attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
29261	Ms P. Ward	Team inspector	English The Foundation Stage Special educational needs	
30439	Mr M Heyes	Team inspector	Science Design and technology Equal opportunities	
20012	Mr L Knapper	Team inspector	Art and design Geography History	
2461	Mr J Sudworth	Team inspector	Physical education Religious education	How good are curricular and other opportunities offered to pupils?
27301	Mrs C Thumwood	Team inspector	English as an additional language.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Ann's is an above average sized community primary school serving the relatively deprived Eastwood area of Rotherham. There are currently 366 full time pupils on roll and a further 60 part-time pupils in the Foundation Stage units, with 221 boys and 205 girls. The proportion of British Asian pupils speaking English as an additional language is very high, with most speaking either Mirpuri–Punjabi, Urdu or Arabic. There are also 15 asylum seekers who speak various other languages. Fifteen pupils are in the early stages of learning to speak English. The proportion of pupils entitled to claim free school meals is well above average and the proportion with special educational needs is above the national average. Most of those with special needs have moderate learning difficulties. Pupils' attainment on entry is very low for their age and there is a high level of pupil mobility in some year groups. The school is included in an Education Action Zone (EAZ), in the Excellence in Cities (EiC) initiative and receives funding from the Ethnic Minorities Achievement Grant (EMAG) and other local initiatives.

HOW GOOD THE SCHOOL IS

This is an improving school that is providing a satisfactory standard of education for its pupils. By the time the pupils transfer to comprehensive schools, overall standards reflect better than average progress, but are still well below the national average, because of the high proportion of pupils with special educational needs or with English as an additional language. Standards in most year groups are rising because the school is well led and managed, overall teaching is good, pupils have positive attitudes, are well cared for and their overall achievement is good. The school is providing satisfactory value for money.

What the school does well

- The headteacher provides good leadership and management.
- Overall teaching is good.
- Most pupils have positive attitudes to school, behave well and want to learn.
- The school's care for its pupils is good, promoting racial harmony and full inclusion.
- The children in the Foundation Stage make a good start to their school life.

What could be improved

- More opportunities and consistent approaches to teaching reading and writing outside literacy hours.
- Pupils' facility with number operations and the recall of number facts.
- The allocation of time to teaching subjects such as art and design and geography in order to raise standards, to provide a better balance and more opportunities for pupils to develop their creativity and become independent learners.
- The presentation and marking of pupils' work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in January 2000 the school has made satisfactory improvement. Standards in most year groups are continuing to rise, the teaching has improved and the action taken in response to the key issues identified in the previous inspection report has been largely successful, with further work on-going. Effective use has been made of the additional funding from national and local initiatives to raise standards, for example in information and communication technology (ICT) and to develop teaching techniques in physical education, music and ICT. The good planning procedures have been extended to all subjects successfully and manageable assessment practices have been implemented in most subjects, although these are in early stages of development. The roles and responsibilities of senior managers are clearly defined and governors are monitoring the work of the school with more rigour. In recognition of the improvement in recent years the school has received its second achievement award for the improvement in standards.

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	E	E	E
Mathematics	E	E	E	C
Science	E	D	E	D

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

Children in the Foundation Stage (nursery and reception units) make good progress and by the time they move to Year 1 classes standards have improved from the very low level on entry. Nevertheless, standards remain well below the level expected for their age in language and number, their knowledge of the world and in their personal and social skills. Their creative and physical skills are broadly average for their age.

The results of National Curriculum tests at the end of Year 2 in 2001 showed standards to be well below the national average in reading and writing and below average in mathematics. However, the trend in improvement over the last four years has been good, well above the national trend and standards are moving closer to the national average. Teachers' assessments in science showed standards to be below the national average. Current standards of work among Year 2 pupils are similar in reading, writing, mathematics and science. Standards in ICT and religious education are above average and in all other subjects are average, except for history and geography, where they remain below average. Taken overall, pupils are achieving well.

The results of National Curriculum tests at the end of Year 6 in 2001 were well below the national average in English, mathematics and science. The improving trend in these subjects between 1998 and 2000 was not sustained in 2001. Current standards among Year 6 pupils are similar to those in 2001 and do not reflect the improving situation in other year groups. This is because the proportion of pupils with special educational needs (SEN), or who have English as an additional language (EAL) is higher than usual in Year 6 and affects the overall attainment. Standards are average in all other subjects except in art and design and geography where they are below average as insufficient time is given to teaching these subjects. No judgement could be made in music. The school continues its drive to raise standards, accepting that they are not yet high enough, although pupils are achieving well over time in the school. The school did not meet its unrealistic targets in English and mathematics in 2001 and is unlikely to meet the very challenging targets set for 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy being in school and most are eager to learn.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons. They are orderly when moving about the buildings. Playtimes are boisterous, but there is little racist or sexist behaviour. There have been two exclusions for unacceptable behaviour in this academic year.
Personal development and relationships	Good. Relationships are very good. Pupils willingly take on responsibilities and levels of respect for each other are high.
Attendance	Poor. Well below the national average mostly due to extended holidays taken in term time. Many pupils arrive late for school.

TEACHING AND LEARNING

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

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

The quality of teaching in English and mathematics is good overall as teachers are secure in their subject knowledge and their understanding of the national strategies for teaching these subjects. The skills of literacy and numeracy are taught well in most lessons, although not enough emphasis is placed on promoting reading and writing skills through other subjects and teaching some aspects of numeracy. The overall strengths in the teaching are in the planning which clearly identifies what pupils are expected to learn, sharing the purpose of each lesson with the pupils and assessing the progress made towards the end of lessons so that tasks are planned to meet their learning needs. This lesson structure is transferred successfully to lessons in many other subjects. The marking of pupils' work is often cursory and does not help pupils to improve. Teachers' expectations of the way pupils present their work are not high enough. On rare occasions where teaching seen was less than satisfactory this was due to slower pace and lack of challenge. The teaching meets the learning needs of pupils well in most lessons in the Foundation Stage and Years 3 to 6, enabling them to acquire knowledge and develop skills at a good pace. Pupils have to put every effort into their work in order to complete tasks in the time given. In Years 1 and 2 the pace of learning is satisfactory. The pace of learning for pupils with special educational needs and those with English as an additional language is good because of the level of support they usually receive. However, the good support for Year 6 pupils who speak English as an additional language, has been lost this term since the retirement of the co-ordinator. Pupils' independent learning skills are slower to develop as insufficient opportunities are provided for independent research work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. All subjects of the National Curriculum and religious education are taught and all required elements are included. The allocation of time to some subjects does not allow pupils to acquire sufficient depth of knowledge or develop skills to the level they could.
Provision for pupils with special educational needs	Good. The detailed individual education plans are followed effectively. The teaching in class and in withdrawal groups is good.
Provision for pupils with English as an additional language	Very good. The language development is integrated well with the curriculum and so pupils' access to the National Curriculum is continually improving.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for spiritual development is satisfactory. For moral, social and cultural development the provision is good. The school very effectively celebrates the cultural diversity within the school and promotes the need for respect and tolerance.
How well the school cares for its pupils	Child protection procedures are securely in place and there is a good regard for health and safety. The arrangements for assessing attainment are good, procedures for supporting personal development and the guidance given are very good.

The school works satisfactorily in partnership with parents. Whilst the school tries hard to involve parents more fully in the daily life and work of the school few respond.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides effective leadership and clear direction for the work of the school. He is ably supported by the deputy headteacher. Curriculum co-ordinators monitor their subjects and contribute satisfactorily to school improvement.
How well the governors fulfil their responsibilities	Satisfactorily. All statutory obligations are met and the governors are beginning to play a more effective role in monitoring the work of the school following recent training. The school development plan is relevant to the needs of the school and is reviewed regularly. However, financial responsibilities are not clearly defined.
The school's evaluation of its performance	Good. Arrangements to check the quality of teaching and pupils' progress have been introduced and they help in identifying where further improvement can be made.
The strategic use of resources	Good. Resources are used well to enable the priorities to be met and to benefit the pupils. Significant sums from national and local initiatives have been wisely targeted in order to improve the provision and raise standards. The principles of best value are applied satisfactorily.

There are sufficient teachers and a good number of teaching assistants. Resources for learning are adequate in all subjects except for the range and quantity of books. There is sufficient accommodation for the number of pupils on roll, but the space in some classrooms is limited.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school helps its pupils become mature and responsible.• Behaviour in school is good.• The school is well led and managed.• The school expects children to work hard.	<ul style="list-style-type: none">• Arrangements for setting homework.• They would like to be better informed of their child's progress.• Some parents feel the school does not work closely with them.

The inspection team agrees with the parents' positive views and agrees that arrangements for setting homework could be better. The school tries hard to work in partnership with parents, but the parents do not respond as well as they could. Parents have opportunities to discuss their child's progress each term, but less than half attend most consultation evenings.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment on entry to the Foundation Stage is very low, particularly in their language and personal skills. Some children speak no English and have to be assessed in their own language to determine their learning needs. The children make good progress in all the areas of learning as a result of the good teaching and high level of support from bilingual and non-bilingual teaching assistants and they achieve well. Many children are on course to achieve the level expected for their age in their physical and creative development and standards are broadly average. In their language, number, knowledge of the world and personal and social skills a significant minority of children are on course to reach the expected level but standards overall are well below average.
2. In the 2001 National Curriculum tests at the end of Year 2, standards of attainment were well below the national average in reading and writing and were below the national average in mathematics. In comparison with similar schools, (based on the proportion of pupils claiming free school meals) standards were above the average in mathematics, broadly average in writing, but well below average in reading. Given the proportion of pupils that enter school speaking no English, pupils are achieving well in mathematics, reading and writing by the end of Year 2. The overall trend in standards in reading, writing and mathematics has been improving over the last four years and at a faster rate than found nationally. Teachers' assessments in science showed standards to be below the national average both at the expected level and the higher level. In recent years national curriculum test results do not show any consistent trends in underachievement by boys or girls.
3. Current standards of work amongst Year 2 pupils are similar and are well below average in reading and writing and are below average in mathematics. The pupils' skills in number are slightly higher than test results indicate, because they need help in understanding the questions asked, but once they know what the questions mean they can answer them accurately. Their language difficulties are a barrier to them showing their full potential at times. In science, current standards are below average, although pupils' investigative skills are developing well. Most pupils are achieving well, although very occasionally some white indigenous pupils are insufficiently challenged and underachieve in lessons.
4. The results of National Curriculum tests at the end of Year 6 in 2001 were well below the national average in English, mathematics and science. The results in English and mathematics declined from those in 2000. The decline was due in part to some asylum seekers joining the year group, who despite making good progress did not reach the expected level for pupils of this age. Some pupils take extended holidays to visit Pakistan and lose ground in their understanding of English. In comparison with similar schools the results were broadly average in mathematics, below average in science and well below average in English, although the proportion of pupils exceeding the expected level for their age matched the average for similar schools in all three subjects. The decline in standards does not reflect any change in the provision in the school. A comparison of test results at the end of Year 2 and Year 6 for pupils who remained in the school shows most made at least satisfactory progress in reading and mathematics and a significant majority made satisfactory progress in writing. When the proportion of pupils with English as an additional

language is taken into account overall achievement was good.

5. Current standards of work among Year 6 pupils are similar to the test results and are well below average in English and mathematics and below average in science. The results for this year group were particularly low at the end of Year 2, as this is not a typical year group. Almost 50 per cent of the pupils have special educational needs and 70 per cent have English as an additional language. In addition, eight pupils have joined the year group since September 2001, six of whom have special educational needs. This lowers the overall ability of the year group. The pupils are in fact making good progress and achieving well in relation to their previous learning and attainment as a result of the good teaching and support. There is no significant difference between the performance of boys and girls evident from the inspection, but over time test results show boys do better than girls in mathematics and science and to a greater extent than found nationally. The boys do as well as the girls in English, whereas nationally girls do better. The school's procedures for tracking the performance of individual pupils from year to year has improved and is identifying where pupils have made insufficient progress so they can be given additional support. Indications are that this is helping to overcome the difference in performance between girls and boys.
6. Pupils make good progress in developing their speaking and listening skills and by the end of Year 6 speak with some confidence, but lack of clarity. Most are able to express their ideas and opinions, although they sometimes struggle to find the precise words they need and have to be prompted. Standards are below average in speaking. Listening skills vary between pupils and classes. There is a significant number of pupils in each class who do not listen as attentively as they should and consequently do not always know what they have to do. Most teachers are very aware of this and keep directing questions to those not listening or keep reminding pupils of the need to listen closely to what is being taught. Standards are below average in Year 2, but are currently average in Year 6. In reading, pupils begin to develop strategies for reading unfamiliar words by the end of Year 2. By Year 6, most pupils read with fluency and some expression, but a significant number do not fully understand what they have read. The school has placed a high priority on developing speaking and listening skills and this has been at the expense of developing skills in reading and writing through other subjects and current standards are well below average in Year 2 and Year 6. Many pupils in Year 2 find writing difficult and require adult help to record their ideas. Spelling is weak and some pupils have poor pencil control. Year 6 pupils have developed a good style of handwriting and are beginning to use interesting descriptive language, but spelling is still weak and many pupils struggle with the purpose and organisation of their writing. In mathematics, pupils develop their skills in mental recall of number facts and strategies to help them carry out mental calculations, although progress is slow. The scrutiny of work showed a significant number of pupils are not as confident in their understanding of subtraction and division as they are in addition and multiplication and this hinders their progress when solving problems. They gain a satisfactory understanding of shapes and measures and handling data, but their investigative skills are weaker.
7. Current standards of work in Year 2 are average in art and design, design and technology, music and physical education and are above average in ICT and religious education. In history and geography standards are below average. In Year 6, standards are average in design and technology, history, ICT, physical education and religious education, but are below average in art and design and geography. No judgement could be made in music as no lessons were seen and pupils' books contained insufficient evidence. The allocation of time to some subjects in Years 3 to

- 6, for example in geography and art and design, is insufficient for pupils to acquire the depth of knowledge or develop the skills required to reach average standards.
8. Provision for pupils who have English as an additional language is very good overall, and most are making very good progress in all aspects of language acquisition. The exception to this is pupils in Years 5 and 6. The EAL co-ordinator retired recently and has not yet been replaced on instructions from the local education authority. The EAL work is an integral and positive part of all aspects of life in the school. The language learning is well integrated with the curriculum learning, and so pupils' access to the National Curriculum is continually improved. Pupils with special educational needs make good progress in relation to their prior attainment because the provision is good and they are well supported. Pupils identified as being potentially gifted or talented make satisfactory progress through the extension work set for them in class and at home and attendance at Saturday classes for mathematics.
 9. The school was not successful in meeting the targets set for 2001 and is unlikely to meet the very challenging targets set for 2002. The school did however, exceed the predictions for Year 6 pupils based on test results at the end of Year 2 and which were regularly reviewed and updated. The current situation is similar with pupils who have remained in the school making good progress and exceeding their predictions. Pupils' standards of attainment are affected by the level of extended holidays, especially when these last for several months and pupils do not attend school during that time. However, standards are continuing to improve in most year groups and the school has received its second achievement award in two years, in recognition of the improvement in standards over the last three years.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to the school are very good and have remained a strength since the last inspection. The majority of parents say their children like going to school, whilst pupils themselves give every indication of being happy both in the classroom and during breaks. Children in the Foundation Stage become used to school routines and slowly grow in confidence and independence. Pupils in Years 1 to 6 settle quickly to the school day moving around the classroom with confidence and purpose. However, a significant number of pupils arrive late for registration and consequently disrupt the orderly beginning of the first session. During lessons, the large majority of pupils are interested and well motivated to learn. They especially enjoy the oral discussions and the sense of fun created by some teachers in their lessons. Those pupils who need support in a variety of areas are similarly keen and enthusiastic to learn. This enthusiasm extends to the variety of activities provided by the school.
11. Pupils' behaviour continues to be good in and around the school. Most parents are happy with behaviour and have no major concerns about this area of school life. Pupils benefit from the good management of pupils by teachers and adults in the classroom and in addition the clear expectations of good behaviour and interest in pupils' welfare of all adults in the school. Behaviour at playtimes and lunchtimes is also good. Pupils play well together within their age groups and whilst this is boisterous, no aggressive behaviour was seen during the inspection. Parents say that there is no serious bullying in the school and none was reported by pupils in their conversations with inspectors. There have been two fixed-term exclusions in the present academic year for unacceptable behaviour.
12. Relationships in the school are very good. Pupils follow the lead set by the adults, most listen attentively to others and co-operate well particularly in science, physical

education and ICT. This was particularly noticeable in a Year 3 lesson in ICT when the good interaction of adults encouraged pupils to work well together, take turns and discuss ideas. The level of adult support provided for pupils in the school encourages them to become mature and responsible. Pupils with special needs of any type are welcomed into the social life of other pupils, including the children of asylum seekers, who are very soon fully integrated into the life of the school often in spite of the lack of a common language.

13. Personal development is good. Pupils are given the opportunity to take responsibility as monitors for the day-to-day running of classrooms and in Year 6, pupils act as mentors for younger pupils in the playground and they respond well to these opportunities. They also supervise dinner queues to ensure pupils are taking what they ordered to eat. Many pupils from the Foundation Stage units upward are able to work independently in the classroom. The majority are confident to ask and answer questions and to take a full part in the weekly circle times when they discuss a wide range of issues. However, pupils need to develop further their ability to undertake independent research using both the library and ICT.
14. Attendance is poor. During the last academic year, attendance at the school was well below the national average and unauthorised absence was three and a half times the national average. Many pupils are late for school, missing the social interaction before lessons begin and failing to make an ordered start to the day. A significant minority of pupils are removed from the school by their parents to spend several months abroad. Consequently much of the specialised extra tuition they receive in the school is nullified and has to be started again when they eventually return. Pupils who have to attend doctors or dentists often fail to return to school, being given permission by their parents to stay at home. It is also apparent that some parents simply do not always bother to get their children to school.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching seen was good overall and has improved since the previous inspection, although it continues to be better in the Foundation Stage and Years 3 to 6 than in Years 1 and 2. Of the 98 lessons seen, two were excellent, a further 17 were very good and another 50 were good. Twenty-seven lessons were satisfactory, with just two being less than satisfactory. The good teaching in the Foundation Stage and Years 3 to 6 is one of the key factors in pupils' good progress. In Years 1 and 2, the high number of teaching assistants means all groups of pupils can be supported by adults in some lessons and this helps them to make good progress in lessons where teaching is mainly satisfactory. The school continues to place high priority on improving teaching, with the action to date being largely successful.
16. The basic skills of literacy and numeracy are taught well, although there is room for further improvement in teaching aspects of numeracy. The National Literacy and Numeracy Strategies continue to have a good effect on the quality of teaching. Teachers are now secure in their understanding of the strategies and the framework for teaching them. There are good brisk introductory sessions in numeracy that help pupils to develop their skills in mental calculations. In both literacy and numeracy lessons, the introductions are followed by purposeful direct teaching. The time towards the end of lessons is used well to consolidate or reinforce what has been learned, and teachers assess if pupils have made sufficient progress. The planning is amended when necessary, for example in Year 2 where more time was given to teaching multiplication before moving onto division as pupils were not secure in their understanding. The example of poor teaching in numeracy resulted from slow pace

and lack of challenge in the activities set. Very occasionally in mathematics, the tasks set for white indigenous pupils are insufficiently challenging and prevent these pupils from making as much progress as they could.

17. Teaching in other subjects is variable. In science, art and design, design and technology, history and ICT, teaching is good overall, but in science it is better in Years 3 to 6 than in Years 1 and 2. In geography, physical education, religious education and music in Years 1 and 2, overall teaching is satisfactory. No judgement can be made on teaching music in Years 3 to 6 as no lessons were seen. The teaching techniques used in literacy and numeracy are being transferred effectively to many lessons in other subjects and this has led to some improvement in teaching.
18. The key strength in the teaching is in the planning, which is often computer generated, identifies clear learning objectives that are shared with pupils and provide a clear focus throughout the lessons. Teachers' expectations of pupils are consistently high in the Foundation Stage and in Years 4 and 6. Pupils respond well to these high expectations, putting every effort into their work in order to complete the tasks in the time given. In an excellent Year 6 mathematics lesson on solving problems, for example, the lesson was led at a brisk pace and with a high level of challenge for all pupils. They were given time deadlines for the completion of tasks before sharing with others how they had arrived at their answer. The management of pupils is good overall and is very good in Years 4 and 6, but on two occasions it was unsatisfactory in Year 5. Teaching assistants and learning mentors are deployed well in Years 1 to 6 and provide good support both for teachers and pupils. However, there are weaknesses in the marking of pupils' work, which is often cursory and does not inform pupils what they need to do to improve and in the presentation of pupils' work because teachers' expectations are too low.
19. Teaching for pupils with EAL is very good overall. Teachers are very experienced and effective. Good collaboration takes place between EAL teachers and class teachers. The teachers' awareness of the needs of EAL pupils is continually being raised through good collaborative teaching and discussion between the EAL teachers and bilingual teaching assistants. The language and learning needs of pupils are very well assessed and taken into account in the teaching provided; clear targets in language and learning are identified and met. Pupils are carefully grouped to take account of learning needs and language development, and the more advanced learners of English are monitored and given continuing support.
20. The EAL teachers and the bilingual teaching assistants ensure that the pupils have enhanced opportunities for speaking and listening. Their presence in the classroom, their support and encouragement, enable the pupils to participate fully in class discussions and in small group discussions about their work. Small group and individual work with specific pupils, enables them to draw out their speaking and listening abilities further, and build on their existing language knowledge to extend their use of vocabulary and grammar. Support teachers and class teachers are careful to provide effective models of spoken and written language for bilingual learners, and pupils also assist their classmates in this area. All teachers recognise the role of the pupils' home language in the development of English, and pupils at all stages of English acquisition are encouraged also to speak in their own language. The Punjabi dialect that these pupils speak does not have a written form, but some older pupils are encouraged to write in Urdu and Arabic.
21. Support teachers are diligent in interpreting difficult technical language for British Asian pupils by continuous explanation while the class teacher is talking and by

working around the class effectively to support pupils with difficulty. As a result of this strategy, pupils understand both the lesson content and what they are expected to do and can persist all the time with their learning. Progress for EAL pupils is often faster than for other pupils as a result. Detailed profiles of the pupils' linguistic development are kept by EAL teachers and used to inform planning and target setting, and regular assessment is carried out. Pupils are tracked through all lessons, and progress is carefully monitored. Word banks have been set up to give definitions of words. The EAL teachers and the headteacher, who takes a strong lead in promoting the EAL work by deploying resources to support the work, evaluate progress at the end of each term and use the information to plan the new work for the pupils. The asylum seekers do not benefit from such good support as there are no teachers within the local authority who speak their first languages, the teachers and teaching assistants do their best to give these pupils as much help as they can.

22. Unfortunately, due to cuts in funding, the EAL co-ordinator who retired in December 2001 may not be replaced. This is having a detrimental effect on pupils' progress in Years 5 and 6. Without the emotional support and language assistance that the EAL pupils received from the teacher, they do not have the same confidence in developing their skills. This is also affecting the morale of the other EAL teachers and bilingual assistants. The school is already exploring ways to restore support to Years 5 and 6 as quickly as possible to maintain the good progress.
23. The quality of teaching for pupils with SEN is good. Teachers and the SEN co-ordinators are involved in writing individual education plans. Teachers use praise effectively, which helps to sustain pupils' enthusiasm and gives them the confidence to ask for help when needed. Pupils' learning is reviewed regularly, their progress evaluated and decisions made as to the next steps in their learning, which help pupils to make good progress in relation to their prior learning and their targets.
24. The teaching meets the learning needs of most pupils and enables them to make good progress over time in the acquisition of skills, knowledge and understanding, although the pace of learning is slower in Years 1 and 2. In Years 3 to 6 pupils' independent research skills are not developed through using the library or computers. Pupils in Years 3 to 6 have good knowledge of their learning through group targets on their desks and their individual targets and have to work hard in most lessons to complete the work set. The most able and potentially gifted pupils' needs are met satisfactorily through extension work and additional classes.

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

25. The quality and range of the curriculum are both satisfactory, overall. As at the time of the last inspection, National Curriculum requirements are met in all subjects, the recommended Foundation Stage curriculum is implemented fully, and the provision for religious education is in accordance with the locally agreed syllabus.
26. The school is part of the local education authority's pilot scheme to establish integrated Foundation Stage units. Two parallel units include children in both the Nursery and Reception age groups. The curriculum in the Foundation Stage provides good coverage of the areas of learning and appropriate emphasis on learning through play and practical activities. Older pupils are given good opportunities to work in teacher-focused groups on communication, language and literacy skills and on mathematical development to begin the pattern of the National Strategies for Literacy and Numeracy that they will encounter in Year 1.
27. The curriculum in Years 1 to 6 is not as broadly balanced as in most schools, particularly in Years 2 and 6. This is a practical response to the school's particular situation and stage of development. There is a strong emphasis on English, mathematics and science, as the school is seeking to drive up standards. The time allocated to physical education is above average, reflecting concern about the sedentary life-styles of many pupils. The time available for other subjects is limited, particularly since the total teaching time is slightly below the recommended minimum in both Years 1 and 2 and Years 3 to 6. Some subjects, such as art and design, geography, history, design and technology and music are taught on a rotational system. Although this provides adequate coverage of the statutory programmes of study, few topics can be studied in depth. Pupils have good opportunities to take part in theatrical and musical productions. However, not enough attention is given within lessons to encourage children to develop their creative skills. The school has recognised that it needs to promote pupils' creativity more actively and has secured funding for a performing arts and sports centre.
28. The quality of curriculum planning is good. The long-term planning is effective, and shows clearly what is to be taught in each subject in each term on a two-year cycle. Medium-term planning is of good quality and clear learning objectives for the half-term are identified. This provides a firm framework for lesson preparation. The ability grouping for literacy and numeracy in Years 2-6 and for science in Year 6 is helping to raise teachers' expectations in these subjects. The specialist teaching in physical education throughout the school and additional support in ICT and music in Year 1 is also improving provision.
29. The National Literacy and Numeracy Strategies, which had been implemented effectively at the time of the last inspection, are now well established. Because of the English language difficulties of many pupils, greater emphasis is placed on speaking and listening skills than in many schools. This reduces the opportunities for extended writing. In mathematics the aspect of mental strategies is not as well developed as other strands. Not enough attention is yet given to developing reading, writing and numeracy skills through other subjects of the curriculum, although there are individual examples of good practice. The provision for ICT is good and this is reflected in pupils' increasing confidence in both the use of computers and the application of their skills in other subjects.

30. The curriculum includes good provision for personal, social and health education. Aspects of sex education, drugs awareness and health education are taught through the science curriculum or through support from visiting health professionals. Class discussions [circle time] are used effectively to encourage pupils to think about issues, such as caring for and sharing with others, respect for the beliefs and cultures of others, trust and taking responsibility. This also helps to foster their self-confidence. In these sessions pupils talk readily about a wide range of issues, including some that are very personal, and they clearly value these opportunities.
31. The school puts significant efforts into ensuring that as many pupils as possible are able to take advantage of the full range of lessons and activities and that all feel valued as individual members of the school community. It promotes positive images of both men and women and good role models from the Asian community.
32. The provision for the high percentage of pupils with English as an additional language is very good overall. All teachers, support staff and members of the large specialist team recognise the individual needs of these pupils and co-operate well together to meet these needs. Support is well targeted and focused sharply on individual learning and social targets. There is a good beginners' programme to assist children in the Foundation Stage and those with limited English skills who have joined the school in older age groups. Good programmes of support are also provided for other pupils to help them to acquire the key vocabulary they need to take a full part in the school's curriculum. Up to Year 4, in particular, support staff translate explanations and instructions to ensure that all children understand lesson content and know what to do. As a result of this high level of support, most children with English as an additional language make very good progress in acquiring language skills and good progress overall. The asylum seekers that have joined the school in the last year have a range of first languages. Although the school works hard to integrate these children and to respond to their learning and social needs, it is not able to provide the same first language support for them.
33. The provision for pupils with SEN is good. The curriculum takes good account of what is in pupils' individual education plans and formal statements. Pupils usually follow the same curriculum as their peers, with tasks well adapted to their learning needs. In literacy and numeracy lessons support is carefully targeted to enable most of these pupils to be fully included. However, a small number of pupils, in accordance with their statements of need, are withdrawn from literacy or numeracy lessons. The intensive support is good and enables these pupils to have access and be included in lessons in other subjects.
34. The overall provision for gifted and talented children is satisfactory. A small group of those talented in mathematics attend a master class on Saturday mornings as part of a local Education Action Zone initiative. A gifted reader attends an area group for advanced literacy skills one afternoon per week. The arrangements for providing enrichment activities for these children within the normal school week, however, are at an early stage.
35. A good range of extra-curricular activities is provided. There is a rich variety of team games and the school participates in local schools' festivals for athletics, cricket, hockey, rugby, and swimming. In addition, learning mentors funded from the EAZ initiative lead sports activities at lunchtimes and after school. There are also creative activities clubs and after-school study support. Educational visits enrich several curriculum units. Theatre groups visit the school regularly. Other visitors contribute to specific curriculum units.

36. The school benefits from the strong links with the local comprehensive school. Year 6 pupils go to the high school for science lessons and a modern language teacher from the comprehensive school gives French tuition to the oldest pupils at St Ann's. The EAZ has also helped to improve the links with other local schools and to foster co-operation, particularly over provision for curriculum and extra curricular activities. There are also good links with the local further education college. Trainee nursery nurses and child-care staff complete placements in the Foundation Stage and a large group of such students act as reading partners for individual children each week.
37. The overall provision for pupils' personal development is good. Because of the ethnic mix of pupils, the school has a special determination from the local Standing Advisory Council for Religious Education that collective worship need not be mainly Christian. Its acts of worship are designed to promote tolerance and understanding of a broad range of beliefs and cultures. The school celebrates a range of religious festivals and includes respect, caring and sharing as recurring themes. Some assemblies are a time for sharing achievements and these do not always have sufficient time for reflection. Some lessons, particularly religious education and circle time, include elements of spirituality but these often occur incidentally and teachers rarely take account of this dimension in lesson planning. The overall provision for spiritual development is satisfactory.
38. The provision for moral education is good. The emphasis placed by the school on the importance of respect and valuing the contribution of others permeates its ethos. The difference between right and wrong is stressed and the impact on self and others of any breaches of the school's code of conduct are talked through carefully. Public recognition of acts of caring, of sharing and of perseverance, together with positive reinforcement of appropriate behaviour, help to foster awareness of the school's expectations. All members of staff provide good role models.
39. The provision for social development is good overall. Relationships and co-operative working are fostered very well and the school works very hard to try to overcome local cultural barriers, particularly gender stereotyping. The good range of extra curricular activities, including residential experiences, helps to expand pupils' self-esteem and confidence. Older pupils have opportunities to take on duties as playground leaders and lunchtime monitors and to assist with the tuck shop and younger children are given responsibilities within their classes but the overall range of opportunities for pupils to take on a responsibility or to show initiative is limited.
40. The overall provision for cultural development is good, but could be improved with increased resources and better use of existing materials and equipment in the Foundation Stage. Pupils' awareness of cultures other than the one they encounter at home, the celebration of diversity and their appreciation of the need for respect and tolerance are promoted very effectively. There are sound opportunities for pupils to develop their understanding of cultural tradition and the arts. The limited time for art and design, music and history in the school day is supplemented by visits to concerts and plays, by visiting musicians, artists and actors and by after-school drama and expressive arts clubs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

41. The school's care for its pupils is good overall and in some aspects is very good. At present pupils are very well known to many members of the school staff. All those pupils who need extra support are very well provided for by the various initiatives in the school. Through the EAZ and working directly, the school is also able to access a wide range of support agencies. These include the education psychologists, speech therapists, education welfare officer and the learning support service amongst several others. The school is working well towards the new Code of Practice for special needs, and provides good quality, individual education plans for these pupils.
42. Health and safety receive high priority in the school. The site manager in conjunction with local authority officers undertakes major checks on the school at regular intervals. The day to day and termly checks are done by the site manager with no involvement from the school governors. The advice provided by crime prevention officers along with increased security alarms within the school have helped to reduce the amount of theft and vandalism. The school has in place good procedures and sufficient trained staff to take care of the first aid needs of pupils. Procedures for child protection are good and staff are aware of the actions needed to ensure pupils welfare. However, the school should ensure that members of staff undertake regular refresher courses.
43. The school now has in place very good systems for monitoring and promoting attendance. The appointment of learning mentors has provided an opportunity for the school to make daily contact with those parents who fail to inform the school why their child is absent. They also liaise closely with the education welfare officer who visits family homes to discuss the reasons for repeated absence and lateness. Recent strategies introduced by the learning mentors have succeeded in improving attendance and reducing lateness. These include giving pupils responsibilities for tasks to be completed before school opens each morning and inviting the parent and pupil to the 'breakfast club'. Despite all these efforts the attendance of some pupils remains poor.
44. The good behaviour of pupils shows how effective the school's support and promotion of high standards of conduct have been. Good classroom management and the strategic use of the stamp system of rewards have succeeded in ensuring that pupils work well and enthusiastically pursue rewards from teachers. Around the school in general pupils' behaviour is monitored by all adults on a day to day basis ensuring that the majority of pupils behave well. Those pupils who find difficulty in adhering to the school rules are subject to a system of sanctions based on yellow and red cards, which gradually reduces their free time at lunchtime and breaks. Parents are informed if this becomes a regular occurrence and the school excludes pupils for a fixed period if unacceptable behaviour continues. Learning mentors run a lunchtime club for pupils who are unable to control their behaviour in the playground. Here they work with pupils on respect, self-esteem and bullying. Pupils have to work hard to earn the right to go into the playground. Time is spent getting to know these pupils, building trust and increasing their self-esteem by working on the positive aspects of their personality. From an initially large group this has now been reduced to a few who are finding it difficult to maintain a good standard of behaviour. Bullying is dealt with swiftly in the school, a point made by parents, and if all strategies fail, pupils will again be excluded for a fixed period. There is no evidence of racism in the school, a point emphasised by parents at the pre-inspection meeting, and the school is grouping pupils to work on the attitudes of a few British Asian boys towards girls.

45. Since the last inspection there has been continued good improvement in producing whole school assessment procedures to assess, monitor and track pupils' academic progress as they move through the school. The school's assessment policy is clear and contains full and appropriate guidance on the monitoring of pupils' performance. The national tests are completed in accordance with statutory requirements. Trends are analysed from previous years and good use is made of the information gathered to help in the setting of school targets linked to national requirements. This process is also used to identify areas for improvement. The procedures are best developed in the subjects where there is regular statutory testing and not all subjects have yet got full whole school procedures in place. The school is evolving and piloting for the local authority a computerised assessment program, which will be used as a model in other schools in Rotherham.
46. The school is making good use of past National Curriculum test papers and school based optional test results to assess pupils' progress and to inform learning needs. On entry to the Foundation Stage units the school uses the 'entry profiles', which it is piloting for the local authority, and tracks progress towards baseline assessment, which is used to predict outcomes and target areas for the statutory tests in Year 2. These are passed on to Year 3 classes to target and track both individual pupils, and groups of pupils, so that they know what they need to achieve in order to attain the expected and the higher levels of attainment. This information is used to assist teachers' with both their short and medium term planning across the curriculum. Teachers' in all classes use assessment procedures after their lessons to ensure there is an appropriate match of work and to help in the revision of their short-term planning. This assessment is particularly important because of the above average proportion of pupils with special educational needs and English as a second language within the school. Across the school the day-to-day assessment procedures are soundly developed to assist teachers' with their planning.
47. Pupils' personal development receives very good support in the school and is actively promoted from the Foundation Stage units upwards. They are visited in their home before starting and gradually introduced into the school routine. It is here that the accent on the positive aspects of each pupil begins. Reward assemblies and the star pupil of the week carry this on in the main school and pupils are encouraged to compete for the stamp award prizes, which this year include a week's sailing holiday. Regular school productions, which are highlights of the school year, give pupils the opportunity to perform in public and so build up their confidence and self-esteem. The learning mentors target those pupils who need to develop their social skills by preparing and implementing an inclusion plan, which is monitored at regular intervals.
48. The school provides a wonderfully welcoming environment for the EAL pupils, in which they feel confident to contribute and in which they feel at home. Asylum seekers have had no trauma counselling made available to them by the local authority but members of staff and the school community have welcomed these children and supported them informally.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. There was no judgement on the school's partnership with parents in the previous report. The school has tried many ways to involve parents more fully in the life and work of the school since that time, but with little response from parents. Overall, parents are satisfied with the school. In response to the questionnaire, the majority of parents said their children liked coming to a school that was well managed with good standards of behaviour where they were expected to work hard and achieve their best. As parents, they felt comfortable approaching the school if they had questions. Slightly fewer parents said their children were making good progress as a result of good teaching and becoming more mature and responsible at a school which provides an interesting range of activities outside lessons. Most parents also felt that the school worked closely with them and ensured they were well informed about how their children were getting on at the school, but some felt they could be better informed. Parents were least satisfied with the amounts of homework received by their children. A number of parents interviewed during the inspection were less sure about the open door policy of the school. Parents of younger pupils said that homework was a problem because if their child did not understand the work they could not explain to parents what they had to do and those children who did not want to do homework failed to tell them about it.
50. The effectiveness of parents' links with the school is similarly satisfactory. The school prospectus is informative but fails to give parents the national test results. Parents of prospective pupils receive a home visit from school staff and the induction meetings are well attended. A weekly newsletter keeps parents very well informed about the whole range of life in the school, both social and academic. Annual reports to parents are satisfactory; a minority contain good, clear information and a helpful summary of pupil's achievements and future targets. Most meet requirements, but are bland and offer little guidance on future learning needs. Regular parents' meetings are held to keep parents informed about the progress of their children but these are not well attended. The school has tried to develop a parents group in the adjoining community centre but this proved unsuccessful. However it still offers 'drop in' facilities for behaviour management and in the Foundation Stage units with the nurse. Parents of pupils with special needs are kept very involved and well informed about the individual needs of their children.
51. Parents are welcomed into the school but only a few spend time in the classroom, helping around the school, or on school visits. They are encouraged to stay with their children in the Foundation Stage units to develop play skills and to attend the breakfast club with their children. Their main involvement is with the school productions when they help with the costumes and other areas of production. Homework is a problem as many pupils attend the mosque immediately after school where they work hard into the early evening by which time it is too late and they are too tired to do the work. Girls are better at doing and returning homework. The school recognises that parents often lack the capacity and ability to help with homework and some lack the willingness.
52. Support assistants for EAL are heavily involved in the admissions process for pupils to the school and visit all pupils and parents in their homes. Useful work has been done using the interpretation and translation by bilingual assistants to talk to parents and to help pupils with baseline assessment procedures in the Reception classes, which are carried out by bilingual assistants in the mother tongue of the pupils. Useful work has also been done in translating key technical words in national tests for pupils. Links have been established with local community groups known to the teachers and

bilingual assistants.

53. A class for parents to learn English has been set up in the local adult education centre and other good work to make EAL pupils and parents welcome includes a display of photographs featuring school events. This enables parents unfamiliar with the school to understand the purpose of various activities, such as sand and water play. All labels in school are appropriately presented in a range of languages.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The headteacher continues to provide effective leadership and management of the school and is ably supported by the deputy headteacher. They have a clear vision of where they are leading this fully inclusive school, which is underpinned by the school's aims. They enjoy the confidence of the staff and have managed staff changes well in order to maintain a strong, cohesive staff team with a determination to raise standards. During the current staffing difficulties the headteacher is leading by example in teaching Year 6 pupils to prevent any further disruption in their learning prior to the national tests. The headteacher is at the forefront of several local education authority initiatives, for example in putting computerised systems for assessment into use, improving the provision for pupils with SEN and in implementing Foundation Stage units instead of nursery and reception classes. The deputy headteacher is overseeing the development of the Foundation Stage units. There are early indications of success in all these aspects.
55. The good management of the school is evident in the strategic planning for the longer-term development to put more creativity in the curriculum whilst continuing to drive up standards. Other members of the senior management team now have clearly defined roles and responsibilities for infant or junior classes and play their part satisfactorily in supporting their colleagues, school improvement and development. This is an improvement since the previous inspection. However, there is room to improve further the part played by the co-ordinator of infant classes in developing the provision and raising standards. The roles of subject co-ordinators are well defined and through their action plans they are contributing effectively to school self-evaluation and improvement. The school's performance management policy has been fully implemented and is helping to improve the quality of teaching and to monitor and evaluate its performance effectively. Written feedback is given to individual teachers following lesson observations, with areas for development noted and to which they can respond. These areas are followed up in future observations to ensure improvement has been made. The headteacher supports new entrants to the profession, for example in drawing on the approaches that work best with pupils with behavioural difficulties. This support is effective and appreciated. The teachers' individual portfolios showing their professional development are immaculate.
56. The management of SEN provision is good. The two co-ordinators provide good leadership. They ensure that parents are kept well informed, the register of pupils is kept up to date and all staff receive appropriate training so they can meet the differing needs of all the pupils. Good advice is given regarding the planning of individual education plans and records of pupils' progress are well maintained. There has been some improvement in the increased opportunities for pupils to use computers to support their learning. However, the reading books for older pupils with SEN are inappropriate in the content and interest for pupils and do not encourage them to persevere.
57. The co-ordination of the provision for EAL has been hindered by the retirement of a

very experienced co-ordinator and the deficit in the local authority's EMAG support grant, which has led to the school being unable to appoint a successor.

58. The governing body fulfils its responsibilities satisfactorily, apart from including the national curriculum test results in the school prospectus. All statutory obligations are met and more recent appointees have undertaken a significant amount of training to increase their efficiency and effectiveness. This training, along with the headteachers' support in sharpening their practice, is leading to more rigorous monitoring of all aspects of the school's work. The headteacher keeps the governors well informed of the progress of the school's development plan by producing a termly update on the action taken and its impact on standards and provision. Training in financial procedures and good practice has been undertaken and weaknesses in monitoring expenditure identified. A policy for monitoring aspects of the governors' responsibilities through lesson observations is in the process of being agreed. Good progress has been made in overcoming these issues identified in the previous inspection, with further work on-going.
59. The procedures for tracking the progress of individual pupils from year to year have continued to develop. The information is now held on the computer system for ease of transfer as pupils change year groups and is being used to set targets for individuals, to predict outcomes for each year group when they reach Year 6 and to identify areas where further improvement can be made. The assessment information shows clearly that most pupils are making at least satisfactory progress from year to year and the school is adding value to pupils' attainment over time. The headteacher is aware of the reasons where pupils have not made sufficient progress, for example where they have taken extended holidays to visit relatives in Pakistan and the progress made in learning to speak English has been lost. The headteacher's expectations of curriculum co-ordinators are high, particularly when their subject is a priority for development. For example, the ICT co-ordinators produced an ambitious improvement plan as part of the EAZ action and this has been successful in driving up standards.
60. The school makes good strategic use of all its resources. The financial plan is clearly linked to the school development plan and the priorities in the EAZ action plan, which focus appropriately on improving teaching and pupils' learning. The priorities for development are very relevant. The school development plan and subject action plans are useful working documents, which are regularly reviewed and evaluated thoroughly at the end of each year. The EiC funding provides for three learning mentors who play a major part in trying to improve attendance rates and in supporting pupils who are struggling to remain in mainstream education because of either behavioural difficulties or emotional problems. Funding from the Rotherham Crime Reduction Scheme has enabled the school to set up before and after school clubs, the breakfast club also being open to parents and younger children. The EMAG funding provides additional teachers, and teaching assistants some of whom are bilingual and they provide valuable support for teachers and pupils. SEN funding also provides teaching assistants, resources and time for the co-ordinator to monitor the provision. All funding is used for the designated purposes and is wisely targeted for the benefit of the pupils. The daily administration of the budget is good, efficient and unobtrusive, allowing teachers to concentrate on their pupils. However, the governors have not yet provided written guidelines on the responsibilities of the headteacher, administrator, other office staff and governors themselves in relation to financial procedures. They rely too heavily on the headteacher and local education authority to monitor expenditure.

61. There are sufficient staff, both teaching and support staff for the number of pupils on roll. The high number of teaching assistants is a major contributory factor in pupils' progress. Adequate learning resources are available for teaching all subjects, with the exception of the range and quantity of books in the library. Plans are already in place and action being taken to improve this. There are also insufficient learning resources that contain examples of multicultural materials such as visual aids, dual language books, and in the Foundation Stage multi-ethnic cooking utensils and dressing up clothes. Some examples were found, but they are not always available to the children and there is insufficient development in this area to enable real ownership of the school by the Punjabi and asylum seeking community. Communal areas and classrooms do not display images of children and adults from all ethnic groups. There is sufficient accommodation, although the space in some classrooms is limited. This will be remedied in the near future when building work begins on new classrooms and space for sports and creative arts activities.
62. The leadership and management of the school have continued to improve since the previous inspection and are having a positive influence on standards and provision. Management information systems are being used well to increase the efficiency of the school and the headteacher has pressed the local education authority into bringing in such measures more rapidly. The school has a shared commitment and the capacity to make further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to continue the drive to raise standards in the school, the headteacher and staff, supported by the governors should:

- (1) Provide more opportunities for and consistent approaches to reading and writing outside literacy hours.

Discussed in paragraphs 29, 99, 100

- (2) Develop pupils' facility with number operations and the speedy recall of number facts by:
- placing more emphasis on developing pupils' skills and confidence in using subtraction and division;
 - giving more time to developing pupils' speed and accuracy in their mental recall of number facts.

Discussed in paragraphs 6, 29, 105, 107, 108

- (3) Raise standards in art and design and geography by the end of Year 6 and provide more opportunities for pupils to develop their creativity and become independent learners by:
- improving the time allocated to teaching all subjects to provide a better balance;
 - improving the cross-curricular links;
 - revising class timetables to show the updated time allocations;
 - making better use of the school library and the computers available to encourage pupils to become independent learners.

Discussed in paragraph 7,27, 55, 115, 120, 121 127.

- (4) Improve the marking and presentation of pupils' work by:

- reviewing the school's marking policy;
- ensuring that the policy is consistently applied so that all teachers have high expectations.

Discussed in paragraphs 96, 109, 132, 153, 154,155.

The school has identified all of these issues and has plans for improvement.

In addition to these key issues the governors should consider including the following minor issues in their action plan:

1. To provide more support for Year 5 and 6 pupils who speak English as an additional language.

Discussed in paragraph 22,

2. To clarify and provide written guidelines on the financial roles and responsibilities of the headteacher, the governors and members of staff.

Discussed in paragraph 60.

3. To provide a refresher course for all staff on child protection issues.

Discussed in paragraph 42.

4. Increasing the range and quantity of multi-cultural resources and of books in the school library.

Discussed in paragraph 40, 61.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	98
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	17	50	27	1	1	0
Percentage	2	18	51	28	1	1	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

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)	30	366
Number of full-time pupils known to be eligible for free school meals	n/a	149

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	10
Number of pupils on the school's special educational needs register	10	110

English as an additional language	No of pupils
Number of pupils with English as an additional language	297

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	40

Attendance

Authorised absence	%
School data	6.4

Unauthorised absence	%
School data	1.8

National comparative data	5.6
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National comparative data	0.5
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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	31	24	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	23	30
	Girls	16	21	20
	Total	35	44	50
Percentage of pupils at NC level 2 or above	School	64 (52)	80 (66)	91(60)
	National	84 (83)	86 (84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	30	28
	Girls	19	19	20
	Total	39	39	48
Percentage of pupils at NC level 2 or above	School	71 (62)	89 (60)	87 (50)
	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	25	18	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	12	17
	Girls	12	13	16
	Total	19	25	33
Percentage of pupils at NC level 4 or above	School	44 (67)	58 (64)	77 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	12	13
	Girls	12	14	15
	Total	20	26	28
Percentage of pupils at NC level 4 or above	School	47 (64)	60 (73)	65 (67)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	236
Bangladeshi	0
Chinese	0
White	108
Any other minority ethnic group	22

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	20:1
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	301

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	32
Number of pupils per qualified teacher	15:1
Total number of education support staff	7
Total aggregate hours worked per week	68
Number of pupils per FTE adult	6:1

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	1
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)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2000/01
	£
Total income	918,380
Total expenditure	896,629
Expenditure per pupil	2281.50
Balance brought forward from previous year	4,923
Balance carried forward to next year	26,674

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	426
Number of questionnaires returned	108

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	24	1	0	2
My child is making good progress in school.	53	36	5	2	5
Behaviour in the school is good.	63	30	3	2	3
My child gets the right amount of work to do at home.	38	31	10	9	11
The teaching is good.	59	28	3	1	9
I am kept well informed about how my child is getting on.	55	25	14	4	2
I would feel comfortable about approaching the school with questions or a problem.	61	32	2	0	5
The school expects my child to work hard and achieve his or her best.	69	23	2	0	6
The school works closely with parents.	54	28	10	3	5
The school is well led and managed.	56	36	2	2	4
The school is helping my child become mature and responsible.	67	20	6	1	6
The school provides an interesting range of activities outside lessons.	66	17	6	2	9

Other issues raised by parents

Five letters were received, four praised the work of the school. No other issues were raised.

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

64. The provision for children in the Foundation Stage is good. There are presently 54 children who attend full time and 59 younger children who attend part time. Seventeen children have been in school full-time since September, all the rest started full-time from January 2002.
65. Recently there has been a change in how the Foundation Stage is organised. The school is piloting the local education authority's new approach to the Foundation Stage curriculum, where children stay with the same adults for five terms rather than changing teacher at the end of the nursery stage. The school is only eight weeks into this project. All members of staff have worked extremely hard to reorganise furniture, routines, planning and the successful implementation of the programme. Even though the majority of the children have only been in school such a short time the detailed records that the school maintains indicate that compared with their attainment on entry children have made good progress.
66. There are two Foundation Stage units. Each area has two teachers and a full time nursery nurse. There is a bilingual support assistant, as well as a nursery nurse to support children with English as an additional language, who was absent during the inspection. There is also some additional support to help children in their listening and speaking development. All the staff establish good caring relationships with the children and provide them with a secure and safe environment.
67. A carefully planned programme helps children to settle into school life with ease. Parents are visited in their homes and are also invited into school to learn about how children are taught. Parents and teachers share information to ensure that individual needs are well met.
68. The deputy headteacher, teachers and nursery nurses have attended appropriate courses to bring them up to date with recent changes. They therefore show a good knowledge and understanding in the way they present the Foundation Stage curriculum. The methods they use are effective in enabling the children to make good progress. An improvement is the teamwork. The members of staff in the two units, plan together to ensure that the programme of work meets the requirements of the nationally agreed areas of learning. There is also increased formal monitoring of the planning of what is taught and how it is taught.
69. The assessments of attainment in all the areas of learning that are carried out when children start part-time show that children generally start school with a very low level of attainment, although a small number of children achieve at the level usually expected of children of three years of age. The progress of pupils is tracked to ensure that work is planned to meet individual needs, takes into account the different rates of child development and builds on previous learning. The more formal assessments conducted with children when they are ready to attend the Reception stage full time, show that although children have made good progress, they still have a low level of attainment. Only a small minority of children are achieving at the level expected of children of four years of age.

70. When children leave the Reception year they are assessed again. The good progress in the part time provision is maintained and built on in the Reception year. However, many children are still working towards the learning goals, although most children are on course to attain the expected levels of learning in their physical and creative development.
71. Children have also achieved well from a very low starting point in personal and social development, communication language and literacy, in mathematical development and in their knowledge and understanding of the world. However the greater majority of children, including those with special educational needs and those who have little understanding of the English language, are still working towards the recommended levels in these areas. The indication is that they are unlikely to attain the levels usually expected by the end of the Reception year.
72. In both units, the quality of teaching is good overall. No unsatisfactory teaching was seen. Teachers, nursery nurses, and teaching assistants work very well as a team. The positive impact of this on the quality of children's learning is seen particularly in the more formal teaching, where time is given to ensure that the full-time children and the part-time children are taught separately. In these short sessions, the teaching of basic skills is of a good standard. In the less structured activity time teaching is satisfactory. At times, when children choose which activity to go to, the younger and lower attaining Reception children are not quite ready to make decisions for themselves. They require more teacher direction than they have at present, in order to ensure that they are experiencing the full range of learning experiences and are not interrupting the learning of others.

Personal, social and emotional development

73. The higher attaining Reception aged children are on track to achieve the learning outcomes expected by the end of the Foundation Stage. However, there is still a high number of children who are at an earlier stage of development.
74. This area is given high priority. Children make good progress in working as part of a group or class. Although the majority of children who attend have only been in the class for a short period of time they are eager to learn and demonstrate growing understanding of the class routines. Children are learning to play and work together. Most Reception aged children sit quietly during registration, circle time and stories. When asked to, they respond well to the teacher's instructions to tidy up after themselves and remember to say please and thank you. They listen carefully to their teachers and do as they are told. A large number of children who attend part time have not yet developed the skills to participate in unsupervised activities. Many are slow to follow teachers' instructions, call out and at times interrupt the learning of the older and higher attaining children. Some find it difficult to sit still and concentrate for more than a few minutes, to take turns and to share equipment. Reception children in both units demonstrate growing independence in personal hygiene for example washing hands following painting activities and in putting objects and games in the correct place. They are learning how to dress and undress. The children have made good progress and are now confident in trying new activities. They enjoy being given responsibilities, including taking the register to the office and putting equipment away.
75. Teaching in this area is good. Teachers and support staff ensure that children feel secure. They encourage and support them and have good expectations of what children can achieve. All members of staff provide good role models. A good example of this is during circle time, when teachers treat each other and the children

with courtesy and respect, helping children to get to know each other, grow in self esteem and form relationships with adults and other children. For all activities, the equipment and resources are easily accessible to children to enable them to become independent. The children are encouraged to take care of the equipment, which is available for them to investigate and use. Every opportunity is taken for children to develop their sharing skills. High expectations of behaviour and well-established class rules and routines enable the majority of children to learn to take responsibility and to grow in independence.

Communication, language and literacy

76. The children make good progress in the development of their communication language and literacy skills. As a result a small number of higher attaining children have almost achieved the levels expected by the end of the Reception year. The majority of children however, are at an earlier stage of development, they are working towards the learning goals, but are unlikely to achieve them by the end of the year in Reception.
77. When children first come to school, a high number speak in single words and very short sentences. The range of vocabulary for many children is narrow. There are also many children who do not speak English at home. They make good progress because of the good provision. The older Reception children are beginning to identify sounds and are learning to write their name. They listen well to their teachers and to other children and speak about their work. The children use a developing vocabulary, and are beginning to speak with increasing fluency. The small number of higher attaining children can initiate conversation. Part time and full time children enjoy listening to stories and readily enjoy books. By the end of the Reception year, they are beginning to use sounds to assist them in their reading. They link sounds to letters and the majority are able to name and sound some letters of the alphabet. With adult help they can retell short stories. They are learning how to handle books correctly. A small number of higher attaining children know that if they are having difficulty reading, to look at pictures and letter sounds to assist them. They are able to write simple words and short sentences and can read simple storybooks.
78. Teaching in this area of learning is good. The varied and interesting activities encourage children to communicate their thoughts and feelings. The teachers, nursery nurses and support staff, skilfully engage children in discussion and question them effectively. There is good challenge to make children listen, think and share their thoughts. The teacher, when sharing the story “Where’s my Teddy’ encourages children to talk about the sequence of events, so extending their understanding as well as their knowledge of how to read, using pictures to aid them. Older children are beginning to be introduced to parts of the literacy hour. They are taught how to hold books and how to read from left to right. In each room there is an area where adults and children enjoy books together. There are also areas where children can experiment with writing. The role-play experiences, for example in the home corner and café, provide good opportunities for children to imagine and recreate roles and experiences and to make good progress in their learning. Children with special educational needs make good progress. This is because teachers and other staff take the time to explain things. They praise children when they try hard. They make learning fun and therefore interesting. Children with EAL receive good quality support to help them understand what is being said and increase their knowledge and understanding. The members of staff make sure that all the children take turns in listening, speaking, reading and writing.

79. In both of the units, there are good quality displays. The good quality script in teachers' notices and captions, together with the great care taken to provide stimulating experiences, is effective in encouraging children to experiment with writing. Part time and Reception children, encouraged to use pens, pencils and crayons to make marks on paper and higher attaining children encouraged to have a go at writing their name, words and simple sentences. The good opportunities provided for children to investigate and experiment enable children to make good progress in listening, speaking, reading and writing skills.

Mathematical development

80. Children make good progress in their mathematical development. A small minority of higher attaining children, are on track to attain the levels expected by the end of the year in Reception, but overall attainment remains well below average. Lower attaining children are still in the earlier stages of mathematical development. When children first enter the Foundation Stage units, their mathematical skills are very low compared with that usually expected of children of three years of age. There are carefully planned opportunities for children to develop their mathematical language and understanding of number through practical activities and daily routines such as, counting how many are present. Lower attaining children count everyday objects to five. Average attaining children are learning to recognise numerals 1 to 10 and are beginning to understand vocabulary associated with weight. A smaller number of higher attaining children, are able to count beyond twenty. They use appropriate mathematical language such as 'more' and 'less' and are beginning to recognise the time.
81. The quality of teaching in both units is good. The good quality displays and the use of stimulating and well-prepared teaching aids assist children during counting activities. In both units the children sing number rhymes, sort toys according to colour and shape and count out loud. Members of staff intervene well in children's play to develop their thinking and mathematical knowledge by asking appropriate questions, such as 'How many?' 'How many more?' 'Which is the heaviest?' The teachers are enthusiastic and make learning fun. Games are used very well to reinforce counting skills. The contributions of the nursery nurses and learning support assistants have a significant impact on learning. Resources and games are used well to reinforce counting. The children with special educational needs receive good quality support that enables them to participate in activities. The bilingual support is of very good quality. There is also some good additional support focused on listening and speaking skills. Because of this good intervention the children make good progress in acquisition of early mathematical vocabulary through discussion about mathematical practical activities.

Knowledge and understanding of the world

82. Children make good progress in their knowledge and understanding of the world. A small number of higher attaining children are on track to attain the expected levels by the end of Reception. The remainder are at an earlier stage of development. Very carefully planned activities encourage children to find out about and identify features of living things and to investigate and question why things happen. Children select, build and construct with a wide range of objects. An example of this being the track that they build for the toy trains when children work co-operatively to build their bridges and tunnels. They investigate with water and sand. When making buns they talk about the ingredients as they mix them together. They particularly enjoy tasting the ingredients. Children are encouraged to use their senses to investigate objects and

identify features of living things, examples of this are identification of parts of the honeybee and what the hungry caterpillar ate. They plant flowers and have grown potatoes. Children show developing knowledge of what plants need to grow in the garden areas they have been involved in creating. They are learning how to use the computer. The youngest reception children are able to use the mouse, click on an icon and change images. They also learn about celebrations reflecting a good range of faiths, beliefs and customs.

83. The good teaching promotes good progress in children's knowledge and understanding of the world and also their spiritual social and cultural development. Every opportunity is taken to broaden children's awareness and to enrich their experiences. Adults support children well in investigating their surroundings and encourage them to find things out for themselves. Good use is made of visiting students and a volunteer parent in activities such as snack time. When eating fruit, there is good discussion in Punjabi and English in order to increase children's vocabulary. There are well-planned visits including walks in the local environment, to the library. Visitors to the school are used well to increase children's knowledge and understanding of the world, a good example of this being the dentist, who raises children's awareness of dental care.

Physical development

84. The large majority of children in the Reception year are likely to attain the level in physical development expected by the end of the year. A good variety of learning opportunities are provided. Children in both classes use the well-organised small play equipment when they play in the playground each day. The Reception aged children's skills in cutting, modelling and building with construction toys and bricks are developing well. They are learning how to dress and undress independently. They run, skip and jump with increasing confidence. They show developing awareness of space and consideration for others. Most children respond well to the good expectation of their teacher to behave well, take care and await their turn and make suggestions as to how their own and others work can be improved. They hop with increasing control and use their imagination to make various body shapes. The younger children are at a much earlier stage of physical development. Their social skills are delayed therefore they find it difficult to wait for their turn and follow instructions.
85. The use of outside play areas is enabling children to make good progress in the development of their physical skills. Each of the classes has an easily accessible outside area. In these areas children ride their tricycles, push prams, run, jump and play games. The further plans for minor works, outlined in the school action plan now need to be implemented. Some of the large equipment and the safety mats are outdated, worn and need replacing.
86. Teaching in this area is good. Carefully planned activities offer appropriate physical challenges. Good attention is given to safety, for example teaching children why they need to warm up and need to wear the appropriate clothing. There is a close working relationship between staff to ensure that pupils with special educational needs and those with English as an additional language have the assistance they need to be fully included in all activities. In both units, a good range of objects and construction materials enable children to develop threading, building and joining skills. Because of this, children make good progress and are on course to achieve the level usually expected by children at the end of the Reception year.

Creative development

87. Children also make good progress in their creative skills and most are on course to attain the level expected nationally, by the time they leave the Foundation Stage. Children sing simple songs from memory. They learn about colours, paint and play dough and participate in imaginative role-play. In both classes children learn and remember the words to songs and hymns and enjoy singing action songs.
88. Teaching is good. In both units, children are provided with carefully planned opportunities to explore colour and shape and to use their imagination through art, music, stories dance and imaginative play. Good opportunities are provided for children to explore the sounds of musical instruments. When experimenting with paint, children are taught how to hold the paintbrush correctly. There is some very good support from the nursery nurse who challenges children to think carefully about their work, and through skilful discussion and questioning motivates them to talk about what they are doing and what they should do next. Resources are also used well to encourage children to look at charts and identify the colours they need to mix together to make red, green and orange. Members of staff sing enthusiastically, which motivates children to do the same. The children sing well together and to try to remember the words to nursery rhymes and action songs.

ENGLISH

89. Current standards of work are well below average at the end of Year 2 and Year 6. Inspection findings indicate an improving picture with pupils making good progress and achieving well from the low level of attainment on entry. The current Year 6 has experienced particular difficulties that have hindered pupils' progress and so the overall improvement is not reflected in current standards by the end of Year 6.
90. When pupils enter the school assessments show that attainment overall is very low. A high percentage of pupils who attend the school have been identified as having special educational needs. There is a high proportion of pupils who do not have English as their first language. Throughout their education, many pupils move school several times, also, some pupils do not attend school regularly or miss the early part of the school day. All these factors delay pupils' attainment. However, tracking of pupils' progress through the records that teachers maintain of assessments, clearly demonstrates that pupils have made generally good progress and achieve well, when consideration is given to their very low attainment on entry.
91. Standards in listening are below average by the end of Year 2. Pupils are taught to listen carefully and where teachers sensibly break the lessons into small teaching steps pupils concentrate well. A significant minority of pupils demonstrate the ability to listen attentively. However there are a considerable number of pupils in each class whose attention drifts after a relatively short time. The teachers have to remind them to listen to what they are being told. Because of the good teaching pupils make good progress. By the end of Year 6 the majority of pupils listen attentively and standards are average, but there is still a small number of pupils who find it difficult to sustain their concentration.
92. Standards in speaking are below average at the end of Year 2 and Year 6. The higher attaining pupils demonstrate their ability to contribute well to class discussions. They give explanations and ask questions with confidence and are articulate in expressing their views. Throughout Years 1 to 6, there are a high number of low attaining pupils who have a limited range of vocabulary. Many pupils still do not speak clearly. This

means that when they answer teachers' questions, few are able to express their ideas unprompted. When talking about their news and work they have great difficulty to find the words to express their thoughts. Some pupils who are not confident in expressing their ideas, tend to wait for others who are more confident to respond to the teachers questions. The school provides good support for pupils with English as an additional language. This was seen to good effect in a Year 3 lesson. The class teacher and support teacher shared their involvement to enable all pupils including those with English as an additional language and special educational needs, to make very good progress in their knowledge of alphabetical order, and discussion and understanding of definitions.

93. Standards overall, in reading by the age of seven, are well below average. A small number of higher attaining pupils are confident in tackling unfamiliar words. They are eager to read and to talk about their favourite stories. They clearly enjoy reading and demonstrate satisfactory understanding of what they have read, being able to talk about what has happened in the story and what they think may happen next. Average attaining pupils are beginning to read more fluently but need explanation to assist them in understanding the vocabulary and the content of the stories they read. Lower attaining pupils, including some who have been identified as having special educational needs use pictures and their knowledge of sounds to assist them in reading unfamiliar words, but because they have to spend so long working out individual words, their reading does not flow and therefore loses meaning. For many reading development is hampered by their limited knowledge and understanding of the English language.
94. By the end of Year 6 overall standards in reading are well below average. A very small percentage of higher attaining pupils reach above average standards. Pupils of average attainment achieve a generally satisfactory standard in reading, but a high number of lower attaining pupils do not read with sufficient fluency and expression. Higher attaining pupils and most average attaining pupils are able to express opinions about what they read. When asked about their reading they show satisfactory comprehension skills. They are able to explain how to locate information, but appear to have had very little opportunity to do so. They enjoy reading for pleasure and are able to discuss books and authors. The average attaining pupils can explain in simple terms the story they have read but their reading of unfamiliar texts is hesitant. They can explain the use of capital letters, full stops, question marks and exclamation marks but do not always take sufficient notice of these when reading. Those asked understand the use of a thesaurus and dictionaries and have satisfactory understanding of the difference between fact and fiction. The high proportion of pupils who find reading more difficult are hesitant readers with little expression. With assistance, they are able to use content pages, indexes and dictionaries to assist them. Throughout the school pupils are encouraged to take reading books home. Many pupils say they do not read for pleasure at home. However, their reading records show that where parents hear their children read regularly at home, this is increasing their reading skills. At the moment the library is being reorganised as it has only been in use since September 2001. Many of the books are worn and need replacing. The library is also too far away from the junior classes. This limits the opportunities for pupils to make use of the library in school time for the purpose of finding out information for themselves.
95. By the end of Year 2 and Year 6 standards in writing are well below the national average. Many pupils in Year 2 find writing difficult and still require adult support in recording their ideas. Pupils learn to refer to dictionaries and do so satisfactorily to assist them in their spelling of unfamiliar words. Pupils' in Years 1 and 2 learn to

form their letters correctly and to write simple sentences using full stops and capital letters. Lower attaining pupils need help in spelling simple everyday words and their use of punctuation. A few pupils are still holding their pencil incorrectly and therefore have insufficient control in their formation of letters.

96. By the end of Year 6 higher attaining pupils are attaining satisfactory levels for their age. They are able to write descriptions, reports and instructions. They are beginning to write imaginatively and with increasing confidence. They demonstrate accurate sentence construction and satisfactory use of a growing range of conjunctions. They are also making satisfactory progress in the use of different tenses, the range of vocabulary and the use of speech marks. All but the lowest attaining pupils are beginning to write in a well-developed joined up style of writing. Scrutiny of work demonstrates that for the higher and lower attaining pupils there has been an improvement in pupils' individual writing skills and in their use of interesting descriptive language. There are many who still need assistance in formulating their ideas and are in the early stages of developing their writing skills in order to record their thoughts. Some pupils are making good use of ICT as an alternative form of recording. This was seen in a Year 6 lesson about mystery writing, where lower attaining pupils were challenged to write what would happen next. They required much adult support to complete this task. Apart from some interesting writing in newspaper form, there are few longer pieces of written work and too few examples of adventurous use of words in poems and stories. Pupils' spelling is weak. This is an area that the school has identified for improvement and teachers have started to put systems in place to enable pupils to become more confident in tackling words that they are unsure of. The good support provided for pupils with special educational needs ensures that they make good progress towards their individual education targets. Throughout the school there is variability in the presentation of work. Too often work is poorly presented, not finished and is difficult to read and understand.
97. The overall quality of teaching is good throughout the school. Teachers have a good understanding of how to teach basic literacy skills. They plan lessons in accordance with the National Literacy Strategy. This ensures that lessons include reading, question and answer sessions, written activities and the opportunity for teachers to check the progress in pupils' understanding and knowledge. Time is given at the end of each lesson to reinforce skills and to check that the objectives of the lesson have been met, as was the case in a very good lesson in Year 1 where pupils had learned about how to plan a story and write captions. However, the marking and presentation of work could be better. Pupils are not developing their literacy skills through other subjects as well as they could be because teachers infrequently plan reading and writing activities as part of the lessons, much of the work being discussion.
98. Features of the most successful teaching, that contributes to the very good progress in pupils' learning include; the skilful use of questioning to motivate pupils to listen carefully and voice their opinions; high expectations of pupils in terms of behaviour and the quality of their work; and interesting and challenging lesson content. The energetic team teaching between the class teachers and the teacher for pupils with EAL seen in very good lessons was effective in inspiring pupils to think for themselves. They were challenged to complete tasks in a set time and this accelerated the pace of progress that pupils made, for example when writing definitions of words. Very good teaching was also seen in Year 4 where pupils were motivated to use alternative words and expressions. Because the lower attaining pupils were given suitably adapted work they were able to achieve very good success, one pupil saying, "It's hard but I'm doing it". Work in all classes is carefully planned to meet the needs of individual pupils according to their attainment level.

99. Although pupils make overall good progress from the very low attainment on entry, there is scope for further improvement in reading and writing to bring standards closer to national averages. Currently there are too few opportunities for pupils to write. In the work presented for scrutiny there were too few extended pieces of writing and work resulting from research. At times, where there was an overuse of worksheets, pupils were denied the opportunity to extend their creative writing skills. There is not yet a consistent enough whole school system in place for pupils to read outside the literacy hour. Most teachers arrange for pupils to read quietly and hear reading at the start of the school day but implementation of this is inconsistent. A very good initiative has been the shared reading times for Years 3 and 4 pupils with students from the local college. This is clearly having a beneficial effect on the quality of their learning experiences. Similarly through the reading meetings for parents held for year groups in a morning, parents are becoming more informed and able to support their children in their learning at home.
100. The carefully planned educational visits demonstrate the teachers' commitment to increasing pupils' knowledge. The visits to the library help to raise pupils' interest in reading. The visitors to the school including poets and a story teller as well as visits to the theatre enrich pupils knowledge, bring enjoyment, increase their interest in literature and support pupils spiritual and cultural development. Most teachers value the pupils' work in terms of displaying it attractively in classrooms and around the school. However this is not so evident in their marking of pupils' work. There are too few comments to aid improvement and at times low expectation as to the amount of work and how it is presented.
101. In all classes, the good relationships that exist between teachers and pupils have a significant impact on the good progress that pupils make. Pupils' are eager to learn and feel confident in asking for assistance when they are not sure what to do. A good initiative has been the introduction of grouping pupils based on their previous learning in Years 2 to 6 to enable them to receive the appropriate challenge of work. The additional classes for Year 6 pupils help to prepare them for the national tests. Where lower attaining pupils and those with special educational needs receive additional input from the local authority's learning support service, this contributes well to the good progress they make in listening, speaking, reading and writing skills.

102. The leadership of the area is effective. The headteacher and the curriculum co-ordinator have set a clear direction for the subject and know which areas need improving. Good whole school systems for planning have been introduced. These plans are monitored carefully by the curriculum leader to ensure pupils' knowledge and skills are systematically built on. Good procedures for assessing pupils' progress have been introduced. There is thorough analysis of National Curriculum tests and these are beginning to be used appropriately to set targets for the school and individual pupils. A satisfactory start has been made in monitoring the quality of teaching and learning across the school. This good initiative is beginning to raise standards in teaching and learning, although the impact of this has not yet been fully realised in all classes.
103. The school has made satisfactory improvement since the previous report. There is evidence of slight improvement in standards in reading in Years 1,2,3 and 4. Systems to improve handwriting and spelling are beginning to be more effective. Teachers have involved the pupils in setting individual targets, which are displayed in their folders and remind them of what they have to do in order to improve. The additional literacy classes for Year 3 pupils who did not achieve well when in Year 2; and the additional booster classes for Year 6 pupils, in preparation for the national tests, are used well to reinforce and extend literacy skills. The staff have attended appropriate training to upgrade their skills. Leading practitioners have visited the school to give advice on how to improve teaching and learning. All these factors are having a positive impact on the quality of teaching and learning.

MATHEMATICS

104. Current standards of work are below average at the end of Year 2 and are well below average at the end of Year 6. Whilst standards have been maintained at the end of Year 2 since the previous inspection, they are lower in Year 6 for a number of reasons and do not reflect the overall progress being made by these pupils or the good improvement since the previous inspection. Almost 50 per cent of the current Year 6 pupils have special educational needs, which reduces the overall ability of the year group, and a few with English as an additional language take longer to understand concepts as they struggle to understand the vocabulary. In addition extended holidays interrupt the learning of many pupils. Eight pupils have joined Year 6 since last September with six of these pupils having special educational needs. Pupils of all abilities and backgrounds make good progress in relation to their previous learning, and achieve well except for the most able, who make satisfactory progress. A group of British Asian pupils have made very good progress and attend the Saturday classes for potentially gifted pupils. In two lessons seen some white indigenous pupils were insufficiently challenged and underachieved.
105. In some aspects, such as subtraction and problem solving a significant number of pupils struggle to understand. This is partly due to pupils' understanding of the language used, but also to insufficient time being given to teaching subtraction to ensure pupils are confident in using this rule of number. Consequently when pupils come to solve problems they use the strategy of adding on involving many stages in the process rather than one subtraction sum, although when challenged they could use subtraction to solve the problem successfully. Similarly, the scrutiny of work showed pupils to be more confident in multiplication than division. The mathematics co-ordinator was promoted in January 2002 and the pupils in Year 6 have already had three different teachers since then. In addition, the EAL support teacher retired last December and has not been replaced. These changes are not helping pupils gain confidence in their abilities as they approach the national tests.

106. By the end of Year 2, lower attaining pupils can order numbers to 99; complete simple addition and subtraction sums accurately and are beginning to understand multiplication. They know other words for multiplication such as 'times' and 'sets of'. The accurate recall of number facts is slow to develop for all pupils and more time could be given to this during introductory activities in lessons. Higher attaining pupils can order numbers to 999, can count in 2s, 5s and 10s, understand halves and quarters and transfer their understanding of numbers to amounts of money up to one pound. The proportion of pupils at this level is lower than in most schools. Pupils understand the need for standard measures and can tell the time in hours and half-hours and measure in centimetres with reasonable accuracy. Most can identify and name two-dimensional shapes and present data in simple graphs, for example eye colours.
107. Pupils in Years 3 to 6 increase their understanding and skills more rapidly as, for many, their understanding of English improves. By Year 6, approximately half can add decimals to two decimal places, order fractions, interpret co-ordinates in all four quadrants and are beginning to understand mean, mode and median values. They can calculate percentages and change fractions to percentages. They calculate perimeters and areas of shapes accurately and draw and calculate angles. They have experience of using imperial and metric weights. The weaker aspects are subtraction involving decomposition, problem solving and division for a significant number of average and lower attaining pupils. Pupils use their numeracy skills satisfactorily to support learning in other subjects such as ICT, science and design and technology, but there is little evidence in geography and history. The most able pupils make satisfactory progress as many attend Saturday classes, which complement the work covered in lessons.
108. The National Numeracy Strategy continues to be implemented effectively and lessons follow the framework for teaching. Pupils are grouped according to their previous learning in Years 2 to 6 and this is working well. However, the scrutiny of pupils' work showed some imbalance in teaching different aspects. For example, there was good coverage of equivalent fractions in Years 3 to 6, but little evidence of work on improper or mixed fractions. Pupils are encouraged to develop different strategies for mental calculations and problem solving and to use the strategies which they are most confident with. Whilst higher attaining pupils are confident in using all four rules of number, the average and lower attaining pupils struggle with decomposition when subtracting numbers. Pupils' ability to recall multiplication facts is variable; the higher attaining pupils have quick, accurate recall but other pupils are slower. Only higher attaining pupils are secure in their understanding of how to multiply three digit numbers by two or three digit numbers.
109. Overall teaching and learning are good in Years 1 to 6, but vary between excellent and poor in lessons in Years 3 to 6. The quality of teaching in Years 1 and 2 is significantly enhanced by the number of teaching assistants, some bilingual, who provide very good support for pupils learning to speak English. They work very well alongside the class teachers translating when pupils do not understand, but also encouraging the use of English whenever possible. This ensures these pupils are fully included in lessons. The examples of excellent teaching in Years 4 and 6 resulted from very secure subject knowledge and thorough understanding of the numeracy strategy. Lessons were led at a brisk pace from the moment they started and expectations of pupils were high. Pupils responded by putting every effort into their work in order to keep up. For example in the Year 6 lesson, pupils had to choose the appropriate number operation to solve problems, explain their methods and show the working out.

The problems were linked well to real life situations, which made the lesson interesting and relevant. Poor teaching was seen where there was a slow start to the lesson owing to test results from the previous lesson being given out. The pace of the lesson slowed again when problems were written up on the board and some were insufficiently challenging, such as sharing 25 sweets between five children. Pupils lost interest in the lesson and their behaviour deteriorated. A general weakness in teaching is the quality of marking, much of which is cursory and does little to inform pupils how to improve. There is evidence of pupils not listening carefully enough to their teachers and consequently do not complete their work successfully. Teachers are very mindful of this and keep checking pupils are listening. The learning needs of white indigenous pupils are insufficiently met when much emphasis is placed on the vocabulary for the benefit of pupils learning to speak English. For example in a lesson on writing lists, pupils wrote lists of numbers and letters, but the amount of mathematical learning was very limited. There were sufficient adults in the class for these pupils to have been given a different task at a higher level.

110. Leadership and management of the subject are satisfactory. The co-ordinator has only been in post since January 2002, but has already identified the weakness in pupils' recall of number facts from lesson observations. She is also gaining a good overview of standards through the analysis of assessment information and tracking of pupils' progress. Taken overall, good improvement has been made since the previous inspection.

SCIENCE

111. Current standards of work in Year 2 and 6 are below average. There is an improving trend in the school's performance in both teacher assessments in Year 2, and in national tests in Year 6 over the last five years. Inspection evidence indicates that pupils achieve well in lessons, due to an emphasis in most lessons seen on an investigative approach to learning, where pupils learn from first hand experiences in a practical and scientific way. Pupils apply their skills of scientific enquiry to gain knowledge about life processes and living things, about materials and their properties, and about physical forces. In Year 6 pupils are grouped according to their previous learning, and all groups are taught by the co-ordinator, a science specialist, in an attempt to raise standards. However, in the current Year 6 there is a high proportion of pupils with special educational needs, which is having a detrimental affect on the efforts of the school to improve its standards in the subject. There are also some further contributory reasons for the below average attainment. Pupils' reading and writing skills are below the required standard to cope with the demands of attaining the nationally expected level of attainment and the necessary scientific language associated with it. Pupils taking extended holidays in term time have a negative impact on the school's results and performance in the subject. In addition there is some additional adverse impact on standards caused by the high level of pupil mobility which the school experiences. There were no differences noted between the performance of girls and boys during the inspection. The school has made satisfactory improvement since the last inspection.

112. By the end of Year 2, pupils have a good knowledge and understanding of living things, materials and forces, which is developed through an investigative approach of observing, predicting and recording their findings. This was demonstrated in a Year 1 lesson, in which the pupils were deciding which were 'alive' and which were 'not alive' when learning about flowers. Higher attaining pupils in the class could identify a real plant and place it in the correct set for 'living' plants after careful observation of its different parts, whilst lower attaining pupils needed some adult guidance when making their decisions. Year 2 pupils know and understand that animals have a life cycle, and can explain and record the cycle of a frog or plant. In Years 3 to 6, pupils deepen their understanding of predicting, observing and recording well. In a Year 5 lesson, pupils made careful observations and predictions of the temperature pattern of an ice cube melting in hot water, of going down initially and then levelling out. Lower attaining pupils in the class needed some adult guidance to identify when the temperature pattern levelled out. In a Year 6 middle set, pupils could confidently assemble an electrical circuit with either one or two cell batteries using the correct scientific vocabulary. More able pupils in the class could confidently explain how only having one cell battery in the circuit affected the speed of a motor or brightness of a bulb when compared with using two cell batteries. Lower attaining pupils in the class needed adult supervision when drawing this comparison between using one or two batteries. Pupils in Year 4 know and understand that different materials have properties that either conduct or insulate when preparing a presentation of their experiments about different materials.
113. All the pupils in the school have positive attitudes towards their work. In all lessons observed pupils were well behaved and keen to participate in all activities offered to them. This was seen, for example, in a Year 4 lesson, when planning a presentation to show which materials keep things either hot or cold, and the reasons why. They co-operated well when working in groups. This was seen in a Year 5 lesson when pupils became engrossed in discussing and recording the temperature of cooling water. The development of scientific vocabulary such as 'alive', 'insulate' and 'circuit', and speaking and listening skills make a significant contribution to the development of literacy skills. Pupils use mathematics to support their learning in science, for example, in a Year 5 lesson when pupils' recorded the temperature of water. Although ICT is used to support learning, for example in Year 6, it needs to be used more consistently across the school.
114. The quality of teaching is good overall, although it is better in Years 3 to 6 than in Years 1 and 2, where it is mostly satisfactory. Teachers have secure subject knowledge although in a few lessons seen there was a lack of confidence and lost opportunities for developing pupils' understanding through investigative work. This results in an over directive style of teaching and tight control of pupils' learning, which limits pupils' achievements. In the better lessons seen, teachers used skilful questioning to prompt pupils' thinking and develop their understanding of a particular topic or unit of work. In addition these lessons have a definite structure, a brisk pace, with an appropriate emphasis on practical investigations and high expectations of what pupils learn to build on what they already know. In a good lesson seen in Year 6, the activities were carefully matched to the needs of all the pupils' in the class, and questions were raised to make the pupils' think like young scientists. The teacher also gave pupils' insights into how they could use the knowledge and understanding in their everyday lives, with questions such "What will happen if this wire is taken off?" Teachers make good use of support assistants in lessons, which helps with the overall learning of all pupils. Resources are used well to support learning, for example, in a Year 1 class plants were used to teach pupils about living things, and in a Year 5 class thermometers were used to allow pupils to record the changing

temperature of water. Pupils use equipment safely and with respect, and have due regard to the impact of their actions on others in lessons. They have a good rapport with all teaching and non-teaching staff. The marking of pupils' work is variable, in the better examples seen teachers indicate where pupils understand a concept or idea and where they need help and support in their learning. In other instances marking merely shows completion of work or that the teacher has seen it.

115. The leadership and management of science are good. The co-ordinator is experienced and committed to raising pupils' attainment and the school's performance in the subject. Assessment procedures are in use and will be fully operational across the school in the next academic year. The co-ordinator monitors planning and has monitored teaching to identify where improvements can be made. National test results are analysed to identify any weaknesses, such as pupils' understanding of circuits when learning about electricity.

ART AND DESIGN

116. By the end of Year 2 standards of work are average. All pupils, including those with special educational needs and those with English as an additional language make sound progress and their achievement is satisfactory. By the end of Year 6 standards are below average, pupils make slow progress and underachieve. This is because in order to raise standards in literacy and numeracy the teaching of art and design has been slimmed down, and there are sometimes long periods of time between lessons, which is particularly evident in Year 6. Consequently pupils do not develop skills, knowledge and understanding in sufficient depth.
117. No lessons were observed in Year 6 because the subject is taught in the summer term. Evidence of attainment came from lessons in other year groups, displays of pupils' work, samples provided by the school, talking to pupils, the art co-ordinator and the headteacher.
118. The quality of teaching is good in Years 1 and 2 and satisfactory in Years 3 to 6. Teachers' planning is a strength in art and design. It ensures that when lessons do take place, they are well organised, they have clear objectives and it ensures that teachers' knowledge and understanding about how the lesson is to be taught are secure. Teachers' management of pupils is also a strength and supports the good behaviour by pupils seen during lessons. Overall, teachers' introductory explanations are good and resources are well organised and accessible to pupils during their tasks. Pupils, therefore settle to work quickly and confidently, without the need to ask further questions. They handle tools safely and materials with care.
119. In a lesson in Year 2 in which pupils were engaged in a rich variety of activities, a group making observational drawings of a model castle showed sensitivity in their use of light and shade and a good attention to detail for their age. A small group using a computer program showed satisfactory use of line and shape when creating graphic pictures of castles discussed the relative merits of the images they were creating and had a clear idea about what they wanted to achieve. In another Year 2 class pupils created tile designs which they then successfully made, using clay tools carefully to produce the desired finished effect. They concentrated hard, when rolling out clay to make tile shapes and when marking out and cutting turrets. Pupils are developing their speaking and listening skills well in these lessons. Displays in Year 1 and 2 classrooms are of good quality. They celebrate the achievement of pupils and enhance their confidence. A particularly good display of paintings of puppets in Year 2 emphasised pupils' skills in colour mixing and close observation.

120. Year 5 pupils working in a vibrant workshop atmosphere explored the work of container makers Bodil Manz, Kate Malone and Dorothy Gill Barnes. Previously pupils had looked carefully at photographs of the artists' work and had painted pictures of satisfactory quality showing the key characteristics of the containers. In the lesson pupils were finishing off their own containers made in the style of their chosen artist, paying particular attention to the finished effect. Pupils had worked hard to achieve the kind of effects they had seen including using a type of glue to create the highly glazed features of the pottery of Kate Malone. Much of the pupils' work showed a delicacy of approach and a sympathetic understanding of the design features in the work they had looked at. In Year 3, many pupils making prints showed that they were able to carefully create printer's blocks with individual designs and experiment with them. They were able to say what they did not like about their efforts and could indicate how they might improve the quality of their work.
121. Sketchbooks are used throughout the school, but their use is more effective in some year groups than in others. In Years 1 and 2 they are used for the exploration of techniques and the development of skills more consistently than elsewhere in the school. Some of the sketchbooks here contain delightful examples of initial and developing work. Sketchbooks in Years 3 to 6 are not used well. Few of them show any consistent approach towards collecting ideas and developing them, trying out techniques nor for the development of observational drawing. In this latter respect insufficient use is made of the school's excellent collection of artefacts to generate such work.
122. Pupils throughout the school have benefited from working alongside an artist in residence. The school is hoping to make this a regular feature of the curriculum. The subject is managed well. The co-ordinator has a good grasp of what needs to be done to improve standards particularly in Years 3 to 6. Recently she has supported work in some of these classes. There is evidence that the work in year group portfolios is starting to be used to identify standards of attainment. A consistent approach to this will give teachers a better understanding of what pupils can achieve and support the drive for higher standards.

DESIGN AND TECHNOLOGY

123. Inspection evidence shows that by the end of Year 2 and Year 6 standards are average. All pupils in the school make good progress in developing their skills of designing and making for a purpose as they move through the school, are taught the importance of evaluating how successful their models are on completion and achieve well. Pupils work with a wide range of materials including paper, card, cloth and wood. The school has made sound improvement since the last inspection.
124. By the end of Year 2, pupils learn different ways to fix and stick together, such as using glue, split pins, and treasury tags to create hinges on their boxes. They also develop an understanding of the steps in the design process. Year 1 pupils know that before starting something, they need to decide what they will need and how to go about it. They also learn to evaluate their work as they go along. The class teacher skilfully helped pupils in a Year 1 lesson to see that they needed more practice in cutting and shaping to help them produce their boxes. Comments such as "this needs cutting before sticking" gave pupils useful pointers on how to deal with frustrating problems when using scissors and card. Higher attaining pupils in the class produced imaginative patterns on their completed boxes. In Year 2, pupils have designed and made puppets and evaluated the best way of joining fabrics together. They decided for example, that sewing is best for joining because it is strong.

125. By the end of Year 6 pupils' designs become more sophisticated with an emphasis on the purpose behind their construction of the model. For instance in a Year 6 lesson, pupils were creating templates of a slipper to see how many pairs they could produce on a piece of large squared paper. Higher attaining pupils in the class confidently drew and cut out their slipper templates, including an appropriate allowance for the seam, and could see the reason to produce as many pairs from the sheet as possible. Lower attaining pupils needed adult guidance in ensuring their template was correctly drawn and cut before they started cutting out on the large sheet of paper. In a Year 5 class, pupils were making mechanical toys out of wood using saws and drills, and were developing understanding of how cams and camshafts work. Pupils in Years 3 to 6 undertake work in food technology. In Year 3, pupils have evaluated sandwiches and given marks and reasons for their particular choice. For example, a cheese sandwich was described as being "tasty and yummy and is delicious and scrumptious".
126. The overall quality of teaching is good. All teachers' have secure subject knowledge and understanding, and teach pupils' how to design and make for a purpose, including evaluating how successful their construction has been when completed. All teachers use effective questioning and guidance in lessons, and make effective use of well-briefed teaching assistants. This was clearly demonstrated in a Year 1 lesson, when the assistants supported groups of pupils of differing abilities within the class effectively, helping them to complete the boxes. There is a good rapport between all adults in lessons, which includes humour, for example in a Year 6 class, which helps create a positive atmosphere for pupils' to work in. This helps in creating good attitudes towards the subject, and has a positive impact on the pupils' social development. In a Year 4 lesson, this was evident when pupils shared their ideas and collaborated well when designing a book cover suitable for an infant pupil. Speaking and listening and the use of specialised vocabulary such as 'designer' and 'lever' make a positive contribution to literacy in the school.
127. The leadership of the subject is satisfactory. There are draft procedures in place for assessing pupils' progress in the subject, and these will be in place as whole school procedures in the next school year. The co-ordinator monitors medium-term planning on a termly basis, but has not yet undertaken any monitoring of teaching to check the provision.

GEOGRAPHY

128. Owing to the way that the curriculum is organised it was only possible to observe lessons in Years 1, 3 and 5. However taking into account the work seen in pupils' books and conversations with pupils in Year 2 and Year 6 the evidence shows that standards overall are below average, although pupils' achievement is satisfactory, given the low level of attainment on entry.

129. Pupils in Year 2 have a sound knowledge of their locality. They remember work that they have done on routes and the maps they had produced of their journey from home to school. Pupils talk about the short cut to school. They talk with interest about visits like the one organised by their teachers to Conisbrough Castle. They were eager to show the worksheets that they had completed on the way to the castle identifying places on their journey. Several had used the castle web site on the Internet in school to gather information. However, their ability to compare the location of the castle with their home location identifying similarities and differences is sketchy.
130. Pupils in Year 6 are able to use correct geographical terms to describe the work they do in the subject. They have good recall of work done on rivers and a topic entitled 'Water around the School'. They use geographical vocabulary accurately and explain fully the meaning of words such as 'meander', 'tributary' and 'erosion'. They know that Rotherham stands on the confluence of the River Rother and the River Don and can trace the latter river to its source. They are however unsure of the kind of settlement Rotherham is. They know how to use atlases and can use co-ordinates to find places on maps. Although they can name the eight points on a compass their knowledge of direction is less secure.
131. Pupils in Year 5 build up knowledge about contrasting localities. In one lesson good use was made of a poem as a stimulus for work on comparing water use in Africa and in this country. In this well organised lesson pupils interacted positively during a brainstorming session contributing ideas freely, while working together as cohesive teams. Similarities and differences were clearly identified and at the end of the lesson pupils were aware of advances they had made in their learning. Younger pupils in Year 1 make good progress in their knowledge and understanding of the school and its environment. In a very practical and lively lesson, pupils built upon the knowledge they had gained from traffic surveys completed previously, to work on various large-scale maps. In this work pupils were able to think about the potential dangers from traffic and the measures taken to manage the effect of vehicles on the environment. Pupils with special educational needs and those with English as an additional language were well supported, fully included and made satisfactory progress.
132. Overall, the quality of teaching is satisfactory from Year 1 to Year 6. Teachers' planning is good and ensures that each lesson builds upon pupils' previous knowledge. Teachers use resources effectively and utilise the help of support staff well, when they are present. Pupils' writing skills, however are not developed well enough in lessons and generally there is an insufficiency in the range of recording pupils are required to do particularly in Years 3 to 6. Here also quality in the presentation of their work is often lacking. The subject co-ordinator manages the subject satisfactorily. The range of resources is being built up to support pupils' learning, with outdated atlases earmarked for replacement.

HISTORY

133. Evidence from pupils' books, lessons and discussion with pupils in Year 2 and Year 6 shows that standards are below average for pupils at the end of Year 2 and average for pupils at the end of Year 6. Given the low levels of attainment on entry to school pupils of all abilities, including those with English as an additional language, make good progress and achieve well in their acquisition of knowledge and understanding but only satisfactory progress in their recording and presentation skills.

134. Pupils in Year 2 show a keen interest in the subject enhanced by the educational visits, that teachers arrange for them. They remember important features of such visits with clarity. A visit to the York Railway Museum increased pupils' knowledge of transport systems past and present significantly. They talked avidly about the steam engines they had seen there, the power source that propelled them and were impressed by the size and appearance of them, particularly the "Mallard". They can compare modern day rail transport with that of the past. They know that the "Bullet Train" was operated in Japan and are aware of its particular capabilities. They know about "The Rocket" and its importance to the development of the rail transport system and about the inventor and his family. A more recent visit to Conisbrough Castle during which pupils were able to dress up in costumes of the time promoted pupils' understanding of what it was like to live in Norman times. In one Year 2 classroom pupils have painted thoughtful, good quality pictures of the castle. The use of cross-curricular links like this adds another dimension to pupils' learning in history and is good practice. Pupils' knowledge of changes in their own lives and the way of life of their family is weaker, they have little knowledge of events that are commemorated and skills of historical enquiry are slow to develop.
135. The enthusiasm for the subject is even more pronounced in Year 6. Pupils have a well-rounded and detailed understanding of events and of people in the past. As they gain this understanding they often empathise with the social conditions of people in different ages. For example, from their current work on Victorian philanthropists such as Lord Salisbury and Dr Barnardo pupils have an empathetic understanding of the plight of poor children of that period. Importantly, they can indicate in detail the change brought about by such benefactors and the improvement this change made to the lives of children today. Because pupils enjoy history they retain learning gained from lessons in the more distant past. The Tudors are of particular fascination particularly Henry VIII and his six wives. Several pupils were able to say that living conditions for the poor were similar in some ways in both the Victorian and Tudor ages. In one good lesson in Year 4 pupils used Tudor inventories to determine the life style of rich and poor. By doing this, the teacher provided good opportunities for pupils to learn about the past in a meaningful way and to develop the skills of deduction and reasoning and the ability to distinguish fact from opinion.
136. The quality of teaching is good overall from Years 1 to 6. Lessons are well planned with activities well matched to differing needs so that pupils whatever their ability make progress in acquiring knowledge and understanding. Teachers make lessons interesting. For example in a lesson about the Egyptians in Year 3, a good educational video was used to help pupils understand why the Egyptians believed in mummification. It inspired pupils to surf the Internet to find further information, which was shared with their peers, so increasing the pace of learning. One weakness, however, is that pupils' work lacks richness in the way it is recorded, and quality in the way it is presented.
137. The school has an excellent range of artefacts and a collection of good quality photographs to support pupils' learning. The co-ordinator is well motivated and is constantly seeking ways of giving history a bigger impact upon pupils' learning. In this respect good links have been forged with the local museum and groups of pupils visit to work alongside museum staff. They look at and handle artefacts in the museum collection and link the experience with their history work in school. Pupils' recording of their work and the standards of its presentation are areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

138. Standards are above average at the end of Year 2, and average at the end of Year 6. They have improved since the last inspection. Most pupils throughout the school are achieving well and making good progress in gaining skills and knowledge, the exception being those pupils with SEN in Years 3 to 6 who do not receive additional support in lessons. Teaching assistants in Years 1 and 2 have not received training and some are not as confident in supporting pupils. The improvement in standards is due to increased resources, both hardware and software, training undertaken by teachers to improve their subject knowledge and confidence in teaching and the good support received through the EAZ. Pupils in Year 6 have not had the current good provision throughout their primary school life and are still in the process of recovering the lost ground, which is why standards are not yet above average by the time pupils transfer to comprehensive school. Funding from the EAZ has been used effectively to provide support from a specialist teacher to advise and train staff. The purchase of laptop computers has led to more opportunities for pupils to practise their skills in many lessons.
139. By the end of Year 2 pupils are confident in using computers to support their learning in many subjects. For example in science, pupils use word banks to label parts of a plant; in mathematics they present data from a traffic census as a pictogram, which is also linked to work on the local environment in geography. Pupils can program a floor robot to find treasure on a map, and are beginning to combine pictures and text as part of their study of houses and cooking in the past. They use graphics programs to draw castles, erase them and try again, then colour in their finished picture, before printing it off. They type in stories or poems written in literacy lessons.
140. By the end of Year 6 pupils produce questionnaires to draw up databases, put the information into spreadsheets and present the data in a range of graphs, such as line graphs and three-dimensional block graphs. They create multi-media presentations, but the limitations of the software prevent pupils reaching their full potential. They can control shapes, copy and rotate them. Pupils have some understanding of sensing data, by taking readings of light, temperature and sound, but the school only has one data logger. Consequently the pupils do not have sufficient experiences to be fully confident in this aspect. Skills in word processing are good and pupils use them to present their work attractively, for example their poems and stories, using spell checkers and the highlighter when editing their work. They can access the Internet to find information to support work in other subjects, such as history and can send e-mails. Following the visit from an artist, pupils produced colourful Islamic art pictures of mosques. The school has already identified the shortcomings in resources and has plans to use more challenging programs in the future.
141. The teaching and learning seen in Years 1 to 6 was good. This was because teachers in Year 1 were supported by the specialist teacher funded through the EAZ, or a member of the school's professional learning team, which is raising teachers' expectations of what these young pupils are capable of achieving. Their secure subject knowledge and precise use of vocabulary helped all pupils to succeed in completing the tasks. One member of the professional learning team is also an EAL support teacher, and so all pupils were fully included in the lessons. In Years 3 to 6 the computer suite is used effectively for teaching skills which are followed up using computers in classrooms. Lessons are usually conducted at a brisk pace and pupils expected to work hard to complete their work in the time allowed. Pupils are confident to ask for help when necessary, but learn much from each other. Whilst most teachers have secure subject knowledge, there was some insecurity in retrieving

information lost from the screen. Teachers provide clear, step-by-step instructions for pupils who cannot remember exactly what they have to do and pupils find these helpful and reassuring. It helps them to work independently and develop their skills at a good pace. Progress for pupils is hindered where more than two pupils have to share a computer due to the software not being available on all machines.

142. The drive for improvement is well led and managed by the members of the professional development team, who each have clearly defined responsibilities and a good joint action plan for development. They have implemented satisfactory assessment procedures, produced a portfolio of work to show what pupils are capable of achieving and have a good overview of standards. From their work within the EAZ they have drawn on best practice and implemented it in the school. The enthusiasm of the professional development team members is evident in the pupils' responses in lessons. They are eager to get started, work well together and their behaviour is good.

MUSIC

143. Standards are average by the end of Year 2 and pupils' achievement is satisfactory. No judgement can be made on standards or teaching at the end of Year 6, as no lessons took place during the inspection period. This was due to the way the subject is taught in units through the year. There was very limited evidence in pupils' books and only two pupils receive instrumental music tuition. However, from the teachers' planning, singing in assemblies and videos of school productions it is evident that all aspects of the subject are taught and pupils are enthusiastic singers.
144. By the end of Year 2 pupils develop satisfactory skills in singing, composing and performing. For example, Year 1 pupils produced group compositions using long and short sounds, recorded them using graphic notation and performed them for the rest of the class. Pupils are slow to develop a sense of rhythm and this aspect requires more emphasis in lessons. The scrutiny of work showed pupils respond to the mood of music through art and design, study the work of famous composers such as the 'Planet Suite' by Holst and use computer programs to create music. The teaching seen was good because the class teacher was well supported by a subject specialist funded through the EAZ to develop teaching. This is proving to be successful in giving teachers confidence in helping pupils to develop their skills in composing. Overall teaching and learning are satisfactory in Years 1 and 2. Pupils are interested and enjoy the music making activities. They work well in their groups, often supported by an adult, which maintains pupils' concentration and the pace of learning. Pupils with SEN and those who speak English as an additional language are fully included in all lessons, the British Asians making good progress.
145. There are many extra-curricular activities, which enrich the curriculum such as the choirs, which all pupils can join, visits to theatres to see musicals and to concerts. A visit to see 'Pirates of Penzance' was organised prior to the school production and some pupils support the music co-ordinator by attending concerts given by the big band of which he is a member. The school puts on three productions each year and many pupils take part. Such events make a significant contribution to pupils' social development and self-esteem. The co-ordinator has only been in post since September 2001, but has already made a good contribution to the development of the subject, raising the profile and increasing the range of experiences available for pupils. This is helping to put more creativity into the whole school curriculum. Leadership and management of the subject are now good.

PHYSICAL EDUCATION

146. The amount of time for physical education has been increased recently in response to the school's concern about the fitness levels of many of the pupils. All classes are now taught by the co-ordinator, a subject specialist. Both within and across classes there is a wide range in fitness levels and in the quality of co-ordination, balance and control that pupils bring to the lessons. Although in all classes progress is at least satisfactory and is sometimes good, the standards achieved reflect these individual differences. For the pupils in the current Year 2 and Year 6 overall standards are average and achievement is satisfactory, but in some other year groups performance levels are below those found in other schools. Pupils with special educational needs and those who have English as an additional language make satisfactory progress.
147. In Year 1 hand-eye co-ordination and racquet control are below average. In Year 2 skills in catching, in throwing and in striking a ball are much better and reflect the interest that many of this year group show in cricket. These pupils show a good knowledge of different types of throw and are able to explain when these would be used during a game. They have a good appreciation of games' rules and tactics for their age and can organise small-sided games effectively. Year 4 pupils' basketball skills are below average. They find it difficult to keep controlled possession, their shooting skills are below average and their appreciation of team play is limited. In Year 5 pupils pass and control a ball confidently but are less adept in using space and sending and receiving a ball during competitive play. Year 6 pupils show appropriate skills in basketball for their age. They can dribble and protect the ball and their passing and shooting skills are typical of the age group. They have a good understanding of the need for control and of how to move into space ready to receive a pass. In dance their sequences of movement in response to poetry and music are of satisfactory quality. They show a good ability to evaluate performances and to make constructive comments on how they and others might improve. Most can swim the expected 25 metres.
148. Most pupils enjoy their physical education and many participate enthusiastically. They work well together in pairs or groups. They listen to instructions carefully and use equipment sensibly. Their willingness to persevere, to try hard and to follow the advice given leads to improved performances. Only occasionally do a few boys show reluctance to participate in dance or to work in a group with girls.
149. The quality of teaching and learning is satisfactory overall and in games it is sometimes good. The co-ordinator uses her specialist knowledge well to develop pupils' skills. The lessons are targeted at the appropriate level, take account of individual needs and have a balance of activities. Progress and skills levels are assessed well. In many lessons the barriers hindering development are identified and through intervention good guidance is given as to how pupils might improve their performances. This frequently leads to a surge in progress. Explanations are clear and demonstrations by pupils used effectively to illustrate good practice. Pupils are managed well and equipment is organised efficiently. Lessons often have a good pace, which keeps pupils actively involved. However, the effectiveness of some otherwise good lessons is reduced by pupils having to sit watching small-sided games for part of the lesson or to queue up too long for their turn because of the restricted space in the hall.
150. Management of the subject is good. The specialist teaching gives the co-ordinator a good opportunity to improve standards across the school and to assess the needs and progress of pupils in each year group. Class teachers usually observe the

physical education lessons and so benefit from seeing strategies used by a specialist. There is a clear policy and the scheme of work is securely based on national guidelines. The school is sensitive to the cultural issues around physical education and liaises well with families to overcome potential difficulties. The provision of extra-curricular activities in sport is good and benefits significantly from the co-operative ventures between schools in the Education Action Zone. Learning mentors lead activity sessions at lunchtimes and after school, there are good opportunities for team sports, and pupils participate in festivals for athletics, cricket, hockey, rugby and swimming. The school encourages initiatives, such as Action Stations 1000 that encourage pupils to take exercise. The school benefits from the skills of a number of qualified coaches who volunteer their services. The quality and quantity of equipment is good but the hall is small and places restrictions on some activities.

RELIGIOUS EDUCATION

151. Many children have a good knowledge of their own religion, which for the large majority is Islam. Work in Years 1 and 2 builds on this satisfactorily as well as introducing topics in Christianity. The school's celebration of a good range of religious festivals also enables pupils to gain an initial understanding of some other religions. By the end of Year 2 children discuss their own and other religions with confidence and knowledge that are above average for the age group. For example, they show good understanding as they explain why Zakat is important.
152. Standards of attainment by the end of Year 6 are in line with the expectations in the locally agreed syllabus. This represents satisfactory progress and achievement from the standards that these pupils achieved in Year 2. Many attend religious classes at the mosque. This, together with the sound coverage of Islam within the school, leads to pupils having a very good knowledge of this religion. They also have a sound understanding of Christianity. The limited time they spend on Hinduism and Judaism restricts the depth of their study in these religions. Pupils show good insights into the nature of faith, similarities and differences between religions and the need to respect the beliefs of others.
153. Progress in Years 1 to 6 is satisfactory overall but it is uneven, both between classes and also between different aspects of work within classes. Pupils develop their discussion skills well, expressing their ideas clearly and respecting the contributions of others. On occasions they convey ideas very successfully through role-play. The quality of written work in contrast is unsatisfactory overall. There are good examples, particularly in Year 4, of well structured and targeted support for writing that enables all pupils to express their knowledge and feelings about religious education topics at their own level. In these cases the teachers develop children's writing well and also help them to acquire the language to express their ideas. In some classes, however, the written work is poor. Expectations are not high enough; untidy presentation is accepted as the norm; and at times pupils are allowed to express ideas through rough sketches.

154. Pupils' attitudes and behaviour during oral work are usually good. They listen attentively to teacher presentations, participate well in discussions and are sensitive to the beliefs and views of others. They are appreciative of the efforts of others in role-play. Too few, however, put the same level of application and positive approach into their written work and presentation is often unsatisfactory.
155. The quality of teaching is satisfactory as a whole but the quality of presentation and discussion is much better than the planning of follow up tasks. In consequence, the pace and quality of learning frequently reduces in the second part of a lesson. Teachers make good use of artefacts and high quality visual material to stimulate children's interest and to form the focus for discussion. They use questioning very well to draw out children's knowledge and to assess their level of understanding. The very positive atmosphere created encourages pupils to contribute ideas and feelings. The development of the lesson theme through individual or group tasks is much less effective, though there are examples of good practice. Activities do not often extend pupils' knowledge or thinking and expectations of this work are sometimes low. This is reflected in the quality of marking in the subject, which is unsatisfactory. Teachers frequently give no indication of the standard achieved. Only occasionally are there comments on how the quality of work might be improved. There are even instances of poor presentation being reinforced through praise for work that is well below the pupil's best. This conveys to pupils that this work is not important.
156. The provision for religious education meets the requirements of the locally agreed syllabus. The management of the subject is satisfactory overall. There is a clear scheme of work but there is no assessment scheme. The co-ordinator has identified the weakness in the quality of written work through monitoring samples but has not yet had opportunities to address this or to observe the quality of work in lessons. The majority of resources are satisfactory but there is not enough computer software. The school uses its good relationships with the community to borrow artefacts and high quality posters. The imam and the local vicar have supported celebrations within school. Visits to churches, a mosque and a synagogue help pupils to gain good insights into worship styles and religious symbols.