

INSPECTION REPORT

Bramley Grange Primary School

Bramley

LEA area: Rotherham

Unique reference number: 106906

Head teacher: Mr A Wood

Reporting inspector: Mr R A Sadler
13752

Dates of inspection: 6-9 November 2000

Inspection number: 224736

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Howard Road Bramley Rotherham
Postcode:	S66 2SY
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Thomas
Date of previous inspection:	6-9 July 1998

INFORMATION ABOUT THE INSPECTION TEAM

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Roger Sadler 13752	Registered inspector	Art History Equal Opportunities	What sort of school is it? How high are standards? How well is the school led and managed?
Mel Speirs 01327	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
Alan Puckey 04302	Deputy inspector	English English as an additional language Music	How well are pupils taught?
Pat Peel 19918	Team inspector	Mathematics Geography Physical Education Under fives	How well does the school care for pupils?
Jan Gibson 18618	Team inspector	Science Information Technology Design & Technology Religious Education	How good are the curricular and other opportunities offered to pupils?
Marjorie Hinchliffe 12113	Team inspector	Special educational needs Hearing Impaired	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bramley Grange is an average sized primary school with 222 pupils on roll, aged between four and eleven. Most pupils come from Bramley. No pupils are from minority ethnic groups or have English as their additional language. Around 9 percent of pupils (an average number) are entitled to free school meals, 23 percent of pupils are on the register of special educational needs (average) and 10 pupils have statements of special educational needs which is well above average. There is a 10-place department for pupils with hearing impairments. Attainment on entry is average for most pupils.

HOW GOOD THE SCHOOL IS

Bramley Grange Primary is a good school and its pupils are served well by the staff. Teaching is good and the school is well led and managed. Pupils' behaviour, relationships and attitudes to school are very good. Test results achieved by eleven-year-olds are well above averages achieved nationally and in similar schools. In lessons pupils achieve satisfactory or better standards in all subjects except in information technology (IT). Standards in English, mathematics, art and geography are above national expectations. The school provides good value for money.

What the school does well

- In English and mathematics, pupils make good progress and standards are above national averages in the oldest classes.
- Seven-year-olds achieve above-average standards in art and history and eleven-year-olds achieve above-average standards in art and geography.
- Teaching is satisfactory for under-fives, good throughout the rest of the school and often very good in Years 4, 5 and 6.
- The school is well led and managed at all levels.
- The school teaches pupils right from wrong and how to get on with each other very well and attitudes, behaviour and relationships are very good.
- The special educational needs of pupils are recognised and very good provision is made to meet these needs.
- The Hearing Impaired Department is very effectively led and gives good support to its pupils.

What could be improved

- Standards in IT for eight to eleven-year-old pupils.
- The use of assessment information to monitor the progress that four to seven-year-old pupils are making.
- Marking of work so that it indicates how pupils could improve their work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved well since it was last inspected in 1998. This is because the serious weaknesses in leadership and management have been successfully eradicated. The head and governors now provide much clearer direction for the school and plan and check improvements well. Due to the very successful introduction of the National Literacy and Numeracy strategies, pupils' attainment in English and mathematics has risen from average to above-average. Eleven-year-old pupils achieved well above-average National Curriculum test results in summer 2000. Attainment in religious education (RE) has improved but standards achieved in IT have fallen to below average. Teaching remains good for pupils aged 5-11 where there is no unsatisfactory teaching and there is now more very good and excellent teaching, especially in Years 4, 5 and 6. The provision for under-fives has improved and is now satisfactory.

STANDARDS

The table shows the standards achieved by eleven-year-olds based on average point scores in National Curriculum tests and takes into account the scores of all pupils.

Performance in:	Compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	C	E	A	A
Mathematics	D	D	A	A
Science	E	D	A*	A*

Key

Very high	A*
Well above average	A
Above average	B
Average	C
Below average	D
Very poor	E*

Overall standards are good. Until 1999 standards in tests rose in line with the national improvement but in 2000 the attainment improved more than the average national improvement.

In Key Stage 1 test results in 2000 were below average in reading and writing and average in mathematics. The current Year 2 pupils are achieving average standards in all subjects, except in art and history where they are above average.

Test results for eleven-year-olds improved well in all subjects last summer. Inspection evidence indicates that this year's oldest pupils are achieving above-average standards in English and mathematics, art and geography mainly due to very good teaching. The current eleven-year-old pupils are achieving average standards in science, history, music, physical education (PE) and RE and below-average standards in IT. The reason for the discrepancy between the test results of last year's oldest pupils and the attainment of the current Year 6 pupils in science is because the oldest pupils' confidence in carrying out scientific enquiry is insufficiently secure. This aspect of science is not emphasised in the test. There are no significant differences apparent between the attainment of boys and girls.

The school had originally set targets for the proportion of pupils achieving level 4 in the National Curriculum Key Stage tests that were too low. However, as part of the much improved leadership and management of the school, these have been raised to reflect the school's rising standards and expectations and are now sufficiently challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils are very positive towards school, lessons and learning, which helps them make good progress.
Behaviour, in and out of classrooms	Very good: the school is an orderly community
Personal development and relationships	Good: general atmosphere is friendly, pupils are sensitive to the needs of others and older pupils take responsibility.
Attendance	Good: average attendance is close to national average and unauthorised absence very low.

The general ethos of the school is very good and pupils work and play together in a spirit of good-natured co-operation. Relationships are very good throughout. The school is committed to ensuring all pupils make good progress in their learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

The quality of teaching overall is good and this leads to good learning. Teaching and learning becomes more effective as pupils move throughout the school. The teaching of literacy and numeracy is good in Key Stage 1 and very good in Years 4, 5 and 6 and this leads to good progress and standards.

In two thirds of lessons seen, teaching was good or better, with a significant proportion very good and with some excellent lessons for older pupils. Teaching is satisfactory for reception pupils and good in Key Stage 1 for English, mathematics, science, art, history and music. It is satisfactory in IT and PE. In Key Stage 2, teaching is very good in English, mathematics and art, good in history, geography, music and RE and satisfactory in science, IT and PE. Insufficient lessons were seen to enable a judgement to be made in design and technology (D&T), RE and geography in Key Stage 1 and in D&T and geography in Key Stage 2. Overall, there is a significant improvement since the last inspection when 10 percent of the teaching was unsatisfactory and only about a half of the lessons were good. Learning support staff are appropriately involved in planning, know pupils well and work effectively in close partnership with teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall: pupils of all ages have access to a wide range of learning opportunities both during and beyond the school day. The statutory curriculum is in place and extra-curricular provision is good.
Provision for pupils with special educational needs	Very good: pupils are very well integrated and supported and this enables them to make good progress. Pupils who are sometimes withdrawn to the Hearing Impaired Department are given good specialist help and also progress well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall: very good provision is made for pupils' social and moral development and satisfactory provision for their spiritual and cultural development. Pupils' own cultural background is developed well. Sufficient opportunities are available for pupils to learn about other cultures in Britain.
How well the school cares for its pupils	The school cares for its pupils well. It has very good systems for promoting good behaviour. Procedures for checking pupils' academic progress are good in English and mathematics in Key Stage 2, but under-developed in Key Stage 1.

Provision for English and mathematics is an important strength and is much improved since the last inspection. The school has effective links with parents and these help pupils learn.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good: the head teacher provides very clear direction for the school and plans and monitors well overall. The deputy and management team are effective. Literacy and numeracy are very well led. Other subjects are effectively managed, except IT.
How well the governors fulfil their responsibilities	Well: the governing body has good ways of finding out about the school's work and gives full support.
The school's evaluation of its performance	Good overall: Pupils' progress is more effectively monitored in Key Stage 2 than in Key Stage 1.
The strategic use of resources	The staff, the buildings and other resources are well used to help pupils learn. There are too few computers to enable all pupils to practise.

Leadership and management have improved greatly since the last inspection. The school has sufficient qualified and experienced teachers and support staff who work hard and effectively together for the pupils. Accommodation is good, kept clean and tidy and is full of stimulating and attractive displays. The amount and quality of learning resources are generally good. The school is effectively consulting parents and comparing its results with those in similar schools to assess the value it gives.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like the school and they make good progress.• The good quality of teaching and of pupils' behaviour.• Feeling comfortable about approaching the school and believing it to be well led and managed.• That school expects pupils to work hard and achieve their best.• That school is helping pupils become mature and responsible.	<ul style="list-style-type: none">• Pupils getting the right amount of homework.• The range of extra-curricular activities.

Parents now express their full confidence in the head teacher. Inspectors agree with the very positive points made by parents. Homework is however considered generally appropriate and extra-curricular provision is evaluated as good by the inspection team.

Parents are involved well in the life of the school and this has a positive impact on pupils' learning and attitudes. Parents' help in extra-curricular provision contributes to the good level of participation by pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Pupils enter the reception class with capabilities around the national average in all areas of learning including language and literacy. They make satisfactory progress in all areas because of sound teaching of under-fives and are on line to achieve the goals expected of them by the time they begin Year 1.

2 Overall, inspection evidence indicates that, in Key Stage 1, the satisfactory standards achieved at the time of the last inspection have been maintained. Standards achieved by seven-year-olds are around the national average in English, mathematics and science and in line with what would be expected nationally in IT, D&T, geography, music, PE and RE. Pupils make sound progress in all these subjects. At the last inspection, RE standards were below-average and have improved but standards in IT in July 1998 were above-average and have deteriorated a little to their present average levels. Seven-year-old pupils are attaining above-average standards in art and history and make good progress.

3 From 1997 to 1999, National Curriculum assessments show that seven-year-old pupils' results in reading and writing have gradually improved but, in mathematics, have deteriorated. Taking into account the attainment of all pupils, results in the 2000 English National Curriculum tests, show that standards for seven-year-olds in reading have improved a little since last year. Writing scores are similar to those achieved in 1999. The results for 2000 in mathematics have improved on last year's scores and are now in line with national averages. In summer 2000, teachers assessed pupils' speaking and listening and science standards as broadly average.

4 In reading, given the barely average level of the pupils' attainment on entry to the school, they make good progress to achieve standards that are satisfactory at seven and good by the age of eleven. Average and below-average-attaining pupils use their increasing knowledge of letter sounds to attempt words that are unfamiliar to them and this helps them learn. High-attaining seven-year-olds enjoy reading, have good access to good quality books and write well. Standards of writing achieved by most seven-year-olds are broadly average and they are good at recounting detail about characters and plot in their writing and when speaking during lessons.

5 Pupils' attainment in mathematical understanding on entry to the school is broadly average and they make sound progress in Reception so that, by the time they start the National Curriculum in Year 1, their attainment is average. They make sound progress during Years 1 and 2 so that the seven-year-old pupils achieve standards in lessons that are in line with national expectations. In Key Stage 1, most of the younger pupils can add single digit numbers and can estimate small number problems sensibly. The brighter seven-year-olds recognise patterns to help them add odd and even numbers. Most seven-year-old pupils enjoy using numbers up to 100 and some are beginning to add two-digit numbers together in different ways. Many pupils can use appropriate mathematical vocabulary. Overall pupils with special educational needs often make good progress and achieve well in Key Stage 1.

6 In Key Stage 2, inspection evidence clearly indicates that attainment has improved significantly since the last inspection and eleven-year-olds are now achieving above-average standards, making good progress, especially in years 4,5 and 6 and achieving well in English, mathematics art and geography. This is mainly due to important improvements such as the school's higher expectations, the very successful implementation of the literacy and

numeracy strategies and improved teaching. Pupils are achieving standards in line with averages and making sound progress in science, history, music, PE and RE. In IT standards have declined and pupils are achieving below-average standards and making insufficient progress, mainly due to the lack of opportunities to learn by practising new skills. Overall pupils with special educational needs often make good progress and achieve well in Key Stage 2.

7 The eleven-year-olds who left the school last July achieved excellent test scores in English and mathematics that were well above both national averages and averages in similar schools. Scores in science were even higher and were in the top 5% of schools nationally. The reason for the discrepancy between the very high science test results in summer 2000 and current average standards is because not enough emphasis is given to scientific enquiry: an aspect which is not emphasised in the test. In all subjects there are no significant differences between the attainment of boys and girls.

8 In English, overall in Key Stage 2, especially during Years 4 to 6, pupils make good progress, achieve well and eleven-year-olds exceed national expectations in reading and most aspects of writing. Eleven-year-olds' standards in spelling are average. Although this year's eleven-year-olds are achieving above the national average in English, at this stage they are not achieving the very high levels indicated by last year's end of year test scores. In all subjects there is little difference between the overall standards of girls and boys. In reading, by the age of eleven, pupils are achieving well and attaining above average standards. Eleven-year-olds read with improving fluency and accuracy and can justify their choice of favourite authors. The oldest pupils are good at finding the information they need from different sources including using computers and many pupils enjoy reading a wide range of books. Although the reading skills of those with special educational needs (SEN) are often weak compared with other pupils of their age, they achieve well and often make good progress. In Key Stage 2, writing is not quite as good as reading but is above average overall. Standards of handwriting are sound in pupils' handwriting books. Pupils regularly practise forming their letters correctly and the school uses a common style. However teachers do not insist on the same standards in other subjects. Spelling is average overall but variable between groups and classes. Higher-attaining eleven-year-olds produce interesting extended writing that is good and often exciting. They write appropriately in other subjects such as science, history and geography. For example, in a history lesson on the ancient Greece pupils were learning how to set out a play script when writing a scene from a Greek drama. In spite of the good provision and support, pupils with special educational needs still struggle with writing but make sound progress and achieve in line with their abilities. Pupils' attainment in speaking and listening by the age of eleven is above the national average.

9 Eleven-year-olds attain above average standards in mathematics and many pupils can use decimals to at least two decimal places and use long multiplication. Older pupils confidently work out number problems in their heads and many show good knowledge of tables and number facts because the improved teaching means that older pupils use mental strategies well. The very good quality of teaching of mathematics enables all pupils to achieve well and make good progress, especially during Years 4, 5 and 6. In science, eleven year-olds' knowledge of the science that is tested in National Curriculum tests is secure but skills of scientific enquiry are less well developed.

10 As the school has become increasingly effective at analysing data and as the school's expectations have risen over the last 2 years, targets for how many pupils will achieve particular levels of attainment in tests have been increased and are now sufficiently demanding. The school's improving track record in achieving impressive test scores, the current performance of Year 5 and Year 6 pupils and the increasingly effective tracking

system in Key Stage 2 indicate that these targets will be met. The school has usefully included in its development plan, targets for the percentage of pupils who will achieve particular levels at the age of seven. No system is yet in place to monitor progress towards these.

Pupils' attitudes, values and personal development

11 This area is a strength of the school. Pupils have very positive attitudes towards school, towards lessons and to learning. They are interested in doing their best and older pupils help with duties and accept responsibility. For example, Year 6 pupils help younger pupils in the dining area at lunchtime. School activities, residential and other school visits are well supported.

12 Behaviour, in lessons and around school, is very good and pupils follow the agreed codes of behaviour they helped to develop. There has been no need for any exclusion recently. Oppressive behaviour, bullying, sexism or racism are not in evidence. Pupils were consistently well behaved, polite and helpful during the inspection.

13 Personal development is good. The general atmosphere in the school is friendly, which helps to create a positive learning environment. Pupils cooperate well and relationships between pupils and staff and among pupils are very good. Pupils are very sensitive to the needs of those less fortunate than themselves. For example, they help those with hearing impairment and other pupils with special educational needs to integrate within the classroom.

14 The average attendance rate for the 1999/2000 school year is around the national average and unauthorised absence is well below the national average. Pupils are mostly punctual, though a few parents arrive with their children just before or at the start of the school day which means that these pupils' learning gets off to a slow start.

HOW WELL ARE PUPILS TAUGHT?

15 The quality of pupils' learning is often good in Key Stage 1 and mostly good in Key Stage 2 because, overall, they are well taught in Key Stage 1 and often very well taught in Key Stage 2. This represents a significant improvement since the last inspection when teaching was less than satisfactory in almost one in every ten lessons and only about half the lessons were good. Now the teaching is good or better in two out of every three lessons with a significant proportion of very good and some excellent lessons for older pupils.

16 Teaching is satisfactory for Reception pupils. In Key Stage 1 teaching is good in English, mathematics, science, art, history and music and is satisfactory in IT and PE. In Key Stage 2 teaching is very good in English, mathematics and art, good in history, geography, music and RE and satisfactory in science IT and PE. Teaching is generally very good in Years 4, 5 and 6. No judgement could be made on teaching in design and technology and geography in either key stage and in RE in Key Stage 1 because insufficient lessons were seen.

17 A major factor in the improvement is the very successful introduction of the National Literacy Strategy (NLS). Teaching of literacy is good for the younger pupils and very good for the older ones. Standards in literacy have improved sharply and are now average at the age of seven and good by the age of eleven. This is because teaching is sharply focused on clear learning objectives so most pupils show interest, increase their understanding and work hard and at a good pace. Teachers increasingly expect pupils to think and learn for themselves, but marking still does not show them clearly enough what they have to do to

improve. Most lessons in all subjects now are planned to a similar clear structure that makes learning and teaching more effective. For example it is now normal for lessons to close with an effective rounding off in which the teacher highlights the key facts and ideas that pupils have learned, identifies achievement, makes a connection to the next lesson and, if applicable, sets homework.

18 Almost all pupils have positive attitudes to mathematics because teachers are implementing the National Numeracy Strategy (NNS) imaginatively and very successfully. Most teachers have good knowledge of both numeracy and the pupils they teach. This means that levels of work are suited to the needs of different pupils so they learn effectively. Most pupils work hard because they know they are expected to and when tackling problems in pairs, learn with and from each other. They are not afraid to ask questions and make mistakes when trying out new methods aloud because they know that teachers are constantly checking their progress and helping them to learn. In one lesson, for example, the teacher asked pupils to describe exactly how they had worked out the answer to a problem and the pupils enjoyed hearing different ways that they could have tackled the question and reflected on their own methods in the light of the approach of others. Briskly-paced mental starts to lessons sharpen pupils' thinking and give regular practice of key number bonds and multiplication tables. After a period of direct teaching and practical work, lessons normally close with an effective rounding off session. The teachers' insistence on the use of correct mathematical vocabulary is helping most pupils to think mathematically, and, combined with regular daily practice, is helping to improve their understanding and use of numbers.

19 Relationships are very good and teachers manage behaviour well so most pupils learn at a good pace and achieve satisfactorily. Teachers have good subject knowledge so that introductions to lessons are interesting, questioning is sharp, explanations are clear and teachers can pursue issues in depth. For example, in a science lesson on the heart, the teacher, a marathon runner, was able both to challenge and inspire pupils with his knowledge of the impact of exercise on health and pupils reflected on the significance of the issues for their own well-being.

20 When pupils are busy with practical activities, teachers interact intensively with individuals or groups and this is a very effective way of teaching new knowledge, understanding and skills. Pupils are sometimes expected to develop their own ideas, for example, in adding a musical accompaniment to a simple score. However, at other times, some teachers over direct activities, for example in PE when more demands should be made on pupils to think creatively and in practical lessons where pupils should be encouraged to select their own appropriate resources rather than the teacher dictating what should be used. In most lessons, pupils try hard and sustain their concentration because they know that teachers expect them to, because lessons are challenging and because the structure of the lesson gives good variety of activities. But in some lessons, younger pupils spend too much time sitting on the carpet listening, so that their interest and concentration wane and achievement is reduced. In particular, introductory sessions are too long.

21 Teachers cooperate very effectively, making the best use of specialist expertise. They plan their lessons very thoroughly, identifying clear learning objectives and often sharing them with pupils. This makes pupils focus on what they have to learn as well as what they have to do and it helps generate interest and prompts pupils to think and learn for themselves.

22 In the lessons where the teacher's use of assessment is good, pupils know how well they are doing and how to improve. However, practice is inconsistent and too often marking does not tell pupils what they do well and what they need to do to improve. Sometimes opportunities are also missed to give whole-class feedback after books have been marked.

Teachers make insufficient use of marking and other assessment data to set targets for individuals and groups of pupils.

23 The school uses teachers' particular specialisms very successfully to improve the quality of teaching. For example, once a week, the mathematics and science coordinators teach the Year 6 pupils and concentrate on areas which need development in their specialist subjects.

24 Teachers' lesson planning takes careful account of the needs of all pupils. Higher-attaining pupils, such as the ones who may achieve Level 6 in mathematics, are identified and receive special support. Pupils with special educational needs make generally good progress and have equal access to the curriculum because teachers plan a careful focus for them and match tasks well to their prior attainment. Effective communication and liaison ensure that staff are aware of pupils' special educational needs. Teachers use the targets set in individual education plans well to ensure that these pupils make good progress. The use of learning support staff is effective because they are involved in planning, know the pupils well and work in close partnership with teachers.

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

25 Overall, the quality and range of opportunities provided by the school for pupils in Reception is satisfactory. The quality and range of the curriculum in Key Stages 1 and 2 support pupils' progress and personal development well. There has thus been good improvement in the school's curriculum provision since the last inspection when curriculum provision was evaluated as satisfactory. The curriculum for children in the reception class is appropriately based on the Foundation Stage and covers all the six required areas of learning. This is an improvement on the findings in the last inspection when planning for under-fives pupils was criticised for being based on the National Curriculum rather than the curriculum specifically designed for early years children. Appropriate emphasis is given to literacy and numeracy. Planning is currently being adapted to the new Foundation Stage curriculum, which focuses on children moving through the '*stepping stones*' and working towards reaching the Early Learning Goals by the end of the foundation year. A key issue from the last inspection was to improve the provision for the under-fives by raising the awareness of children of this age. The resources that have been purchased since the last inspection, such as construction equipment and a sand tray, have helped to enhance opportunities for structured play and support the delivery of the curriculum.

26 The most important improvements to the curriculum are in English and mathematics and these have had a positive impact on pupils' achievements in these subjects. There are, however, some differences in the quality of experiences offered in subjects. The quality and range of learning opportunities in English and mathematics are very good in both key stages. They are good in art, geography, history, music and physical education in both key stages. The national guidance for literacy has been adopted and continues to develop very effectively, for example through planned learning opportunities for all pupils to read for information and enjoyment beyond the literacy lessons. The national guidance for numeracy has been implemented and is very effectively used, particularly through a good emphasis on developing mental and oral strategies. In science, opportunities for pupils to learn and use the skills needed for scientific investigations are not consistent enough throughout the school because they are not sufficiently emphasised in teachers' plans. The range of learning opportunities in information and communication technology is restricted throughout the school but particularly by the end of Key Stage 2. This is largely due to the limited resources and the lack of training

in the use of new software. There has been good improvement in the provision for religious education and pupils learn about the world's leading faiths.

27 There is no discrimination in the education provided for pupils in respect of their gender, disability or academic ability. The curriculum ensures good equality of access and opportunity for all pupils. There are no significant differences in the results of tests at the end of either key stage although boys' writing is weaker than that of girls, but this is in line with national trends. The provision made for pupils with special educational needs is very good. Planning is linked effectively to individual education plans. The very good use of the able learning support assistants ensures all pupils have full access to the curriculum. Because all pupils with special educational needs are successfully integrated into normal classes, they have access to the effective personal and social care offered throughout the school.

28 The range of extra-curricular activities offered to Key Stage 2 pupils at different times of the day is good. All teachers are involved and the wide-ranging provision includes sporting activities, arts, environmental awareness, chess, advanced mathematics and deaf awareness clubs. Sports include many inter-school competitions. Activities are equally accessible to both boys and girls and a substantial majority takes part. Clubs are well organised and provide excellent opportunities for personal and social development. Some parents criticised extra-curricular provision on the questionnaire but they were supportive of the school's extra-curricular clubs at the parents' meeting and the great majority of parents are happy with the school's provision.

29 Provision for cultivating pupils' personal, including spiritual, moral, social and cultural development is good overall. Provision for moral and social development is a significant strength of the school and represents an improvement on the judgement made in the last inspection. A very caring ethos is evident. From the moment pupils first enter the school they are taught appropriate values. Combined with the very good role models of the staff, these values have a significant impact on the behaviour of pupils and their constructive attitudes towards learning. The school has a positive approach to good behaviour and staff work together to enable pupils to develop a clear sense of right and wrong through the simple and minimal list of school rules. These actively promote a sense of responsibility, fair play and honesty in pupils. Pleasing examples occur in Year 2 class discussions on taking responsibility, in a Year 4 games lesson involving rules and thoughtful writing by Year 5 pupils on friendship and leadership qualities. Pupils are encouraged to have concern for others. This is evident in the way that pupils with special educational needs are fully integrated into the daily life of the school. Older pupils are given opportunities for personal development by undertaking duties that involve them in looking after the younger pupils, in school productions and residential visits.

30 Provision for pupils' spiritual development is satisfactory. It is mainly promoted through planned opportunities provided by the religious education programme and assemblies. A very sensitive climate in one lesson in religious education encouraged pupils to reflect on the deeper meanings of the special occasions in their own and others' lives using stories and resources. Pupils respond positively in quiet moments given to them to reflect on feelings and messages in assemblies, such as the symbolism of the Remembrance Day poppy, how everyone is equally important, belonging, caring and taking responsibility. Older pupils recognise the good personal qualities of friends as something to be valued.

31 Pupils' understanding of their own cultural traditions is promoted satisfactorily, mainly through visits, visitors to the school and through the subjects of the curriculum. Satisfactory arrangements are in place to make pupils aware of other cultures, including those represented in modern Britain. This was criticised in the last inspection and satisfactory

improvement has been made in this aspect. Both music and art make a sound contribution to pupils' cultural awareness. An example of how art can make an effective contribution to raising cultural awareness was seen in a Year 4 lesson, where the study of Indian textiles added an important dimension to learning. In religious education, pupils study an appropriate range of world religions although, occasionally, opportunities to involve members of other faiths are missed.

32 Health education is largely planned for within the science curriculum in both key stages. It includes a formal programme of sex education in Year 6. Pupils in this year have a good awareness of health and safety issues through opportunities to take part in planned workshops organised by a range of community services such as the police, ambulance and fire services. They are aware of the use and misuse of drugs and of the harmful effects of some of these on the body.

33 The good links that the school has developed with the community contribute effectively to pupils' personal and social education and to their learning experiences. Visitors to the school include an author/storyteller who has provided a good adult model for writing and reading for enjoyment. A visiting specialist provides additional tuition for pupils learning to play the violin. Technology projects involving the local community, technology workshops and drama groups all contribute well to pupils' learning. The good links developed with the local secondary school help the smooth transition of pupils from Year 6 to Year 7. Students on teaching practice are welcomed into school. Students also support learning for the younger pupils by contributing to curriculum resources.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34 The school has a system for regularly assessing individual pupils' work. The system appropriately emphasises the assessment of English, mathematics and science, which is carried out termly. In the foundation subjects, assessments are carried out annually. In Key Stage 2, the information so gained is well used to assess pupils' progress and to target improvement in English and mathematics. In reception and Key Stage 1, the school does not have a system for using the assessments to track progress. As a result, it is difficult to assess pupils' progress without looking at each pupil's individual assessment folder. Effective monitoring of progress is beginning to be developed in Year 2, but the tracking system has been developed by the individual teacher and is not coordinated throughout the key stage to check pupils' progress. The school is in the early stages of developing assessment in the foundation subjects and developing the use of assessment information in science. Assessment in IT is not sufficiently developed for the school to know what individual pupils know, understand and can do.

35 The school uses baseline assessment information well to set targets for the end of Key Stage 1. However, pupils' progress towards these targets is not monitored. Data from the end of Key Stage tests is used well. Subject coordinators are involved in the analysis of data and they then work with the assessment coordinator and head teacher to focus on areas for improvement.

36 The head teacher and assessment coordinator work together well and have clearly defined roles. The head teacher appropriately focuses on using the data effectively to set targets for the percentage of pupils who will achieve particular levels and to ensure the school development plan centres on the most relevant areas. The assessment coordinator works with staff to ensure that the information gathered helps to inform classroom practice. In Key Stage 2, the use of assessment information and the analysis of assessment data to

track individual progress and to inform future teaching have developed well since the last inspection.

37 The school carries out a very good unit analysis of the test results for Years 2, 3, 4, 5 and 6 which involves considering each pupil's response to each test question. The information is then used to highlight strengths and weaknesses in pupils' achievements and so helps the school to focus its future provision. For example, in the last Key Stage 2 tests, pupils did not answer the questions on probability well. This is now being given special attention when teaching Year 6 pupils.

38 Teachers use day-to-day assessment well in literacy and numeracy. During the inspection week, several teachers adapted their planning as a result of the previous day's work. In lessons, the plenary is generally used well to assess the learning that has taken place. Pupils receive good feedback at whole-class level on whether they have met the objectives of the lesson. Feedback to individual pupils is less well developed. Teachers mostly mark pupils' work regularly but there is little feedback that can inform individual children on how to improve their work.

39 The school provides well for pupils with special educational needs. The systems for identifying pupils' special educational needs are becoming increasingly effective, which is an improvement on the previous inspection. Initial concerns about individual pupils are raised with the special educational needs coordinator. The school then notifies parents, writes an individual education plan and sets targets, which are reviewed each half term. There is good liaison and sharing of information between staff. Individual education plans are regularly reviewed. Many of the targets are precise and achievable, for example, '*handwriting: emphasis on forming m, p, s, d and b*'. This helps planning and monitoring to be clearly focused. Sometimes the targets are more general. For example, if a pupil has to '*learn half the words in a particular list*' or to '*recognise 20 lower case letters*' with no indication of which these are, then planning for and tracking of progress are less effective.

40 Reports to parents are informative and are appreciated by parents. They give useful information about pupils' attainment, progress, strengths and weaknesses. However, there is little information to inform parents what children need to target next to improve their performance.

41 The school is successful in ensuring the welfare, health and safety of its pupils. The school's health and safety policy has been reviewed and updated. All issues arising from an inspection of the premises have been rectified and regular fire drills take place with the results recorded. To improve security for pupils, new fencing has been erected around the school and an effective door control and an alarm system have been fitted.

42 All staff know the pupils well and care for their welfare. The school has effective measures for promoting good attendance. Registers are completed properly at the beginning of each morning and afternoon and there is a system of certificates for good or excellent attendance. Good behaviour and a caring atmosphere are very well promoted through agreed, shared and successfully implemented policies. Arrangements for child protection are satisfactory and the school has a detailed child-protection policy, for which all staff are aware of the procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43 Parents were very positive about the school both at the meeting for parents and in the pre-inspection questionnaire. Parents confirmed that their children like school and make

good progress. Behaviour and teaching are considered good and parents say the school expects pupils to work hard to achieve their best. Parents think the school is helping their child to become mature and responsible and feel comfortable about approaching school with questions or problems. There were very few parents who did not express favourable views.

44 Parents are involved well in school life and this has a positive impact on pupils' learning. They are welcomed into the school for any discussion about their child and to assist with reading. Other adults from the community also come into school to hear pupils read. Parents help with social activities, such as the termly disco, the summer fayre and on school trips, including residential visits for Years 5 and 6.

45 Parents receive regular newsletters and an annual report, which tells them clearly about their child's progress. Increasing the number of parents' evenings is giving more opportunity for parents to meet teachers to discuss their child's education. Informal opportunities are taken when parents come into classrooms at the start and end of the school day.

46 The school's partnership with parents is good. School communication with parents, and thus its reputation, has improved since the last inspection and parents make a valuable contribution to pupils' learning. Parents of all pupils with special educational needs are kept very well informed by letter, telephone and parents' meetings. They are invited to attend annual review meetings if their child has a formal statement of special educational needs, and to the termly reviews of individual education plans and are sent copies of the targets. Currently no home visits are undertaken, so a few parents are not yet as effectively involved as they could be.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47 The head teacher and deputy, supported by the rest of the senior management team, (SMT) provide very clear direction for the work of the school and they and the whole staff are united in a common purpose of improving the quality of education and raising the attainment of all pupils. Leadership and management at all levels have improved substantially since the last inspection and are now good. The head delegates clearly to the deputy, subject coordinators and other staff and supports their work well. The SMT meets regularly and are actively involved in decision making. This helps ensure effective communication and agreement about school priorities and policies. Delegation to all subject coordinators has very much improved and the coordination of subjects, particularly of literacy and numeracy, where resources have appropriately been focused, is now effective with the exception of IT. Coordinators are enjoying having more responsibility for their subjects and their work is having a positive impact on pupils' learning.

48 The management of provision for pupils with special educational needs in the main school was unsatisfactory at the last inspection but has improved well to the extent that it is now good. The new coordinator has made good progress in reorganising the file for special educational needs and the class teachers' files. These are now clearer and more manageable, so staff can access and use all the available information more effectively to ensure their teaching leads to good learning. An improved range of specialist resources is being developed. Statutory procedures are carried out satisfactorily but the administration of these is not yet effectively organised.

49 The school's development planning was criticised at the last inspection but is now good. The priorities in the development plan are determined through a careful evaluation of the school's strengths and weaknesses and data on pupils' attainment and progress, particularly in Key Stage 2, is effectively used to focus the future efforts of staff. Recent

school priorities have appropriately emphasised raising standards in mathematics and literacy. The very effective implementation of the literacy and numeracy strategies and the careful monitoring of the quality of teaching and pupils' progress by the head teacher and the subject coordinators have led to improved teaching and higher standards in most subjects throughout the school. Pupils' progress is effectively checked in Year 2 and in Key Stage 2. However, the lack of effective assessment of progress in Year 1 means that progress during Key Stage 1 as a whole cannot be fully assured and weaknesses in provision are less easily identified. Staff are now fully involved in the development plan's construction and each subject coordinator is usefully required to evaluate their work and indicate priorities for their work in the coming year. The discussions with the head teacher following these reviews are an effective means of identifying priorities for future attention.

50 English and mathematics are very well managed and coordination of other subjects is mainly good, except in IT where it is unsatisfactory. All subjects now have an agreed scheme of work which describes what should be taught and learned in each year of the school and this helps teachers plan more effectively. Since the last inspection, coordinators are enabled to make a much fuller contribution to the development of the school. They support and monitor other teachers' planning and ensure that resources and materials are available. Monitoring of progress in English and mathematics, especially in Key Stage 2, is very effective. Other coordinators are beginning to monitor learning by gathering samples of work but there is not an agreed whole-school system for what aspects of learning should be monitored and how this monitoring should take place.

51 As part of its work to raise standards in literacy and numeracy the school has set targets for the percentage of pupils who will achieve particular levels in national tests in English and mathematics by the time they are eleven. Target setting is now becoming more demanding as standards rise and as ways of analysing pupils' attainment and progress are improved. In Key Stage 2, effective interim assessments are made each year to track each pupil's learning as they grow older and to ensure that they make sufficient progress. The school has now usefully set targets for the percentage of seven-year-old pupils who will reach particular levels in reading, writing and mathematics but insufficient interim checks are made during Key Stage 1.

52 The teaching of literacy and numeracy are well monitored and each teacher is given feedback following observation which helps them make further improvements. There is a plan to extend the monitoring of teaching to science this year. Teachers have a positive attitude to this work and see it as helpful. These systems, the effectiveness of the development plan and the largely effective system of tracking pupils' progress places the school in a good position to implement the new requirements of performance management and to benefit from its implementation. The performance management policy has been agreed by the governing body, all staff have received in-service training and progress in implementing performance management is satisfactory.

53 At the last inspection there were some criticisms of the governing body's monitoring of the work of the school. A number of important improvements have taken place and governors now have a good understanding of the school's strengths and weaknesses. For example, subject coordinators now attend governing body meetings on a rota basis to ensure that the governing body is more fully aware of what is happening in school. This helps governors keep a check on developments and also to make a contribution. The governors continue to carry out their statutory functions including new roles well. For example, preparations for their role in performance management are well in hand.

54 The school is beginning to apply some principles of best value to its management and planning, particularly in the way it compares its attainment to that in similar schools at the end

of both key stages. Parents are more fully consulted on and involved in the implementation of major initiatives and appreciate the improved communication. Financial planning, administration and control are good and the recommendations of the most recent auditors' report have been effectively acted upon. The deputy and the school secretary work effectively, using information technology well to ensure that the head and governing body can confidently check that resources and finance, including specific grants, are effectively and properly used.

55 The school receives substantial additional funds for its special needs work and this is used appropriately to enhance the teaching and learning of pupils with special educational needs which is good throughout the school except in IT in Key Stage 2, where it is unsatisfactory. The special educational needs coordinator (SENCO) is efficient. Special needs provision throughout the school is well led and has improved significantly since the last inspection.

56 The school has sufficient qualified and experienced teachers to meet the demands of its curriculum in all subjects. The deployment of staff is good and there are some good examples of using specialist teachers to enhance the teaching and learning of the Year 6 in English, mathematics and science. Teachers work hard and effectively as a team. The support provided for newly-qualified staff was criticised at the last inspection and this has now been improved so induction arrangements are now satisfactory. Learning support assistants make a positive contribution to pupils' learning, especially of lower-attaining pupils, and ably support them. The caretaker and cleaning staff keep the interior of the building very clean and all teaching staff ensure that classrooms, corridors and other shared areas contain attractive displays of work and resources. All these things provide a good stimulus to pupils' learning. Other support staff, such as the secretary and mid-day assistants, also work effectively and contribute appropriately to the work and life of the school.

57 Although the school's costs per pupil are higher than average, in view of pupils' average attainment on entry and the good progress made by pupils by the age of eleven, leading to standards that are above the national average in English and mathematics, and the school's other important strengths, Bramley Grange provides good value for money.

HEARING IMPAIRED DEPARTMENT

58 The hearing-impaired department (HID) is located in the main school building and has places for up to ten pupils. Currently five pupils are on roll and all have a statement of special educational need. The majority of these pupils travel to school by taxi as they do not live close to the school. The department is externally funded and consists of one teacher of the hearing-impaired, two classroom support assistants and one mainstream teacher. This ensures that class sizes are not too large so that the hearing-impaired pupils can be integrated and supported for as much time as possible.

59 The pupils in the department are fully integrated into the life of the school. They attend registration with their peer groups and are only withdrawn into the HID for literacy and numeracy where their specific needs can be better met. This is an improvement since the last inspection and pupils are able to make good progress in these areas. The rest of their curriculum is alongside their peers in mainstream classes.

60 Pupils' attainment on entry is generally very low. They make good progress as a result of good teaching both in the department and throughout the school. The curriculum in the department is carefully planned to match the targets in the pupils' individual education plans. Although these are written in fairly general terms, for example, '*learn 10 sight words*', they are backed up with effective, detailed planning. Regular reviews of targets ensure that

progress is made. Mainstream teachers use the radio microphones effectively to enable the hearing-impaired pupils to contribute fully to lessons. Learning is greatly enhanced by the very good work of skilful support assistants, who actively encourage pupils to develop independent working strategies.

61 Teaching within the department is good, with well-planned work effectively matched to pupils' individual needs. Explanations are clear. Careful and precise development of language is used at all times based on the teacher's confident specialist knowledge of the needs of hearing-impaired pupils. Good challenge is offered because teachers have high expectations of what a pupil can achieve independently and know when to step back from direct interactions. Skilful questioning enables pupils not just to remember facts but to think things out for themselves, for example, "*Why is he sad?*" enabled pupils to make deductions and inferences for themselves.

62 Standards for pupils in the HID are improved because the staff know the pupils well and have effective assessment, recording and monitoring systems to track progress and inform future planning. The hearing-impaired pupils are assessed alongside their peers in normal classes together with appropriate specialist assessments within the department. Communications are good and relationships are very positive both within the department and throughout the school. Staff expect pupils to behave well, work hard, and consider one another, which they do. Praise is used effectively. Pupils in the HID enjoy school and have positive attitudes to their work. This is evident in the way they are so well integrated into their mainstream lessons. They concentrate well and try to take a full part by answering questions and working with hearing partners. The other pupils in the school respond well to the hearing-impaired pupils.

63 The department is very well led and managed. Liaison with the mainstream teachers is very good. Staff are able to take full advantage of the specialist knowledge within the department and this has a positive impact on pupils' learning. HID staff are effectively deployed and work very well as a committed team. Resources are of good quality and appropriate to the needs of the pupils, though there is insufficient IT provision. The department functions very well, offers good support to staff and pupils and is a strength of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64 The governing body should include the following key issues in its post-inspection action plan. They are listed in order of importance.

Raise standards in information technology in Key Stage 2 by:

- providing sufficient resources to enable the full IT curriculum to be effectively taught and pupils to have sufficient opportunities to practise (paragraphs 26, 63, 124 and 126);
- fully implementing the scheme of work that specifies the skills to be taught in each year so that work builds on prior learning (paragraph 127);
- developing an assessment system that identifies pupils' knowledge, skills and understanding (paragraph 127);
- implementing the school's planned programme for staff development to help staff cope with the new arrangements for teaching and learning (paragraph 127);
- improving its coordination (paragraph 127);

- monitoring the effectiveness of provision and of pupils' progress and attainment (paragraph 127).

Ensure the school knows what progress pupils are making and has a clear picture of whether it will reach its targets by:

- developing the tracking of pupils' progress in Key Stage 1 (paragraphs 34, 35, 49 and 51).

Develop the marking of work throughout the school by:

- highlighting what pupils do well (paragraphs 17, 22, 85 and 91);
- indicating what they need to do to improve their work (paragraphs 17, 22, 85 and 91).

Other issues that the school should consider in its improvement planning:

- Review the use of time in the younger classes to ensure that younger pupils experience a sufficient variety of activity to help them maintain concentration and consistently make good progress especially during the first part of the morning (paragraphs 20 and 69);
- Improve the use of assessment to inform teaching and provision in science (paragraphs 100 and 102);
- Include targets in reports to assist parents in helping their children learn (paragraph 40).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	28	31	34	1	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

	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	217
Number of full-time pupils eligible for free school meals	21

FTE means full-time equivalent.

Special educational needs

	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	23

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	9
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	6.19
National comparative data	5.40

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	217
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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: YR – Y6

Total number of qualified teachers (FTE)	11.7
Number of pupils per qualified teacher	21.7
Average class size	24

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	149

FTE means full time equivalent

Financial information

Financial year	1999/2000
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	£
Total income	467858
Total expenditure	465315
Expenditure per pupil	1831.95
Balance brought forward from previous year	19239
Balance carried forward to next year	21782

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	12	16	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	14	15	15
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	86 (77)	89 (79)	89 (77)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	10	10
	Girls	14	15	15
	Total	24	25	25
Percentage of pupils at NC level 2 or above	School	86 (77)	89 (72)	89 (72)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	15	18	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	15
	Girls	16	16	17
	Total	29	31	32
Percentage of pupils at NC level 4 or above	School	87 (54)	91 (68)	97 (74)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	13	14
	Girls	14	14	15
	Total	23	27	29
Percentage of pupils at NC level 4 or above	School	60 (52)	87 (53)	93 (70)
	National	70 (68)	72 (69)	79 (75)

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

Results of the survey of parents and carers

Questionnaire return rate

	45%
Number of questionnaires sent out	220
Number of questionnaires returned	95

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	52	44	4	0	0
My child is making good progress in school.	52	48	0	0	0
Behaviour in the school is good.	47	52	0	0	1
My child gets the right amount of work to do at home.	40	52	6	1	1
The teaching is good.	55	42	1	0	2
I am kept well informed about how my child is getting on.	43	50	4	0	3
I would feel comfortable about approaching the school with questions or a problem.	71	26	3	0	0
The school expects my child to work hard and achieve his or her best.	62	38	0	0	0
The school works closely with parents.	39	50	3	0	8
The school is well led and managed.	50	42	2	1	5
The school is helping my child become mature and responsible.	44	55	1	0	0
The school provides an interesting range of activities outside lessons.	48	41	7	0	4

Summary of parents' and carers' responses

At the pre-inspection meeting, parents unanimously provided a very positive view of the school and its work. They believe that over the last 2 years, all the aspects of the school that were already strong have remained so or improved and all the issues with which they were dissatisfied have now been resolved. A number of parents chose to write comments on the back of the questionnaire forms that were almost unanimously strongly supportive of all aspects of the school's work.

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

65 There has been sound improvement in the school's provision for under-fives children since the last inspection when much of the provision was unsatisfactory. Children enter the school at the beginning of the term in which they are five. Almost all of the 14 children who are currently in the reception class have had previous nursery experience. During the first three weeks of term, a baseline assessment is carried out. This shows that the attainment of children on entry to the school is broadly average.

66 The school has a very good induction programme that enables the new intake children to come to the school for one afternoon each week for the half term before they begin school full time. Towards the end of the term, the children come in for a morning and parents are invited to come and have a school lunch with their child. During the week of the inspection, the children who are due to start school in January had just begun their induction programme.

Personal, social and emotional development

67 Most children are on target to achieve the early learning goals in personal, social and emotional development by the time they begin Year 1. They have developed good relationships with adults and with each other and show care and concern towards others. During the induction session, many of the current class work alongside the new children and demonstrate that they can take turns and share equipment. When getting ready for PE, almost all the children are able to change their clothes independently and are learning to fold up their things tidily. Most children concentrate well when working independently, although a few need help from the teacher. All the children sit quietly and attentively on the carpet for class sessions, but a few pupils become restless and lose interest if the session is too long.

Communication, language and literacy

68 Children's communication, language and literacy skills are developing satisfactorily and most pupils are on target to achieve the early learning goals by the end of reception. The children's ability to express themselves varies. A few are able to talk quite fluently and imaginatively, such as the child who said "*there is a leopard in a cage in the woods near my grandma's house*". On the other hand, a few children have a limited ability to express themselves because, sometimes, opportunities to develop language are missed when the teacher asks closed rather than open questions. Children's language is developed through role-play, playing with other children, opportunities to talk during carpet time and doing activities directed by adults. Children's phonic skills are developing well, for example, when the teacher uses opportunities to link sounds with classroom routines. When changing the weather chart, she links 't' with today and Tuesday. A few children are able to identify rhyming words and think of others with the same rhyming pattern. These children can, for example, think of other words that follow the same pattern as 'can' such as 'tan' and 'fan'. All the activities planned to develop the children's understanding of rhyme are good, but sometimes there are too many different activities going on at one time and the teacher is unable to focus on one group and give them the kind of support they need so learning is less effective. Children show interest in books and love to sit with an adult and share a story. A few children have limited skills in talking about stories they have read before, but most can express themselves well.

Mathematical development

69 Children's attainment in mathematics is developing well and many children are on line to exceed the early learning goals by the time they begin Year 1. They enjoy joining in with number rhymes and some are able to count backwards from five when they are singing. A few children can recognise numbers beyond 10. Others are able to recognise numbers up to 5 or 10. They are now learning to recognise the number after and the number before and to identify missing numbers in a 0 to 10 number ladder. The teacher enables individual children to select the correct number and asks others whether a child's choice is correct. This helps her to assess individual children's understanding of the concepts of before and after but means that children sit for a long time on the carpet so a few children become restless and lose concentration. In the activity session, the game of throwing a dice and placing the counter on the number that is one more is well thought out and enables the objective to be met. However, the teacher does not work with a focus group for a sustained amount of time to enable her to assess the learning that is taking place. The emphasis is too much on whether the children are doing different activities rather than assessing the children's learning.

Knowledge and understanding of the world

70 Children's knowledge and understanding of the world is sufficient to enable most children to achieve the early goals in this aspect by the time they start Year 1. Some children were observed learning to control the mouse and draw pictures on the computer. They were fascinated as they watched the printer work to print the picture. A large tray containing a woodland scene with leaves and creatures gave the children the opportunity to investigate features of the natural world. In another lesson, children looked at plans and used the roamer to develop their skills in giving directions. Due to poor weather, there was no opportunity to investigate outdoors.

Creative development

71 Children's creative development is progressing satisfactorily and most of the children are on line to achieve the early learning goals for creative development by the end of Reception. In the lessons observed during the inspection, children showed that they could mix powder paint and select and mix different colours. On the walls in the classroom, there are examples of the children printing in different ways with different shapes and doing collage work. Children have good quality resources to develop role play. They can use the home corner as a shop, a house or for dressing up in different types of costumes. These experiences enable the children to develop their imagination and play alongside other children. They enjoy rhymes and can join in when listening to familiar songs played on a tape. During the inspection, there was little opportunity for the children to explore different sounds.

Physical development

72 The children's physical development is progressing satisfactorily and most pupils are well on the way to achieving the early learning goals for physical development by the time they start Year 1. They are developing spatial awareness and many can find a space during a PE lesson. Most children can move around the hall sensibly and show an awareness of others. They can move backwards and sideways as well as forwards and are learning to hop and keep their balance. The school has recently had security fencing to create a safe outdoor play area, which is to be developed with outdoor play equipment. This will further assist the children's physical development. In the classroom, children are improving their fine motor skills by learning to cut accurately, use construction equipment and manipulate play dough to make shapes.

Teaching

73 Teaching in the Foundation Stage is satisfactory overall. The teacher has good relationships with the children, who respond well. Planning is detailed and identifies learning objectives but there is often too much emphasis on carrying out a range of activities rather than checking that children are learning what is intended. The teacher has effective behaviour management strategies and creates a calm, working environment in which the children show interest and enjoyment. She uses opportunities well to develop mathematical language. Sometimes, children spend too long on the carpet and some lose concentration. Where there is more variety of activity this does not happen and the pace of the lesson is brisker. Good support is given to children with special educational needs to enable them to access the curriculum appropriately.

74 In the last inspection, there were some unsatisfactory elements of teaching where children were asked to do work that was inappropriate. This is no longer the case. In the lessons observed and in the teacher's planning, activities were well matched to the various learning needs of the children.

Curriculum provision

75 The curriculum for children in the reception class is appropriately based on the Foundation Stage and covers all the six areas of learning. This is an improvement on the findings in the last inspection when planning was criticised for being based on the National Curriculum. Appropriate emphasis is given to literacy and numeracy. Planning is currently being adapted to the new Foundation Stage curriculum, which focuses on children moving through the stepping stones and working towards reaching the early learning goals by the end of the foundation year. The key issue from the last inspection was to improve the provision for the under-fives by raising the awareness of children of this age. Children are now able to learn through a wide range of appropriate experiences. Resources, such as construction equipment and a sand tray that were lacking at the time of the last inspection in July 1998, have since been purchased and are now being used to enhance opportunities for structured play and support the delivery of the curriculum.

ENGLISH

76 Overall standards in English seen during the inspection have improved since the last inspection and are now typical of those nationally for seven-year-olds and above them for pupils by the age of eleven. Results in the 2000 national tests, taking into account the attainment of all pupils, show that standards for seven-year-olds in reading and writing were below averages achieved nationally and in similar schools. Pupils speaking and listening were assessed by their teachers as broadly average. Test results for eleven-year-olds have risen over the past four years at a broadly similar rate to the national trend but in 2000 there was a sharp improvement and the school exceeded its targets as a result of teaching that is often very good. The eleven year-olds who left the school last July achieved excellent test scores in English and achieved well above national averages and averages in similar schools. Inspection evidence shows that the current Year 6 pupils are achieving higher standards than average in reading and writing. Standards in spelling are average for both age groups. There was little difference between the overall standards of girls and boys. The improved standards seen in the inspection broadly reflects the school's improving test scores. The school has rightly revised its targets for eleven-year-old pupils for the next two years to be even more ambitious.

77 When pupils enter the school they are reasonably confident speakers but their listening skills are less well developed. Initial reading skills are about average but this

conceals wide variation from below to above-average. Few pupils have good pencil control but most pupils can make a good attempt at writing their name. Teaching is quickly targeted on the development of pupils' communication, language and literacy skills. From this base pupils generally achieve and progress well, particularly in the older classes so that, by the age of eleven, standards are above average for their age. There is little difference in the achievements of girls and boys other than in writing, where girls' achievement exceeds that of the boys because the girls use more imaginative vocabulary and their use of punctuation and grammar is better than that of boys.

78 From an early stage, pupils learn to use speaking and listening not only for communicating but also for clarifying ideas before they write. The extensive use of *'talking partners'* in some classes means that pupils have the opportunity to make sure that they understand what they have been taught before they record it. For example it greatly enhanced accuracy when Year 5 pupils wrote about the workings of the heart. They can explain their feelings and ideas about music, paintings and stories in interesting ways, as in a debate on Vivaldi's *Four Seasons* played by Nigel Kennedy. The pupils enjoyed the discussion and listened to one another's ideas carefully. Drama is well used to promote communication in a range of forms and a Year 5 boy, improvising on a structure carefully planned by the teacher, brilliantly set the scene for a whole-class session re-enacting a Greek myth. He inspired the class to produce a performance that so excited them they were still talking about it as they went home. By the age of eleven most pupils achieve above-average standards in speaking and listening.

79 Given the barely average level of the pupils' skill on entry to the school they achieve standards in reading which are satisfactory at seven and good by the age of eleven. Average and below-average pupils use their increasing knowledge of letter sounds to have a go at words that are unfamiliar to them and in doing so learn them. Above-average pupils enjoy reading and have good access to good quality books although there are few reading areas where they can curl up with a book. Pupils read with improving fluency and accuracy and eleven-year-olds are able to give a considered response to books they have read and give good reasons why they enjoy particular authors. The oldest pupils are good at finding the information they need from different sources including books, CD ROMS and the Internet and they choose to read a wide range of fiction and poetry. The reading skills of the average and above-average pupils are good enough to enable them to cope with most texts. The reading skills of pupils with special educational needs are weak and while this causes difficulties if learning in other subjects depends on reading, they are helped by learning support assistants to make satisfactory progress and enjoy their work.

80 Writing is not quite as good as reading but is mainly sound for boys and good for girls. The highest attaining seven-year-olds write well. They are particularly good at re-writing stories that they have read or have been told by teachers, demonstrating a good understanding of characters and plot. They also write imaginative poems and one girl's response to rain falling "*dancing*" off the rooftops was riveting to the rest of the class. The work produced by the most able eleven-year-olds is good and often exciting. They can write sustained stories paying good attention to gaining the interest of readers, characterisation and plot. They use different forms of writing appropriately, for example in reporting scientific experiments and when expressing their feelings about a range of music. By the age of eleven, pupils have a satisfactory knowledge of grammar and punctuation. The average and above-average pupils have most of the writing skills they need but in spite of the good provision and support, pupils with special educational needs still struggle with writing.

81 Pupils start to use ink regularly in Year 4 and generally use it cleanly and effectively. Standards of handwriting are sound in pupils' handwriting books. Pupils regularly practise forming their letters correctly and the school uses a common style. However teachers do not

expect the same standards in other subjects. Spelling is average overall but variable between groups and classes. Pupils' knowledge of letter sounds is secure but sometimes teachers do not stress spelling patterns sufficiently, which causes average and below-average pupils to spell less well.

82 Pupils' achievements reflect the quality of teaching in English, which is good in Key Stage 1 and very good in Key Stage 2. In Key Stages 1 and 2, about two thirds of the teaching seen was good or better and there were no unsatisfactory lessons. Teachers in both key stages have a good understanding of how to teach reading and writing. In a Year 6 class, teaching was exceptional when the teacher made excellent use of local newspaper cuttings to arouse pupils' interest in journalistic writing. This resulted in greatly improved understanding of fact, opinion and fiction, the main focus of the lesson. The success of this lesson was evident in the quality of writing subsequently produced by pupils when presenting persuasive arguments. Teachers share learning objectives with pupils so they know what they are expected to learn and how this links to previous work. They help pupils to make connections across subjects, using their skill in writing in different forms to record work imaginatively and clearly in subjects such as science, history, geography and D&T.

83 Teachers try to promote pupils' interest in new words. They use the proper terms for language and provide a model that most pupils emulate. They encourage pupils to choose imaginative vocabulary in their writing but also stress the need for words to be apt. In a Year 4 class, the teacher drew pupils' attention to the torrential rain that was falling on the roof. This resulted in the imaginative use of words carefully selected to express pupils' responses. Teachers use varied approaches to writing and frequently provide opportunities for pupils to be clear about their ideas before they begin to write, as with the use of '*talking partners*'.

84 Teachers have implemented the National Literacy Strategy very effectively. All elements are well covered which gives a good structure for teaching and learning. Planning is thorough so both teachers and pupils know exactly what to do and short rounding-off sessions are well used to reinforce the key learning points of the lesson and to encourage pupils to think about what they need to learn next.

85 In a few lessons pupils spend too long sitting on the carpet at the start of lessons so that concentration suffers and attention wanes. This sometimes leads to underachievement, especially for average and below-average pupils. Not all teachers have sufficient knowledge about the teaching of spelling to enable pupils to achieve as well as they should. They encourage pupils to try out spellings for themselves but do not sufficiently teach pupils how to identify common spelling patterns, recognise words within words or learn spelling rules. As a result, some pupils have few strategies to help them to learn to spell and this is reflected in their work. Teachers' marking is up to date and usually encouraging but it rarely tells pupils what they have done well and almost never shows them how to improve their work or sets targets for them.

86 Pupils with special educational needs have detailed individual education plans which are followed carefully. This results in good learning support which is well focused on their needs and they participate fully in all activities. Although these pupils work hard and achieve well, their literacy skills remain below average.

87 The management of English is very good. The literacy coordinator is ably supported by another teacher and is observing lessons to see if any improvements should be made to the teaching of literacy. She also regularly evaluates colleagues' planning for coverage and effectiveness and every term she leads the staff in moderating the assessment of a sample of pupils' writing. As a result of her evaluations, significant improvements have been made to the teaching of reading and writing and standards in the national tests have risen this year.

MATHEMATICS

88 Pupils' attainment in mathematical understanding on entry to the school is broadly average and they make sound progress in Reception. By the time they start the National Curriculum in Year 1 their attainment is average and they make sound progress during Key Stage 1 so that they achieve standards in line with national expectations at the end of Key Stage 1. In Key Stage 2, especially during Years 4 to 6, they make good progress and eleven-year-olds exceed national expectations. The results of national tests taken in May 2000 show significant improvement for both key stages. In comparison with both all schools nationally and also with similar schools, the results are average in Key Stage 1 and well-above average at the end of Key Stage 2. At the last inspection standards were in line with national expectations in both key stages and have therefore, in Key Stage 2, improved well.

89 In 2000, the percentage of pupils achieving level 4 and above (the expected level for eleven-year-olds) was 93 percent. This was an increase of 25 percent on the 1999 score. In the same period the percentage of pupils achieving higher levels increased substantially from 38 percent to 48 percent. The use of mental strategies amongst older pupils is now a strength.

90 In Key Stage 1, most of the younger pupils can add within ten and are beginning to make sensible estimates. The higher-attaining pupils, in their first term in Year 2, can see patterns when adding odd and even numbers together. They use numbers up to one hundred and some are beginning to add two-digit numbers together using different strategies. Many pupils can use appropriate mathematical vocabulary. In Key Stage 2, by Year 6, many pupils can use decimals to at least two decimal places and use long multiplication.

91 The very effective way in which teachers have implemented the National Numeracy Strategy is a principal reason for the improvement of results. Teachers have good subject knowledge and use mathematical vocabulary well. In some classrooms, key words for the week are displayed on the wall. Pupils are now actively involved in mathematics lessons and teachers have high expectations of what they can achieve. The school has developed a very good tracking system, which monitors pupils' progress through Key Stage 2. Through good data analysis, the school has now set challenging targets for the end of Key Stage 2. A small group of pupils have been targeted to achieve level 6 and have opportunities to do advanced mathematics. The school also uses information from its baseline assessment to set targets for the end of Key Stage 1 but progress is not tracked in Key Stage 1. Work is regularly marked but marking does not sufficiently indicate the strengths in the work or where improvement is necessary.

92 Pupils' attitudes towards mathematics are good In Key Stage 1 and even better in Key Stage 2. When talking to a group of Year 6 pupils, mathematics was one of the things they liked most about the school. Pupils are enthusiastic and interested in mathematics throughout the school. They are keen and eager to respond to questions and teachers have developed a supportive and encouraging ethos in classrooms in which pupils understand that it does not matter if a solution is wrong. This builds their confidence and pupils, in many classes, are frequently encouraged to explain their methods which helps them develop their understanding of number. The use of individual whiteboards, loop-cards and fans has helped teachers to involve all the pupils in question and answer sessions. This has helped pupils develop confidence because they can easily try again without feeling that their first attempt is wrong.

93 In the last inspection the teaching of mathematics was satisfactory overall. Since then it has improved considerably and is now good overall in Key Stage 1 and very good in

Key Stage 2, especially in Years 4 to 6. Planning is good throughout the school and all lessons have clear objectives, which are shared with pupils so they understand what they are going to learn. The pace of the mental starter in most classes is brisk and challenges pupils' thinking. This particular aspect is the area of greatest improvement since the last inspection and has been brought about as part of the school's very successful introduction of the National Numeracy Strategy. The structure of numeracy lessons is well developed and the pace is generally maintained well throughout the whole lesson. In Key Stage 1, teachers give clear explanations and provide opportunities for pupils to come out to the whiteboard and write their answer to a problem. Although this enables the teacher to assess the understanding of individual pupils, occasionally other pupils become restless and lose concentration because they are not directly involved. Particularly good examples of effective ends of lessons were observed in Year 2, where further understanding needed to be developed about adding odd and even numbers. Teachers effectively question and challenge pupils to investigate numbers in the work they are set. In a numeracy lesson in Year 4, there were excellent examples of expert questioning to develop the pupils' ability to explain their thinking and this helped pupils achieve impressive results in mental maths. Most teachers use the plenary well to assess the learning that has taken place and to identify where planning needs to be adapted as a result.

94 A particularly good feature of teaching in Years 4 and 5 is the opportunity for higher-attaining pupils to challenge themselves. During lessons they are given extension work and opportunities to challenge one another. In a lesson on developing the understanding of addition as an inverse operation of subtraction, one pupil approximated to the nearest hundred instead of nearest thousand in order to challenge his own mental strategies. This was very impressive. In Year 6, higher-attaining pupils were also extended well by being given further work on translations of shapes in different quadrants and on probability in another lesson. Lower-attaining pupils also have opportunities to explain their thinking in a classroom environment which enables them to try something out and learn from getting it wrong. Homework is used particularly well in Year 5, where the teacher writes the strategy the pupils are using at the bottom of the homework sheet. This enables parents to be well informed and helps parents to understand the different methods being taught so that they are able to support their children's learning effectively.

95 In the last inspection, subject management was judged to be satisfactory. It has improved substantially and is now very good. The governing body improved its way of finding out about the work of this important aspect of the school's work by designating a specialist governor for numeracy who plays a particularly active role and is fully involved and informed about the development of the subject. He observes lessons and is fully conversant with the tracking system that has been developed. The coordinator is extremely enthusiastic about mathematics and has played a key role in the improvement of standards in the school. When introducing the numeracy strategy, he led staff training and gave demonstration lessons for staff and parents. As part of the senior management team, he works closely with the head teacher to analyse data and identify areas for improvement. The coordinator also runs an advanced mathematics club and gives specialist teaching to Year 6 pupils once a week. Planning is monitored weekly by the coordinator, who checks it for progression, the use of objectives and for opportunities for higher and lower-attaining pupils.

SCIENCE

96 Standards are average and pupils' achievements are satisfactory by the time they are aged seven. Year 2 pupils have a growing awareness of the need for a healthy and balanced diet. They explain that *you need lots of different foods to stay strong and healthy, and help you grow*. They learn about electricity and experiment with making circuits to make a bulb light. They predict outcomes and explain why a bulb fails to light because of breaks in a

circuit. Less evidence is available to judge standards in the other aspects of science. Results of teacher assessments for the last Year 2 class in 2000 show a good improvement on the 1999 results, which were well below the national average. Standards have been broadly maintained since the last inspection.

97 Standards are close to average and pupils' achievements are broadly satisfactory by the time they are aged eleven. Through careful observations, pupils learn about plant growth and the function of roots. Pupils make reasonable predictions and good conclusions in their finished work. In their investigations into balanced forces, high-attaining pupils explain how they make sure that their test is fair. For example some pupils said, "*We didn't let the objects touch the bottom of the water container - they were suspended*". They understand that the newton is a measurement of force and that two forces act on the objects suspended, making them appear to weigh less. One pupil used her experiences at the swimming baths to make an accurate prediction about this phenomenon. Most pupils' use of scientific vocabulary is good. A minority of pupils recognise that the heart is an organ that pumps blood around the human body through veins and arteries, identify its position and know that it is protected by the rib cage. The majority of pupils are less confident in their recall of work undertaken in Year 5. Last year, eleven-year-old pupils achieved excellent results in National Curriculum tests by achieving results in the highest 5 percent of schools nationally. All pupils reached the expected Level 4 and a significant majority reached the higher Level 5. There were no significant differences in the attainment of girls and boys. The current Year 6 pupils, observed during the inspection are achieving average levels in science as a whole but are on line to achieve above-average scores in end of key stage science test scores. The reason for the discrepancy between the test results of last year's oldest pupils and the attainment of the current Year 6 pupils is because the oldest pupils' confidence in carrying out scientific enquiry is insufficiently secure. This aspect of science is not emphasised in the test.

98 Standards have been inconsistent over the last four years. Aspects of provision for the subject have been satisfactorily improved. There is now a more detailed scheme of work that provides opportunities for scientific investigative skills, but progression in these skills is still not secure enough throughout Key Stage 2. The curriculum is not structured sufficiently to ensure that teachers provide consistent opportunities at an appropriate level for pupils to learn and practise scientific investigative skills.

99 In Key Stage 1, the quality of teaching is good overall and the pupils make good progress. Resources are sometimes used very effectively to make clear teaching points, recap on previous learning and support new learning. For example, an attractive class pictogram was used as a starting point for grouping foods and the provision of a variety of real food for grouping made learning relevant and interesting in Year 2 lessons. Planning is good and learning objectives are clearly explained so that pupils know what they are expected to learn. Lessons are usually well structured with good opportunities for both class teaching and group activities. Teachers modify activities appropriately for different groups of pupils enabling all to have equal access to learning. Plenary sessions are used well to reinforce what has been learned. The marking of work does not sufficiently indicate the strengths in the work or where improvement is necessary and feedback, following marking, is rarely given to pupils. Time is sometimes wasted where control is not effective, resulting in slow progress, as seen in a Year 1 lesson. In a Year 2 lesson on grouping foods, time was not used effectively when lower-attaining pupils cut out pictures of foods. This slowed down their rate of progress. Pupils' spellings in Year 2 are largely inaccurate because there are too few teaching strategies such as associated word lists on tables. Pupils' attitudes to learning are good overall. They are interested in their work and show care and respect for resources and equipment. Relationships are good.

100 In Key Stage 2, the quality of teaching is satisfactory overall and the pupils make sound progress. Planning includes clear learning objectives that are shared with pupils so they understand what to do and why they are doing it. Teachers create good opportunities for pupils to record their work in a variety of ways and use information and communication technology to record findings and make graphs. Resources are sometimes used effectively in lessons. For example, in a Year 5 lesson, the teacher demonstrated simply and practically how valves work in a way that interested and involved pupils. They tried pushing their fingers through the cardboard valves then concentrated hard to learn about the valves in the heart. In a Year 3 lesson, a restricted range of resources limited opportunities for pupils to make different observations about the formation of shadows, resulting in little learning by pupils. Although the school analyses Key Stage 1 teacher assessments to provide information for pupil grouping, there is little evidence of this in lessons. Pupils are too often given the same tasks, irrespective of their prior attainment with the result that higher-attaining pupils are not always sufficiently challenged and lower-attaining pupils find the work too difficult. Although pupils collaborate well in groups, they find it difficult to make decisions in order to reach a consensus. In a number of lessons the content is pitched at too high a level for all pupils to make appropriate progress and there are too few opportunities for pupils to practise scientific investigative skills. Teacher assessment is not secure in such lessons and so assessment information cannot be used to inform the teacher of the next stage of learning and this slows progress. Work samples show that some planned investigations are carried out in front of the class rather than in a practical way by pupils, such as the work on air in Year 5.

101 Pupils' attitudes and behaviour are very good. They listen carefully in lessons, share tasks sensibly in groups and show good respect for equipment and other resources. There is very good liaison between classroom assistants and teachers which means that pupils with special educational needs are enabled to carry out a modified activity or an activity given to the whole class with good adult support. Teachers are sensitive to the learning needs of pupils with hearing impairment and ensure they understand the tasks presented.

102 Pupils' progress is tracked in Key Stage 2 and targets are set for national tests. Assessment tasks are given after each topic but there is little evidence of how assessment information is used to raise the achievement of differing groups of pupils from Year 3. Optional tests are to be introduced in Year 4 in order to provide further information about pupils' progress and 'concept webs' are to be used in topics to establish what pupils know and understand. The coordinator is knowledgeable and enthusiastic. She is largely aware of developments needed and most are already included in the school's development plan. The monitoring of teaching and learning is to take place during the current school year. As a result of the analysis of national test results, the coordinator's specialist knowledge and teaching skills are used to target specific aspects of learning in Year 6 in order to establish more consistent standards.

ART

103 The attainment of eleven-year-olds and seven-year-olds is above what is expected. They enter Key Stage 1 with average standards and, due mainly to effective teaching and good leadership of the subject, all pupils, including those with special educational needs, make good progress throughout the school and achieve well. The high standards and effective teaching at the last inspection have been maintained.

104 In Key Stage 1, pupils use their well-developed pencil drawing and painting skills to enhance their work in science, RE and design technology. In most rooms displays of science, RE, history and other work is enhanced by high quality artwork. Pupils talk about their artwork confidently. They use materials carefully and accurately to produce very clean and neat prints using repeating patterns. They also work well in 3 dimensions. For example,

in one clay lesson in Year 2, one pupil made a beautiful hedgehog in clay using string cuts. Other pupils achieved good quality work due to the careful teaching of skills and techniques of how best to work with clay.

105 In Key Stage 2, pupils continue to develop their skills in drawing, painting, collage, textiles, sculpture and printing and by the time they reach the age of 11 many pupils can draw accurately with very good control over tone and shade. They show good ability to analyse, modify and improve their work and talk confidently about why they have made particular changes. Art skills are used and developed well in other subjects. Some Year 6 pupils have illustrated a wall display recording a visit to Burbage Brook with good quality watercolour paintings. As they grow older, pupils become more confident at analysing their work and making improvements because of the way they are taught.

106 The quality of teaching is mainly good and often very good particularly in Key Stage 2 because subject knowledge is good. This enables teachers to plan effectively, to set high expectations for pupils' work, to assess work well and to use this assessment to guide pupils on, to improve their work and extend their learning. Skills and techniques are well taught and build effectively on earlier work. Higher-attaining pupils are challenged to achieve well. For example, in a Year 6 class, some pupils added shadows to their drawings and this added an extra dimension of quality to their work. Pupils are encouraged and shown how to analyse their own work. This helps them sustain good concentration and many pupils showed a growing pride in the results they achieve. Lessons are invariably thoroughly prepared and resourced well and this has a positive impact on pupils' learning. For example, in a Year 4 art lesson, where pupils were weaving to reflect the style and colours of India, an excellent collection of threads and materials of contrasting textures and colours and carefully-set-up looms enabled all pupils to achieve very good results using difficult skills that were unfamiliar to many pupils. The very thorough preparation and resourcing of the lesson ensures that time was well used and all pupils maintain concentration throughout lessons. Also teachers sensitively direct pupils of different levels of attainment to different resources so that all can work within their capability and make good progress. Occasionally pupils are not given enough chance to organise their own resources. This was the case in an otherwise good art lesson when pupils were required to ask the teacher to cut lengths of thread for them to use rather than to carefully and properly cut the threads for themselves.

107 Good quality art displays were a feature of the school at the last inspection and this is still the case. Art is well used to illustrate and enhance pupils' understanding of other subjects by enabling them to observe detail closely. Although some pupils use IT effectively and pupils illustrate their work using drawing and painting programmes this aspect is under-developed.

108 The leadership and management of the subject have improved since the last inspection and are largely effective. There is now a good quality art policy and a revised scheme of work is being used in Key Stage 1. In Key Stage 2, the staff is considering a new scheme ready for implementation from the beginning of next term to give guidance to teacher's planning and to ensure that skills are developed progressively throughout the school. A particularly good feature of the schemes is lists of vocabulary to be used with each year group and these enable teachers to be clear about how to extend pupils' knowledge and understanding of art. There is some monitoring of pupils' progress in art, but there is room for a more structured approach by collecting and analysing a wider sample of pupils' work to represent the progress of pupils of all levels of attainment.

DESIGN AND TECHNOLOGY

109 There is insufficient evidence to make secure judgements about standards at the end of both key stages. By looking at teachers' planning, pupils' designs, a limited amount of finished work and talking to pupils, evidence suggests that Year 2 pupils are on course to achieve average standards by the end of the year. Year 6 pupils have just started their design and technology work for the term. When the school was last inspected, standards were in line with national expectations at the end of both key stages and the evidence suggests that this is still the case. The issue raised in the last inspection about the absence of a coherent programme of work has been addressed satisfactorily by the adoption of national planning guidance.

110 There is insufficient evidence to make an overall judgement on teaching in both key stages. An inspection of previous work on vehicles and mechanisms in Year 2 shows that the teacher's planning provides for a good range of appropriate learning experiences. This was evident in finished work, where pupils practised joining wheels and axles using different techniques and materials to see which moved the best. After evaluating their methods, they applied their knowledge to create well-made models of trucks. Pupils discussed ways in which they would improve their models such as "*using the computer to print the lettering because the paint dribbles*". Effective links with science were made through the addition of headlights and cab lights. The same good level of planning is evident in the work on money containers made by previous Year 4 pupils. Investigations and practical tasks helped pupils to try different techniques and develop their ideas and skills for developing their product. Pupils' experience of making simple biscuits provide a relevant and interesting starting point for developing their designs for a biscuit for a special occasion. The teacher made good links with literacy and numeracy in this work.

111 The generation of ideas is sometimes limited by the range of resources. This was true when Year 1 pupils investigated simple levers and sliders. Opportunities to investigate were limited by the pre-cut shapes provided by the teacher. Also in Year 3, the focus on making packaging for tea inhibited the generation of pupils' ideas for their own designs and purpose. While products are well made, they replicate commercial tea packaging and work lacks creativity and individuality. Samples of work saved from the previous year indicate that pupils use too limited a range of tools, materials and components. Year 5 pupils have had experience of making toys with mechanisms such as a cam. There is no evidence that pupils have experience of working with electrical components.

112 Subject coordination is satisfactory. There have been no opportunities for personal and professional development but the new coordinator is keen to improve. Resources have been reviewed and updated to match the new scheme of work. Further resources needed have been identified. Links made by the coordinator with visiting groups for pupils' workshops and Education Business Partnership projects have helped to enhance the subject curriculum.

GEOGRAPHY

113 No geography lessons were observed in Key Stage 1 during the week of the inspection, so evidence has been obtained from looking at planning, classroom displays and examples of pupils' work.

114 The last inspection found that standards were broadly in line with national expectations in both key stages. Since then standards have been maintained in Key Stage 1 and have risen in Key Stage 2. The attainment of the school's seven-year-olds is broadly in line with the national expectation for pupils of the same age. Pupils in Year 1 are studying the local area and are able to draw maps of their journey between home and school. In Year 2, pupils can distinguish between human and physical features of a landscape. These pupils

have the opportunity to visit the seaside and can compare Bramley with Filey using relevant geographical ideas. Eleven-year-olds' attainment exceeds the average for pupils of the same age. The oldest pupils use geographical vocabulary effectively. Most understand the meaning of words such as source and tributary and can explain their meaning. Many can pose questions to build on their knowledge and understanding. Pupils in Year 4 can locate India on a map and can compare the seasons in India with the seasons in the United Kingdom. They also know about aspects of life in India, such as clothes and food.

115 Teaching has improved since the last inspection when it was mainly satisfactory. During this inspection, the quality of teaching could not be evaluated in Key Stage 1 but in Key Stage 2 teaching is now good. Teachers plan well and are clear about what they want the pupils to learn. They enable the pupils to increase their knowledge by developing their research skills. The best teaching was seen with the oldest pupils where they were effectively developing skills of enquiry. The teacher very skilfully questioned the pupils and this enabled them to explain what they already know about rivers and to think about what they needed to find out. They were then effectively required to develop their learning by using the Internet, CD-ROM or books and encyclopaedias to find out information. Teachers assess pupils' progress well and quickly recognise when support or further challenges are needed.

116 Pupils are keen and interested in the work they are doing. They work together and behave very well. In lessons, they are able to share books and work cooperatively in pairs. Most pupils take a pride in their work, particularly in the oldest classes.

117 The subject is well led by the coordinator. At the last inspection, the subject was judged to be led and managed well and therefore high-quality leadership has been maintained. The coordinator ensures that the school has appropriate resources to deliver the geography curriculum and monitors teachers' plans on a weekly basis to check that topics are being taught. The school is now developing a collection of assessed samples of work to monitor pupils' progress, but this is in its infancy. The coordinator does not yet monitor teaching.

118 The subject contributes well to pupils' spiritual, moral, social and cultural development. In Year 5, pupils have the opportunity to go on a residential visit to Filey and at the end of Year 6 an outdoor pursuits course, which helps to develop team-building skills. Year 2 pupils visit the seaside and Year 6 pupils visit Burbage Brook as part of their work on rivers.

HISTORY

119 Standards in Key Stage 1 have improved since the last inspection and are now higher than normally seen and pupils make good progress. Standards in Key Stage 2 are around the national average and pupils make satisfactory progress. This improvement is largely due to the generally good teaching and effective leadership by the subject coordinator.

120 By the age of seven, pupils in both classes show detailed knowledge and real enthusiasm for the facts of the topic they are studying. Most pupils demonstrated excellent recall of detailed key facts concerning the life of Florence Nightingale and the Crimean War. Many could recall the date of birth of Florence Nightingale, the year when the Crimean War began and knew that Russia fought Turkey. Most pupils had a particularly acute sensitivity to the different roles of women during Victorian times and could give some detail about differences between nursing practices then and now. They were all very enthusiastic about this work and had a hunger for new facts. Three lessons were observed in Key Stage 1 but only one lesson was observed in Key Stage 2 because history is not a focused area this term in Years 6 and 4, but discussions were held with pupils and completed work was inspected.

Pupils show a sound recall of facts and talk about their history work with enthusiasm. The higher-attaining pupils gave a very confident account, not only of key dates but also knew about the work of archaeologists. Lower-attaining pupils found it difficult to engage in the discussion about history because they could recall very little about the work they had done.

121 Basing the judgement on a small sample, teaching is sometimes very good in Year 2 and is, elsewhere, consistently good. In Key Stage 1, a particular strength of the teaching is the effective questioning of historical facts, an aspect of history that most pupils enjoy and to which they respond very well. Teachers' questioning about how we find out about history, however, is less effective in all lessons. The good subject knowledge in Key Stage 1 ensures teachers' expectations are high, planning is very good and explanations are clear. Teachers' grasp of key facts is very secure and their questioning is stimulating. All these help pupils learn well. Pupils not only answer questions with real enthusiasm but also raise relevant questions and add extra facts to the teachers' inputs. For example, in two Year 2 classes both teachers began their lesson on Florence Nightingale with a question-and-answer review of the last lesson. In both classes, many pupils added lots of facts to their teachers' summary and showed an impressive ability to draw on a strong factual base to make relevant and interesting points. In the Key Stage 2 lesson pupils cooperated very well on tasks, discussed their work and helped each other.

122 The leadership and management of the subject have improved since the last inspection and there is now a good policy and scheme of work which teachers find very helpful in their planning. Resources are improving and the school is assembling a good range of illustrations, artefacts and books to support teaching and learning. Monitoring of pupils' learning and of history teaching is limited at the moment, but there is a useful plan to improve the monitoring of pupils' progress by collecting a sample of work for pupils of different levels of attainment for each year group.

INFORMATION TECHNOLOGY

123 Attainment is in line with nationally expected levels and pupils' achievements are satisfactory in Year 2. Pupils learn to create a picture and make changes to produce visually appealing repeating patterns. Most explain how they use certain tools to make their images with confidence. They position, re-size and move lines and shapes and change colours when investigating the work of a particular artist, producing thoughtful designs. They open programs and have reasonable mouse control and keyboard skills when using computers to make lists in connection with work in English.

124 Attainment is below nationally expected levels in Year 6 and pupils' achievement is unsatisfactory. Examples of satisfactory attainment in most subjects can be observed in Key Stage 2. In geography, for example, pupils frame questions when finding information about rivers in geography using CD-ROM, write stories, record the results of investigations and produce graphs. A small group of high-attaining pupils produce a regular newsletter with a good awareness of their audience by using different fonts, size, bold text, paragraphs and sub-headings. Some pupils who do not have computers at home have developed their word processing skills well at school. In spite of these examples, however, the progression of skills across the full range of the subject is insecure, mainly because the organisation of resources does not enable pupils to practise their skills. Overall, pupils' experiences are mainly in word processing and data handling. They have no hands-on experience of multimedia presentation, spreadsheet modelling and control and monitoring. Achievement in these areas is therefore not high enough.

125 Standards have declined since the last inspection, when they were judged to be above national expectations in both key stages. There are a number of reasons for this.

Resources have not kept pace with developments. There are not enough computers for pupils to practise and develop their skills. Information and communication technology is mainly used to support learning in other subjects and is not seen as a discrete subject, although this picture is beginning to change since the recent adoption of national planning guidance. Pupils have not yet had the breadth of experience in order to attain what is expected nationally, particularly in the upper junior classes.

126 The quality of teaching is satisfactory overall in both key stages. Teachers plan conscientiously for computers to be used throughout the day, such as in Year 1 where pupils learn graphic skills and create lively pictures to communicate their ideas. Clear learning objectives help all pupils to understand the focus of whole-class lessons and open questions encourage them to concentrate and maintain their interest. It is difficult for pupils to follow instructions and respond to questions when gathered round the class computer but teachers make the best of this situation by organising seating well. Time is used effectively when demonstrating new programs to the class but the limited number of computers means that pupils have to wait too long before they can practise their skills and acquire new knowledge. These are not sufficiently developed by the time they are aged eleven.

127 The management of IT is unsatisfactory. Assessment systems are ineffective as pupils working in mixed-ability pairs produce joint print outs of their work so there is no evaluation of what individual pupils know, understand and can do. Work does not always build on and extend learning as pupils move through the school, for example in word processing. Information and communication technology is currently not a priority for whole-school development. There is insufficient monitoring of teaching and learning within the subject. The subject development plan does not address resource issues but identifies opportunities for staff training in the use of control and monitoring in Key Stage 2. Although there has been some recent training for teachers moving between year groups, the absence of training in the use of new software, together with the lack of resources, has contributed to the lower- than-average standards by the time pupils leave the school.

MUSIC

128 Pupils, throughout the school, attain the standards expected for their age and enjoy their music making activities. The tuition provided by visiting specialist teachers for the clarinet and violins is good and recorder, guitar and choir ensembles further enhance provision for older pupils. This enables the more able pupils to achieve well.

129 Younger pupils sing well, showing good control of pitch, dynamics and rhythm. They sing well both in classes and in the weekly session when all four younger classes gather together. This session is characterised by immense enthusiasm, excitement and enjoyment, as pupils sing together songs which have been well-learned in classes. They all take part with gusto, confidently aligning body movements with the rhythm and clapping on the correct beat. Many are still singing to themselves as they move off back to their classes. They also compose simple tunes and rhythms using an appropriate recording system that they all understand and use competently. They then perform them, sometimes using untuned percussion instruments effectively.

130 Pupils in older classes learn to create percussion parts to songs, using correct notation such as minim, quaver, staff and bar. However, they rarely record their efforts in order to listen to, assess and improve what they have done. Pupils are introduced to music from other cultures and although they find it difficult initially, they can give reasons for their response to this music and can compare it to their own musical experiences and preferences.

131 Although most of the staff are not music specialists, the quality of teaching and learning in the lessons seen was always satisfactory and generally good. Music is taught by class-teachers who mostly have sufficient expertise to teach basic skills and, for example, musical notation is well taught and understood by pupils. Pupils are also taught to create and improvise music but evaluation of their performance is too often by teachers rather than by pupils themselves. Pupils have good opportunities to appreciate and evaluate a range of music. In a Year 5 lesson, pupils listened to an extract from Vivaldi's *Four Seasons* and then discussed to which season it applied. They did this in pairs and then as a whole-class, freely and sensitively identified the moods and feelings created by the piece, justifying their response with reasoned answers. While many were wrong, pupils enjoyed both the music and the discussions and made significant gains in their knowledge and understanding of the composer, his music and the capabilities of the instruments involved. The teacher used correct musical terms throughout and the pupils quickly adopted these in discussions.

132 The school has made attempts to improve singing in classes since the last inspection but improvement is modest and there is still much to be done. There is now a well-structured approach to teaching music, and the policy and scheme of work provide detailed guidance to help teachers to plan their lessons. Assessing and recording pupils' progress in music is infrequent and informal and is mainly for the end of year report. This means that sometimes work is repeated unnecessarily. Currently there is no permanent music coordinator although sound acting arrangements have been made.

PHYSICAL EDUCATION

133 Attainment in both Key Stages 1 and 2 is broadly in line with national expectations for pupils of each age group and pupils make satisfactory progress. For example, in games progress is sound: some pupils in Year 1 can bounce a ball and keep it under control. In Year 2, most pupils can bounce a ball with increased accuracy and can move around. A few can bounce a ball with either hand, whilst a few lack co-ordination and can only do one bounce at a time using both hands. Progress continues to be satisfactory in Key Stage 2 in games and by Year 6, some pupils can catch a small ball accurately and skilfully, keeping their eye on the ball. These pupils are also learning to develop sensible rules for their own games which they then play. Attainment and progress in gymnastics is sound in both Key Stages. For example, by Year 5, most pupils are at the average level and can balance on different parts of their body with accuracy and know the basic rules for carrying out accurate gymnastic moves safely.

134 The teaching of PE is satisfactory in Key Stage 1 and good in Key Stage 2. In the last inspection it was satisfactory overall. There is some very good teaching by the coordinator who is a PE specialist. Most lessons begin well with a purposeful warm-up session. Where teaching is best, teachers have good subject knowledge and work closely with pupils to help them improve their performances. In these lessons, teachers give clear instructions and guidance and there is a brisk pace which help pupils concentrate and learn. In some lessons, however, teachers do not take sufficient opportunities to show pupils how to improve their skills. Generally, teachers used resources well, such as in Years 1 and 2 where pupils stood in their own hoop when they were bouncing a ball in a stationary position. Sometimes, lessons can be over-directed by the teacher. On the other hand, in Year 6, the teacher clearly recognises the need for pupils to be actively involved in their learning, and often teaches them to think for themselves and construct their own games. This approach to teaching and learning is insufficiently secure in a few lessons.

135 The provision for extra-curricular activities is good. Around 20 pupils attend a matball club on a weekly basis. This is run by the PE coordinator and a parent and is open to all Year 5 and 6 pupils. The school also takes part in inter-school competitions for cross-country,

matball, netball, swimming, football and athletics. For the last six years, the school has been the area schools' outdoor athletics champions. Parents support the school well at these activities and are keen to help. Parents' help has a positive impact on the good level of participation by pupils. The school's sports day is open to all pupils and they are divided into 12 teams to carry out a series of activities.

136 Pupils, throughout the school, get changed for PE quietly and sensibly fold up their clothes and wear the correct dress. In all the lessons observed, pupils with long hair tied it back. They removed jewellery and pupils who used inhalers took them into the hall. This care for detail helped ensure safe and orderly lessons which help all pupils make sound progress. In Year 5, time is used well. Pupils are organised to take impressive levels of responsibility for getting out the mats and undertaking other tasks extremely quickly and efficiently and the flow of the lesson continues at a brisk pace so that pupils can get the most from lessons.

137 Resources are satisfactory. In the Key Stage 1 PE lessons observed, there were enough balls and hoops for the pupils to have one each and so all pupils had good access to the required practice. In the last inspection the apparatus was found to be too heavy for the Key Stage 1 pupils to use independently. This issue is partly, but not yet fully addressed. The coordinator is using the money from her budget for last year and this year to purchase appropriate infant gymnastic equipment to fully eradicate this weakness.

138 At the last inspection the management of the subject was evaluated as effective and this continues to be the case. The coordinator gives support to staff in their planning and helps colleagues for whom the subject is not a specialism. All the staff have undertaken 'Top Sport' and 'Top Play' training and the coordinator has recently attended 'Top Outdoors' training. Although the coordinator does not observe staff teaching, she shows good awareness of how the subject is taught throughout the school and influences the way in which the subject is taught by using her own specialist knowledge. An example of this is the way in which she has influenced the careful way in which skills are taught and learned by the pupils. The school's PE policy has just been updated to meet the requirements of the recently-revised National Curriculum. This has been presented to staff and discussed at two staff meetings and the draft document contains clear and effective guidance to help teachers plan and teach effectively.

RELIGIOUS EDUCATION

139 The attainment of seven-year-old and eleven-year-old pupils is in line with the expectations of the locally agreed syllabus. This represents good improvement since the last inspection, where standards and achievement were too low. Issues raised in that report have been addressed. Religious education is now taught regularly and pupils learn about the world's leading faiths.

140 Not enough lessons were seen to judge the overall quality of teaching in Key Stage 1. However, in a Year 2 lesson, methods involving a recap of previous learning about belonging to the family of God, involving open questions, enabled pupils to respond in thoughtful ways such as "*if you belong you have to take responsibility*". Pupils learned very little about symbolism, as the significance of the candle was not explained. They recognise the significance of the Islamic prayer mat and learn that Christians wear the cross. Pupils recall stories from the Bible and explain their thoughts and feelings, such as "*Jesus thinks we should be kind. If you are kind to others they are kind to you*". A good moral element is included and pupils sensitively discuss issues such as helping people through kind deeds, with regard to people such as Florence Nightingale and people who collect for charities.

141 The quality of teaching and learning in Key Stage 2 is good overall, but variable. The methods and resources used in a Year 4 lesson created a special atmosphere and enabled the pupils to learn a significant amount about the symbolism of a Puja tray. Lessons do not always include a variety of interesting methods to enthuse pupils and knowledge is often taught in factual ways without appreciation of its significance to the different world faith communities. Resources are mostly well used to support learning. In a Year 5 lesson, clothes used for special ceremonies, such as a Barmitzvah, increase pupils' interest. Conversely, the lack of appropriate resources in a Year 6 lesson does not help pupils grasp the full significance of Divali through the images and feelings expressed in art forms. Year 6 pupils have developing knowledge and understanding of some of the key beliefs and practices of Christianity, Islam and Hinduism. They recognise the importance of sacred writings to believers in providing 'a set of rules' by which people live. They reflect on some of the ways that Christian beliefs affect the lifestyles of others and describe a friend who is *"always kind, never bullies or hurts people's feelings"*. Pupils generally respond well to the teachers' expectations of listening carefully and concentrating on what they need to do.

142 The school has recently received written levels of attainment with which to assess pupils' progress in the agreed syllabus. The locally agreed syllabus is used as a scheme of work. This does not always ensure that learning activities are interesting and relevant to pupils and that resources are used effectively. Chances are sometimes missed to make use of local resources including places of worship and religious leaders in the community and this inhibits pupils' learning occasionally. Subject coordination is satisfactory. The new coordinator has had some helpful induction to the post. Resources have been developed well since the last inspection and the need to supplement these has been identified.