

INSPECTION REPORT

WINDHILL PRIMARY SCHOOL

Mexborough

LEA area: Doncaster

Unique reference number: 106726

Headteacher: Mrs D L Simon

Reporting inspector: R S Moseley
16886

Dates of inspection: 13-16 November 2000

Inspection number: 224474

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: County

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Hollingworth Close
Mexborough
South Yorkshire

Postcode: S64 OPQ

Telephone number: 01709 586949

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Appropriate authority: The governing body

Name of chair of governors: Mr Michael Sayles

Date of previous inspection: January 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
R S Moseley OIN 16886	Registered inspector	Science Physical Education	Characteristics of the school. The school's results and pupils' achievements. How well pupils are taught.
R Mothersdale OIN 13462	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?
S Betts OIN 30853	Team Inspector	Information and communication technology Geography History	
M Farman OIN 22452	Team Inspector	Mathematics Music The Foundation Stage	How good are the curricular and other opportunities offered to pupils?
D Speakman OIN 20086	Team inspector	English Equal Opportunities Special educational needs	How well is the school led and managed?
C Rhodes OIN 16408	Team Inspector	Art and Design Design and Technology Religious Education	
J Clarke OIN 8837	Team Inspector	Support for English and Mathematics.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Windhill Primary School is a large school with 308 pupils and 59 part time children in the nursery. There are no pupils with English as an additional language. An average number of pupils, 22 per cent, are entitled to free school meals. The number of pupils on the school's register of special educational needs is 36, which is average, of which three have statements. Attainment on entry to the nursery is well below average and below average into the reception class.

HOW GOOD THE SCHOOL IS

This is a very effective school with many good, very good and outstanding features. Pupils make very good progress in English and mathematics and standards are above average in these subjects by the time they leave the school. The quality of teaching is mainly good or very good with almost half of the teaching being very good or excellent. The school has developed a very good and challenging atmosphere in which pupils want to learn and their attitudes to work are very good. There are very good relationships in the school. The school is very well led and managed and provides very good value for money.

What the school does well

- Teaching and learning are strengths of the school. Almost half the teaching is very good or excellent. The remainder of the teaching is satisfactory or good. This results in very good progress and good standards in English and mathematics and in a number of other subjects by the time the pupils leave the school.
- The provision for children in the Foundation Stage in the nursery and the reception classes is very good.
- It provides a challenging climate where pupils want to learn. Pupils have very good attitudes to their work.
- The contribution of parents to children's learning at school and at home is very good.
- The provision for pupils' moral and social development is excellent and as a result, behaviour is good and relationships throughout the school are very good.
- The headteacher with the help of the deputy headteacher, the senior management team and the governing body, provides outstanding leadership. She has established an effective team of teachers and classroom assistants and provides clear educational direction for the school and there is an obvious commitment by all staff to continuous improvement.

What could be improved

- The use of information and communication technology to support learning across a range of subjects.
- The quality of information given to parents about the progress their children are making in the subjects of the National Curriculum, indicating strengths and weaknesses more clearly.
- The school's provision for child protection, by ensuring that staff have obtained the relevant training and that the written policy is updated.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1997. It has overcome all of the weaknesses pointed out in the last inspection and has improved in a number of other ways. With regard to the key issues in the last report, the school has strengthened its approach to monitoring the curriculum to ensure there is continuity, progress and development in all subjects. For example, all the curriculum coordinators monitor the delivery of their subject throughout the school and prepare a yearly development plan of improvements. The school now makes a good analysis of pupils' attainment and has set individual targets for pupils in English and mathematics. Classroom organisation has been reviewed and group

learning tasks are now appropriate. Staff have had the appropriate training in information and communication technology and their knowledge and confidence in this subject is good. In addition, the leadership has introduced other improvements. For example, the quality of teaching has improved. This is partly to do with the fact that there are now very few staff changes after a period of instability but also because of the effective monitoring and support of the teaching by the headteacher and other staff. This improvement in the teaching, together with an improvement in assessment techniques and planning, has resulted in improved results in the National Curriculum tests and in other subjects. The school has installed a new computer suite, which is a very good resource for developing pupils' basic and advanced computer skills. This has been effective and pupils' skills in information and communication technology are now above those expected for their age. Links with parents have been strengthened and there is now an effective home/school agreement. This agreement is linked closely to homework policy, which has ensured that parents support their children well with their learning at home. The school has successfully introduced the new strategies for the teaching of literacy and numeracy. The school is well placed to maintain these and other improvements and has a good capacity to make further improvements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E	E	C	A
Mathematics	E	E	C	B
Science	C	E	C	C

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

The school went through a difficult time with many staff changes in 1998 and 1999, resulting in lower attainment at Key Stage 2. With a stable staff and improved teaching quality, standards are now rising when compared to 1998 and 1999. These results indicate good progress by the time the pupils leave the school, from low attainment on entry. The school met all the targets for attainment it set in 2000.

The inspection findings indicate that for this year's pupils in Year 6, attainment is even higher in English and mathematics with attainment now above the national expectations for their age. Attainment in information and communication technology has improved considerably and is also above the expectations for their age. Attainment in science and religious education is satisfactory.

Attainment is above the expectations for their age in history and in art and design by the time the pupils leave the school. It was not possible to make an overall judgement on attainment in geography at the end of Key Stage 2. It is satisfactory in all other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Most pupils are very keen to learn. They are responsive and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Pupils are usually well behaved in the classroom and playground. They are polite and courteous to each other and to adults.
Personal development and	Personal development is very good and pupils have developed very good

relationships	relationships with each other, based on mutual respect.
Attendance	Satisfactory.

Pupils demonstrate very positive attitudes to all aspects of school life. Pupils are beginning to show a great deal of confidence by the time they leave the school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

Throughout the school, the quality of teaching is very good. Twenty two per cent is satisfactory, 29 per cent is good, 41 per cent is very good and eight per cent is excellent. This is a good improvement since the last inspection. This quality of teaching ensures that pupils' learning is good or very good in most areas of the curriculum and they successfully acquire skills, knowledge and understanding in all of the subjects they are studying.

Particular strengths in the teaching are the teachers' planning and the use of assessments to plan work appropriate for pupils' needs. This ensures that all abilities of pupils are usually challenged to produce their best work. Teachers also have high expectations of pupils' work and behaviour. Lessons proceed at a very good pace. All these strengths encourage pupils' intellectual, physical and creative effort, ensure that lessons are productive and pupils retain interest and concentration to the end of the lesson. The skills of literacy and numeracy are taught very well.

The quality of teachers' marking is variable. Some teachers make it very clear to pupils just what they have to do to improve but this type of marking is not consistent. One other area in need of further development is the teachers' use of information and communication technology to support learning across a range of subjects. Although pupils have developed basic skills in the use of computers, computers are not always readily available in the classroom for regular use and support. The school has identified this as an area for further development. The teaching and learning for pupils in the nursery and in the reception classes is very good and a strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a very good broad, balanced, relevant curriculum. The Foundation curriculum for pupils in the nursery and reception classes is very good.
Provision for pupils with special educational needs	Very good provision. Pupils are very well supported both in the classroom and when they are withdrawn from lessons for extra help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual and cultural development is good. The provision for pupils' moral and social development is excellent and a strength of the school.
How well the school cares for its pupils	It cares for its pupils very well. The school's procedures for monitoring and promoting good behaviour are excellent. The assessment systems for assessing pupils' attainment and progress are good. The procedures for ensuring child protection are sound but the policy is in need of updating and the present staff have not yet been able to have the relevant

	training.
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There are very effective links with parents. The impact of parents' involvement on the work of the school and their contribution to children's learning at school and at home are also very good. However, the parents would like more precise information about their child's strengths and weaknesses and the progress they are making.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Overall, leadership is very good. Leadership and management by the headteacher are outstanding. The deputy headteacher and management team ably support her. Curriculum coordinators are developing their leadership roles well.
How well the governors fulfil their responsibilities	They have developed their leadership roles well. The chair of the governing body works closely with the headteacher. Their understanding of the strengths and weaknesses of the school are very good.
The school's evaluation of its performance	The headteacher, staff and governors are fully aware of the school's performance and have a very clear idea of what they want to improve.
The strategic use of resources	Excellent. Resources are readily available and used very well. All money available to the school is used wisely and carefully.

The headteacher has been very effective in deciding the school priorities. For example, she has enabled all staff to develop their own leadership roles by the introduction of the yearly development and improvement plan for each subject. Also, she has made a great effort to monitor and evaluate the teaching in order to raise its quality. This has been effective. Overall, the adequacy of the staffing, the accommodation and the learning resources are very good and the school always applies the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact their child likes the school. • Their child is making good progress. • The teaching is good. • They can approach the staff with any problems. • Their children are expected to work hard and do their best. • The school is well managed. • The school helps their children to become more mature and responsible. • Behaviour is good in the school. • Their child gets the right amount of work to do at home. • The school works closely with parents. • The school provides an interesting range of activities outside lessons. 	<ul style="list-style-type: none"> • A significant number of parents felt that they were not well informed about how their child was getting on. • A few parents felt that the school did not provide an interesting range of activities outside lessons. • A few parents felt that the school does not work closely with parents.

Inspectors' judgements support all the parents' positive views about the school. They also judge that the school does provide an interesting range of activities outside lessons and that it does work closely with its parents. Inspectors agreed with the parents that pupils' strengths, weaknesses or the progress they are making is not clarified well enough in reports or at parents' meetings.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In the National Curriculum tests at Key Stage 1 in 2000, pupils' attainment in writing and in mathematics was well above the national average. In reading it was broadly in line with the national average. Although the results over the last few years have been variable, they show that high standards have been maintained and all the results have been above average.
- 2 In the National Curriculum tests at Key Stage 2 in 2000, pupils' attainment in English, mathematics and science was in line with the national average. These results show a considerable improvement on the variable results over the previous three years where results were below and sometimes well below the national average. This improvement is due mainly to the fact that there are now very few changes in staff personnel, a considerable improvement in the quality of the teaching and the monitoring of pupils' work.
- 3 When all the test results at the end of both key stages in 2000 are compared to similar schools, based on the entitlement to free school meals, the results read well. In reading and mathematics at the end of Key Stage 1, they are well above average for similar schools and in writing they are very high. At the end of Key Stage 2, the results in science are average, for mathematics above average and for English well above average for similar schools.
- 4 The inspection findings for this year's pupils in Year 2 indicate the attainment in English is above the national expectation for their age, in mathematics well above the expectations and in science in line with the expectations for their age. In Year 6, pupils' attainment in English and mathematics are above the expectations for their age and in science they are in line with the expectations. The levels of attainment in English and mathematics show a further improvement on the improved standards of last year. This is again due to improvement in teaching, the setting of individual and group targets and the good introduction of the literacy and numeracy strategies. Standards have been maintained in science.
- 5 All these results indicate a maintenance of standards at Key Stage 1 and improving standards at Key Stage 2. The successes at Key Stage 1 have not yet had time to produce even higher standards at the end of Key Stage 2. All the results show that pupils are making considerable progress by the time they leave the school from the very low attainment on entry to the nursery, which is judged to be well below average.
- 6 In English, attainment in reading and writing are above expectation at the end of Key Stage 1. For example, pupils have a good level of appreciation of both literature and non fiction and are beginning to show a developing interest in poetry. Pupils also write for a range of purposes and in a good range of styles in other subjects. By the end of Key Stage 2, many pupils read well, independently and with expression and understanding. Writing is often imaginative and clear. Pupils appreciate different styles of writing, such as Shakespeare's play scripts, a wide range of poetry and writing from different periods in history. Skills in speaking and listening are satisfactory at the end of both key stages. Opportunities have been established for the further development of speaking and listening, and the development of pupils' oral skills has been identified as an area for development.
- 7 In mathematics, pupils' attainment at the end of Key Stage 1 is well above that expected for their age. For example, pupils are confident in manipulating and using numbers and know how to put them into order up to 1000. Pupils have a good understanding of the properties of two and three-dimensional shapes. They measure accurately and carefully. By Year 6, pupils are confident in using mathematical knowledge and understanding in other areas of the curriculum. For example, they apply it well to the drawing of graphs in science, creating patterns in art and in their measuring skills in design and technology. Most pupils in Year 6 use their skills successfully to solve

problems. They have a well developed understanding of multiplication, division, subtraction and addition. They use percentages effectively. They handle all types of data well and know how to collect and tally information.

- 8 By the end of both key stages, pupils' attainment in science is in line with the national expectation. By age seven, pupils have a satisfactory knowledge of all the components of science. For example, they are aware of different forces and explain how some objects appear to move without human help, such as leaves with the force of the wind or plastic bottles floating on the sea. By age 11, pupils have a sound grasp of appropriate scientific words and carry out experiments. For example, pupils have investigated the properties of soil and can demonstrate that most soils contain large quantities of air. They also investigate evaporation of water and show that the temperature affects this rate of evaporation. Pupils predict what might happen in their investigations and understand the meaning of a fair test.
- 9 Pupils' attainment in information and communication technology at the end of both key stages is above that expected for their age. By the end of Key Stage 2, they use the computer to write sentences and select correct words from a bank to insert into the text. Year 6 pupils use a spreadsheet for listing foods and prices. They load CD-ROMS and are successful in using the Internet to explore ways of searching for and selecting information. Some pupils use the computer for research but this is not consistent throughout the school and the use of information and communication technology is underused to support learning across subjects. The computer has not yet become a natural everyday tool for learning to support the development of independent work. The school has already identified this as an area for further development.
- 10 Standards of attainment in religious education for pupils at the end of both key stages meet the expectations of the locally agreed syllabus. Seven year olds have a sound understanding of the basic facts of Christianity and aspects of Judaism. They are beginning to understand Hinduism and retell the story of Rama and Sita enthusiastically. Pupils in Year 6 have a sound knowledge of Christianity. They know about the Christian belief that Jesus is the Son of God, was crucified and rose again from the dead. They are familiar with stories from the Old Testament, particularly about Moses and the meaning of the Ten Commandments. For example, their 'modern' versions of the commandments show a good understanding of the original.
- 11 Within the remaining subjects, there are particular strengths in design and technology, history and geography within Key Stage 1. At Key Stage 2, there are strengths in history and in art and design. For example, pupils in Year 6 achieve particularly high standards in their current work on drawing Victorian glass bottles and jars. Pupils' use of shading is effective to give pictures a three-dimensional effect. Also, pupils have produced high quality leaf structures in clay.
- 12 Throughout the school and within the different subjects, pupils' skills in writing and reading are good. They use these skills well in all subjects. Pupils' skills in speaking, listening, independent learning and in the presentation of their work in books are satisfactory. Skills in information and communication technology are good but pupils do not at present get enough opportunities to use them to support learning across subjects.
- 13 The many pupils with special educational needs make very good progress towards achieving the targets set for them. There are three pupils with statements of special educational need who also make good progress because of high quality support from the staff. Pupils who are higher attainers are identified at an early stage in the reception class. They are given good support and make good progress throughout their time at school. Four pupils in the current Year 6 for example, have been identified as potentially very high attainers in English and mathematics. Good support is made for these pupils. The school makes good use of its baseline assessment and other assessments to clearly identify pupils who require additional support. Work is very well matched to pupils' needs, which ensures very good progress.

Pupils' attitudes, values and personal development

- 14 Pupils' attitudes to the school are very good and parents overwhelmingly stated in their

questionnaire that their child likes school. Pupils are extremely keen to be involved in the wide range of social, academic and physical activities that the school offers, for example, Fun Days, Kwik Cricket, Millennium Art exhibition or class assembly performances. In lessons pupils respond very well to the challenge of debate and discussion. For example, in a history lesson, pupils had to question their teacher about reforms in child labour, conditions and education in Victorian times. Pupils cooperated well in preparing questions for their teacher, who was impersonating both Lord Shaftsbury and Lord Lister. They kept up their enquires into the historical background of the argument until the very end of the lesson. Pupils enjoy working alongside each other and finding out answers independently before asking their teacher for help. For example, in a mathematics lesson on data handling, numeracy partners had to first of all interpret information about passengers and work out new questions to put to their teacher. Pupils generally settle to their work quickly in class and are very interested in what they are doing. Pupils take great pride in telling others about what they can do and often encourage others to do well. For example, in an assembly for Year 2 class, every pupil took part in the performance and told the rest of the school and their parents, about their work. They started and finished their contribution with the song, "What have you done today to make you feel proud". The attitudes of pupils in the Foundation Station are also developing very well.

- 15 Most pupils' behaviour throughout the school, including those in the Foundation Stage, is good. Three pupils have been excluded for fixed periods in the year before the inspection, but the school is confident that the situations leading up to the exclusions have been resolved. A few pupils occasionally have difficulties in sitting still for a period and may try to distract other pupils. Pupils are very aware of the behavioural codes of the school and especially if their own personal targets are linked to behaviour. The school's high expectations of pupils' behaviour are reflected in their politeness to visitors, staff and to each other. The tidy appearance of the school shows that the pupils respect their surroundings. The unsuitable acoustics of the school's new dining room roof are only tolerable because the pupils are well behaved.
- 16 Pupils' personal development and relationships are very good. All of the primary and junior age pupils take part in electing a school council to represent their views. Although it is still a relatively new organisation, pupils enjoy the opportunities to make decisions alongside members of staff. For example, by suggesting a cake decorating competition at the forthcoming bring and buy sale. In lessons, pupils help each other, for instance in an English lesson more able pupils were observed helping less able pupils with word endings. Older pupils look after younger pupils in the playground. Very good relationships are a strong feature amongst pupils and staff. Pupils respond well to activities in personal and social education lessons. For example, in a lesson where pupils had to sit in a circle and talk and listen to each other, pupils knew to wait their turn and not to speak if another pupil was speaking. Older pupils enjoy the physical and emotional challenges of a residential course with their class friends and teachers, away from home. All pupils enjoyed the responsibility of organising, making and selling Christmas mincemeat for school funds in an Industry and Enterprise project. A large number of pupils voluntarily take part in sporting and sports coaching activities in the school, and enjoy the teamwork, discipline and personal challenge that these activities offer.
- 17 Pupils' attendance at the school is satisfactory and in line with other primary schools in the country. Pupils' unauthorised absences from the school are recorded as being below the national average. This does not show however that a significant number of pupils are being taken away from the school during term time for holidays, and that on occasions these holidays exceed the discretionary period of ten days. Pupils are generally punctual to school and this is greatly helped by the number of parents bringing their children into school early, to support the shared reading in the primary classrooms. There is a prize each month for the class with the best attendance and for pupils who achieve full attendance over the year.
- 18 Most pupils with special educational needs are happy and secure within their class group. As very good relationships exist with teaching and non-teaching staff they are confident to deal with new situations and participate in all school activities. Most pupils behave well and take pride in their achievements.

HOW WELL ARE PUPILS TAUGHT?

- 19 The quality of teaching is very good overall. Seventy nine per cent of the teaching is good or better and almost half the teaching is very good or excellent. The proportion of excellent teaching is eight per cent. The rest of the teaching is satisfactory. The quality of teaching is a strength of the school. This shows a very good improvement since the last inspection, where two thirds of the teaching was good and only in some lessons was it very good. The school has worked hard to improve the quality of the teaching. This has been achieved by careful monitoring and evaluation arrangements carried out by the headteacher and some of the teachers. Also, the teachers who work with the same year groups now plan their work together and subject coordinators are encouraged to examine teachers' planning in their subjects across the whole school. This ensures progress and continuity in learning, from children under five in the Foundation Stage through to pupils in Year 6.
- 20 The teaching of literacy has received considerable attention over the past two years. Teachers deliver the basic skills of literacy well, some very well. The written planning for the literacy hour is well structured and includes appropriate work well matched to the needs of the pupils. For example, in a literacy lesson for pupils in Year 6, they had to write an imaginary letter to a member of the Historical Society about a proposed road that was to be built through the remains of a Roman villa. The more able were encouraged to form the words and the letter style themselves but the less able had to fit in appropriate words to gaps in a pre-prepared letter. This ensured that all pupils whatever their abilities made good progress in developing their literacy skills. The session at the end of the lesson is well focused on extending learning and giving feedback. This enables pupils to consolidate all they have learned. Particular strengths were seen in the teaching of the basic skills of reading. Many parents at the parents' meeting stated that they felt that this was an area that had improved considerably in recent years. The teaching of numeracy has received specific attention since September 1999. The structures for planning in numeracy lessons are very good. For example, the introductory mental and oral session is done very well, lots of good practical activities are planned during the middle period and appropriate and new mathematical concepts are introduced to extend pupils' understanding.
- 21 In almost all lessons, teachers' own knowledge and understanding of all subjects is good. For example, in a science lesson, pupils in Year 5 discussed a picture of a battery attached by two wires and a switch to a bulb. The teacher's good knowledge of how to teach science enabled him to link the lesson very well to the work of an electrician. Pupils were led to understand the value of using symbols rather than pictorial sketches to make or repair an electrical circuit. Teacher's knowledge and understanding of information and communication technology is also good. This was a weakness pointed out in the last inspection. The school also uses a system of specialist teachers in certain years, for subjects such as music and physical education. In these lessons, the teacher has even greater subject knowledge, which is used to great effect to promote good learning and develop a high level of enthusiasm. For example, the specialist teacher for music has many skills. These were used to good effect in a music lesson for pupils in Year 4. They enabled him to develop a lesson linked to "Peter and the Wolf" music. By the end, pupils appreciated the clarinet, its sounds and its sensitivity. All abilities were challenged to work hard and through the enjoyment and enthusiasm of the lesson improved their attainment in performing and composing.
- 22 The good and very good teaching is also characterised by good or very good planning, with carefully structured learning steps, clear learning objectives and well thought out activities. The work planned also builds on pupils' previous knowledge and pupils gain in the development of skills and understanding. The good and very good planning ensures that lessons are stimulating and when the pupils are fully engaged and focused, they want to learn and enjoy their lessons. There are a very few pupils, however, who have weaker listening skills and a short concentration span. Teachers are aware of these pupils and most have introduced strategies to ensure these pupils are supported and involved in the work before proceeding further with the lesson. However, on very few occasions, teachers are not as successful in engaging these pupils and this limits the progress made. The school is well aware of these occasional problems and has introduced whole-school strategies, which are developing pupils' listening and concentration skills well.

- 23 The management of pupils in lessons is usually very effective and pupils settle down quickly to their work. Pupils work productively and sustain concentration and the pace of the lesson is good. Teachers have a thorough knowledge of all the pupils they teach and during lessons, their day to day assessments are good and teachers are fully aware of pupils' individual needs. Teachers also have very good longer term assessment procedures in place for the core subjects of English and mathematics and satisfactory procedures for science and religious education. These longer term records are used well in teachers' planning. The quality and value of the teachers' marking of pupils' work in their books is, however, variable. Some teachers' marking is of high quality giving pupils a clear picture of their strengths and weaknesses and outlining exactly what the pupils have to do to improve. This type of marking is not consistent throughout the school. Good use is made of homework to reinforce and extend the work being done in the classroom. A large majority of parents also felt that the amount and type of homework given was appropriate.
- 24 Teachers are very aware of pupils with special educational needs in their classes. They are skilled at ensuring that work set is at an appropriate level. Pupils are sometimes withdrawn from class to receive additional support in basic skills according to their levels of attainment. This is beneficial for pupils with special educational needs, as most support takes place when it can be matched to what other pupils are doing in class. Teachers write pupils' individual education plans in conjunction with the special educational needs coordinators and are aware of pupils' individual needs. Pupils receive very good support from the classroom support assistants who know their pupils very well and have a good knowledge of how to support these pupils. When in class, support assistants meet pupils' needs effectively and provide good levels of assistance for teachers in managing their classes.

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

- 25 The school provides a very effective, broad and well balanced curriculum for its pupils. Pupils have a very good range of learning opportunities that are relevant to their needs. The school is developing the use of written English across the curriculum very well. This is making a positive impact on standards. There is an improvement in the emphasis on the development of pupils' investigative skills in mathematics. All pupils have ample opportunities to use and apply their mathematical skills in a range of subjects. A result of this is the very marked improvement in standards in mathematics. The school also places a suitable emphasis on enquiry work in science. The use of information and communication technology is, however, under developed in most subjects, although it is better in mathematics. The curriculum for the Foundation Stage of learning is very good and covers the areas of learning in sufficient depth. There is a marked improvement to the curriculum since the previous inspection. The school has policies and schemes of work in place for all subjects, including religious education. It prepares pupils well for their transfer to secondary school.
- 26 The school makes very effective provision for pupils' physical and personal development. The science curriculum includes a carefully planned health education programme that encompasses sex education and drugs awareness. The school is implementing the National Literacy Strategy very successfully. This is having a positive impact on pupils' reading and writing skills. The implementation of the National Numeracy Strategy is proving very effective in raising pupils' standards in mathematics at Key Stage 1. There is evidence that the impact is beginning to show at Key Stage 2, where standards are rising steadily. The time allocation within the curriculum for the foundation subjects is adequate. The school's provision for extra curricular activities is good. These include a wide range of sporting activities as well as music. Day visits to places of interest, and residential visits for older pupils broaden, enhance and enrich pupils' experiences. Also, there are good opportunities for pupils throughout the school to learn to play musical instruments. Pupils participate enthusiastically and enjoy these activities.
- 27 The school's provision for the spiritual, moral, social and cultural development of its pupils is very

good. This is an improvement since the previous inspection.

- 28 The provision for the spiritual development of pupils is good. This reflects the findings of the previous inspection. The youngest children in the school experience a range of activities that give them many opportunities to reflect and wonder. For example, they express delight when they see pizzas cooking. The school provides good opportunities for reflection in the daily act of collective worship. Pupils think about feelings, for example, when they share dreams and realities. The school incorporates spiritual opportunities naturally into religious education lessons and other subjects. An example of this is when pupils in Years 3 and 4 express amazement at the demonstration of pneumatics.
- 29 The provision for the moral development of pupils is excellent. This is a good improvement since the previous inspection. The school is very effective in teaching pupils the principles that distinguish right from wrong. This begins on entry to the nursery class and develops well as pupils progress through the school. There is a strong code of conduct implicit in all actions. All members of the teaching and non-teaching staff provide very good and effective role models. They ensure that their dealings with issues are firm but fair. Pupils are well aware of what constitutes acceptable and unacceptable behaviour. They have many opportunities to explore and develop moral issues within the curriculum and assemblies. Pupils tidy away equipment and learn to look after it carefully. This enables them to begin to appreciate moral issues concerning other people's property. Pupils develop a good understanding of the effects of their actions on other people and on themselves. They respect their teachers and adults who work in the school.
- 30 The provision for the social development of pupils is excellent. This is a good improvement since the previous inspection. Children under five in the nursery and reception classes have many opportunities to develop independent attitudes to learning. Teachers build on this and increase these opportunities as pupils become older. Their work on the School Council makes a positive contribution to their social development. Pupils develop very well their ability to work cooperatively and collaboratively in lessons. In music, for example, pupils work well together when composing rhythmic patterns. This encourages the effective development of social skills. The school prepares pupils well for their transfer to secondary school. It makes effective use of residential visits to enable pupils to develop a sense of group identity and acceptable group behaviour. The school develops pupils' concept of citizenship through their participation in the work of the school and the wider community.
- 31 The school makes good provision for the cultural development of pupils. This reflects the findings of the previous inspection. Pupils have many opportunities to develop awareness of their own culture. They visit local places of interest as part of their work in history and geography. For example, pupils visit the Cusworth museum to support their work on the Victorians. The school teaches pupils well about other religions, cultures and beliefs. This mainly happens during religious education lessons where pupils learn about Judaism, Islam and Sikhs. Representatives of different beliefs visit the school and the school makes effective use of an arts' week to raise pupils' awareness of the cultural mix outside their immediate community. The school teaches pupils to value and respect all faiths and beliefs and prepares them well for life in a multicultural society.
- 32 The school's links with the community to enrich the curriculum are very good. Maximum use is made of the immediate community to extend pupil's skills. For example, pupils have created a permanent sculpture on the banks of the River Don and banners for the centre of Doncaster. Pupils visit historic houses in Mexborough and undertake science projects in the Denaby Ings. Apprentices from Doncaster College have worked alongside pupils to build a wall, complete with geometric shapes, for the school's nursery. The generous donation of land to the school from a local builder is now enabling the school to establish a science garden in the school grounds. Many local businesses support the school's summer and Christmas Fayres by providing raffle prizes. Other businesses directly support school projects, such as a local building society that donated funding for an Arts project, and a local supermarket that through a voucher scheme has provided some computers for the school. The school's close links to the neighbouring Baptist Church has encouraged the pupils to develop a responsibility and respect for the church in their community, and three pupils recently worked to raise funds that were shared between the school and the

church in a 'lifestyle' initiative. The participation of the police in organising school discos also supports good social relationships in the community.

- 33 The school's links with partner institutions are good. Governor participation in the development of local cricket initiatives and Kwik Cricket challenges and coaching, has strengthened the school's sporting links to neighbouring schools, and offered the pupils a chance to participate at a national level in their chosen sport. The school's central role in the local sporting programme for the area brings pupils into contact with teams from 14 other schools. A successful funding bid between the school and a neighbouring school has led to pupils participating in a community oracy project. Staff at the school benefit from joint training initiatives with neighbouring schools and share costs to improve the quality of this training.
- 34 The provision for pupils with special educational needs, which includes provision for higher attaining pupils, is very good. Pupils' needs are identified at an early stage and very good support is provided throughout their time at the school. Individual education plans contain very specific targets for pupils to achieve. These targets are reviewed regularly. Pupils are sometimes withdrawn from class, but this is mainly from literacy lessons and support is consistent with what is taking place in class. They receive their full access and entitlement to the National Curriculum and the school is careful to ensure that pupils do not miss other subjects. The school meets the needs of higher attaining pupils well. Four have been identified and will be entered for Level 6 in the National Curriculum tests of attainment for mathematics and English in 2001. These pupils will have individual education plans, shared with parents, who will support their children in conjunction with the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 35 The school's procedures for ensuring the welfare and health and safety of its pupils are good. The school has wide ranging health and safety procedures and is careful to hold regular fire drills and fire safety checks. The caretaker checks the school building on a daily basis to ensure pupils' safety and security. Staff are very safety conscious in lessons and outside activities and, for example, all sports activities follow health and safety guidelines. Nearly all of the lunchtime staff and learning support assistants have received first aid training and the school is aware of those pupils who have special health requirements through, for example, having allergies or asthma. The school nurse has a high profile role in the school and is available to both pupils and parents on a weekly drop in basis at the school. The school is following up a school council request for drinking water fountains for younger pupils. The school's current child protection procedures are satisfactory and staff are aware of who is the designated person. However, there is a requirement for the designated person and all other staff, to receive up to date training in child protection issues and for the school to revise its present child protection policy, to ensure a consistent approach to the school's child protection procedures.
- 36 The school's procedures for monitoring and encouraging good behaviour and checking on bullying or any other unfair behaviour are excellent. The consistency of the practice of behaviour management at all times of the school day is a strength of the school and provides a safe environment for pupils. Lunchtime supervisors have the same behavioural expectations as teachers and the regular exchange of information between staff on pupils' behaviour makes certain that any incident is quickly reported and recorded. Details of unacceptable behaviour by pupils are used to decide how the school will respond to an incident.
- 37 Most of the school's procedures for monitoring and improving attendance are good. Attendance records are checked weekly to identify which class has the best attendance. The education welfare officer visits the school on a weekly basis to get together with the school on any attendance issues. Newsletters regularly stress the importance of punctuality for all pupils and the school maintains a late book for pupils who arrive at school after registration and a suitable system for signing pupils in and out during the school day.
- 38 The school's systems for assessing pupils' attainment are very good for English and mathematics.

They provide a valuable range of information about the pupils. This enables teachers to plan work that meets the needs of groups and individuals very effectively. The assessment systems for science, information and communication technology and religious education are sound. They give a clear picture of what pupils know and understand but are less well developed than in English and mathematics. Assessment systems for the foundation subjects are informal. All teachers use assessment very effectively and consistently to plan future work.

- 39 There are very effective systems in place for assessing the attainment of children in the Foundation Stage. The use of these assessments to plan for the next stage in children's learning is very good. The school analyses data from the national tests at the end of both key stages. It uses this analysis to set targets for improvement in the core subjects of English, mathematics and science. This is effective for English, science and mathematics throughout the school. All targets have a clear focus and sufficiently high levels of challenge.
- 40 Good procedures are in place for assessing the progress of pupils with special educational needs, with early identification soon after they start school. Work is planned carefully to meet their needs. Individual education plans are well written and contain realistic targets so that pupils' specific learning needs are met and their learning is built on step by step. The plans are reviewed regularly and are shared with all staff, parents and pupils. There are effective arrangements in place to transfer information about pupils, for example, regarding special educational needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 41 Parent's views of the school are very good. Virtually all of the parents think that teaching is good. The school places a high priority on the home/school relationship. It has recently focused on the home/school agreement, homework policy and provision of a home/school diary for junior pupils' homework to strengthen these links. The school keeps up a constant flow of information to parents. Regular newsletters are sent home. Parental responses to questionnaires, seeking parental guidance and views on what the school is doing, are promptly followed up. However, some parents are unhappy about the quality of information in the annual reports on the progress of pupils. These reports do not give a clear picture of the strengths and weaknesses of individual pupils.
- 42 There is very strong support from the parents of primary children for the early morning reading scheme in school. There are no spare seats in any of the classrooms at a quarter to nine. All are taken up by parents reading with their children. The school is very successful in engaging parents to help in the classrooms with lessons. Across the school parent helpers assist staff with the curriculum and the school is very proud of this relationship and the very positive impact it has on pupils' learning. Most parents state that they feel comfortable about coming into school. During the inspection, the high turn out of parents to watch a class assembly and then go into their child's classroom to speak to the teacher and look at their child's work confirmed this point.
- 43 The school benefits from a very active parents' association. The Friends of Windhill work closely with the school to raise funds for specific equipment for the school, such as large wheeled bikes for the nursery, white boards, mouse mats and large screen in the information and communication technology suite, in addition to providing a present for each pupil at Christmas and an Easter egg at Easter. They also organise social events, such as discos for pupils and parents, fayres, parties for pupils and events for parents, and sustain a close link between the school and parents.
- 44 The school keeps good links with those parents who have children with special educational needs. Parents receive early notification of their children's needs and are kept fully informed from stage one of the Code of Practice. Regular meetings are held to ensure that parents are kept aware of all aspects of their children's progress and they are encouraged to be fully involved in their child's learning. Parents at the parents' meeting felt that children with special educational needs are supported very well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 45 Overall, the quality of leadership is very good and within this the headteacher displays outstanding qualities of leadership and management. She is very well supported by senior management team, all staff, governors and administrative staff. This is a strength of the school and is central to the school's drive for the highest possible standards in all it does. The headteacher has a very good knowledge of the education of the children and their wide ranging needs. She has established an extremely clear vision for the future of development of the school, which is shared by all who work with and support her.
- 46 The excellent standards in moral and social aspects of school life and good progress overall, fulfil the school aims. All pupils are considered to be of equal importance and this forms a sound basis for the school to move forward. The school achieves its main aims through addressing the specific needs of all pupils, whatever their ability, disability, gender or background and ensures that all have an equal opportunity to achieve to their highest level.
- 47 The headteacher very effectively monitors the performance of teachers. There is an agreed timetable of observations for all staff, during which the headteacher makes judgement on the quality of teaching and learning set against an established range of criteria. Feedback is provided and the outcome from observations is discussed with teachers. As a result of these observations, targets for development are agreed and these form the focus for the next observation. Monitoring of teaching has been very effective, as the quality of teaching seen during the inspection was mainly good or very good throughout the school. The monitoring of standards is well done. Areas of weakness are identified, for example in English National Curriculum assessment tests, where there was a difference in the attainment of boys and girls. Provision is made to address issues such as this and is effective. Consequently, standards are steadily rising and there was a significant improvement last year.
- 48 Curriculum coordination is good. There are coordinators for all subjects and they are generally effective in monitoring standards and provision in their subjects. They monitor planning, pupils' books and occasionally provide demonstration lessons for other teachers who are less experienced in a subject, those who identify a need or those who request this advice. They work very hard and provide good levels of management overall. All information is used carefully to identify strengths and weaknesses and to prepare a development plan for their subject each year.
- 49 The management of the provision for pupils with special educational needs is good. The special educational need coordinators, one from each of Key Stages 1 and 2, work very well together and conscientiously carry out their duties. In conjunction with class teachers, they monitor pupils' progress towards meeting their specific learning needs. They work well with special educational needs support assistants and class teachers to ensure effective provision. There is a special educational needs governor, who although new to this role, has been governor for some years and is already familiar with managing the provision for special educational needs pupils. He is currently seeking training to bring his knowledge up to date.
- 50 Governors make a good contribution to the leadership and management of the school, and their contribution to establishing the successful development of the school is important. They regularly visit the school either to work informally in class with groups of pupils, or to more formally observe provision in their area of responsibility. All speak with knowledge and understanding about their role, their responsibility and give secure and sometimes critical, views of what they see in school. In this way governors have a good understanding of the school's strengths and areas of concern. In addition to governors' meetings, there are other committees that meet and report back to the full governing body. The chair of governors meets frequently with the headteacher on an informal basis. There is also much formal and informal contact between other governors, such as those with specific responsibility for special educational needs, literacy, numeracy and information and communication technology and the coordinators for these subjects.
- 51 Although there is no formal appraisal model at present, whilst the school awaits the introduction of the national performance management initiative, all staff have professional development discussions

with the headteacher, who carries out in depth classroom observations. The governors have set performance targets for the headteacher over the last few years. The school is very well placed to take on new requirements for the appraisal and performance management of all staff. Induction procedures for staff new to the school and for those new to the profession are very good and introduce teachers and support assistants smoothly to the life of the school.

- 52 The school's priorities for development and targets for improvement are highly appropriate and are identified very well. These are well rooted in a deep understanding of educational development, national priorities and the headteacher and governors' excellent knowledge of the school. Priorities are established in the light of available finances and any budget constraints. Progress towards meeting their targets is very well monitored.
- 53 The staff are fully qualified, have a good range of professional experience, and are of sufficient number to meet the full demands of the curriculum. There is an effective match between their qualifications and subject responsibilities. Staff development is planned very carefully and is well balanced between individual needs, the school's own priorities and the implementation of new national initiatives. The high quality of the school's arrangements for professional development has led to the successful achievement of the Investors In People award. The building is clean and is very well maintained by the caretaker and her staff. The accommodation has improved considerably since the previous inspection as a new teaching block has replaced the outside classrooms. Overall provision is now good, although acoustics in parts of the new building are unsatisfactory. There is a satisfactory range of resources for all subjects. The provision for art and design, design and technology, history, music, physical education and aspects of English is good. There is a good range of equipment for the Foundation Stage, although there are not enough large wheeled toys for children in the reception classes and they have to borrow from the nursery.
- 54 The school's use of financial resources is excellent. Educational priorities are very well supported through careful financial management. Funds for specific purposes are used appropriately. Priorities for development are carefully considered alongside available finance. The governors are well advised by the headteacher's wide experience in these matters and they take her guidance into account when approving the budget. Financial matters are very well managed throughout the year. Although there is a high budget carry over this year, the need to spend some of this money on the new building is an example of careful and wise budgeting. The highly efficient school administration office manager keeps the headteacher and governors very well informed about the status of the budget at regular intervals throughout the year. She also carefully monitors spending on a daily basis and the office is run extremely efficiently. Being a member of the senior management team and a governor, the office administrator has a good knowledge of the school's management and this understanding adds to her efficiency and effectiveness. New technology is used to streamline processes and the office staff is well informed. Computers are used very well to monitor finances and maintain pupils' records. The school has met the few minor recommendations of the last local education authority financial audit.
- 55 The management systems now in place have ensured very many improvements since the last inspection. The school has a very good capacity to maintain a very effective school and introduce further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 56 To maintain the quality of education and promote further development, the governing body, headteacher and the staff should address the following issues:-
- (1) Further extend the use of information and communication technology to support learning across a wide range of subjects by devising strategies to use computers more regularly within lessons.
(This is indicated in paragraphs 9, 83, 88, 95, 112, 119, 121, 122, 128)

- (2) Improve the quality of information given to parents about the progress their children are making in the subjects of the National Curriculum by clarifying this more precisely at the parents' evenings and in the pupils' annual report and being more specific about pupils' strengths and their weaknesses.
(This is indicated in paragraph 41)
- (3) Up date the school's provision for child protection by:
- Revising the written policy for child protection
 - Ensuring the relevant training for all staff
- (This is indicated in paragraph 35)

Issues one and three have already been identified as areas for action in the School Development Plan.

In addition to the issues above, the following minor weaknesses should be considered for inclusion in the action plan:

- The quality of teachers' marking is not consistent.
 - The listening and concentration skills of a very few pupils need developing further.
 - A very few pupils take unauthorised absence for longer periods than the discretionary 10 days.
 - There is a lack of large play apparatus for pupils in the reception class.
- (These are indicated in paragraphs 23, 90, 137, 22, 17, 53, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	41	29	22	0	0	0

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

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)	40	308
Number of full-time pupils eligible for free school meals		67

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register	2	15

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	5.6
National comparative data	5.6

Unauthorised absence

	%
School data	0.02
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	33	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	27	30
	Girls	21	21	21
	Total	50	48	51
Percentage of pupils at NC level 2 or above	School	93(93)	89(92)	94(93)
	National	86(82)	88(83)	93(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	28	29
	Girls	20	21	21
	Total	47	49	50
Percentage of pupils at NC level 2 or above	School	87(81)	91(86)	93(87)
	National	84(82)	88(86)	92(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2000	19	23

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	9	15
	Girls	19	18	19
	Total	33	27	34
Percentage of pupils at NC level 4 or above	School	79(54)	64(58)	81(67)
	National	78(70)	75(69)	89(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	11	15
	Girls	14	17	18
	Total	22	28	33
Percentage of pupils at NC level 4 or above	School	52(48)	67(52)	79(65)
	National	70(68)	72(69)	79(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	306
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	1	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	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.

Teachers and classes

Qualified teachers and classes: Y[r] – Y[6]

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25.7
Average class size	28

Education support staff: Y[r] – Y[6]

Total number of education support staff	5
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40

Total number of education support staff	2
Total aggregate hours worked per week	20

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	616,252
Total expenditure	601,020
Expenditure per pupil	1,779
Balance brought forward from previous year	32,412
Balance carried forward to next year	47,644

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	360
Number of questionnaires returned	87

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	21	2	0	0
My child is making good progress in school.	52	28	3	0	4
Behaviour in the school is good.	32	44	7	0	4
My child gets the right amount of work to do at home.	35	33	12	0	7
The teaching is good.	55	30	1	0	1
I am kept well informed about how my child is getting on.	30	26	24	3	4
I would feel comfortable about approaching the school with questions or a problem.	50	30	5	2	0
The school expects my child to work hard and achieve his or her best.	60	25	1	0	1
The school works closely with parents.	24	39	16	3	5
The school is well led and managed.	41	37	6	0	3
The school is helping my child become mature and responsible.	39	43	4	0	1
The school provides an interesting range of activities outside lessons.	24	35	11	4	13

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

- 57 The school admits children to the nursery, on a part time basis, the term after they reach three years of age. Children transfer to full time education in the reception classes at the beginning of the school year in which they have their fifth birthday. Most children in the reception class attend the school's nursery before they enter full time school. The nursery makes very good provision for the children's all round development and education. The reception class builds very well on the work of the nursery. The curriculum for children under five promotes the early learning goals of the new Foundation Stage very effectively in all areas of learning. There is a specifically designated outdoor area for use by the children in the nursery. This assists their physical development and awareness of space well. The children in the reception class do not have full time access to such an area. This restricts their learning and progress in developing further their all round physical skills. This confirms the findings of the previous inspection. There is, however, provision within the current school development plan for the development of a designated outdoor play area for children in the reception class.
- 58 Curriculum planning for all children in the nursery and reception classes meets the requirements of the new Foundation Stage of learning for young children. In the nursery and reception class teachers plan closely together to ensure there is no unnecessary repetition of work. They give the children a very firm foundation and smooth transition to work at Key Stage 1 of the National Curriculum. All the members of staff who teach children in the Foundation Stage have a very clear and strong commitment to raising standards. They attend inservice training courses, plan work together and develop close relationships with parents and carers. They have very effective links with Key Stage 1 teachers. This ensures the continuation and development of the current very good practice for the early years of education. The record keeping system is very clear and informative. It gives all members of staff a well informed base for the planning of work. The nursery uses an entry assessment procedure very effectively to assess children's level of development and achievement before they begin coming to the nursery. This gives a clear indication of the children's abilities in language, mathematics and physical skills. Parents contribute to this assessment. This provides the members of the nursery staff with a clear knowledge of what children know and can do at home. The teachers use this knowledge to plan future work on the basis of what the children know, understand and can do. They set clear and specific targets for individual children and revise them on a regular basis. The reception teachers continue to use and add to the records from the nursery. The nursery and reception classes provide a very effective level of support for children with special educational needs. They identify children in the reception classes who may be gifted or talented. All members of staff ensure that children have full and equal access to the areas of learning. There is a clear improvement in the procedures and use of assessment since the previous inspection.
- 59 Many children enter the nursery with standards that are well below the expectation for their age in most areas of learning. They respond very well to the provision in the nursery and make very good progress, particularly in the development of their social skills. In spite of this very good progress, children's levels of attainment in their language and mathematical development are still below the expectation for most children when they enter the reception classes. The reception class teachers build very effectively on the work done in the nursery. This ensures that children continue to make rapid progress in developing their language and number skills. As a result, most children are likely to meet the Early Learning Goals for the Foundation Stage when they enter Year 1.
- 60 All members of staff promote children's personal and social behaviour very well throughout all areas of the curriculum for the Foundation Stage. The teaching of this area of learning is very good. All members of staff provide positive and encouraging role models and treat children politely, courteously and with respect. As a result, children trust staff, behave well in lessons and cooperate happily with adults and each other. Children quickly develop an above average understanding of what is right and what is wrong. For example, they know not to argue with each

other and follow instructions carefully. They are confident when moving around the nursery and in the reception classes. The children share and take turns amicably, for example, when using outdoor equipment and books. They concentrate well on their tasks when mixing ingredients to make a pizza. Children are enthusiastic and clearly enjoy their work in the nursery and reception classes. They take care of classroom equipment and tidy up cheerfully after themselves. As children move into the reception classes they work very well independently and together. All children persevere to finish their tasks and take pride in their work. They quickly understand the routines of school life and move quietly and confidently around the school. By the time they enter Year 1 most children, including those with special educational needs, are likely to exceed the expected levels in the development of their social skills. The school is continuing to maintain and improve this area of children's development effectively since the previous inspection.

- 61 The provision and teaching for the development of communication, language, and literacy skills is very good. The nursery staff makes very good provision for children to improve their speaking and listening skills and to develop an interest in books. They promote interest in the sounds letters make and how they are formed. This is developed further in the reception classes and children make very good progress in reading and using sounds to build words. Another strength of the teaching is the way in which all members of staff provide children with opportunities to recognise the value of reading and writing. For example, when children make pizzas they are encouraged to follow a list of instructions and there are instructions for colour mixing when they are painting. As a result, children become interested and keen to read when they see a clear purpose. They often choose to make marks on paper independently and enjoy 'reading' them. A significant minority of children have an understanding of letter sounds and skills in reading and writing that exceeds expectations for their age. There are many opportunities in the nursery and reception classes for children to develop their own stories in role-play areas. All the members of staff ensure that there is a suitable level of adult interaction to develop children's speaking skills. Children develop their ability to concentrate for sustained periods of time very well. Many children enter the nursery with well below average language skills. They quickly make very good progress in developing an enjoyment of looking at books and listening to stories. All children soon understand that pictures and print convey meaning as they listen to well known stories and rhymes and join in refrains. By the time they enter the reception classes, many children already have a good range of language and enjoy demonstrating their early reading skills. All children learn to use pencils correctly. They increase their early writing skills in a range of activities that encourage their hand and eye control. This makes a positive contribution to their development. Children with special educational needs continue to receive effective support. The reception class teachers use the literacy strategy effectively to develop further children's listening, speaking and reading skills. Children make very good progress in this area of learning and the majority achieves the Early Learning Goals by the time they enter Year 1. This is an improvement since the previous inspection.
- 62 The teaching and provision for children's mathematical development is very good. One of the strengths of this provision is the systematic way in which all members of staff use counting as part of regular daily routines. Most children make very good progress in consolidating and developing their number skills. This is a marked improvement since the previous inspection where standards and progress were judged to be 'sound'. The members of the nursery and reception staff effectively develop these skills through a carefully structured programme of work. Children use construction activities very well to develop awareness of space and control skills. There is a good and effective level of support for children with special educational needs. They make very good progress in developing their knowledge of numbers. Many children enter the nursery with low levels of mathematical skills. By the time they enter the reception class most children have a rapidly developing range of skills in using and manipulating numbers. The members of the reception staff continue to build on and develop these early skills very well. There is a session of structured number work each day. This ensures that most children count and order objects to twenty accurately and confidently. Children know and recognise the place of numbers on a number line. They use an accurate technical mathematical language to describe processes, such as 'more than' and 'less than'. All children, in the nursery and reception classes, develop their mathematical learning further through the use of the computer. They quickly learn to put events into sequence. This gives them an increasing awareness of how to organise shapes and control movement. Children consolidate, build on and develop their early mathematical experiences very well. A

majority of children make very good progress and are likely to achieve the Early Learning Goals by the time they begin National Curriculum work in Year 1.

- 63 All members of staff in the nursery and reception classes promote children's knowledge and understanding of the world very well. This enables children to make very good progress in their learning. Many enter the nursery with a sound awareness of their immediate surroundings, but have little awareness of the difference between natural and manufactured things. The school has very good provision for building on and developing children's knowledge in this area of learning. The strength of this provision lies in the way that it is linked with other subjects. For example, children in the reception class explore patterns around the school and develop the ability to observe closely. They make very good progress in this area of learning. For instance, children in the nursery investigate the properties of materials as they mix ingredients to make pizzas. They observe how change takes place and begin to develop understanding that some change is irreversible. The children continue to consolidate and develop this learning as they progress through the reception class. They use computers as a matter of routine. They work carefully and accurately at dragging shapes on screen to create pictures. This enables children to develop an above average understanding of how to use the keyboard and mouse for accurate control. Children print out work with assistance. This very good level of provision and teaching ensures that a majority of children are likely to reach the expectations of the Early Learning Goals by the time they begin work in Year 1. These standards and the rate of progress are an improvement since the previous inspection.
- 64 By the end of the Foundation Stage most children achieve above average skills in their coordination and physical skills. However, a minority of children have under developed skills in using and controlling pencils. The nursery makes good provision for children's physical development and most children make very good progress. This continues as children move into the reception classes and children increase their fine control skills well. All members of staff have high expectations of achievement and promote the development of physical skills very well. A clear strength of the provision is the careful planning that gives clear steps of progression in the children's development. Adults ensure that there is an effective level of support to enable children to learn and make progress. Children in the nursery develop their climbing and balancing skills effectively. They have opportunities to run, jump and skip and use wheeled toys with an increasing awareness of space. There is a secure area for outdoor activities for nursery children. Children in the reception class have access to this area twice a week. The school has a suitable selection of large apparatus for children in the reception class to use in the school hall. They have regular access to this. The lack of large apparatus for regular use restricts the reception children's development in physical education. A majority of children are likely to meet the expectations of the early learning goals in controlling tools, such as pencils, by the time they enter Year 1 and to exceed them in their use of large apparatus.
- 65 Children's creative development is supported and promoted very well throughout the Foundation Stage. Children quickly learn to mix and use powder paint and apply it confidently. All members of staff have very high expectations of what the children should achieve in this area of learning. As a result, although their figure depictions are immature, most children mix paint and use colour very well. The children also have good access to areas of learning that effectively develop and stimulate their imagination in role-play activities. This is another strength of the creative provision the school makes. All children at the Foundation Stage of learning have regular access to percussion instruments. They use these effectively to experiment and develop their early musical skills. This area of learning is well developed across the Foundation Stage. All the children make very good progress in learning and using basic techniques that enables them to use and control materials and instruments effectively. Most children are likely to acquire the level of skill necessary to reach the Early Learning Goals by the time they begin work on the National Curriculum. This is an improvement since the previous inspection.
- 66 The quality of teaching for the children under five is consistently very good. Eighty two per cent of teaching is very good. Six per cent is excellent. This consistently high quality of teaching reflects the level of progress children make in their early years at school. The teachers, nursery nurses

and members of the support staff work very effectively together to promote learning. They have a very clear understanding of the needs of young children. All the members of staff have high, but realistic, expectations of what the children should achieve and how they should behave. They give children challenging and interesting tasks to consolidate and increase their knowledge and understanding. All the members of staff use language very effectively to develop and improve children's language skills. They speak precisely and clearly. This ensures that all children, including those with special educational needs, make good progress in developing their speaking skills. There are very good procedures in place to review and identify each child's developing needs. All members of staff have clear targets for each child. This ensures that they prepare children very well for their move into National Curriculum work. The quality of teaching is an improvement since the previous inspection.

- 67 Children in the nursery and reception classes very quickly develop positive attitudes to learning. They are enthusiastic about their work and soak up knowledge with enjoyment. They relate well to each other and to adults. As they move from the nursery to the reception class, children increase their ability to concentrate and work hard. They increase their sensitivity to the feelings of others and respect each other and adults.

ENGLISH

- 68 Standards in reading for seven year old pupils in the National Curriculum assessment tests in 2000 were in line with the national average for all schools, but were well above average when compared to similar schools. In writing, standards were well above average when compared to all schools and were very high against similar schools. This represents a situation in which high standards have been maintained over the last three years. In the National Curriculum tests for 11 year olds in 2000, standards match the national average but were well above the average for similar schools. This shows that standards rose significantly last year. This trend is continuous and inspection evidence shows that this year's pupils, at the end of both key stages, are currently working at levels that are above those expected for pupils of a similar age. There is no significant difference in the performance of boys and girls. All pupils, including those with special educational needs achieve well. At both key stages, pupils with special educational needs make very good progress. This is a result of work that is matched carefully to the targets in their education plans and the additional help they get individually and in small groups. Attainment in reading and writing is above average at both key stages. Standards in speaking and listening are average throughout the school in English lessons. The overall above average attainment represents a good level of improvement since the previous inspection.
- 69 The successful introduction of the literacy hour is having a significant impact on standards throughout the school. Pupils are making very good progress in their literacy lessons, which are well organised and provide skilled direct teaching. The curriculum provides good opportunities for pupils to apply their learning in other situations such as historical research, debate, writing in different styles and reading for both pleasure and researching information.
- 70 Speaking skills are developed satisfactorily in class discussions, during the introduction to lessons and in the final summing up and revision of progress at the end of literacy lessons. At Key Stage 1 pupils use questions appropriately to explain what they have learned. Pupils use correctly structured sentences in oral sessions in the literacy hour and many have readily transferred their knowledge of simple grammar to their normal speech patterns. However, there are some weaknesses in other subject, such as design and technology, where pupils have limited vocabulary, and in formal speaking situations. They do not all use an appropriate style of speech, but still continue to talk informally, as if they were speaking to a friend on the playground. This is not sufficiently developed throughout Key Stage 2, where standards in speech remain satisfactory in lessons, but still have some weaknesses, generally in other subjects. Some opportunities have been established for the development of speaking and listening, and the development of pupils' oral skills has been identified as an area for development, though this has not yet been effective in raising standards in pupils' speaking skills. In those classes, where drama, play reading and

debate are specifically developed, taught and integrated into other subjects, progress is markedly accelerated and pupils attain high better standards. This was seen in a Year 6 history lesson, where pupils prepared their arguments on Victorian child labour in detail and then argued the case for and against using children to do dangerous and difficult jobs. Throughout the school, pupils demonstrate good listening skills. They listen carefully to teachers and to other pupils when working within groups. Teachers do not have to repeat instructions. Pupils show that they understand what is said to them.

- 71 Younger pupils are making good progress in learning to read through shared and guided reading. They pay close attention to print and are alert to spelling patterns and the structure of sentences. Pupils are responding well to a range of fiction and non-fiction and this is developing their competence in both reading and writing. Pupils' enthusiasm for reading has been stimulated by the introduction of the literacy hour and by the good supply of attractive new books. By the end of Key Stage 1 many pupils read fluently with expression, although a very small minority are as yet unable to achieve the required standard. Most pupils read regularly and frequently to their parents or carers at home and this is effective in building confidence and an interest in reading. Pupils have good levels of appreciation of both literature and non-fiction and are beginning to show a developing interest in poetry.
- 72 At Key Stage 2, pupils read a suitable range of books and higher attaining pupils read independently, with expression and understanding. Higher attaining readers in Year 6 read a wide variety of texts and refer to other parts of the stories when talking about their books. Average attaining pupils are still expressive in their reading of books that they choose themselves. The introduction of the books associated with the literacy hour is beginning to have a significant impact on pupils' interest in reading at Key Stage 2 as they experience a wide range of literature in a variety of forms, including lots of poetry and some Shakespeare text. The school has improved a satisfactory library facility and books are appropriately classified and displayed attractively in a welcoming environment. Fiction is mostly available in the classrooms and provides pupils with a good range of texts. Pupils show a good appreciation of the value of books and express pleasure in reading. Pupils write reviews and critiques of their own reading and pupils in Year 6 are developing a good critical awareness of literature.
- 73 The introduction of the literacy hour is having a significant impact on the development of pupils' grammatical knowledge and understanding of language. Pupils at Key Stage 1 use their phonic knowledge effectively in their spellings and many are beginning to use simple punctuation in their sentences. By the end of Key Stage 1, pupils write for a range of purposes and in a good range of styles in other subjects. They spell simple words accurately and most use capital letters and full stops accurately. Usually, pupils shape letters clearly and handwriting is mostly legible and tidy.
- 74 By the end of Key Stage 2, higher and average attaining pupils' writing is often imaginative and clear. Pupils choose words for their effect when writing stories and poems and in Years 3 and 4 creative verse is developing well, such as when they describe their image of the sun as "dazzling, new football". Towards the end of the key stage, pupils appreciate different styles of writing, such as Shakespeare's play scripts, a wide range of poetry and writing from different periods in history. They are able to write well in the different styles. By the time they are in Year 6, the handwriting of most pupils is joined and legible. Pupils have a good knowledge of a wide range of punctuation and use this well to punctuate their work with speech marks, commas and colons, and exclamation and question marks. They spell common words generally correctly. Most pupils use paragraphing in their writing and their command of tenses and language structure generally is good. By the end of the key stage most pupils produce writing with clear sentence structure, good presentation, and good punctuation and spelling. There is a wide range of extended writing in English and in other subjects. Pupils have recently begun to use information and communication technology to edit and redraft their work but this use of computers is in an early stage of development.
- 75 Pupils have positive attitudes to learning. They enjoy the structure and challenge that the literacy hour provides and settle quickly into a routine of work focused on reading and writing. Younger pupils listen with full attention to stories told by their teachers. Pupils work with concentration and they complete a good amount of work in the time available. Relationships with both adults and

peers are very good.

- 76 The quality of teaching is mainly good throughout the school and enables the good progress that pupils make. Two thirds of the teaching in English is good or better and the remainder is satisfactory. Some excellent teaching was seen at Key Stage 2. Teachers have a good understanding of the National Literacy Strategy. The effective use of the literacy hour is having a positive impact on pupils' attainment in reading and writing at Key Stage 1 and in speaking at Key Stage 2. Lessons are planned carefully to ensure that activities meet the needs of all pupils. Where lessons are most effective they are well planned, and a good structure is given to pupils in order that know what is expected of them to meet the targets of the lesson. Although Key Stage 2 pupils are taught in mixed ability, mixed age classes, teachers fully meet the needs of all pupils including those of higher attainment. Teachers provide pupils with good opportunities to apply their new skills in writing in other subjects of the curriculum and thereby to develop the quality of their work. Work in the literacy hour is a contributory factor to the good progress that pupils make in developing the skills of handwriting and punctuation at both key stages.
- 77 The coordination of English is very good. Assessment in English is thorough and the results of national tests are rigorously analysed. Teachers keep detailed records of pupils' progress in reading and are consequently able to match books very effectively to the required level. Teachers are good at assessing what pupils know. They do this through careful questioning to find out what pupils remember and through assessment tasks. Assessment data is used systematically to inform planning and to support areas of weakness, such as a difference in the attainment of boys and girls, which has now been addressed. There have been many improvements to the curriculum since the previous inspection. The introduction of the National Literacy Strategy has raised teachers' expectations of what pupils can do and ensures progression in what pupils learn. The recently appointed coordinator monitors planning and the quality of teaching to ensure that provision for learning is good. All staff are trained to teach literacy and this is reflected in their confidence when teaching lessons in the literacy hour.

MATHEMATICS

- 78 There is a very significant improvement in pupils' standards in mathematics throughout the school. Standards are above those expected nationally. Most pupils in Year 6 are already achieving standards above those expected from pupils of similar age. This is a significant improvement since the previous inspection. Pupils' standards are higher than in the 2000 standard tasks and tests where they were average. This improvement is a direct result of the impact of the National Numeracy Strategy, the quality of teaching and the arrangement of pupils into three ability groups. Pupils in Year 2 attain standards in mathematics that are well above those expected for their age. This is a very marked improvement since the previous inspection. It mirrors the pupils' performance in the 2000 national tasks and tests where the results were also well above average. There are carefully structured systems in place to ensure this continues.
- 79 Inspection findings show that there is a good level of challenge for all pupils throughout the school. This challenging work successfully meets the pupils' identified needs and abilities. It is a direct result of teachers' careful planning which they base on thorough assessment. The quality of teachers' marking is variable. The best practice gives pupils clear guidelines for improvement and reasons why their work is good. Some marking, however, does not explain why work is 'excellent' or when work is unacceptable. The insistence on careful presentation of work is consistent in all classes.
- 80 Pupils have many opportunities to use and apply mathematics in problem solving activities. They are confident in investigating properties of numbers for example investigating different ways to make 20. They know to put the largest number first when doing addition. The teachers make effective and careful links with other subjects. For example, in Year 1 pupils give numbered instructions for making sandwiches. Teachers build very well on these early skills and develop them effectively as pupils progress through the school. By Year 6 the pupils are confident in using their mathematical knowledge and understanding in other areas of the curriculum.

- 81 The very effective teaching and implementation of the numeracy strategy is developing and increasing pupils' number work very well. Pupils have an above average level of skill in mental and oral work as a result of the daily mental recall tasks. Pupils of all abilities enjoy these sessions and participate in them eagerly. There has been very marked improvement in standards throughout the school since the previous inspection. By Year 2 pupils are developing their knowledge and understanding of numbers well. They are confident in manipulating and using numbers and know how to sequence numbers to 1000. This interest in numbers continues into Key Stage 2. Most pupils in Year 6 use these skills effectively to solve problems. They have a well developed understanding of all four number operations and know how to calculate amounts such as 50 per cent off. Two-thirds of Year 6 pupils confidently and accurately plot coordinates. Pupils of less than average ability are already working at standards that meet the expectation for their age. These high standards are a direct result of the careful teaching of basic mathematical skills.
- 82 Work on shape, space and measure is developing well by the time pupils enter Year 2. These pupils have an above average understanding of the names and properties of two and three-dimensional shapes. They learn to measure accurately and carefully. When pupils enter Year 6 they show above average understanding of standard units of measurement. They apply this well to problem solving activities and to their work in design and technology.
- 83 Work on data handling is well developed by Year 6. The pupils in Years 3 and 4 know how to collect and tally information. They know how to translate this information onto a bar chart and use the correct mathematical language. The improvement in pupils' skills in data handling is a direct result of the careful and confident teaching. There are a few good examples of the use of information and communication technology to support learning in mathematics but the school has identified that this is an area it intends to develop further.
- 84 The teaching of mathematics throughout the school is of a high quality. Thirty per cent of teaching is good. Fifty per cent of teaching is very good. This consistently high quality of teaching is having a very positive impact on the improvement in standards at both key stages. All teachers have suitably and realistically high expectations of what the pupils can achieve. This is evident in lessons and in the analysis of pupils' work. There is very clear planning for the progression of knowledge, skills and understanding from Year 1 to Year 6 for all abilities. Most pupils respond with interest and enthusiasm to this high quality teaching. Pupils with special educational needs make very good progress in their learning. They receive an effective level of support in class. This enables them to work at a similar rate to their classmates. Pupils the school identifies as being more able make very good progress in their learning. They have carefully planned additional work that gives them a suitable level of intellectual challenge. All teachers have high expectations of how pupils present their work. They reinforce this consistently through their insistence on careful and accurate use of rulers and setting out of work.
- 85 The management of mathematics is very good throughout the school. There is rigorous monitoring of what pupils achieve and the target setting is accurate. The school identifies areas for improvement and takes the necessary steps to address them. This is having a marked impact on the improvement in standards.

SCIENCE

- 86 The results of the 2000 National Curriculum tests for 11 year olds shows that the percentage of pupils reaching the appropriate levels was in line with the national average. This is a considerable improvement on the results obtained in 1999, when they were well below the national average. Although this improvement is due in part to the different abilities of the pupils in the year, it is also due to an improvement in the quality of the teaching, the use of an improved scheme of work and whole school monitoring and development by the coordinator. Inspection findings indicate that standards for this year's pupils in Year 6 are again in line with expected levels. In the last report, three and a half years ago, standards were good. Owing to many staff changes there was a decline in standards in 1998 and 1999. Standards are now rising and the results now indicate good

progress from a generally low attainment on entry to the school.

- 87 By the end of Key Stage 1, pupils' attainment is in line with the expected levels for their age. Pupils have a satisfactory knowledge of all the components of science. For example, they have studied a range of children's toys and know that they work when different forces are applied to them. They discovered that a toy yacht works by the pushing force of the wind, a sledge works by the pulling force of gravity down a slope and a toy car is driven by a motor working by the electricity from a battery. Pupils in Year 2 are studying food and can sort it into different groups such as fruits and vegetables. They are also beginning to understand that certain foods are healthier than others.
- 88 By the end of Key Stage 2, attainment for 11 year olds is again in line with national expectations. They have a broad and secure base of knowledge and are developing a good approach to investigations. For example, work seen in their books indicates that they can investigate soil and predict that it is full of spaces. They set up a fair test, using water to fill the spaces in the soil. They demonstrated that the air was then pushed out thus proving their predictions. They have a sound understanding of life processes and living things, materials and their properties and physical processes. For example, they set up quite complicated circuit diagrams using the correct symbols. They can also investigate a range of circuit diagrams and explain why some of them would not work. Pupils present their observations and measurements carefully and produce data in graph form, on occasions. However, the use of computers to collect and display results is underdeveloped. Literacy and numeracy skills are used well to discuss, record and measure scientific findings. Listening and speaking skills are good in most lessons. Pupils have a sound grasp of scientific vocabulary.
- 89 Pupils' attitudes to science are very good. They are happy to work with other pupils to produce results. They enjoy finding out things and their response in question and answer sessions is good. Their behaviour is very good and most pupils concentrate well and persevere with their work to the end of the lesson.
- 90 The quality of the teaching and learning in science is good with some very good teaching and learning in some lessons. Most staff have a secure and confident subject knowledge that extends pupils' thinking well. There is a sound focus on developing key vocabulary and a clear scientific language. For example, the teacher of a Year 2 class used a list of meals written on the white board well, in a topic on healthy food. She ensured that pupils could read and understand the alternatives before writing down their choices and preparing a colour graph. Planning is detailed and is developed in clear steps to ensure that pupils have made gains in knowledge, skills and understanding by the end of the lesson. Where appropriate, the planning also indicates different work for less able and more able pupils. This helps all pupils, including those with special educational needs, to make good progress. The teachers' question and answer sessions are usually particularly good and this consolidates learning at the start of the lesson and indicates at the end just what pupils have learned. The quality of teachers' marking is, however, not consistent throughout the school. For example, some teachers clearly indicate to pupils their strengths and weaknesses and indicate what they have to do to improve. Other teachers do not make this clear. Teachers link their science teaching to examples from everyday life and this makes pupils realise the relevance to their own lives. For example, in a lesson on electricity in Year 6, pupils understood that circuit diagrams were essential and vital to the work of the electrician visiting their homes to do repairs.
- 91 The quality of leadership to support the subject is good. The scheme of work and the policy are good. The coordinator is aware that the subject is now in need of specific developments, as the whole school has recently had to concentrate on the priorities of implementing literacy and numeracy strategies. She has produced a very appropriate action plan for the year ahead. The resources for science are good. They are stored and labelled well. The school grounds are used well as a resource for learning, having a useful ecological garden. The subject is well enhanced by a number of out of school visits. For example, pupils visit the Eureka Museum in Halifax, the Rother Valley Country Park to study a contrasting natural habitat and the National Museum of Film, TV and photography, with a specific reference to the study of light and sound. Younger

pupils visit Canon Hall Farm to look at animals and plants.

ART AND DESIGN

- 92 Standards are in line with national expectations for pupils at the end of Key Stage 1. This represents good progress because some five year old pupils have limited skills and find working with pencil or brush very difficult. The good progress continues at Key Stage 2, and 11 year olds are achieving standards that are above national expectations. The good progress noted in the previous inspection report has been maintained, but standards are now higher, and can be seen in the many attractive displays in classrooms and corridors in all parts of the school. A particularly good display in one Year 5/6 classroom links Monet's Poppy Field with the work of the war poets, pupils' own writing, and their understanding of Remembrance Day.
- 93 Seven year olds draw and paint with increasing confidence, and enjoy using a range of different materials to create pictures. They are responsive to ideas and like exploring their ideas through paint and other media. They are beginning to see how their own work can be improved. Year 6 pupils are achieving particularly high standards in their current work on drawing Victorian glass bottles and jars. They practise their skills very carefully in sketchbooks before starting on the main drawing. This has a considerable impact on the standard of the finished work because pupils have learned how to grade the shading to give the picture a three dimensional feel. They explain their own drawing techniques clearly, demonstrating how effectively they have learned. They have studied famous artists including William Morris. Three dimensional work includes high quality, detailed leaf sculptures in clay. Good links are made with science, as seen in the meticulous observational drawings of the parts of a flower.
- 94 There was only one opportunity to see art and design being taught. There was a clear link between the very good teaching and the quality of the pupils' achievement. The lesson was very well planned, and pupils of all abilities were encouraged to be successful. Good skills tuition helped groups and individuals to raise the quality of their work. The pace was good, with a variety of linked tasks leading to the finished drawing. The teacher's own high expectations were explicit and pupils of all abilities concentrated hard, rose to the challenge and were justifiably proud of the quality of their finished work. Good links were made to the next stage of the programme, and pupils talked enthusiastically later in the week about what they had learned in the second lesson.
- 95 The coordinator is passionate about art and is determined to maintain and increase the good progress seen throughout the school. She encourages high standards and good skills teaching through her regular visits to classrooms and in discussion with teachers as part of her general oversight of the curriculum. The future development of the subject has been planned comprehensively, including the increased use of information and communication technology. The coordinator has already set up effective systems through which pupils' achievements are to be evaluated termly as the basis for future planning and annual reports to parents.

DESIGN AND TECHNOLOGY

- 96 Seven year olds are reaching higher standards than those reported in the last inspection and current attainment is above the national expectation. Eleven year olds are achieving similar standards to those seen during the previous inspection and are in line with national expectations.
- 97 Pupils in Year 2 know how to prepare food. They made a fresh fruit salad correctly, using knives safely and accurately to cut the fruit into small pieces. They are aware of the importance of having clean hands. They have a sound understanding of simple mechanisms, including pivots and levers, and made a figure with a moving part, examples of which are a queen waving her arm and Noah's Ark rocking on the sea. Tools, including scissors, are used with increasing confidence. The work completed on hand puppets is of a good standard. Pupils learn effectively, because they start with a clear design. They know that the finished puppet has "to be big enough for my hand." They

experiment with different ways in which the materials can be joined and higher attaining pupils, in particular, write perceptive comments on the varying degrees of success they have. Pupils in Year 6 are completing work on the design of a drinks can to a satisfactory standard. They plan carefully in their sketchbooks, making very good use of the skills learned in numeracy lessons to measure and draw a cylindrical 'net'. Past work on shelters demonstrates their ability to compare the strengths and weaknesses of various structures, and pupils clearly enjoyed making "brilliant biscuits" and designing an appropriate wrapper. Pupils with special educational needs make sound progress.

- 98 The quality of teaching is good overall. Teachers plan and prepare carefully, making good use of a commercial scheme and national guidelines. They introduce new vocabulary effectively and encourage the pupils to use words like "pivot", "compression" or "input" in their answers. They are enthusiastic, and the pupils respond keenly, wanting to learn and to be successful. A good example was seen in a Year 3/4 class on the use of levers to create movement. The teaching and learning was good because the pupils were made to think for themselves and evaluate carefully. The use of computers is limited, but effective. Some teachers' written comments at the design stage are limited to compliments and do not show pupils how they could improve. They would welcome this because they are keen to do better.
- 99 The subject is well managed by the enthusiastic coordinator. She monitors the planning carefully, but does not have an opportunity to observe classroom practice. This limits her opportunities to spread good practice or to support colleagues less secure than herself. She has a clear vision for achieving higher standards and a well organised development plan. This includes a revised policy and a structured approach to assessment against nationally indicated levels of attainment.

GEOGRAPHY

- 100 At the time of the last inspection standards in geography were in line with the expectations for their age at the end of both key stages. The inspection findings indicate that they are now above the expectations at the end of Key Stage 1. At Key Stage 2 no overall judgement about standards could be made since only two lessons were observed. Also, the topic pattern in the school meant that for this term there was little geography work to be seen in pupils' books.
- 101 By the end of Key Stage 1, pupils are developing their geographical skills. They identify characteristics of town, countryside and seaside, and begin to describe what it is like to live there. Some children give reasons for their choices, for example, they describe how flats are in towns because a lot of people live in the town. They pinpoint familiar places on a simple map and identify 'home' and 'abroad'.
- 102 By Year 4 most pupils describe why they think particular places have characteristic features. In a lesson about the places where ancient settlers in Britain chose to live, higher achieving pupils were beginning to recognise patterns and state the advantages of high ground and water availability.
- 103 There is ample opportunity to practise basic skills. For example, in Year 2, vocabulary lists were used to help pupils describe what can be seen in various localities. Speaking and communication skills were developed when pupils in a mixed Year 3 and Year 4 class talked about their ideas of identifying early settlements by using the evidence of place names and pupils widened their geographical vocabulary in a topic on disasters. Pupils gain first hand experience of local places when, for example, Year 1 visit Mexborough. Older pupils visit Austerfield where they improve their map skills by orienteering. They also have a residential visit to Hazelhead for environmental studies.
- 104 Pupils are enthusiastic and are well behaved. They take care with the presentation of their work, often in response to clear worksheets. They are pleased to answer questions. An area for improvement is the marking of pupils' work where more constructive comments would help pupils know what they have to do to improve.

- 105 The quality of teaching in geography is good throughout the school. Teachers have considerable subject knowledge, which enables them to extend pupils through skilful questioning. Careful planning ensures that there is a good use of a mixture of whole class, group and individual work so that all children have the opportunity to achieve. Pupils are clear about what they have to do. Parents give valuable help and encouragement in the classroom.
- 106 The coordinator manages the subject effectively and plans are in place for future development. Resources have been built up for environmental science and the geography policy has recently been rewritten. Resources are adequate overall but the coordinator is aware of the need to develop them in the light of the introduction of the new and good quality scheme of work. Already maps have been reviewed. There are links with Doncaster Building College with plans to develop and improve the wild garden to enhance pupils' knowledge and understanding of environmental change. Currently, pupils' work is assessed by the completion of termly record cards. A portfolio of pupils' work is to be collected to give a clearer picture of attainment throughout the school.
- 107 The social and cultural development of pupils is improved as they gain an awareness of the differences between local and other places. Displays of photographs of places visited by a travelling imaginary bear give pupils a clearer picture of, for example, Canada and Spain. Pupils begin to realise that they are part of a world community and gain a sense of place during map work. Fieldwork gives pupils the chance to develop social skills.

HISTORY

- 108 Standards in history are above national expectations at the end of both key stages. This is an improvement on levels reached at the last inspection when standards were average throughout the school. The improvements are mainly due to the high quality of teaching and to the broad curriculum opportunities available for pupils to learn history.
- 109 By the age of seven pupils are developing a sense of chronology. Most pupils identify features of seaside holidays taken in 1900, 1950 and 2000 and then place photographs of the holidays in order. Good progress is made by pupils with lower prior attainment, who can stick pictures of holidays into groups of 'then' and 'now' and can say why. Pupils extend their knowledge of the lives of people in the past by distinguishing between old and new toys. Some children give reasons for their choices.
- 110 By the age of 11, pupils develop good, and sometimes very good, skills of researching historical sources and using evidence. For example, they make notes from a video about Oliver Twist to find out about life in Victorian times, then use this information effectively to give short speeches to the class. Able pupils in Year 6 have a good sense of chronology and put a large number of significant historical dates on a timeline. One Year 3 pupil, when learning about the life of Celts, suggested that artefacts left by ancient peoples help us to know about them.
- 111 Pupils enjoy their work. Pupils at Key Stage 1 enjoy describing seaside holidays in the past; older pupils show a fascination for the life of children in Victorian times or Roman times. They take care with the presentation of their work, with some pupils of lower ability taking great care. Behaviour is good and often very good in response to well chosen activities and resources. Marking is encouraging but not always constructive.
- 112 Teaching is of above average quality throughout the school with some very good and excellent lessons seen at Key Stage 2. Teachers have very good subject knowledge and are able to captivate the interest of pupils. In one excellent lesson in a mixed class of Year 5 and Year 6 pupils, the teacher stimulated discussion in a debate about child labour prompting pupils to think about both sides of an issue. Activities are highly relevant to the lesson objectives. Pupils use sources of evidence well so that they can, for example describe in detail how chimneys were cleaned in the past. Basic speaking and listening skills, note taking, are practised well in such lessons. Pupils are enthusiastic in their oral contributions, and have the opportunity to improve literacy skills in descriptive writing. Information and communication technology was not seen to be used frequently in history lessons, and on only one occasion was it used as a word processor to

write words into columns.

- 113 There is a new enthusiastic coordinator who is already providing satisfactory leadership in the subject. A development plan includes clear targets including rewriting the policy by Christmas this year, checking the resources against the new scheme of work. Currently resources are stimulating and useful. The coordinator has recently been on a history and citizenship course and a policy is in place which relates history topics to aspects of citizenship.
- 114 History is taught in a series of topics and a new and good scheme of work is now being used. The curriculum is enriched by visits to local museums that link to the topic on Victorians, and visitors who provide drama and resources about the Vikings. All pupils have access to the curriculum, for example, a pupil with special educational needs made an equal contribution to a debate, with some help. Pupils' progress is monitored as teachers complete record cards each term.
- 115 There are many opportunities for social, moral and cultural development of pupils. Exhibits from a local museum brought into school enable pupils to think about the games children played in the past. There is a contribution to the moral development of pupils when they form opinions from information derived from historical research, for example when pupils said they thought it was cruel to make children work in Victorian times.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 116 At the time of the last inspection standards in information and communication technology were below national expectations at the end of both key stages. Since then standards have improved considerably so that they are now above expectations at the end of both Key Stage 1 and Key Stage 2. This is due to the improvement in the quality of teaching brought about by staff training, to the availability of the new computer suite in the school, and to the good coordination of the subject.
- 117 At Key Stage 1, pupils become familiar with the tools for using text, graphics and sound in the computer suite. By Year 2 pupils write a sentence, select correct words from a bank to insert into the text and subsequently they use the sound tool to make the computer 'say' the sentence. Such a lesson was seen related to science where sentences such as 'I have two ears' were composed. Pupils delete and highlight text. Pupils are similarly adept with a graphics program with which they use tools to spray colour, fill with colour, and draw lines and shapes. They are able to rub out mistakes and have good control of the mouse.
- 118 At Key Stage 2 pupils develop further a wide range of skills. By Year 6, they describe how to save and print a piece of work and can manipulate text very well. They explain how and why they might use a database, for example in classifying features of insects and they name the program they have used. Year 5 and Year 6 pupils described how they use spreadsheets, for example for listing foods and their prices. They explained how to use the floor robot, an example of their use of control, and could load a CD-ROM disc. Pupils in Year 5 and Year 6 were successful in using the Internet to explore ways of searching and selecting information. Pupils in Year 3 and Year 4 are beginning to gain experience of exchanging information using electronic mail. Pupils in Year 6 are aware of monitoring but could not remember how to use a sensor.
- 119 There is evidence that pupils are beginning to use computers for finding things out, but this is in an early stage of development. Pupils use an encyclopaedia to write notes about animals, and they have found out about famous people using the Internet. Presentation skills of both pupils and staff are apparent in other displays such as illustrated food chains, a template for a newspaper article and a structure for writing out experiments.
- 120 Pupils are cooperative in the computer suite. They take turns in shared work and behave sensibly in this exciting new situation. Both boys and girls have equal opportunity to develop their skills and

all pupils have the chance to achieve some measure of success.

- 121 Teachers are now more competent at, and confident in using computers, which enables them to give clear instructions and to deal with difficulties pupils might encounter. Teachers set very high expectations. For example in an interesting lesson about sending messages, pupils in Year 3 and Year 4 were learning how to type in an address on the internet in order to access a site which had interactive information about sending e-mail messages. Teachers' planning ensures all pupils have the opportunity to achieve. They have ideas which interest the children while they are improving their skills, such as making wrapping paper to encourage use of drawing and reflecting tools. Teachers using the Internet had an understanding of the problems that might be encountered, and were well prepared. They also manage pupils well in the computer suite. There is, however, only limited use of computers as a tool to support learning in subjects in the classroom. The computer has not yet become a natural tool for learning in the classroom to support learning. This is mainly due to limited computers in the classroom. The school is aware of this weakness and has identified this as an area for development in the near future.
- 122 Currently two coordinators, one in each key stage, are active in their determination to raise standards. For example, they sent out a questionnaire to find out where staff felt they needed the most training, then arranged a training day on that area. All staff, including management staff, have had training recently, and the New Opportunities Funding is to provide further training for staff arranged with Hull University. There is a comprehensive development plan with steps which make clear how expertise in information and communication technology by staff is to be linked to the scheme of work. There is a new computer suite with networked personal computers and a useful range of software for use with them. Regular use of the computers gives pupils the opportunity to steadily improve their capability. There are computers in classrooms but these are not used regularly for subject teaching. The coordinators recognise the need to develop the use of information and communication technology in subjects and to form a portfolio of pupils' work set against national standards to better judge attainment in information and communication technology.
- 123 Working together gives plenty of opportunities for pupils to develop socially. Activities, such as drawing pictures of a Divali bonfire night, stimulate interest in other cultures. Self discipline is needed when over enthusiastic pupils have to rein back their enthusiasm in order to gain useful experiences. A filter service is in uses to protect pupils from on line access to undesirable materials.
- 124 The school is following a new and good scheme of work with separate lessons devoted to information and communication technology. There is a focus on a particular area of work at any one time, for example on data handling. A popular computer club is held after school, in which pupils gain further practice. Attainment is monitored mainly by filling in record cards by staff each term, and further development of assessment is needed to give clearer information on pupils' progress.

MUSIC

- 125 Standards in music meet those expected for pupils of seven and eleven years of age. This confirms the findings of the previous inspection. Overall, the quality of teaching is good. Half of the lessons observed were good or better and a quarter were very good. The rest of the teaching was satisfactory. As a result of this good teaching, pupils learn well in most classes. These standards are a direct result of the enthusiasm of the subject leader and the clear guidance for teachers. The good quality scheme of work covers all elements of the National Curriculum. The school provides satisfactory procedures for assessing pupils' progress in performing, composing and in their knowledge and understanding of music.
- 126 Pupils throughout the school sing tunefully and with enthusiasm. The teachers ensure that pupils listen to a wide range of classical and popular music. This enables pupils to begin to form their

own ideas, likes and dislikes. Teachers are careful to choose suitable recordings for pupils to listen to in lessons and assemblies. They take care to talk about the style and the music's history. For example, in a lesson for pupils from Years 3 and 4 the pupils learn about the story of Peter and the Wolf and correctly identify the instruments. The teacher made effective use of a budding clarinet player to demonstrate how the sounds are made. This interests pupils and makes music come alive. As a result of this high quality teaching, pupils begin to understand, appreciate and evaluate music carefully.

- 127 Teachers have an enthusiastic approach, communicate effectively with pupils and encourage them to participate with enjoyment. In the very good lessons, teachers use their subject knowledge very well to explain what they want the pupils to learn. For example, in a Year 3 and 4 lesson the teacher uses questions very effectively to establish what pupils know about different notes. The pupils confidently experiment with rhythm and pattern and, because of the very good teaching, improved their composing and performing skills. Teachers use subject specific language and teach pupils the correct definitions. This ensures that pupils know what a baton is and understand terminology such as rhythm, beat, dynamics and tempo. As a result, pupils talk confidently about their work and write music using accurate symbols. Direct teaching of singing and playing skills enables pupils to develop their performing abilities well. The subject leader helps less confident colleagues. This has a positive impact on the quality of teaching and learning.
- 128 The school provides opportunities for all age groups to take part in end of term productions. These make a positive contribution to pupils' performing skills. They are very effective in raising self esteem and self worth. Pupils support the extra curricular music activities well and enjoy participating in them. There are limited opportunities for the pupils to use information and communication technology to support their work in music. Music makes a very good contribution to pupils' spiritual, social and cultural development. They reflect as they listen to music and learn to work cooperatively in music lessons. Resources for music are good. They are of good quality and suitable for the needs and age range of pupils. The resources for music are from a range of cultures, western and non-western. Staff and pupils make very effective use of them.
- 129 The school makes very effective use of the peripatetic music service. The older pupils have opportunities to learn to play a range of stringed and wind instruments. The school pays for these lessons and for the instruments. This provision makes a valuable contribution to raising the profile of music within the school.

PHYSICAL EDUCATION

- 130 Only three lessons of physical education were seen and it is not possible to make a judgement on attainment over the full range of the curriculum. In the lessons seen, standards of attainment were in line with the levels expected for their age. No judgement could be made on the level of attainment at the end of Key Stage 1. Teachers' planning indicates that all areas are covered and the subject meets the requirements of the National Curriculum. At the last inspection, attainment was judged in line with that expected for pupils ages seven and 11.
- 131 In games lessons, by the end of Key Stage 2, pupils can link skills, techniques and ideas and apply them accurately and appropriately. This was seen to good effect when practising throwing a ball when moving over the playground. They are aware of the space needed between players and apply basic safety principles in exercise. They work with others well and organise small groups to keep the game going. Their passing and catching skills are sound.
- 132 In the three lessons seen, the teaching of physical education was at least satisfactory in one case very good and in another excellent. Lesson planning is good and teachers have a good understanding of the skills they intend pupils to learn. This enables pupils of all abilities, including those with special educational needs, to learn the skills being taught. Teachers assess pupils' performance in lessons and give them good verbal feedback. This ensures that pupils know what they have to do to improve. Pupils in a games lesson were encouraged to decide which system of passing a ball was more effective, directly or thrown in an arc. Pupils realised that a direct pass is

quicker than a high loop and therefore of greater use when competing. Specialist part time teachers are used for some of the physical educational lessons. They are well qualified and their expertise contributes much to this subject.

- 133 Pupils' attitudes to physical education are usually good. Behaviour whilst pupils are preparing for and participating in physical education lessons is usually good. Most pupils listen carefully and respond well to instructions. On occasions, a very few pupils demonstrate poor listening skills and a short concentration span. The school is aware of this weakness and is taking good steps to support and encourage these pupils by developing a consistent approach to discipline techniques.
- 134 The subject is very well led by the coordinator who has prepared a good policy and has introduced a good scheme of work. Outdoor and adventurous activities are carried out during the residential visit to Hazelhead. Swimming is done in a local pool and almost all pupils swim 25 metres by the time they leave the school. The subject is enhanced by sporting competitions with other schools in football, netball, mat-ball, rounders and cricket. The school uses the skills of local coaching groups, such as the Yorkshire Cricket Primary Liaison Group. The coordinator, who is well qualified in physical education has led a number of initiatives within the local grouping of schools which has helped his own school considerably. Pupils have also viewed Chinese culture dancing within the activities of an art week in school.

RELIGIOUS EDUCATION

- 135 Standards are in line with the expectations of the locally agreed syllabus, and are similar to those reported at the time of the previous inspection.
- 136 Seven year old pupils have a sound understanding of the basic facts of Christianity and aspects of Judaism. They have written the story of Hanukah told in their own words, making good use of skills learned in literacy lessons, know what a synagogue is and can draw the Star of David. They have written detailed accounts of the story of Moses, which they acted out before they wrote. This had a positive affect on standards and is particularly noticeable in the detail remembered by lower attaining pupils. They have started to study Hinduism, and retell the story of Rama and Sita enthusiastically. Pupils in Year 6 have a sound knowledge of Christianity. They know that Christians believe that Jesus was the Son of God, was crucified and rose again from the dead. Some know about the healing miracles and can explain common Christian symbols and liturgical colours. They have some recollection of the parables and the life of John the Baptist. Many know what happened during the Last Supper, and some could explain the symbolism of the bread and wine. They are familiar with stories from the Old Testament, particularly about Moses and the Ten Commandments. Their 'modern' versions of the commandments showed a good understanding of the original. Pupils have a good recall of the basic beliefs of Sikhism.
- 137 The quality of teaching at both key stages is good and the standards seen during the previous inspection have been maintained. Lessons are well planned and prepared, teachers are confident with the materials and make effective links with other areas of the curriculum. A very good example was seen in Year 2 when pupils used the skills they had learned in handwriting and art lessons to draw detailed mendhi patterns on cut out hands in their learning about Hinduism. Pupils sense the teachers' own enthusiasm, listen more attentively and complete the tasks enthusiastically. This was demonstrated in Year 3/4 when the story of Rama and Sita enthralled the pupils, and the use of sticky labels to record group answers allowed them to concentrate entirely on discussing what they had learned. The pace in all lessons is good and pupils have a range of different but linked activities that encourage them to learn and think about what they have heard. Very good examples were seen in Year 1 and Year 2. The tasks were relevant, interesting and carefully matched to pupils' ability. Teachers are skilled in their approach to teaching about non-Christian faiths, as in the Year 5/6 lesson on Islam, and help pupils to understand religious and cultural tolerance. Good use is made of artefacts, such as the Rama and Sita puppets because they focus the younger pupils' attention and bring the stories to life. Most work is marked but comments are usually very brief and do not show the pupils how they can improve.

- 138 The good teaching results in good progress and learning in lessons. Progress over time, as seen in books and folders and in discussions with pupils about past work, is satisfactory. The school is aware that the amount of teaching time for religious education is less than that found in many schools, especially for the older pupils. Over the year, lesson time is also allocated to personal, social and health education. This limits pupils' opportunities for discussion, reflection and personal research, and the overall progress they can make in religious education. Pupils with special educational needs make good progress because they listen carefully to the taught parts of the lessons and their tasks are challenging but achievable.
- 139 The subject is well managed by the good coordinator who is able to monitor planning as part of her general oversight of the curriculum. The new policy is clear and very helpful for teachers. It emphasises the school's positive and balanced approach to Christian and other faiths, and complies with locally agreed syllabus. Her long term plans include monitoring and evaluating the quality of teaching and learning in order to raise standards further.