

INSPECTION REPORT

**WESTWOODSIDE CHURCH OF ENGLAND PRIMARY
SCHOOL**

Doncaster, South Yorkshire

LEA area: North Lincolnshire

Unique reference number: 118019

Headteacher: Mr. R. Marshall

Reporting inspector: Mrs. B. Iles
12000

Dates of inspection: 13/11/00 – 16/11/00

Inspection number: 225155
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior
School category: Voluntary controlled
Age range of pupils: 4 - 11
Gender of pupils: Mixed

School address: Nethergate
Westwoodside
Doncaster
South Yorks.

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Appropriate authority: The governing body
Name of chair of governors: Mr. G. Howitt

Date of previous inspection: 8/7/96 to 12/7/96

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. B. Iles	Registered inspector	Areas of learning for children under five	What sort of school is it?
		English	Standards: the school's results and pupils' achievements.
		Art	How well are pupils taught?
			How well is the school led and managed?
Mr. R. Barnard	Lay inspector		Attitudes, values and personal development
			How well does the school work in partnership with parents?
Mr. B. Aldridge	Team inspector	Special educational needs	How good are curricular and other opportunities?
		Mathematics	
		Information technology	
		Design and technology	
		Physical education	
Mrs. J. Dawson	Team inspector	Equal opportunities	How well does the school care for its pupils?
		English as an additional language	
		Science	
		Geography	
		History	
		Music	

The inspection contractor was:

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The Registrar
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Westwoodside Primary School is situated in a rural area between Scunthorpe and Doncaster. It serves the local village community of Westwoodside and the surrounding area. One hundred and forty seven boys and girls aged from four to eleven attend the school, which is smaller than most primary schools. Thirty-one children were under the age of six at the time of the inspection. A lower than average proportion of pupils - four per cent - have free school meals and no pupils come from backgrounds beyond Europe. Just over seventeen percent of pupils are on the register of special educational needs, which is about average. Three pupils have statements, which is above average for a school of this size. Pupils are admitted to the reception class at the start of the year in which they become five. There is a range of attainment on entry but overall it is similar to other local schools. The majority of pupils live in the surrounding area although a growing number attend the school from outside the reserved area as the school grows in popularity. Most families live in privately owned homes with a small and increasing proportion living in rented housing. The proportion of parents who have higher education qualifications is about average.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths and few weaknesses. By the age of eleven pupils achieve standards that are well above average in English and mathematics and above average in science. Teaching is very good in the juniors, which enables pupils to make very good progress. The school is well led and managed and governors provide very good support. The shared vision enables the school's aims to be met in full and strong relationships with parents support partnership in learning. The school provides a good quality of education for pupils and good value for money.

What the school does well

- Standards in English and mathematics are well above average at eleven.
- The quality of teaching in the juniors is very good and pupils are well challenged.
- The school is well led and managed and there is a shared understanding of the school's strengths and priorities for improvement.
- There is a calm, purposeful ethos for learning, which promotes Christian values well.
- Behaviour and attitudes to learning are very good.
- The care pupils receive and the quality of relationships are excellent.

What could be improved

- Teaching and learning for children in the foundation stage and Year 1.
- Standards in information and communication technology (ICT).

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1996. Since then the quality of teaching has improved and consequently good progress has been made in improving standards in the important areas of English and mathematics. A significantly higher proportion of pupils now achieve the higher levels by the age of eleven. The weaknesses identified in teaching in the last inspection report are now strengths; expectations are high and planning is detailed and thorough. Learning objectives are now very clear and pupils with special educational needs and those who are more able are well challenged. Progress made to improve provision for cultural development is satisfactory but there is scope for further development.

STANDARDS

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

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

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

Over the last four years standards have improved broadly in line with the national trends. When compared to similar schools pupils' performance is above average in English and well above average in mathematics. Over half of the pupils attained the higher levels in these subjects in the 2000 tests. The quality of reading and writing is very high. Achievements exceeded the targets set by the school, which were based on prior attainment.

Inspection evidence confirms that the standards attained by eleven-year-olds are well above average in English and mathematics and above average in science. In religious education pupils' achievements match the age related expectations of the locally agreed syllabus. Standards in information and communication technology are below average; weaknesses are directly linked to the limited provision currently available to support teaching and learning at all stages of learning. Attainment in art, design and technology, history, geography, music and physical education generally match age-related expectations. Overall, pupils make very good progress in the juniors. The progress of higher attaining pupils is unsatisfactory in the reception and Year 1 classes because they are not challenged sufficiently. By the age of seven pupils' achievements show good improvement when measured against their prior attainment. Expectations in the Year 1 and 2 class are high and the quality of teaching in the key areas of literacy and mathematics is very good.

By the end of the reception year children achieve the expectations of the Early Learning Goals but higher attaining children do not make enough progress at this stage because the work they are given does not challenge them sufficiently and the quality of teaching is not as good as it is in other classes.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and have very positive attitudes to their work.
Behaviour, in and out of classrooms	Behaviour is consistently of a very high standard.
Personal development and relationships	Relationships are excellent and pupils' are well supported to achieve their best.
Attendance	Attendance is well above average.

The care shown to pupils is excellent. The strong relationships evident between pupils and staff and the high expectations made of pupils enable them to achieve their best and to experience success in learning.

TEACHING AND LEARNING

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

In the Year 1/2 class and the junior classes just under a third of lessons are very good, a further quarter are good. One lesson in five is unsatisfactory in the reception and Year 1 class. The remainder are satisfactory. Examples of very good teaching were observed in lessons in Years 2, 3, 4, 5 and 6. Literacy and numeracy are taught very effectively and pupils are fully challenged. High levels of expectation, subject expertise and knowledge of pupils support learning well. Pupils with special educational needs receive very good support. The unsatisfactory elements of teaching observed in the reception and Year 1 class are due to very limited knowledge, understanding and experience of the age range. This slows the rate of progress, especially of higher attaining children. However children are well supported by the nursery nurse and support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced and planning is of very good quality.
Provision for pupils with special educational needs	Provision is very good and supports learning well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Moral and social provision is excellent, spiritual provision is good and cultural provision is satisfactory.
How well the school cares for its pupils	The care pupils receive is excellent.

The partnership with parents is a strength and supports learning well. It has a very positive impact on attitudes to school and the contribution made to the local community. There is a good range of extra-curricular activities that enhances provision. Staff know pupils very well and child protection arrangements are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed. The headteacher, deputy head and staff have a shared vision for school improvement.
How well the governors fulfil their responsibilities	Governors are very well informed and give excellent support.
The school's evaluation of its performance	Self-review and evaluation procedures are very good and there is a thorough understanding of the school's priorities.
The strategic use of resources	The school's finances are managed very well. Resources are used effectively to support learning.

The accommodation is of very good quality and, with the exception of ICT, resources support the delivery of the curriculum very well. There is an appropriate number of qualified staff to meet the demands of the curriculum with the exception of the foundation stage. The strengths of staff and governors are used effectively to lead the school forward. There is a very clear vision for the future of the school and a strong team commitment to achieve high standards. The principles of best value are applied effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and enjoy lessons. • The ease with which they can approach the school with problems and ideas. • Children are very well behaved. • Children are expected to work hard and achieve their best. • The school is well led and managed. 	<ul style="list-style-type: none"> • A significant proportion of parents would like more information about their children's progress. • Parents of pupils in the foundation stage and Year 1 feel their children are not fully challenged. • Some parents would like their children to have more homework.

Inspectors support parents' very positive responses to the school's work. Reports provide very detailed information about children's strengths and weaknesses in learning. The school's open door policy enables parents to talk to teachers about their children's progress at times other than termly open evenings and open days. More able children in the foundation stage and Year 1 class are not sufficiently well challenged. Homework is consistently set at appropriate levels and is sufficient.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 2000 tests for pupils aged eleven they achieved standards that are well above average in English and mathematics and above average in science. When compared to similar schools the results are well above average in mathematics, above average in English and average in science. Trends over time are broadly in line with the national trend and show that standards are improving with about half the pupils achieving the higher level 5 in all subjects. While the performance of both boys and girls exceeds the national averages by age eleven, girls perform significantly better than boys in all the subjects tested. The school has taken steps to address this issue by introducing a wider range of literature which is of particular interest to boys and by ensuring teachers encourage the full participation of boys in discussions. A higher proportion of boys are appropriately placed on the school's register of special educational needs.
2. The results of tests for seven-year-olds in 2000 show attainment in writing is well above average, in reading it is above average and in mathematics it is average. In comparison with similar schools standards are average in writing, below average in reading and well below average in mathematics. In the statutory teacher assessments in science standards are above average and about the same as those in similar schools. Trends over the last four years show variations in standards between cohorts. With small cohorts relatively small changes in the proportions of pupils with special educational and those who are more able has a substantial impact on results. In the 2000 cohort of seven-year-olds over a third of pupils were on the school's register of special educational needs which explains why results fell in 2000 compared with 1999.
3. Inspection evidence confirms that standards are well above average in English and mathematics and above average in science by the age of eleven. Standards of seven-year-olds are currently above average in reading, writing, mathematics and science. Rapid improvement is evident as pupils benefit from the good quality teaching they receive in the Year 1/2 class and it is likely that standards will be even higher by the time pupils are seven. Standards in design and technology are above average across the age range. In art, geography, history, music and physical education pupils meet age-related expectations at the ages of seven and eleven. Standards in religious education meet the expectations of the locally agreed syllabus for seven and eleven-year-olds. The exception to these achievements is in information and communication technology (ICT) where standards are below average in the infants and juniors.
4. Overall good progress has been made in raising standards since the school was last inspected. Standards in the important areas of literacy and numeracy are higher with particular gains in the proportions of pupils who achieve the higher levels at eleven. Standards in design and technology are also higher and in most other subjects satisfactory standards have been maintained. Although standards in ICT appear to have declined and are now judged to be unsatisfactory, expectations have risen and are now significantly different from the time of the last inspection. The curriculum is well planned and all aspects are covered but in insufficient depth to enable pupils to make the progress they should. The school does not yet have sufficient resources to support teaching and learning but has already prioritised this curriculum area for development. It is in a similar position to many other schools at the present time. A new technology suite is to be installed during this school year. In addition, new equipment and staff training and development will enable the school to timetable the direct teaching of the subject and address this key issue.

5. Pupils start school at the age of four with a broad range of attainment. This is borne out by the examination of baseline assessment results, which shows variations between each cohort but overall similar achievements to most local schools in the important areas of literacy and numeracy. Social development is slightly higher than other schools. Overall, pupils make good progress over time and achieve very well in relation to their prior attainment by the age of eleven. There is a slight dip in the rate of progress of children in the reception and Year 1 class at the present time. This is due to the inexperience of the trainee teacher and the inconsistent challenge in lessons, particularly for higher attaining children, to enable them to progress more quickly. The school has identified the difficulty and is taking appropriate action to ensure children receive a satisfactory quality of education and attain the Early Learning Goals by the end of the reception year.
6. From their time in Years 1 and 2 pupils are encouraged to speak clearly, give reasons for their ideas and to record them neatly in a range of ways. The quality of writing across subjects is a significant strength of the school. From the earliest stages children are given the confidence to write independently and their mark making is valued, consequently they begin to apply the phonic skills taught through literacy sessions to their writing. By the age of seven pupils attempt to spell unknown words and put together sequences of sentences which are descriptive and interesting. Although spelling at this stage lacks accuracy in independent writing the quality of content is very good. This is built upon in the juniors and through the analysis of the styles of different authors and types of text pupils are taught to write for different audiences and purposes. Teachers write with groups of pupils and show them how to construct their ideas and develop the use of language to create effect. For example, characters in stories come to life as pupils use dialect in speech and ensure descriptions reflect attitudes and personalities. Spelling shows improvement and errors are phonetically plausible. Within the context of grammar spelling is accurate but in independent work it is less consistent as pupils concentrate on content. However, this aspect is a minor weakness and does not detract from the very high quality of writing which is mature and thoughtful.
7. Features of the very high standards achieved in the juniors are the confidence with which pupils contribute to discussions across subjects using the specific language that has been taught. For example, in the literacy hour they use terms such as phoneme, metaphor and simile automatically and refer to text to back up their opinions. A good example of this work was seen in a Year 6 lesson when pupils analysed the poetry of Ted Hughes. A reason why standards are high is the impact of the curriculum on learning. Teachers make clear reference to the schemes of work in their daily lessons and build successively on the knowledge and skills taught at each stage.
8. A further reason why standards are particularly high in literacy and numeracy is the many opportunities pupils have to apply their skills in other subjects, for example, report writing in science and recording information using graphs and pie charts. Pupils make good use of the technical vocabulary introduced in lessons. In mathematics seven-year-olds understand symmetry and eagerly describe the way in which they calculate numbers using the four operations. They devise methods for adding pairs of numbers that total a given figure and competently record any three numbers that make twenty. In both mathematics and science pupils enjoy investigative work and apply their recording skills and knowledge to devise tests, for example, charting the different amounts of time that ice takes to melt in different conditions. By the age of eleven pupils understand the concepts of parallel and perpendicular and work out the number of rectangles that can be drawn with a perimeter of twenty-four centimetres. Investigations are well structured and linked to homework that supports learning well. Their mental agility is of a high

standard and they quickly respond to questions in the very rigorous mental starter sessions. In science eleven-year-olds record data in a range of ways gathering information to make graphs, adjusting the scale to enable all the data to fit on the page. Pupils have a very good awareness of environmental and health issues. Seven-year-olds understand the importance of a healthy diet and identify fatty and sugary foods. In Year 6 pupils study an animal looking at appearance, habitat and diet. They then make comparisons and relate this to studies of people of different ages, for example, measuring arm length to understand that growth rate varies.

9. Standards in religious education are appropriate for pupils aged seven and eleven. Pupils have a sound knowledge of the life of Jesus and know many stories from the Bible. They talk about the main festivals in the Christian calendar and understand how these stories reflect Jesus' life and how they may have changed over time. By the time they leave the school pupils are aware of a range of different world faiths and show respect for the different beliefs and values of others. They understand stories such as Rama and Sita and why Diwali is an important celebration for Hindus. Religious education makes a good contribution to pupils' spiritual moral social and cultural development.
10. The progress of pupils with special educational needs is very good. The school devises individual education plans for pupils that have appropriate and clear targets that address pupils' difficulties effectively. These plans and the very good level and quality of support pupils receive from learning support assistants and teachers ensure that pupils are kept on track towards meeting their targets.

Pupils' attitudes, values and personal development

11. Pupils' attitudes to learning are very good. The excellent relationships, behaviour, appreciation of values, very good personal development and levels of attendance have a significant impact on achievement. Standards have improved since the previous inspection. Pupils really love coming to school and enjoy their lessons.
12. The youngest pupils settle well into the reception class and the routine organisation enables them to develop independence from an early stage. Their response to learning in lessons is always at least satisfactory and in about half the lessons observed was good. For example, in a literacy lesson led by a learning support assistant children listened carefully to the story and were eager to find examples of objects beginning with 'm'. There are occasions when they are expected to listen for long periods of time and do not have enough opportunities to become involved in discussions. This is a weakness in the teaching and results in children tending to lose concentration and fidgeting.
13. As pupils get older their attitudes to learning improve. In the Year 1 and 2 class in almost all the lessons observed attitudes were at least good and in about half they were very good. In the junior classes attitudes in lessons were very good overall. This improvement reflects the pupils' keen and eager response to their teachers and their increasingly mature manner. They are eager to work, stay on task and maintain concentration very well. For example, in a Year 6 mathematics lesson pupils' very good behaviour and their extremely high level of concentration resulted in all pupils successfully constructing a wide range and number of three-dimensional nets.
14. Pupils with emotional and behavioural difficulties are extremely well supported by carefully constructed individual education plans and by the support given by all adults in the school. Of particular note are the very high levels of knowledge that learning

support assistants have of pupils' needs and their backgrounds. They are always positive and supportive and insist with care and tact that pupils work calmly with their peers at all times.

15. Behaviour in lessons, assemblies, around the school and in the playground is excellent at all times. No bullying, oppressive or boisterous behaviour was observed during the inspection and pupils and staff report that cases are extremely rare. No pupils have been excluded either permanently or temporarily for the past four years. These figures are well below the national average for primary schools. Pupils show an excellent awareness of the feelings of others and understand how behaviour impacts on others.
16. Relationships are excellent throughout the school. Pupils are very well mannered and polite. They are confident and work and play together extremely well. They share resources and help each other. The strength of these relationships is based on a very mature sense of fairness and trust and knowledge of right from wrong. They know how to treat others and are very kind. Pupils rarely argue with each other.
17. Personal development is excellent. Pupils' responses to a wide range of tasks is exemplary. The best reflection of these strengths is evident at lunchtime in the dining hall; pairs of older pupils supervise a table of younger pupils in a most responsible manner. They serve and share the food fairly, encourage younger ones to eat their meals, help them cut up the food and generally encourage a wonderful family atmosphere. All pupils and visitors find lunchtime an enjoyable social occasion. In the playground older pupils regularly and keenly befriend the youngest pupils and make them feel wanted and valued. For example, a Year 6 boy showed no embarrassment when observed proudly looking after two reception aged girls in a most friendly and pleasant manner. Pupils respond with enthusiasm and interest to the range of extra-curricular activities provided. They show a very good awareness of environmental issues, for example the need to conserve water and to eat healthily, many eating fruit at playtime.
18. Pupils' attendance levels are consistently very good across the school and well above the national average for primary schools. Levels of unauthorised absences are very low compared with national figures. Cases of lateness are isolated and all lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

19. In a third of lessons the quality of teaching is very good and there is some exemplary teaching in Year 4 and 5. The teaching of literacy and numeracy are consistently very good in the Year 1 and 2 class and in the juniors. A further two-thirds of lessons are good and the remainder are mainly satisfactory. One lesson in five is unsatisfactory in the reception and Year 1 class. The weaknesses are due to the limited experience of the unqualified trainee teacher. This slows down the pace of learning because higher attaining pupils are not challenged sufficiently. However, this group of pupils are well supported by the nursery nurse and supporting adults. The Year 1 and 2 teacher and nursery nurse also support planning and an extensive monitoring programme has ensured that, despite the shortcomings, pupils nevertheless receive their entitlement and receive a satisfactory quality of education. The high proportion of very good teaching in the other infant and junior classes enables pupils to make very good progress in their learning by the age of eleven.
20. Teachers have very good subject knowledge across the breadth of the curriculum and all lessons are planned with specific objectives and very precise detail of the tasks

which pupils of different abilities are to undertake. Objectives are precise. They are displayed at the front of the class and communicated clearly to pupils. This ensures they understand the purpose of their learning. Because pupils are expected to write down their learning objectives and to evaluate their work they are very clear about the gains they have made. This was apparent in Years 3 and 4 when pupils evaluated their understanding of syllables, deciding whether they needed more help or were confident of their learning. Another strength in this strategy is the ease with which pupils and teachers refer to completed tasks in exercise books, drawing out examples of progress. An additional feature, which supports the identification of successes and areas for improvement, is the very good quality of marking. Teachers' comments identify how well learning objectives have been achieved and challenge pupils to extend their skills and knowledge further. Some excellent examples of marking were observed in Year 6 where the teacher drew attention to the use of descriptive language to ensure pupils extended the range of vocabulary and ensured the reader's interest. These regular assessments are used to inform future lesson planning and teachers' records show meticulous monitoring and tracking of individual progress. This results in pupils achieving their best.

21. Because teachers are enthusiastic and have high expectations, attitudes to lessons are excellent. Pupils know they will receive the help they need to succeed and teachers ensure the responses of all pupils are valued. Relationships are strong and teachers provide very good role models, enabling pupils to give reasons for their opinions and to back up their ideas with evidence. All pupils are expected to contribute to discussions. The strategies used to encourage discussion in small groups promote confidence in oral speaking. For example, in a Year 6 lesson, the teacher enabled pupils to analyse the language used by Ted Hughes, looking at the use of powerful words and the images within the poem. The teacher expected pupils to give reasons for their likes and dislikes and in response they referred to specific phrases, words and verses and showed respect for the range of views expressed.
22. Another strength is the precise use of time in lessons. Teachers tell pupils how long they have to complete their tasks and give them reminders to maintain concentration. This works well because tasks are interesting and achievable in the time-scales. Worksheets are often designed by teachers for specific groups and provide a very good match to pupils' needs. This enables all groups, including those with special educational needs and those who are more able, to be fully challenged. Examples observed during the literacy hour linked precisely to class introductions. The tasks enabled pupils to practise new skills and apply them to text, for example when looking at tenses in Year 4 and 5 and recognising syllables in Years 3 and 4.
23. The teaching of writing is a particular strength. Teachers sit with groups of pupils and use passages from a range of texts such as poems, stories and reports to teach pupils how to construct their writing and how to analyse the writing of authors. This provides pupils with writing frameworks. They also receive very good guidance as teachers spend time with focus groups, write with them and encourage pupils to trial ideas in groups and to refine them. This level of evaluation enables pupils to consult and to write with confidence in their independent writing. The outcomes of these very good teaching strategies are evident in pupils' work. Their writing reflects mature description and the ability to develop characters and images. Consequently pupils achieve standards that exceed those usually expected of the age range.
24. Teachers make very good cross-curricular links. For example, in Years 1 and 2 the teacher used a rain stick and piped music to develop skills in appraising music. Because the teacher described vividly the special memories the music had for her, pupils listened intently, reflected and suggested a range of personal images. These

included 'angels singing, butterflies flying and waterfalls in the jungle'. Learning was meaningful and the strategy enabled pupils to apply their oral literacy skills effectively in their appraisal.

25. Technical language is used well and from the earliest stages children are introduced to words such as phonemes. A support assistant teaching the sound of the letter 'm' ensured children had opportunities to practise the sound as a group, to pick out objects beginning with the sound and to draw the letter following the correct orientation. Similarly in mathematics the headteacher reinforced well the language of number and accurate sequencing.
26. Teaching in the Year 1 and reception class lacks consistent quality. There is currently a lack of direct leadership for the foundation stage, which explains why provision is unsatisfactory. Lessons do not have the same degree of rigour as those higher up the school and pupils are not sufficiently well challenged, particularly those who are more able. Relationships are good and significant effort has been given to address the targets identified through monitoring. However, there is insufficient breadth of experience and knowledge of the needs of the age range to meet the standards set in other classes. Timing lacks the precision needed to secure consistent rates of progress and there are occasions when tasks are too difficult. The nursery nurse and classroom assistant gave good support during the inspection. On occasions when children are taught by qualified staff the provision is good. However, these teaching arrangements are not timetabled on a permanent basis. The headteacher and governors have already identified this weakness and are taking appropriate action.
27. The quality of teaching for pupils with special educational needs is very good. Learning support assistants are very well prepared by teachers and often keep very good quality notes about pupils' achievements. The local education authority's learning support teacher has a very positive impact on the special educational needs work within the school and usefully splits the time available between direct teaching and liaison with teachers, support assistants and parents. This results in teaching, which is clearly focussed on pupils' needs and maintains the very good rates of progress throughout the school.
28. The quality of teaching has improved significantly since the last inspection. Teachers' planning is now a strength and the needs of different ability groups are met well. Very good progress has been made in this respect.

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

29. The school's curriculum is broad and contains all of the subjects of the National Curriculum and religious education. Policies containing guidance and support for teachers for these subjects are of very good quality, linking well the nationally issued schemes of work and the locally agreed syllabus for religious education. The curriculum is very well balanced across each year group although insufficient consideration has been given to the issue of whether each year group needs the same balance of subject time. However, co-ordinators and senior managers keep the curriculum under review. The curriculum is relevant to pupils' needs, including those with special educational needs. All subject policies have excellent references to opportunities for health education, links to other subjects and the provision for spiritual, moral, social and cultural development.

30. There is an extremely strong emphasis on the social integration of everyone in the school community and the school runs an inclusive curriculum. Issues such as healthy eating, drug abuse and the misuse of medicines are seamlessly worked into the curriculum of science, design and technology and lunchtime arrangements. Older pupils advise younger pupils about the need for caution when adding salt to their food as easily and effectively as teachers warn of the dangers of using medicinal drugs for other than the prescribed purpose. Sex education is handled with the same very high levels of sensitivity as other personal, social and health education issues. Overall, the school's provision for these aspects is excellent and makes an extremely significant contribution to pupils' welfare and mature outlook on life.
31. The school has implemented the national strategies for literacy and numeracy to very good effect. Pupils use their skills in a variety of situations, from making notes when watching a video in design and technology to writing poetry in the style of the late Ted Hughes. Numeracy skills are put into practice when pupils consider water usage in geography. Their understanding of number helped them to consider the implications for and the effect on water supplies. This work resulted in pupils drawing pie charts of good quality.
32. Pupils with special educational needs receive the whole curriculum. They receive very good support through the deployment of additional staff. Pupils' needs are carefully addressed and balanced and teachers and assistants react quickly to situations so that pupils are able to complete their tasks. This support is particularly relevant in literacy and numeracy lessons as pupils with special educational needs work alongside pupils of the same age. These lessons offer very good opportunities for pupils to learn at very good rates. A significant strength of this very good provision is the very high quality policy that helps teachers to maintain high quality teaching and offers very good quality advice.
33. The school offers an above average equality of access and opportunity to all pupils, whatever their needs or interests. There is a good range of extra-curriculum activities including sport, music, dance and board game clubs. Visitors to school and educational visits to a wide range of venues sustain interest in the curriculum and help pupils see the relevance of their school-based work. A four-day residential in Whitby for Year 6 ensures that the social provision which takes place in school is transferred to new situations. All of these measures contribute to the good contribution the community makes to pupils' learning. The school is part of a strong cluster, which includes the local secondary school. These schools run many activities, all of which enhance the curriculum. Challenging science and design and technology projects are part of this provision and pupils play regular sport fixtures, as well as participating in a development for very high attaining pupils.
34. The provision for spiritual development is very good and this is a considerable improvement since the last inspection. The school sets a reflective and uplifting tone in assemblies. The use of a candle to focus attention is fully understood by older pupils as a metaphor for the life of Christ. The headteacher's use of a comfortable chair and low calm voice all add to the sense of reverence. All staff attend the first assembly of each week which is a reflection of the significance the school places on this gathering. There are very skilful links made to pupils' everyday lives, the assembly stories told for illustrative purposes and the stories Jesus told. In lessons teachers are keen to offer pupils the opportunity to consider the issues they are tackling. There are many quiet times given for reflection and the prayers said at lunch and as pupils are about to return home at the end of the day are held with a due sense of occasion. The provision for spiritual development is also apparent in the school's use of music and literature.

35. The school's provision for moral development is excellent and is an improvement since the last inspection. The school rules are written in classrooms everywhere and very well presented. This helps pupils understand how they should work and play together and how they are all members of a learning community. The curriculum is designed to increase pupils' awareness of the past and present and variations due to geography. Some topics ensure that pupils become aware of a range of different viewpoints and others cause them to compare different societies. This allows pupils to consider, for instance, the moral standpoint of Boudicca as well as a direct comparison between their own village and Chembakolli, an Indian community. Adults set excellent models, and pupils' mature understanding of similarities and differences is the result of work in assemblies and the charitable efforts of the school.
36. The provision for social development is excellent, an improvement since the last inspection. Pupils are encouraged to co-operate and collaborate in lessons, assemblies and the playground. In the dining hall the provision is exemplary. Here older pupils take their responsibilities for their younger peers very seriously indeed. They act as servers during lunchtimes and cannot be faulted for the care and attention adults and pupils give each other. Manners are of the highest order, as food is served with scrupulous care and attention to the needs of younger pupils, and on many occasions older pupils ensured that younger pupils' needs were met first. The whole experience is one of an extremely large and well-matched family, at ease with itself. The supervision of lunchtimes by supervisory staff is outstanding and the model they give pupils is one of warmth and care. Teachers and all staff members look after the school building well and ensure that it is presented in the finest decorative order. The aesthetics of the displays, the statue at the entrance and the ethos of learning all contribute to the overwhelming impression of care and attention. The social links with other schools, educational and residential visits, aesthetics and the school environment are positive attributes of social provision.
37. The provision for cultural development is satisfactory and this maintains the quality of the provision found at the last inspection. The school has undertaken some work to provide valuable training for staff members in this area of provision and the school's curriculum has the use of literature and poetry as strong features. The good use of music in assemblies and in physical education and dance ensures that pupils experience these aspects of their social lives in a variety of situations. There are examples of other faiths represented in religious education and of cultures in the school's musical instruments, and the curriculum highlights when cultural issues could be usefully applied in learning situations. However, works of art of non-western cultures and the people and artefacts of non-European cultures are under-represented in the school and is a minor issue for the school to consider.
38. Overall, there has been a substantial improvement in the school's curriculum provision since the last inspection and the provision for the spiritual, moral, social and cultural development of pupils is a considerable strength of the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The adults in the school consider pupils' care and welfare to be of paramount importance. They know the pupils and their families very well and all aspects of the pupils' development are incorporated throughout their school life. Pupils feel confident to approach any member of the school staff. At lunchtime and on the playground the adults are consistent in their openness and approachability. The school's health and safety procedures are excellent. There are detailed records and teachers have their

own health and safety checklists. Harmful substances are stored carefully and accounted for and electrical appliances are thoroughly checked. Fire procedures are excellent and all exits are clearly marked. The first aid procedures are exemplary. The caretaker is an expert who trains adults and pupils in first aid procedures. The first aid boxes are checked weekly. Child protection procedures are very good. All the teachers are aware of the policy and have a list of symptoms that could trigger concern. Two adults are named child protection officers and both know the procedures and who to contact in the support agencies if there are serious concerns.

40. Procedures for monitoring and promoting good attendance are very effective. Registers are meticulously kept. Parents respond positively to the school's promotion of good attendance and promptness. They are regularly informed of the procedures and policies in the newsletters and parents are thanked for their support in this issue in the governors' annual report.
41. Relationships within the school are excellent. Adults set very high standards through the example of their relationships with each other and the pupils. The procedures for promoting good behaviour are very effective. The pupils have written the school rules that are prominently displayed and adhered to by pupils and adults alike. During the week of the inspection, no pupil was able to recall any incident of harassment or bullying.
42. Individual pupils' needs are identified early and there are very good systems of support for both higher attaining pupils and those with special educational needs. The care, attention and identification of pupils who may have special educational needs is very good and effectively ensures that if difficulties arise the school can flexibly meet pupils' needs. The slight weakness in the provision is the time pupils spend on the stages of the Code of Practice. Although progress is made and different needs may arise, pupils' progress should be reviewed rigorously to ensure that they are not kept on the special educational needs register at a specific stage without due need.
43. Individual dietary requirements are catered for extremely well at lunchtime. Individual portions are carefully prepared to ensure that the food is appetising and as desirable as the main dish. The school has a healthy eating policy and is working towards a healthy eating award. Health education is part of the school curriculum and pupils have opportunities to debate health issues. For example, during the inspection, pupils in Year 6 discussed the safety and storage of medicinal drugs and designed a slogan and a reminder for their parents. In Years 4 and 5 pupils debated the medicinal and illegal substances and socially acceptable drugs. The debate about the acceptability of smoking continues!
44. Teachers assess and monitor their pupils' academic achievements and progress very well. All lessons have set targets that identify what teachers expect their pupils to learn. Pupils and teachers then evaluate how well these objectives have been achieved and this helps them plan the next lesson. Teachers track pupils' progress through the school and record how well they have understood the different topics within each subject. Pupils' progress in literacy and numeracy are continuously assessed through a programme of standard tests, and there is a rolling programme of focused assessment and analysis of pupils' work in other subjects as pupils move from year to year. Analysis of the pupils' achievement in English is used to set challenging individual targets and pupils and teachers together discuss how well these have been met. This has a major impact on the standards the pupils achieve as they work towards these targets. The school plans to extend this target setting to mathematics and science. The pupils' reports for parents contain targets for English, mathematics and

personal development and parents support their children as they strive to meet these targets.

45. Teachers use their assessments to plan their lessons to accommodate the needs of all their pupils. The results of analysis of both external and internal tests and assessments are used to adjust aspects of the curriculum. Pupils who need extra support and those with special educational needs are swiftly identified and action is taken. The school has identified that there are differences in the attainment of boys and girls, especially in the juniors, and there has been some adjustment of, for example, the texts used in the literacy lessons with a view to addressing this issue. However, there has not yet been any action to address the different attainment of boys and girls in other areas of the curriculum.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The strong partnership with parents has a positive impact on pupils' attitudes to school and their achievements. The majority of parents, both in their response to the pre-inspection questionnaire and in the views they expressed at the parents meeting, are very pleased with the work of the school. A small minority express some reservations about the level of homework set and the challenge provided for pupils in the foundation stage. A significant proportion would like more information about their children's progress. Inspection evidence reveals that homework is set consistently by teachers at appropriate levels and that parents receive excellent information about their children's progress. More able children in the foundation stage and Year 1 class are not sufficiently challenged.
47. The school provides parents with an excellent range of information. Newsletters are regular, informative and helpful both in relation to the general life of the school and also to details of the curriculum and topics to be taught. Parents receive detailed annual reports of excellent quality that include full details of standards, especially in relation to mathematics and English. Reports also give precise targets for improvement and enable parents to understand how they can be achieved through the support of home and at school. For example, a report of a pupil in Year 5 recognised notable progress in mental arithmetic. This was due to her attentive manner and conscientious approach. She received a specific target to 'add and subtract pairs of three digit numbers mentally', enabling her to understand precisely the next step to take in her learning. Reports are supplemented well with termly consultation evenings, and the school's open door policy enables parents to talk to teachers about their children's progress at all times. There are very good procedures to ensure that both parents and pupils are involved in the work which will follow the writing of any individual education plan for pupils with special educational needs. There are good links to inform parents of their child's progress and regular consultations with parents to review needs.
48. Other documentation such as the governors' annual report and the school's prospectus are well presented and give full and helpful information to parents. The school takes very good steps to involve parents in the decision making process by the use of questionnaires and the very good input of parent governors. Staff are available to talk to parents if they have concerns or ideas to discuss. Parents are very supportive of the school. They give very good assistance on a day-to-day basis and are very well involved in their children's education. A significant number provide regular, valuable help in the classroom, which is promoted well by the school; they provide excellent support to homework based on very helpful and encouraging school guidance. The Parent Teacher Association also provides very good support both in fundraising and arranging social events, successfully ensuring the school plays a key role in the life of

the local community. The great majority of parents ensure their children's prompt and regular attendance.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The quality of leadership and management is very good and has continued to improve since the last inspection. The new headteacher has a clear vision for the future of the school and is very well supported by the deputy head and governors. There is a clear direction for school improvement and the school development plan enables co-ordinators to recognise the importance of their roles and responsibilities in the drive to raise standards even higher. There is a strong commitment to promoting Christian values and the school's aims are well met. Pastoral leadership and commitment to the local community is a strength. Governors and staff provide very good role models, projecting the importance of teamwork and the commitment to ensure pupils achieve their best. The aims of the school underpin its work and are clearly understood by staff, governors, parents and pupils. Consequently, they are achieved in full. The deputy head has played an important role in developing the curriculum that has improved significantly since the last inspection. He has worked in close partnership with the past and present headteachers and this has provided continuity during the transition period. Staff and governors are involved fully in decision-making and feel part of a team. Roles and responsibilities are understood well and this enables staff to project high expectations. There is a positive ethos for learning and the school provides a happy learning environment. Staff and governors contribute their ideas to move the school forward and their involvement in policy making and implementation leads to consistent approaches to discipline and learning.
50. A weakness in the current provision is the lack of leadership for staff in the foundation stage and Year 1 class. While the headteacher and Year 1 and 2 teacher give their support there is insufficient day-to-day management of staff to lead curriculum development for this stage of learning and to secure the higher quality of teaching and learning evident in the infants and juniors. Appropriate action is being taken by the headteacher and governors to address this issue.
51. Staff and governors monitor standards of teaching and learning and set targets for pupils that enable them to track their progress over time and set challenges. Procedures for monitoring and evaluating standards are very good. Since the last report, good progress has been made in involving staff, governors and parents in evaluating strengths and weaknesses in the provision. Co-ordinators have had opportunities to observe literacy and numeracy lessons; they review planning and support staff training and development. The headteacher regularly monitors planning and provides good advice and feedback to continue to raise standards.
52. Governors play an important role in this process. They all have a class and subject responsibility and have opportunities to meet with co-ordinators, spend time in school and report the outcomes of their visits to the full governing body. This is enabling governors to gain a good understanding of the impact of school policies on practice and the standards achieved. The governing body has established very good procedures for monitoring the school's provision for special educational needs. There is a named governor who takes an active interest in the delivery of that provision and in the progress of the pupils and is a regular and frequent visitor to school. The headteacher has recently taken up the co-ordination of special educational needs and is well prepared to take advantage of the reformulation of the special educational needs Code of Practice due in the near future.

53. These procedures enable governors to have accurate knowledge of the school's strengths and weaknesses, provide very good support and show a high level of commitment. For example, two governors have supported the recent review and coding of library books; the literacy governor has observed the teaching of the literacy hour and there is rigorous monitoring of the budget. The procedures for appointing new staff are meticulous and criteria are drawn up in consultation with all governors. Governors attend local training and value the opportunities they have to meet other governors. This helps them to keep well informed and to understand their roles in new initiatives such as performance management. They write the annual report for parents and support the regular review of the school prospectus.
54. The school applies the principles of best value well. Staff and governors monitor the school's performance and compare it with national results and those of similar local primary schools; they review provision and become involved in new initiatives such as the nursery due to open next year and the conversion of a room to a computer suite. Good economy is sought, for example in the very effective and efficient use of the caretaker in dealing with day-to-day maintenance jobs. A range of quotes is sought before agreeing to aspects of building improvements; governors are well informed about budget expenditure and feel confident in the leadership of senior staff to reach decisions which impact on the delivery of the curriculum, for example, the implementation of national initiatives such as the literacy and numeracy strategies. Funds are well applied to support staff training and this ensures that all staff and governors have opportunities to develop professionally and lead staff training themselves.
55. The school finances are managed very well. The three-year forward financial plan provides an excellent basis for financial planning. The school has a very clear awareness of the implications of changing pupil numbers on budget allocations. Budget allocations are linked clearly to school development priorities, based securely on the principles of best value. Financial systems and budget monitoring are excellent. The latest audit report raised no concerns. The administrative office makes an excellent contribution to the financial process, ensuring governors and the headteacher are given excellent information to fulfil their responsibilities. Day-to-day administration is very good, ensuring the smooth running of the school and the minimum involvement of teaching staff in routine procedures. Accommodation is good. The classrooms are spacious. All areas are very well maintained, clean, tidy and secure. Outdoor facilities are good although there is no secure outside play area for the foundation stage this is being developed as part of the new unit.
56. Staffing, accommodation and learning resources, except for information and communication technology, are good. Resources for pupils with special educational needs are used well to support their progress. The school is very well maintained by the caretaker. It is spotlessly clean and displays enhance the environment. Plans to remodel part of the building to form a nursery are exciting and include safe outdoor play areas to support children's physical development. The library is not used sufficiently well to enhance opportunities for independent research.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) *Improve the quality of education in the foundation stage and Year 1 by:
- reviewing the curriculum to take account of the new Early Learning Goals,
 - improving the quality of teaching and learning

- enhancing the quality of leadership to give staff clearer guidance.
- (2) *Raise standards in information and communication technology by:
- improving the organisation of resources
 - providing regular and frequent opportunities for the direct teaching of the subject.
 - providing staff training to support new initiatives.

Other issues which should be considered for inclusion in the action plan:

Works of art from non-western cultures and the people and artefacts of non-European cultures are under-represented.

There are no arrangements for separate changing facilities for older girls and boys.

Music does not have a high enough profile

The library is not used sufficiently well to enhance opportunities for independent research.

The progress of pupils with special educational needs should be reviewed rigorously to ensure that they are not kept at a specific stage of the special educational needs register without due need.

*** The school is aware of the issue and has included it as part of its school development plan**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
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
3%	26%	43%	23%	3%	3%	0%

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		147
Number of full-time pupils eligible for free school meals		6

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		3
Number of pupils on the school's special educational needs register		12

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000 (99)	12	12	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10 (7)	11 (7)	10 (7)
	Girls	12 (9)	11 (9)	11 (9)
	Total	22 (15)	22 (16)	21 (16)
Percentage of pupils at NC level 2 or above	School	92 (94)	92 (100)	87 (100)
	National	(82)	(83)	(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10 (7)	12 (7)	12 (7)
	Girls	11 (9)	11 (8)	11 (9)
	Total	21 (16)	23 (15)	23 (16)
Percentage of pupils at NC level 2 or above	School	87 (100)	96 (94)	96 (100)
	National	(82)	(86)	(87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000 (99)	9	12	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	8
	Girls	11	11	12
	Total	18	18	20
Percentage of pupils at NC level 4 or above	School	86 (81)	86 (91)	95 (88)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments				
Numbers of pupils at NC level 4 and above	Boys	7	8	7
	Girls	12	10	12
	Total	19	18	19
Percentage of pupils at NC level 4 or above	School	90 (73)	86 (77)	90 (88)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	132
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		
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)	6.3
Number of pupils per qualified teacher	27
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	

Financial information

Financial year	1999
	£
Total income	283207
Total expenditure	282648
Expenditure per pupil	1923
Balance brought forward from previous year	13488
Balance carried forward to next year	14046

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	148
Number of questionnaires returned	79

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	41	0	0	1
My child is making good progress in school.	49	41	4	1	5
Behaviour in the school is good.	57	38	0	0	5
My child gets the right amount of work to do at home.	34	47	14	3	3
The teaching is good.	46	44	0	1	9
I am kept well informed about how my child is getting on.	37	30	22	5	6
I would feel comfortable about approaching the school with questions or a problem.	65	34	1	0	0
The school expects my child to work hard and achieve his or her best.	58	38	1	0	3
The school works closely with parents.	39	43	11	3	4
The school is well led and managed.	48	46	1	0	5
The school is helping my child become mature and responsible.	48	43	3	0	6
The school provides an interesting range of activities outside lessons.	33	41	11	3	13

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Most children attend the local play group before starting school at the beginning of the school year in which they become five. At the time of the inspection 15 children were in the foundation stage (before the beginning of Key Stage 1 in Year 1), taught by a nursery nurse and graduate trainee within the reception and Year 1 class.
58. The children's baseline assessment when they start school shows a broad range of achievements, with particular strengths in social development. In the core skills of English and mathematics they are broadly the same as children in other local schools. By the time they reach the end of the reception year children have achieved the age related expectations in speaking, listening, reading and writing, knowledge and understanding of the world, mathematical, creative, personal, social and physical development. Children make satisfactory progress overall but there is some lack of challenge and underachievement, particularly for higher attaining children.
59. The curriculum for reception aged children is planned to enable children to learn progressively and to provide a balance of structured activities and play experiences across the areas of learning. The activities are appropriate for children of this age and the curriculum provides guidance to support staff to plan their lessons. The curriculum has not yet been updated to match the stepping stones of the new Early Learning Goals. The delivery of the curriculum is adversely affected because there is no specialist in early years education to lead and guide staff. Children are taught by an unqualified trainee graduate teacher and a nursery nurse. The nursery nurse has worked conscientiously alongside the trainee teacher to provide continuity and to support the planning and delivery of lessons. She provides good support.
60. During the inspection children were also well supported by classroom assistants and the headteacher during a period of staff illness. While teaching on these occasions was good the quality of the regular provision is unsatisfactory. The weakness in teaching is due to the teacher's limited knowledge and understanding of the way in which young children learn. For example, not enough attention is given to the precise focus of children's learning to accurately assess what they know and what they need to learn next. This means that their learning is not as fast as it should be. In addition, the timescale for some activities is not specific enough. Assessment information does not inform lesson planning sufficiently well. Not enough account is taken of the different needs of children to ensure tasks enable them to meet their potential, particularly those who are more able. The lack of specialist teaching for the age range is a significant weakness. Children with special educational needs are well supported and make good progress.
61. Plans to review the provision for this stage of education in line with the new national requirements are a priority in the school development plan. The accommodation is to be remodelled to accommodate a 26-place nursery and staffing arrangements are to be reviewed. The graduate trainee teacher leaves the school at the end of the term and the headteacher, staff and governors are taking the appropriate steps to appoint experienced staff appropriately qualified to provide direction and leadership.
62. The reception area provides a welcoming, spacious learning environment that enables children to take part in structured tasks, imaginative play and creative experiences.

Displays celebrate children's achievements, for example paintings of book characters such as 'Kipper' and interesting collections of shapes and books, encourage children to explore and investigate independently.

63. Children are encouraged to choose play activities and to become responsible for maintaining their area. They co-operate well and are eager to learn.
64. Weaknesses in resources such as the lack of a safe outdoor play area are to be addressed through the remodelling of the area to provide a nursery. This will enable children to develop their physical skills throughout the seasons.

Communication, language and literacy

65. The quality of support given to groups by the headteacher and classroom assistants during the inspection was good, for example, in elements of the literacy and numeracy lessons adults asked questions to involve children in discussions. They modelled language clearly to encourage children to use new words that had been introduced, for example 'author' and 'title'. In the 'Baby Clinic' children have opportunities to act out their experiences and take turns to be different characters such as the health visitor or a patient. They use terms such as 'injection' and 'medicine' but there is insufficient adult intervention to build on these play experiences progressively over a week.
66. Most children are developing the confidence to convey their ideas and speak clearly in phrases and sentences. They are eager to talk about their experiences and listen to others. Children enjoy books and tell stories from picture books recalling the main events in shared stories such as 'Dogger'. Children recognise the main parts of a book, such as the cover, pages, start and end. A small proportion use terms such as 'author' and 'title' while others point to the name of the person who wrote the book to convey their understanding of the word. Children are introduced to rhymes and stories and recognise familiar names and words in their classroom. Many say they have favourite rhymes and sing 'twinkle twinkle little star' and 'Mary had a little lamb'. However a significant proportion continue to need help to learn the words of nursery rhymes. They retell simple stories in their own words and take reading books home to share with parents. This supports their learning well. Many children are able to identify letters and sounds and write their own names. By the end of the reception year children attempt to write simple sentences independently but letters are not always formed accurately.
67. Expectations of achievements are not always appropriate and some tasks do not challenge all children appropriately. An over reliance on worksheets, for example to practise letter formation, inhibits creative expression and restricts the ways in which children record their learning, especially for those who are more able.

Personal and social development

68. Staff have very good relationships with children. Children are happy at school because they feel secure and trust the adults who care for them. They settle quickly and their personal and social needs are well met. They are eager to succeed and show perseverance and determination, valuing the help they receive. Care is taken to ensure all children have equal opportunities to experience all activities and children with special educational needs receive good support in their learning. Daily routines are firmly established and children are encouraged to make decisions, for example when choosing tasks they show a good level of personal responsibility.
69. Children make good progress in their personal and social development and are on course to reach the expected standard by the end of the reception year. They share

equipment, play co-operatively together, take turns and care for one another. This was evident in their imaginative play in 'The Baby Clinic' when children took turns to be patients, doctors and health visitors. Children usually listen attentively to adults and to each other; daily routines are well established and support personal and social development well. For example, when they arrive at school children go quietly to the registration area, answer the teacher politely and take responsibility to return the register to the office.

70. When changing for physical education they dress and undress with adult support. They also help to clear away at the end of tasks such as painting so that the area is ready for the next group of children.

Mathematical development

71. Displays support the development of mathematical understanding, appropriately reinforcing terms such as 'big' and 'little' and shape names. In addition, washing lines of numbers provide opportunities for children to order numbers in groups and individually.
72. Children match colours and say whether they are the same or different. They use terms such as long and short, big and little, full and empty when comparing objects and playing in the sand. Children recognise numbers to ten and most sequence the days of the week in order although not all can accurately identify which day comes before or after another. They recognise shapes such as a square, circle, triangle and rectangle in their environment, for example when building with bricks and identifying patterns. When playing in the sand children say whether the sand is wet or dry. They also identify objects that are heavy and light. In the important area of number children are developing their counting skills, saying which number comes before or after another and adding two numbers together. Almost all children have a good understanding of numbers to five and more able children work confidently with numbers to ten and count accurately to twenty. However, there are not enough opportunities for these children to work with larger numbers.

Physical development

73. In the physical and creative aspects of learning children use simple tools and equipment effectively, for example, when manipulating scissors, paintbrushes and working with materials, paper and glue. Even those with special educational needs persevere and cut out shapes with adult support and a reasonable degree of control. They manipulate pencils, crayons and brushes to ensure their pictures are drawn carefully. The majority of children hold their pencils correctly and this supports the development of writing. In physical education lessons children show increasing control in matching their movements to music, for example, when twisting and turning jumping and skipping to interpret mood and rhythm. In this dance lesson they followed instructions carefully, modelled their movements on those of adults and stopped abruptly when required. Although children demonstrated their movements to the class there were missed opportunities for children to begin to evaluate the quality of their movements to refine them further.

Knowledge and understanding of the world

74. Children are beginning to explore the world around them. Through seasonal observations and learning about their families they describe how things change over time, for example, that trees lose their leaves in autumn, babies grow bigger and grandparents become old. They talk about younger and older brothers and sisters and know that photographs provide good evidence of change.

75. Higher attaining children know their home address and the name of local places such as Doncaster. They talk about the weather and know that the temperature is colder in winter than in summer. Children have opportunities to use computers and the majority use the mouse and function keys competently. A weakness in this provision is the lack of specific adult intervention to check the precise gains made in learning and extend them further.

Creative development

76. Satisfactory progress is made in developing creative skills. Children know the names of colours such as red, blue, yellow and green and know that colours change when they are mixed. They remain unsure of the names of shaded colours such as pink orange and grey. Through painting and drawing they develop sound control of brushes and pencils. They have opportunities to construct with Lego to make three-dimensional models. They enjoy singing rhymes and songs and delight in the role-play experiences offered through 'The Baby Clinic'. A range of games, including sand play, enables them to construct scenarios from every day life, for example, three children were building a road in the sand to lead to their sandcastle. Others painted pictures of their choice. A parent gave very good support to a small group making collage faces. Through discussion of features such as eyes, nose and hair colour they selected materials, cut them with adult help and enjoyed gluing and sticking them in the appropriate places. A child with special educational needs was absolutely delighted with the results. He had chosen different sizes and colours of buttons to make the features and succeeded through the help received. A more able child persevered to cut material with scissors independently and was proud of her finished collage picture.

ENGLISH

77. In the 2000 tests for pupils aged eleven standards were well above average in English. When compared to similar schools the results are average. Trends over time are in line with the national trend and show that standards are improving with about half the pupils achieving the higher level 5. The tests for seven-year-olds show attainment in writing is well above average and in reading it is above average. When compared to similar schools, standards are average in writing and below average in reading. Variations in standards from year to year reflect the differences in the proportions of pupils with special educational needs and those who are more able. In the 2000 Year 2 cohort over a third of pupils were on the school's register of special educational needs. The performance of girls exceeds that of boys. The school has introduced a range of different texts to try to address this issue; however, frequently the differences are related to the proportions of girls and boys of different abilities within small cohorts.

78. Inspection evidence confirms that standards in all aspects of English are well above average in English at the age of eleven. Standards for seven-year-olds are above average in speaking, listening, reading and writing. This represents good improvement since the school was last inspected.

79. A feature of the very high standards achieved in the juniors is the confidence with which pupils contribute to discussions using the specific language, which has been taught across subjects. For example, pupils in Years 4 and 5 use terms such as phoneme, metaphor and simile automatically and refer to the text to give examples. They do not hesitate to back up their opinions about the style of writing they are studying. Further good examples of this work were seen in a Year 6 lesson when pupils analysed the

poetry of Ted Hughes and in a Year 3 and 4 lessons when pupils compared list poems prior to preparing to write their own.

80. The quality of teaching is very good and teachers are confident and knowledgeable. The curriculum is also very well planned and the literacy strategy is very well implemented. These features have a positive impact on learning and are the reasons why standards are high. Teachers make clear references to the schemes of work in their daily lessons and build successively on the knowledge and skills taught at each stage. From their time in Years 1 and 2 pupils are encouraged to speak clearly, give reasons for their ideas and to record them neatly in a range of ways. The quality of writing is a significant strength of the school. From the earliest stages adults promote children's confidence to write independently. Their mark making is valued and gradually they begin to apply the phonic skills taught through literacy sessions to their writing. By the age of seven pupils attempt to spell unknown words and put together sequences of sentences which are descriptive and interesting. Although spelling at this stage lacks accuracy in independent writing, the quality of content and use of language is very good. This is built upon in the juniors and through the analysis of the styles of different authors and types of text pupils are taught to write for different audiences and purposes. Teachers write with groups of pupils and show them how to construct their ideas and develop the use of language to create effect, for example, characters in stories come to life as pupils use dialect in speech and ensure descriptions reflect attitudes and personalities. Spelling shows improvement and errors are phonetically plausible. Within the context of grammar exercises spelling is accurate but in independent work the quality is less consistent as pupils concentrate on content. However, this aspect is a minor weakness and does not detract from the very high quality of the content of pupils' writing which is mature and thoughtful. A further reason why standards are particularly high in literacy is the many opportunities pupils have to apply their skills in other subjects, for example, report writing in science and making lists in design and technology.
81. Speaking and listening skills are promoted very well. Because teachers make lesson introductions interesting and lively pupils are attentive. They listen carefully to instructions and strive to meet the high expectations made of them in independent and group work. Teachers model Standard English competently and expect pupils to reply clearly and to speak in sentences. Teachers encourage oral presentation, especially at the end of lessons. In the best practice observed in Years 4 and 5 the teacher made pupils aware they would be expected to share their work with the class at the start of their independent work. Consequently they worked diligently, eager to please the teacher and to achieve their best. Pupils willingly accept constructive criticism. They expect their work to be evaluated and value the comments made by teachers and their friends. Pupils of all abilities have similar opportunities to share their successes and pupils show care for one another as they reflect on the use of language and the level of interest achieved for the listener. The quality of oral and written marking is very good. Teachers respond sensitively to pupils' responses asking questions that prompt improvements, for example, in one lesson the teacher asked who could help their friend to think of powerful verbs. Another successful strategy involved posing a question to a less able pupil, giving time for thought before expecting an answer. While the pupil was thinking the teacher accepted answers from more able pupils. She then returned to the first pupil and ensured his contribution was valued. Written marking is detailed and thorough and gives pupils very good feedback about the most successful features of their work and areas which can be improved.
82. The analysis of pupils' work shows very good progress over time and illustrates the way in which the teachers' comments guide improvements. Pupils expect to be set new

targets and in discussion refer to lesson objectives and the teachers' marking to explain the features of their improvements. This practice is impressive.

83. Pupils of all ages enjoy reading. They read for pleasure and for information and by the age of seven use terms such as 'author', 'illustrator', 'title', 'glossary' and 'index' naturally. By the time they are eleven they read widely a range of poetry, fiction and non-fiction and make good use of the library as a resource. Reading is expressive and fluent and pupils have a good awareness of the need to make reading interesting for the listener. The high standards achieved are the outcomes of consistently good modelling of reading by teachers which pupils strive to achieve.
84. The coordinator provides very good leadership and the thorough monitoring of standards has ensured continuity in the delivery of the literacy hour and a consistently high quality of teaching and learning. Consequently standards are high and achievements in English are a significant strength of the curriculum.

MATHEMATICS

85. In the 2000 National Curriculum tests for seven-year-old pupils, the proportion attaining the expected levels was average when compared to national statistics and well below the average of similar schools. These relatively low results were due to the high number of pupils with special educational needs in that year group and although progress was good, (65 per cent of the pupils were predicted to achieve the national average at the beginning of the year and over 90 per cent actually reached that level), these results are out of step with the school's usual pattern of performance at this age. Eleven-year-old pupils' performance at the same time was well above the national average and well above the average of similar schools. The proportion of pupils gaining the higher levels of the National Curriculum was also well above the national average. The school's results have improved since the last inspection. Results show promising signs of further increase and the school has achieved beyond its recent targets. In general, boys attain lower scores than girls.
86. Inspectors found that attainment is now above average by the end of the infant classes and well above average by the end of the junior classes. Learning in lessons is never less than good as teachers set challenging tasks and make lessons interesting. The school has managed the introduction of the Numeracy Strategy well and it is paying dividends in the well above average facility that pupils display with numbers. What has not been achieved so successfully is the brisk and challenging mental starter, which introduces each numeracy lesson. Most lessons observed had too little time spent on encouraging mental agility and the recall of important numbers facts. The one exception to this was in Year 6 where the teacher set a cracking pace; pupils were expected not only to answer questions about halving and doubling numbers but also any incidental questions that arose. For example, after a low attaining pupil had been asked to double 200, high attaining pupils were asked to calculate the square root of 400. In other lessons too little time was spent on this sort of activity and often the time was used to work on the board or ask pupils to explain their working. While both of these are important aspects of learning, the pace of the starter was not as challenging as it could have been. However, this is only a minor weakness and the provision for mathematics and the standards of attainment are strengths of the school.
87. In the Year 1/2 class the quality of teaching is good. A very good lesson plan detailed the different tasks the teacher had planned for pupils and these all provided very good levels of challenge. A key feature of this lesson was the speed at which the teacher moved pupils on to the next stage of work, once they had achieved their tasks and had

understood the concept. Having devised a method of noting all the pairs of numbers that totalled 11, 12 and 13, a pupil was asked to record any three numbers that made 20. In this lesson, as in other classes in the school, this showed that the teacher used very good day-to-day assessment techniques. This method of investigating numbers and their properties was used a great deal and proved successful in all lessons. Teachers were also keen to encourage pupils to explain how they arrived at their solutions. This helps pupils understand the many methods they can use to solve their problems. In this lesson the teacher expertly managed to ensure that all those who wished to demonstrate could do so and be praised for their efforts. This meant that once set on their tasks, pupils were keen to begin work; they maintained very good levels of concentration and discussions about their work were pertinent. Attainment in this class is well above average in investigations, number and shape, and space and measures.

88. In the junior classes the quality of teaching is never less than satisfactory, often good and at times very good. In all classes teachers plan work, which is set at different levels to match the varying needs of pupils. These plans are of very good quality and result in lessons that cleverly link aspects of different subjects as well as note the important points for a very good range of homework activities. In Years 3 and 4, the good organisation and deployment of the learning support assistant resulted in good progress for special educational needs pupils, for example, one assistant used pencils to demonstrate fractions of 12. The pupils learned quickly from this and other examples. The learning support assistants were well prepared by the class teacher and their support was of very good quality; the careful notes of the pupil's progress kept by the assistant were very helpful in setting the next day's work. Pupils in this class showed good learning skills; they worked independently and quickly completed their work.
89. In the Year 4/5 class, clear direct teaching ensured that pupils made good progress in understanding the concepts of parallel and perpendicular. Pupils were extremely well behaved, taking their lead from their teacher's calm and quiet manner. When asked questions pupils answered using the correct mathematical terms, showing that they understood their teacher's queries. By the end of the lesson, Year 4 pupils had devised a method for working out the number of rectangles that can be drawn with a perimeter of 24 centimetres. This investigation was well structured and pupils clearly understood the homework, which set them the task of measuring the perimeter of their family television sets.
90. Good progress is maintained throughout the junior classes so that by the time pupils get to the end of Year 6 they are attaining levels well above the national average. In this class pupils are adept at using their knowledge of number in design and technology and science as well as in mathematics. The main section of the lesson followed an extremely effective starter and as pupils had been thoroughly engaged in answering the quick-fire questions their behaviour was very good and they showed extremely high levels of concentration. The teacher insisted that pupils should understand what they are doing and what is being asked of them and should 'own their own learning'; pupils were given real responsibilities for their own learning. By the end of the lesson higher attaining pupils had constructed drawings of objects showing front and side elevations and plans. This location and transformation of shapes was understood very well and pupils saw the relevance to life outside of school with one pupil suggesting that engineers and architects would use drawings of this nature. Both lower and average attaining pupils drew and constructed three-dimensional shapes of very good quality. Pupils made cubes, cuboids, square-based pyramids and triangular and hexagonal prisms all within a 20-minute period. In discussion at the end of the lesson they

demonstrated a clear understanding of their own learning. This lesson characterised most of the strengths of the very good teaching seen in mathematics:

- the teacher's very good subject knowledge;
- the bright and energetic pace;
- the different levels of challenging work set;
- the structure and management of the lesson, and
- the high expectations of homework.

91. The policy for mathematics is very good and dovetails with national schemes of work. Teachers plan work for the different ages and abilities of pupils and each receives a broad, balanced and relevant curriculum. The co-ordinator has the management of the subject well in hand and understands the need to maintain the rate of improvement of pupils' performance. Teachers' plans are monitored regularly. Day-to-day assessment is used well by all teachers and there are notable examples in each class. The co-ordinator has used the results of assessments to highlight areas for development but this analysis at times takes place too late in the school year to have any relevance. The subject is a considerable strength of the school.

SCIENCE

92. In the 2000 teacher assessments carried out at the end of Year 2, over 90 per cent of pupils reached the expected level 2 or above in science and a fifth attained the higher level 3. These results are lower than last year when all the pupils achieved Level 2 or above, and nearly two-thirds reached level 3. The proportion of pupils with special educational needs was higher than usual in the 2000 cohort. Inspection findings indicate that the present Year 2 pupils achieve standards above the national average.

93. National tests at the end of Year 6 in 1999 showed almost 90 per cent achieving at least the expected level 4 and a third the higher level 5. Pupils' achievements were higher in 2000. All pupils but one achieved at least level 4 with nearly half attaining the higher Level 5. The 1999 results were well above those of other pupils nationally and above those of pupils from similar schools. There was a national improvement in science results in 2000; comparisons indicate that the school's results were above average compared with all other schools and average compared to similar schools. The attainment of the pupils who are now in Year 6 is above average.

94. Pupils make good progress in science throughout the school. A major factor contributing to this good progress is the way the subject is taught. All aspects of science are based on scientific enquiry. Pupils are led through discussion to pose questions, for example, pupils in Year 1 and Year 2 were asked, "What makes ice melt?" Having discussed this, pupils put forward ways of testing their hypotheses. They knew that to make the test fair they had to have the same size ice cubes as they placed them in plastic beakers in different positions round the room. Most guessed that the cube on the heater would melt fastest. One pupil used his understanding of insulation to suggest wrapping one cube in paper. Pupils looked at their cube every fifteen minutes and recorded the results. In Year 6, pupils applied their knowledge of electrical circuits and conductivity to set up experiments to find the best way to produce a bright light from a bulb. They knew that to make the test fair, some things had to remain constant, for example, battery power and the strength of the bulb. Class discussion led them to identify variables such as the length, thickness and material of

the wires as well as the efficiency of the connection. Pupils have a good range of strategies to record their experiments as the curriculum is planned to apply their numeracy skills. They select the most appropriate method be it a chart, graph, formal text, a list or database. Some pupils in Years 3 and 4, for example, recorded data about the diet of domestic cats gathered from class information to make a block graph, realising that they had to adjust the scale to enable all the data to fit on the page. Pupils' skills are developed very effectively throughout the school and there has been substantial improvement since the last inspection, especially in the juniors where previously the development of skills was unsatisfactory.

95. The subject is closely linked to pupils' personal, social and health education. Pupils discuss environmental and health issues as part of the curriculum. In Year 2 pupils sort food into "good diet" and "treats" and identify fatty and sugary foods. In Year 6 pupils select an animal to study, using set criteria like appearance, habitat and diet. Comparisons are made between them. Specific comparisons between different ages of humans are made. Detailed measurements of arm length, for example, enabled the pupils to understand that growth rate varies. The approach to the curriculum through scientific enquiry and the cross-curricular links make the subject interesting and relevant. As a result, pupils attitudes were very good in over half the lessons observed during the inspection and good in the rest. Pupils contribute to class discussion and discuss their ideas amongst themselves. They work co-operatively throughout, sharing equipment and ideas with equal affability. They work hard and take a personal pride in the way they present their work. The very good quality marking throughout the school ensures that the pupils know their work is valued and that the teachers have high expectations of its quality.
96. The way the teachers plan their lessons and their good subject knowledge enable pupils to achieve well. The work is closely matched to the needs of different pupils in the class, but teachers have high expectations of pupils of all abilities. The support given to pupils with special needs is very good. The support staff ensure that they maintain a consistent approach through scientific enquiry and that pupils are not held back because they have to struggle with their writing and spelling. Relationships between the adults and the pupils are very good. Pupils' opinions are valued and acted upon. In each lesson the teacher tells the pupils what they will learn. At the end of the lesson pupils evaluate whether they have achieved the lesson objectives. At the time of the last inspection, some teachers in the juniors lacked confidence and sufficient subject knowledge to teach the higher attaining pupils. This is no longer so. The teaching was at least good in all the lessons observed during this inspection. In one very good lesson the teacher generated a blistering pace! Time targets were set, there was a lot of work achieved during the lesson and pupils learnt a lot as they tested and compared results. Resources were used very well while the teacher took care to stress safety with both electricity and the use of screwdrivers.
97. Pupils' work is marked in relation to the aims of the lesson so that pupils and teachers know if the work has been understood. Homework regularly supports the work in school and the majority of the pupils complete this, some pursuing their own lines of enquiry. Teachers keep records of how well individual pupils have understood each topic. These records follow the pupils through the school and teachers have a good understanding of their attainment. The method of assessing pupils' progress is in the process of being updated to support the new curriculum and to enable teachers to analyse strengths and weakness. This will enable the teachers to set targets for their pupils.

98. The co-ordinator for science has monitored the planning for the subject and has looked at pupils' work. Science has not been a priority over the last two or three years but she has maintained a good range of resources and has a clear vision of the development of the subject. New assessment procedures are being developed and she has plans to strengthen links with industry. There are already well established links with the pupils' next school and pupils take part in a scientific project that continues in Year 7. Pupils receive a very good scientific education, made relevant by very effective links with other subjects and environmental and social education.

ART AND DESIGN

99. No direct teaching of art was observed during the period of the inspection. Judgements on the quality of teaching cannot therefore be made. Standards have been judged by looking at work on display and in pupils' records and by talking to pupils about their learning.

100. Standards are broadly in line with national expectations at the ages of seven and eleven and similar to those described in the last report. In the infants pupils learn to mix paints and have opportunities to create collage pictures. In Year 2 good links were made to technology. Pupils added moving parts to their pictures which added interest and developed techniques further. Pupils create drawings that reflect both mood and movement. They are able to explain how to mix colours and the purpose of illustrations in stories. Pupils' understanding that shades of colour can be mixed by adding white and black is less secure and several children remain unable to identify colours such as pink and grey.

101. By the age of eleven pupils observational drawings show greater detail and control. They recognise that the depth of shade creates different effects. Pupils experience working with paints and textures and independently make decisions about designs and the choice of media to represent their ideas. This was evident in the work of pupils in Years 3 and 4. The study of the work of other artists is less well developed. In discussion pupils describe pictures painted in the style of Van Gogh, Renoir and Pissaro but have difficulty recalling the names, as it is some time since they studied these artists. However, once reminded, pupils recalled the life of Van Gogh, described the techniques he used and talked about aspects of his life. Good links are made to subjects such as history and brass rubbings of excellent quality reflect studies of the local church.

102. Pupils say they enjoy art and describe opportunities they have to illustrate their stories and poems, design covers for books and work with printing materials. The small number of children observed working with a support assistant made good progress. They used printing equipment sensibly and worked co-operatively.

103. The policy and curriculum guidance are of good quality. They indicate clearly how the curriculum will be covered in each year group and how skills and knowledge progress from stage to stage to make a full impact upon standards of attainment. The co-ordinator is the newly appointed headteacher and has not yet had the opportunity to monitor and evaluate standards across the school. Resources to support the teaching of art are good.

DESIGN AND TECHNOLOGY

104. Only one lesson of design and technology was observed during the inspection. Evidence from this lesson, discussions with pupils and a scrutiny of work showed work to be above average by the time pupils are eleven and standards have been maintained since the last inspection. No judgement could be made about the standards of work of seven-year-olds.
105. The quality of teaching in the lesson observed was good. The session began with a discussion of what was to be achieved by the end of the lesson. A series of videos was used very well to explore the structures that are used to support fairground rides. Pupils conscientiously made notes of what they were observing and behaviour was excellent as pupils looked for examples of how circular motion could be translated into linear movement. Pupils showed an above average awareness of how society uses, and to some extent depends upon, electronic control devices. Pupils' interest in fairgrounds had grown since the introduction of the topic and pupils had made models at home using construction kits and power packs. The teacher used these well and asked pupils to demonstrate their models. Evaluations were given about how successful the models addressed the issues of controlling the speed of rides and how interesting they would be to use. The teacher's good subject knowledge, careful planning and enthusiastic delivery all combined to heighten pupils' interest and involvement.
106. Pupils understand the design, make and evaluate process and talk knowledgeably about using fabric and resistant materials and their properties when being worked. The plans they draw are detailed and accurate and list materials and processes. A strength of the curriculum is the way in which pupils' knowledge and understanding of other subjects is drawn in to support learning in design and technology; for instance, the use of electrical circuits when constructing fair ground models and mathematical drawing when designing.
107. In some year groups pupils design Joseph's coat and sew patches to make the designs. Pupils make sandwiches in a topic on healthy eating and pupils in Years 1 and 2 make moving pictures by using brass pins to simulate joints on a teddy bear. Fabric is used extensively to design and make symbols pertinent to each pupil, a football banner or symbolic sun. Pupils study how the use of cams can bring about eccentric movement when producing moving toys.
108. Pupils are interested in design and technology and the good quality curriculum, which the school has planned, ensures that interest is maintained as pupils move through the school. The co-ordinator leads the subject well. Parents support the curriculum well and the local schools work together on joint projects, all of which enrich the curriculum.

HISTORY AND GEOGRAPHY

109. At the time of the last inspection pupils' attainment in history was in line with national expectations at seven and eleven. Standards in geography were in line with national expectations at seven and above average at eleven. The school has a well-planned curriculum of good quality for both subjects and pupils throughout the school fully meet the expected standards in both subjects at the end of both the infants and the juniors. Pupils use of historical and geographical enquiry is good throughout the school.

110. Two history lessons were observed during the inspection. In one lesson, pupils in Year 6 compared schools in ancient Greece with modern British schools and identified the similarities. The teacher matched the lesson to the maturity of the pupils extremely well. He expected them to understand, for example, that the parents paid for education in ancient Greece and that education is paid for today through the parents' taxes. He made good use of homework to support the work in school and several pupils produced extensive data from the Internet. The work was planned with the different abilities of pupils in mind and there was very good support for a pupil with special needs from the special needs support assistant. The teacher used praise effectively to encourage less articulate pupils to participate. He expected, and received, a quantity of good quality work within the time limits he set. By the end of the lesson pupils had met the objectives and had a comprehensive list of similarities. Pupils in Years 1 and 2 were led sensitively towards an understanding of the reasons for "Poppy Day" and that it is linked to what happened in the past. The lesson was made real to the pupils through the teacher's own family as she showed them a photograph of her father who signed up for the Navy in the second world war when he was under age. She encouraged her pupils to discuss why he might have done this and why his mother did not want him to go. Photographs of local war memorials and the Cenotaph and well-produced worksheets for pupils of different abilities were used well. Few pupils responded to the reading of "In Flanders Fields", however. The teaching was good in both these lessons and the pupils learnt well.
111. Pupils study either history or geography at any one time and there were no geography lessons in the infants during the inspection. Two lessons were observed in the juniors and in one of them the teaching was excellent. Pupils in Years 4 and 5 had collected data over a weekend to see how much water they used. Pupils discussed how they used water and the teacher gave them a scientific breakdown of average daily water use. Pupils then used their numeracy skills to display this data in pie charts or graphs, depending on their abilities. Pupils were expected to organise these themselves. The results were very accurate and well presented. A strong feature of the lesson was the environmental issues involved. Pupils were shocked at the amount of water used for flushing the toilet and how little water was used for drinking. In response to the teachers' question, "What can we do" pupils decided to repeat their homework, trying to reduce the amount of water they waste. This was an extremely effective lesson, engaging pupils' interest and stimulating environmental concern. In the other lesson on the same topic, the good teaching encouraged the pupils to discuss how water is used, again building on the homework. Pupils sorted the uses into categories, for example, industrial, domestic, leisure and farm use, ideas initiated by the pupils. Pupils enjoyed these tasks, concentrating well and bubbling with enthusiasm. The teacher set time targets and there was a good pace throughout the lesson. There were good links with literacy as higher attaining pupils wrote the story of a water droplet's journey and other pupils completed sentences about their learning. These pupils were also shocked at the amount of water we use! In all the history and geography lessons the relationships between all the participants were very good and had a major impact on the pupils' commitment to their tasks and the high level of discussion.
112. The teachers use the national schemes of work to support the new National Curriculum. These have been adapted to suit the needs of the school, ensuring that there is a coherent education through very good cross-curricular links. Throughout both subjects, pupils' personal, social and health education is effectively promoted and there are planned opportunities for pupils to express their feelings and emotions about the things they learn and the impact of mankind on others and the environment. The teachers' curricular and lesson planning is good and the use of pupils' enquiry as a starting point for the lessons is very good. Pupils visit local places to support their

work. The infants found out what was grown in the past at Burton Agnes Hall and later went on to Bridlington to compare the beach with the countryside. They also visited Cusworth Hall and were given a talk about old toys. The juniors visited North Lincolnshire Museum and Burton Constable and pupils had a presentation on the Romans in school.

113. The co-ordinators for each subject are effective, maintaining the good quality resources and monitoring the planning for their subject. Pupils' research skills and their ability to explore the world and make links with people of other places and cultures will improve as they have access to the Internet.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

114. Attainment at both seven and eleven is below average. The school recognises this and is in the process of purchasing and installing a computer suite to enable direct teaching of ICT. Although it would appear that standards have deteriorated since the last inspection, the curriculum for ICT has become more demanding. The school's plans to upgrade equipment have been delayed by the need to accommodate a new nursery. All the strands of the curriculum are taught but not to a sufficient depth.
115. Two lessons of information and communications technology were observed and both were in junior classes. In both lessons the standards achieved were below average but pupils made satisfactory progress in Year 6 and good progress in Years 3 and 4. In this lesson pupils had recorded on paper certain types of information about animals. They understood that these pieces of data can be recorded electronically and that computers can be used to organise information and analyse it. Pupils know about and operate drop-down boxes and, as the teacher's knowledge was advanced, the lesson progressed in a relaxed manner. Pupils discussed the better option between 'save' and 'save as'. By checking on the knowledge gained in the lesson, the teacher structured learning well and encouraged pupils to ask questions, which they did very sensibly. For example, one pupil wanted to know how they could check whether information had been stored. The teacher dealt with this and other technical questions very well, showing patience and tact. All pupils were valued for their contribution and the learning they were making.
116. In the Year 6 lesson pupils were taught how to use a spreadsheet to enter data and display their information in a pie chart. The teacher's good level of mathematical knowledge was useful in the introduction as the discussion centred on why a zero count cannot be displayed when using a pie chart. Pupils rehearsed the process of entering data, using icons and using graph wizard to construct their charts. This was a satisfactory lesson and pupils showed an appropriate level of knowledge about computers but because of the lack of facilities pupils do not have the opportunity to practise the skills themselves immediately after the lesson. Elsewhere in the school computers are used to practise skills in other subjects, for example, in English they practise their spelling and draft their poetry and stories directly onto the screen. They have used CD-ROMs to research the ancient Greeks and other themes. However, because of the lack of equipment they have not studied the use of computers for communication, research on the Internet or how computers can be used to control other devices in sufficient depth, although this latter topic is part of a module currently being studied by Year 6 pupils.
117. The co-ordinator manages the subject very well and is fully involved in the project to install an information and communications technology suite. Governors understand the need to measure the efficacy of the project once it is up and running and are rightly

looking for a swift improvement in the standards of attainment and the rate of pupils' progress.

MUSIC

118. Pupils' attainment in music was found to be generally sound in the infants and, while there are some weaknesses in the juniors, pupils' attainment at eleven is in line with the expectations of the National Curriculum. Standards were similar at the time of the last inspection. The school now has a good scheme of work and there is the potential for pupils to attain higher standards in underdeveloped aspects of the subjects, such as composition, as the effects of the curriculum work through the school.
119. Pupils in Years 1 and 2 listen very carefully to the sounds they hear. They identify when the cymbal sound dies away and describe the sound the "rain stick" makes. These pupils have an extensive vocabulary and good listening skills, which they use to good effect, as they describe how they feel about the music they hear. Phrases such as "waterfalls in the jungle," "on a magic carpet," "an angel singing" and "walking in the rain" were some of the contributions to the discussion. This was a good lesson. The teacher was sensitive to the fears of one pupil who was frightened of the noise of the symbol, playing it very gently and asking if this was all right. She made good use of resources and set the pupils appropriate homework to reinforce their learning, as pupils were to find relaxing music at home to share with the class.
120. The teaching was good in both the lessons observed in the juniors. In both lessons the pupils sang a song along with a tape of pupils singing. The singing was rhythmical and tuneful although the older pupils' singing was somewhat lost in the hall and the singing on the tape dominated the sound. Pupils identify loud and soft in the music and, as in the infants, described the mood of the music they heard. Both classes concentrated very hard and had some interesting ideas. Pupils' listening skills are good. In neither lesson, however, was there an opportunity for pupils to apply their understanding of dynamics to compose their own music. Some of the younger juniors had some difficulty in distinguishing between "loud" and "fast" music.
121. Pupils did not sing during their acts of worship during the inspection but there was a hymn practice. Pupils sing tunefully and enthusiastically but the hymns were musically very simple and there was little challenge for the older pupils. The school has a Christmas production and other Church festivals throughout the year. Pupils in Year 6 participate in the Church Schools' Festival at Lincoln Cathedral. About 20 pupils have instrumental tuition provided by peripatetic teachers and a parent helps the music co-ordinator to run three recorder clubs for pupils of different abilities. There has been an improvement in the curriculum since the last inspection but music still does not have a high enough profile in school. The subject makes a good contribution to pupils' spiritual, moral and social skills but the contribution to pupils' cultural development is no more than satisfactory.

PHYSICAL EDUCATION

122. Attainment at both seven and eleven is average and these standards have been maintained since the last inspection. During the inspection the focus of physical education lessons was dance and games. The curriculum meets the requirements of the National Curriculum and all of the strands are covered at some time during the school year.

123. A key feature of all dance lessons is the well-chosen music to support warming up and cooling down activities and the main features of the dance lessons. In a Year 6 lesson Dave Brubeck's 'Take Five' was used and in other lessons more modern pieces were used to good effect. This makes a positive contribution to pupils' cultural development. In a lesson of mixed age children from the reception class and Year 1 teaching was satisfactory as pupils were encouraged to dance freely. Pupils twisted, turned and spun to the music and developed a simple sequence of movements. Good links were made to some children's learning in ballet and good support was given to special educational needs pupils to model movements and improve co-ordination. In the lesson observed in the Year 1 and 2 class, teaching was satisfactory although attainment was limited because of the lack of space in the hall to practise passing and controlling the ball. Although pupils' behaviour was very good during this session and paired work was of particular note, pupils became a little over-excited and the teacher had to remind them properly of the need for safety and care.
124. In the junior classes teaching was never less than satisfactory and in Year 4/5 it was good. In Year 3/4, as this was the first dance lesson in a series, the teacher taught pupils a sequence of movements to ensure that pupils were well prepared for the movements needed for successful dance. This lesson was satisfactory and involved the teacher modelling movements for pupils, which were copied well. The movements were pertinent to dance lessons and resulted in pupils becoming more fluid and flexible in their co-ordinated actions. In Year 4/5 pupils in rotation led the warm up and their good levels of knowledge helped them produce a brisk and energetic start to the lesson. To the theme from 'Chariots of Fire' the teacher encouraged pupils to produce strong, slow movements, which they did satisfactorily. The movements were well planned and executed and some good quality sequences involving swimming strokes and were exaggerated and stylised. This lesson had very good elements of warming up and cooling down and good rates of progress. In a Year 6 games lesson the subject was the development of defending skills and awareness of when to pass the football. The teacher's good quality coaching skills enabled pupils to make good progress in understanding how to shield the ball from attackers and the structure of the lesson was good with a sufficient period of warm up and small group practice. However, the reduced class size resulted in pupils chasing balls over too great an area and the teacher spent time restraining groups within a suitable area.
125. The well-structured curriculum, which includes a good range of extra-curricular activities as well as competitive games fixtures, ensures that pupils are interested in physical education and learn of its importance in maintaining a healthy lifestyle. The school may wish to consider the lack of separate changing facilities for older girls and boys as a minor issue for development.

RELIGIOUS EDUCATION

126. Pupils' understanding of religious education is in line with the expectations envisaged for seven and eleven-year-olds in the North Lincolnshire Agreed Syllabus. Although there are some gaps in pupils' knowledge throughout the school, standards are generally sound. The subject was not inspected during the last OFSTED inspection.
127. The ethos of the school reflects strong Christian values and the curriculum is based on these values. There is much emphasis on the spiritual, social and moral aspects of Christianity. Pupils study celebrations, rituals and ceremonies, major Christian festivals throughout the year and rites of passage. Pupils compare aspects of Christianity with Judaism, Hinduism and the religions of the people they study in history and geography.

Major Christian festivals are studied every year in greater depth as the pupils mature, for example, the youngest pupils learn about the story of Christmas. In a lesson in Year 6 pupils learnt through questions and discussion about the humbleness of the birth of Jesus and the fact that His first visitors were lowly shepherds. There are very strong links with other areas of the curriculum, especially the pupils' personal, social and health education. Pupils in Years 1 and 2 looked at the parable of the wise and foolish men building their houses, a theme linked to the act of worship. Although several pupils found the meaning of parable difficult, they understood the lesson behind the story and that it came from the Bible.

128. These were the only two lessons observed during the inspection, one of which was good and the other very good. In one lesson the teacher kept to his aims and generated some high level debate with his energetic and knowledgeable teaching. He has high expectations of his pupils' oral skills and their application to their task and by the end of the lessons pupils understood the story of Jesus' humble birth. In both lessons pupils were interested, participated in discussion and respected each other's views. Pupils with special needs were supported well and played a full part in both lessons. Pupils' work is well presented.

129. The new, very comprehensive agreed syllabus for religious education will be incorporated onto the school's planning. The present scheme of work is designed to link with other subjects and this is achieved very successfully. Literacy skills are promoted very effectively, both through debate and through written work. Pupils participate in the Church Schools' Festival at Lincoln Cathedral and visit local churches to support the curriculum. The subject makes a very good contribution to the pupil's spiritual, moral and social development. However, although there is a strong emphasis on pupils' understanding of Christian values and beliefs, pupils' actual knowledge of the more practical aspects of the subject is less well developed. Several pupils in Year 6, for example, were unable to find the New Testament in their Bibles. Pupils' study of other religions is limited to comparisons with Christianity and the study of both Judaism and Hinduism does not encompass an understanding of the cultural, geographical and historical context of each religion. The resources for the subject are good and there are plenty of artefacts and books to support the religions studied. Not enough use is made of these to help pupils understand the richness of different cultures beyond their predominantly monocultural society.