

# **INSPECTION REPORT**

## **ANSTON BROOK PRIMARY SCHOOL**

North Anston, Sheffield

LEA area: Rotherham

Unique reference number: 131954

Headteacher: Miss C Liversidge

Reporting inspector: Mrs P Kime  
25350

Dates of inspection: 15<sup>th</sup> – 18<sup>th</sup> January 2001

Inspection number: 230154

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Ryton Road  
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Sheffield  
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Appropriate authority: The governing body

Name of chair of governors: Mr M Green

Date of previous inspection: Not applicable

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## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25350	Ms P Kime	Registered inspector	Geography History Music Foundation Stage Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? What should the school do to improve further?
1112	Mr P Oldfield	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
28170	Mr I Chearman	Team inspector	Mathematics Information and communication technology Special educational needs	How well does the school care for its pupils?
25507	Mr L Garner	Team inspector	Science Art and design Design and technology	How well is the school led and managed?
21858	Mr J Pryor	Team inspector	English Physical education Religious education	How good are the curricular and other opportunities offered to pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Anston Brook Primary School opened in September 1999. It was formed by the amalgamation of the separate infant and junior schools. It serves a socially and economically diverse area. At 16 per cent, the proportion of pupils entitled to free school meals is broadly average but does not reflect the degree of disadvantage experienced by a significant number of families. The 215 boys and girls in the main school are taught in eight classes. New children start Nursery and others move up to Reception each term. At the time of inspection, 52 children were attending the Nursery part-time or due to start in the next few weeks and there were 13 full-timers in Reception. By Easter, 75 children are due to be in Nursery and Reception. The school is staffed to take account of all these children. When they start Nursery, children's level of attainment varies widely but, taken overall, is well below average. The school has identified 54 pupils as having special educational needs. This is an average percentage. Seventeen of these pupils have significant learning difficulties and two carry statements of special educational needs. During the inspection, two classes were taught by relief teachers.

### **HOW GOOD THE SCHOOL IS**

Anston Brook Primary School is providing a satisfactory education for its pupils. Standards at the top of the school are improving and are now acceptable in view of pupils' low starting point. Teaching, taken over the whole school, is of a satisfactory quality and pupils are learning as they should. The school is well led and managed and gives satisfactory value for money.

#### **What the school does well**

- The headteacher provides very good leadership. She has a clear vision for the school's future development and she has established an effective senior management team to help achieve it. She has successfully brought two schools together, creating a united staff team, with a sense of common purpose.
- Children make good progress in their learning from entering Nursery until they finish Key Stage 1, at seven years of age, because they are taught well.
- The vast majority of pupils respond well to the good provision for their personal development. They have good attitudes to school and they are well behaved in lessons.
- Staff keep a good check on how pupils are getting on in English and mathematics and set targets for them to achieve.

#### **What could be improved**

- Standards in the core subjects of English, mathematics and science at the top of the school, to bring them up to the national average.
- The quality of teaching in Years 5 and 6 is less good than in the rest of the school.
- Some of the subject leaders have little effect on how well pupils achieve.
- Attendance rates are too low.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

- This newly formed school has not been inspected before. It is, therefore, not possible to comment on any previous inspection judgements. However, the schools that were amalgamated to create it have been inspected. Anston Brook Infant School was inspected in December 1995 and Anston Brook Junior School in June 1996. The headteacher and deputy held these posts in the schools before they amalgamated.

Seven of the ten teachers were at the infant and junior schools when they were last inspected. Some key governors were on the joint governing body of the infant and junior schools.

- The last two school years have been a time of upheaval and disruption due to staff absences and changes and major building works associated with the amalgamation. These factors have affected pupils' learning in Key Stage 2.
- In the last few years, the standards achieved by seven-year-olds have risen significantly but the eleven-year-olds' standards fell in 1999; they are picking up now.
- The strength of the headteacher's leadership, the strong contribution of the senior management team, the clear vision for the school's future development and the unity of staff mean the school is well placed to continue to improve.

## STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	N/a	N/a	E	E	well above average A
mathematics	N/a	N/a	E	D	above average B
science	N/a	N/a	E	D	average C
					below average D
					well below average E

- Children gain a lot of ground from a low starting point when they begin Nursery. By the end of the Reception year, the majority are not far below the standard expected for their age.
- In the 2000 National Curriculum tests (SATs), the seven-year-olds achieved well above average results. In reading and mathematics, compared with similar schools, they were in the highest five per cent nationally. This was an above average group for the school.
- The present Year 2 pupils are more typical. They are set to achieve the standard expected for their age in reading and writing and science, and to exceed it in mathematics. The five- to seven-year-olds do well.
- In 2000 the eleven-year-olds did not do well enough in their SATs. Taking all three subjects together, their results were well below the national average and below the average achieved by pupils in similar schools.
- In all three subjects tested, the present Year 6 pupils are set to achieve better results than last year, though still slightly below the standard expected for their age.
- The standards achieved in these three subjects, by the eleven-year-olds at the top of the school, are now picking up after the fall in 1999.
- The school has set appropriate targets for pupils' achievement in the SATs.
- In Key Stage 1, standards in almost all the other subjects of the National Curriculum are broadly average. In physical education they are above average. In Key Stage 2, the work seen in most of these subjects was average for the pupils' age but standards in geography and music are not high enough.
- Pupils are now making satisfactory progress in their learning, though for Years 5 and 6, this is from a depressed starting point, as a result of the recent unsettled time.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good; pupils like school and participate willingly in all the activities it offers both in and out of lessons.
Behaviour, in and out of classrooms	Satisfactory overall; pupils are well behaved in lessons and around the school but the behaviour of a minority is less good out of doors and there is some unacceptable behaviour from a small minority of pupils.
Personal development and relationships	Satisfactory; pupils accept the responsibilities they are given and are developing awareness of the impact of their behaviour on others. Relationships in classrooms are harmonious, with teachers and pupils getting on well. However, despite the school's best efforts, a very small minority of pupils persist in low level bullying (ie unkind and upsetting behaviour).
Attendance	Unsatisfactory; well below the national average.

## TEACHING AND LEARNING

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

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

- The quality of teaching was at least satisfactory in all the 62 lessons seen. It was better than satisfactory in 65 per cent of the lessons, being good in 45 per cent, very good in 18 per cent and excellent in one lesson. In the other 35 per cent, teaching was satisfactory.
- Teaching is best for the five- to seven-year-olds. It is least good in Years 5 and 6, because, in two of the three classes, it is rarely better than satisfactory.
- Throughout the school, teachers maintain good order in lessons, so pupils get on with their work, and literacy and numeracy skills are taught well.
- The most effective lessons are conducted at a lively pace, teachers are very clear what all the pupils are to learn, they have high expectations of what they can achieve and they challenge pupils at all ability levels.
- Shortcomings in satisfactory teaching include: a slower pace, less good match of work to pupils' different learning needs and abilities and not making the best use of questioning in full class sessions.
- Pupils try hard; they are learning well in the Foundation Stage and Key Stage 1. In Key Stage 2 they are making satisfactory progress in learning.
- The school meets all its pupils' needs except for a few occasions when work is not hard enough for the most able.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall; the curriculum covers all the requirements of the National Curriculum and the National Strategies for Literacy and Numeracy are being used effectively. The plans for work in other subjects have been improved very recently. The curriculum in Nursery and Reception is good. Links with the local community are good and they benefit pupils' learning.
Provision for pupils with special educational needs	Satisfactory; work is planned to meet these pupils' individual needs and they are properly supported. Consequently, they make sound progress towards their targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall; the provision for spiritual, moral and cultural development is good. Provision for social development is satisfactory. Staff teach sound values and social responsibility. Multicultural education is good.
How well the school cares for its pupils	Satisfactory overall; proper attention is given to pupils' welfare and health and safety and child protection arrangements are good. The arrangements for keeping track of pupils' progress are good in Nursery and Reception and in English and mathematics in the rest of the school. In some of the other subjects not enough is done to check if pupils are doing as well as they should. Not enough is done to improve attendance. The measures to eliminate bullying have not been sufficient to eliminate it completely.

The school has a satisfactory partnership with pupils' parents and carers. They get good information in newsletters and school reports. They are enabled to contribute to school life and to their children's learning but the arrangements for homework are inconsistent.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good overall; the headteacher provides very good leadership and good management. With the other senior managers, she steers the school's development well. The deputy headteacher carries little management responsibility. Many of the subject leaders are not enabled to make a difference to the standards pupils achieve.
How well the governors fulfil their responsibilities	Satisfactory; key governors know the school's strengths and weaknesses and are involved in planning for future development. There are a lot of new governors who need some training.



The school's evaluation of its performance	Good; test results are analysed well and areas of weakness are identified and tackled. Senior staff observe lessons and give teachers useful advice to improve their work. There are shortcomings in judging how well the school is doing in the non-core National Curriculum subjects.
The strategic use of resources	Satisfactory; the available funds are systematically directed to the right educational priorities, aimed at raising standards. Budgetary control is very good. The use of accommodation and resources is not fully effective. The school's application of the principles of best value in its work is satisfactory.

The school has sufficient teachers and a generous number of support staff. The accommodation is good. Resources for teaching and learning are satisfactory overall; they are good for English, design and technology, history and physical education.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• The teaching is good; their children are expected to work hard and are making good progress.</li> <li>• The school is helping their children become mature and responsible.</li> <li>• Their children like school.</li> <li>• They find the staff approachable.</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• The information they get about how their children are getting on.</li> <li>• The homework their children have.</li> </ul>

More than a quarter of the inspection questionnaires were completed and returned and five parents attended the meeting with the registered inspector before the inspection. The inspectors agree with most of the views expressed by parents. However, they judge that the provision of extra-curricular activities is satisfactory and parents receive appropriate information about their children's progress.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

##### 2000 National Curriculum test (SATs) results

1. The eleven-year-olds did not achieve high enough standards in the tests. In all the subjects tested – English, mathematics and science – last year's leavers achieved well below the national average test results.
2. The results can also be compared with the results achieved by pupils in similar schools, where between 20 and 35 per cent of pupils are entitled to free school meals. This comparison shows that English standards were well below average and in mathematics and science were below average. Taking all three subjects together, standards were below the average for similar schools.
3. In the English tests, girls did significantly better than boys. Such a gender disparity is not so marked in the present Year 6 because the school has recognised the problem and begun to take suitable steps to overcome it.
4. The seven-year-olds who took the end of Key Stage 1 tests in 2000 were an unusually able group for the school. They achieved much better results for their age than the eleven-year-olds. In reading and mathematics, their results were well above the national average. In writing, they were in line with the average.
5. When compared with the results achieved by pupils in similar schools, Anston Brook's seven-year-olds were in the highest five per cent nationally, in reading and mathematics, and well above average in writing.

##### Trends in SATs results

6. The 2000 SATs results are the first for this amalgamated school. However, the school was created by combining an infant school and a junior school. Records of the test results in these schools have been kept. They show that the standards achieved in the Key Stage 1 SATs have risen significantly in recent years. However, the Key Stage 2 SATs results have fallen. In 1998, they were well above the average for similar schools. Since then, Key Stage 2 pupils' education had been affected by several staff changes and absences and building work associated with the amalgamation. There was a significant drop in the test results in 1999, after the previous headteacher of the junior school left. The results improved a little in 2000.
7. The school sets appropriate targets for pupils to achieve in the SATs. These are based on an analysis of their performance in tests they take each year and an expectation that they should make good progress each year. Nevertheless, in the long run, there is a need to aim for more pupils to exceed the expected level for their age, in order to bring pupils' aggregated results up to the national average. The targets for the present Year 6 are likely to be met.

##### The standards seen on inspection and pupils' achievements

8. When children start the Nursery, their level of attainment, taken overall, is well below average. They are taught well in Nursery and Reception. As a result, they make good gains in their learning and, by the end of the Reception year (the end of the

Foundation Stage), the majority achieve standards that are not far below what is expected for their age. Although several do not achieve the Early Learning Goals for the end of Reception, a significant proportion exceed them.

9. Children's work and teachers' records show that, by the end of the Foundation Stage, children's attainment meets expectations in personal, social and emotional development, knowledge and understanding of the world and physical development. Communication, language and literacy development and creative development are a little below expectations. Mathematical development is below what is expected. Early writing development is less good for most than early reading and speaking and listening skills. The children do well to achieve these standards from a low base. Children's attainment on entry varies widely but all are enabled to make good progress in learning. The most able children in the Reception class have already achieved the reading targets for the end of the year.
10. Pupils make good progress in Key Stage 1. Standards of English and mathematics are not as high in Year 2 this year as last year's SATs results suggest. This is because the present Year 2 pupils are more typical for the school than last year's. The Year 2 pupils are achieving broadly average standards for their age in English and above average standards in mathematics.
11. The work seen in Key Stage 1, in the other subjects, was average for the pupils' age in science, information and communication technology (working with computers), religious education, art and design, design and technology, geography, history and music. In physical education, the work seen in Key Stage 1 was above average for the pupils' age.
12. Pupils are now making satisfactory overall progress in Key Stage 2. However, for the older pupils, recent disruption has led to a depressed starting point. Even so, the present Year 6 are set to achieve higher standards, by the end of the year, than last year's leavers. In English, mathematics and science, their work is a little below the standard expected for their age. A significant minority of pupils are likely to fall below the expected standard by the end of the year. Fewer are set to exceed it. These standards are acceptable in view of pupils' low levels of attainment when they start school. SATs results are likely to be better this year because pupils are achieving higher standards but also because the school is taking appropriate steps to help them achieve the best results they can. For instance, they are starting 'booster classes' sooner and teaching 'exam techniques'.
13. In the other subjects, the work seen was at an appropriate standard in information and communication technology, religious education, art and design, design and technology, history and physical education. In geography and music standards are not high enough at the top of the school.
14. Throughout the school pupils are making gains in learning but, for most, the rate of progress is better up to nine years of age than in the top two years. The arrangements for 'setting' pupils in Key Stage 2 for English and mathematics and the sound provision for pupils with special educational needs make a positive contribution to pupils' achievement, because work is usually matched well to their learning needs. Teachers know which pupils are particularly able and usually provide appropriately for them, except in some lessons in Years 5 and 6, when the most able are not sufficiently challenged. In Key Stage 1, this provision is good. A significant minority of Year 3 pupils are capable of high attainment and they are being brought on well.

15. Pupils with special educational needs are taught, for the most part, along with the rest of the pupils. Their progress reflects that made by their classmates. They make good progress towards the learning targets set for them, in their individual education plans, in Key Stage 1 and satisfactory progress in Key Stage 2.

### **Pupils' attitudes, values and personal development**

16. Pupils have good attitudes to school and to learning; this has a positive effect on their learning. Taking everything into account, pupils' behaviour and personal development are satisfactory.
17. Throughout the school, most pupils are keen to come to school and to take part in lessons and all the other activities offered. Many arrive early and there is good attendance at the extra-curricular clubs. Pupils try hard in lessons. They respond well to the teachers and listen to each other's contributions. For example, they answer questions and contribute to discussions. When teaching is good or better, pupils are enthused by learning and very keen to achieve well and meet their teachers' high expectations. In one mathematics lesson, when the teacher suggested 'let's make it a bit harder', the pupils responded 'oh yes!'. The youngest children, in Nursery and Reception, settle well into school life, they learn from activities they enjoy and they develop concentration, confidence and independence. This good start stands them in good stead for maintaining positive attitudes to learning in the main school.
18. The overwhelming majority of pupils are well behaved in lessons and around the school. They know how they are expected to behave and, for the most part, they accept the school's standards for their behaviour and they follow the rules. They are courteous and respect their surroundings. This standard of behaviour means that teachers are able to concentrate on teaching. When teachers are supervising the pupils, behaviour is usually good and never less than satisfactory. Even the youngest children behave sensibly when undertaking jobs around school, for example taking class registers to the school office or helping in the library. However, behaviour slips when pupils play out after lunch and, in Key Stage 2, when they are brought back into school before the teachers have returned to the classrooms. At these times a small minority of pupils misbehave intentionally.
19. Pupils' personal development is satisfactory. Relationships in classrooms are harmonious and teachers and pupils get on well. Pupils show respect for others and their beliefs. Many pupils have a mature understanding of the issues that life in the school community throws up and most appreciate the effect their conduct has on others. Pupils make honest, open and thoughtful contributions in 'Circle Time', when the class sits round with the teacher and pupils have the opportunity to raise and discuss matters of concern in school life. Difficult issues are faced. For example, bullying has been raised in these sessions; there is a very small but persistent amount of bullying and unkind behaviour taking place. This is acknowledged by pupils, parents and staff. No pupils were excluded last school year. Pupils respond well to opportunities to take responsibility and use their initiative. For example, the oldest pupils plan some of their own work. However, they have fewer such opportunities for their age further up the school than up to seven years of age.
20. Attendance levels are well below the national average for primary schools. This is unsatisfactory, because pupils are missing out on schooling. Nevertheless, pupils from just a small number of families account for most of the absence.

## HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good in the Foundation Stage (Nursery and Reception), Key Stage 1 (five- to seven-year-olds) and in the first two years of Key Stage 2. In the top two years of Key Stage 2, it is satisfactory. The proportion of good teaching is similar to that seen in primary schools across the country. This quality of teaching, combined with pupils' good attitudes, means that pupils are now making sufficient progress in their learning and achieving acceptable standards at the end of the school. Rates of learning are improving now that the school is overcoming the upheaval and disruption of the last two years.
22. Teaching was at least satisfactory in all the 62 lessons seen. It was good or better in 65 per cent of the lessons. Teaching was good in 45 per cent of the lessons, very good in 18 per cent and excellent in one lesson (2 per cent). In the remaining 35 per cent of lessons, the teaching was satisfactory.
23. This overall, whole-school picture masks significant variations in the quality of teaching for different classes.
24. For pupils aged three to nine years, around 90 per cent of the teaching seen was good or better.
25. In the Foundation Stage teaching is good. The staff teaching these young children work well together and they have a good understanding of the children's needs. They are very successful in creating a calm, orderly atmosphere in which the children flourish, developing confidence and independence. They keep a good check on the children's learning day-by-day and plan interesting activities to move them on. They have high expectations of what the children can learn. For example, in Reception, the teacher set up a simple, enjoyable, but effective activity to help the children learn about friction and its effect on acceleration. The children were fascinated. They delighted in sending toy cars down different wooden slopes covered with materials such as fabric and bubble wrap and comparing how far they travelled. The teacher asked carefully thought-out questions to encourage the children to think about what they were observing, to experiment by changing the incline of the slopes and to try to explain what they found out. Such activities lay good foundations for later work on the National Curriculum. The good teaching at this stage enables children to get on well so that, by the end of the Reception year, the majority are not far behind the standard expected for their age.
26. Teaching is most effective in Key Stage 1, where just over 40 per cent of the teaching seen was very good, and in Years 3 and 4, where there was 35 per cent very good or excellent teaching. Consequently, pupils build well on their good start and they continue to make good progress in Key Stage 1. Standards in Year 2 show that pupils are set to at least meet the standard expected for their age in all the subjects and to exceed it in mathematics. The good teaching is instrumental in enabling pupils to achieve these standards from entering Nursery with well below average levels of attainment.
27. Almost two-thirds of the pupils are in Key Stage 2. In this key stage, overall, just less than half the teaching observed was good or better.
28. However, in Years 5 and 6, the classes for ten- and eleven-year-olds, less than a quarter of the teaching seen was better than satisfactory. This is a far lower proportion than seen nationally. Pupils' rate of learning slows down as a direct result of this poorer quality of teaching. The quality of teaching in these years is brought down

because, in two of the three classes, though the teaching is satisfactory, only a very small proportion is good. Just 13 per cent of the lessons seen in these two classes were good. Pupils' rate of learning slowed as a result of upheaval over the last two years. The teaching in this part of the school is not good enough to enable them to catch up and achieve the standards expected for their age by the end of the key stage.

29. Lessons for pupils in Years 5 and 6 often lack the drive and pace of the better teaching in the school. Furthermore, they sometimes lack a clear focus because teachers are unclear about precisely what they want the pupils to learn from the work they undertake and they do not match work as closely to pupils' varied learning needs as the most effective teachers. This lack of focus also leads to less effective whole-class plenary sessions at the end of lessons, because teachers do not use the time to question effectively, to probe and extend pupils' understanding or to reinforce the key points of the lesson. The effect of these shortcomings were seen, for example, in a Year 5 science lesson; the teacher helped pupils with their work but mainly by pointing out errors in their English rather than by taking opportunities to lead them on in their scientific understanding. In another lesson, the mathematics set was not hard enough for a few of the pupils who soon finished and had nothing more demanding to go on to. In lessons like this, pupils apply themselves and the vast majority make progress, but not as much as they could.
30. Throughout the school, teachers have good relationships with their pupils and they maintain good order in lessons. Consequently, pupils get on with their work. When the work set is hard enough to challenge them, as it usually is in most classes, pupils make good progress in their learning.
31. Several examples of such effective teaching were seen. For instance, in a mathematics lesson for Years 3 and 4 pupils, in the whole-class teaching part of the lesson, the teacher matched questions carefully to individuals and groups and communicated an expectation that they would want to learn and would work hard. All the pupils were challenged but, with effort, able to succeed. The teacher had a very good understanding of the subject and the key aspects that pupils need to understand in order to make progress. For example, the calculations she set introduced the pattern of the nine times table as well as providing good practice of mental addition. The lesson moved along at a very rapid pace and the pupils were totally engrossed. They were very keen to do the mental calculations and show their answers. They kept up intense concentration for at least half an hour. This lesson was highly effective in moving pupils on in their learning because they tackled new work and got lots of practise to reinforce it.
32. The teaching of literacy and numeracy skills is good. The subject leaders for English and mathematics have had a positive influence on work throughout the school and teachers are using the national strategies effectively, taking account of the pupils' particular needs.
33. Most of the other subjects are taught satisfactorily. However, although no unsatisfactory lessons were seen, it is clear from pupils' work and teachers' planning that the teaching of geography and music is not good enough in Key Stage 2. There is not a clear enough focus on the geographical aspects of work, for instance in a study of Egypt. This weakness is compounded by the shortcomings in the whole-school planning of work. In music, teachers' knowledge and understanding of the subject is limited. This means they do not pitch work at an appropriately demanding level to enable pupils to achieve the standards they should.

34. The quality of teachers' day-to-day checking of pupils' learning and their marking of pupils' work is inconsistent. There are examples of these features of teaching being used well to guide teachers' planning of the next steps in pupils' learning and to help pupils know how to improve. However, in other classes, this is not as effective.
35. Throughout the school, teachers set work for pupils to do at home and, for the most part, this contributes to pupils' learning. The effectiveness of homework is diminished because the arrangements are not clear and consistent.
36. All groups of pupils, including the most able, those with special educational needs and those who find learning a bit difficult, make equally good progress in learning, except for the few occasions when the most able are not stretched. Pupils with special educational needs are taught for the most part in their classes. They also benefit from good additional help from support staff and voluntary helpers. Work is matched to their learning needs and, consequently, they make sound progress towards achieving the targets set in their individual education plans. The 'setting' arrangements for English and mathematics are generally effective in ensuring that work is matched to pupils' needs and abilities.

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

### **The curriculum: the learning opportunities the school provides**

37. The quality and range of learning opportunities provided by the school are good in the Foundation Stage (Nursery and Reception). These young children benefit from a rich and well-planned curriculum that covers all the areas of learning recommended for this age group and builds progressively over the two years. Children are able to move on to work from the National Curriculum as soon as they will benefit from it. The curriculum is satisfactory for the five- to eleven-year-olds in Key Stages 1 and 2. The school meets the requirement to teach all subjects of the National Curriculum and religious education and gives suitable emphasis to the key skills of literacy and numeracy. All pupils, boys and girls alike, whatever their ability, have equal access to what the school offers and an equal chance to learn and make progress.
38. The school is implementing the National Strategies for Literacy and Numeracy. Teachers use them well, following the guidelines and matching work to the needs of their pupils, with a particular focus on identified areas of weakness. This is having a positive effect on the standards pupils achieve. The plan of work agreed for Rotherham schools (the Agreed Syllabus) is followed in religious education.
39. In the other subjects, the school is beginning to use a set of nationally recommended whole-school plans of work, produced by the Qualifications and Curriculum Authority (QCA). These give a clear structure to work and ensure that all the required work is covered and pupils learn a broad range of things. They also help teachers to link the planning of work to assessments of what pupils have learned from previous lessons. However, this is a very recent development. It is starting to have a beneficial effect on standards, particularly those achieved by pupils up to nine years of age, but has had little effect on standards at the top of the school. In most of these subjects, further guidance is needed for teachers to ensure planning takes good account of the needs of pupils in mixed-age classes. The information and communication technology (ICT) curriculum is satisfactory but it is undermined by a shortage of computer programs to support the use of ICT, other than word processing, in other subjects. In music, although the right things are taught, the work in Key Stage 2 is not taken to an

appropriately high level because teachers lack the expertise to do so. In geography, the curriculum is unsatisfactory. In Key Stage 2 not enough attention is given to specific geography work. In Key Stage 2, some subjects, for example history, are not taught for a term or more at a time. This makes it hard for pupils to build effectively on what they learn.

40. The curriculum is enriched by a range of educational visits that have a positive effect on pupils' learning.
41. Pupils with special educational needs follow the same broad and balanced curriculum as their classmates but work is matched to their individual requirements. These pupils also have suitable individual education plans to guide work on their particular difficulties. They are followed effectively so the pupils make satisfactory progress.
42. The provision for personal and social education (PSE) and health education and citizenship is satisfactory. A good deal of attention is paid to PSE. Classes have a weekly session of PSE in which they consider issues such as bullying. Opportunities are also provided for pupils to discuss matters that concern them in a supportive atmosphere at 'circle time', when everyone in a class sits together in a circle and pupils are able to speak openly. However, this is not fully effective with a very small minority of pupils. Pupils are taught what it means to be a member of the school community. They have a taste of democracy when they vote for class representatives to join the school council and get regular reports back from them. Proper attention is paid to sex education and to teaching pupils about the dangers of drug misuse through the PSE programme.
43. The school promotes a satisfactory, if modest, range of out of school activities with the support of parents and friends of the school as well as of the staff. These include sport, such as football available to both boys and girls, as well as artistic activities such as drama and further opportunities to study work on computers.

#### **Provision for pupils' personal development and for their spiritual, moral, social and cultural development**

44. Taken overall, the provision for this aspect of pupils' development is good. Spiritual, moral and cultural development are promoted well and the provision for pupils' social development is satisfactory.
45. The school pays a good deal of attention to promoting pupils' personal development through an active scheme of personal, social and health education. 'Circle time' has been developed in all classes. This provides pupils with opportunities to learn how to relate to one another and to adults. It is effective in raising levels of behaviour of all but a very small minority. The school enables the pupils to make good use of the opportunities offered to them to visit the secondary school of their choice.
46. Pupils' spiritual development is supported by a well thought out and delivered programme of acts of collective worship (assemblies). These assemblies provide the pupils with opportunities to reflect on matters of importance to them or to rejoice in each other's success. Opportunities for thinking deeply about important matters are provided in subjects such as religious education and history. The creative subjects such as art and drama also provide opportunities for the pupils to find ways of expressing their feelings appropriately. The extensive programme of educational visits, including several days away which are provided in alternate years for pupils in Years 5 and 6, gives pupils opportunities to discover themselves in unfamiliar situations.



47. The school actively promotes sound moral values. The behaviour policy and the methods of pupil management support the good provision for moral development. Pupils are encouraged to take responsibility for their actions and to reflect on how their behaviour affects others. Activities such as 'circle time' and the opportunity to devise a set of rules for each class, based on those of the school, at the beginning of each year foster this approach. All the staff are at pains to present good models of behaviour and personal relationships for the pupils to follow and to enable them clearly to distinguish between right and wrong.
48. Many of these activities also support the provision for the pupils' social development. Provision for social development is good in the Foundation Stage (Nursery and Reception). Staff help children settle and learn to become members of the school community very quickly. The development of the school council is an important addition to this aspect of the school's work. It is having a good impact on the pupils' social development and the good ethos of the school. However there is a weakness in the provision of opportunities for the older pupils to exercise responsibility in class and about the school. This results in the provision for social development only being satisfactory overall.
49. The school is careful to prepare its pupils for life in the wider world and the provision for their cultural development is good. Pupils learn about their own cultural traditions in several subjects, including history, geography and English. The religious education provided by the school introduces the pupils to faith communities other than the Christian faith. They are taught to treat their religious symbols and objects with reverence because they are precious to them. This sensitivity spills over into their approach to differences of beliefs and values. The pupils are introduced to a range of music from other cultures and times as well as from their own, and the same is true of the examples of art with which they are surrounded and the stories which they hear.

### **Links with the community**

50. The school has established good links with the local community and these make a positive contribution to pupils' learning. The local area is used for educational visits and members of the community visit the school regularly. Much help is provided by members of a local church. Church leaders frequently lead school assemblies and members of the congregation and others from the community are highly committed to the school. They support pupils' reading progress by working with them each week. Pupils also contribute to the community by raising funds for local and national charities.
51. The school's links with local secondary schools are satisfactory. Staff visit the school to work with pupils and see what they can do and there is a good exchange of information about pupils' achievements.

### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

52. Taken overall, this aspect of the school's provision is satisfactory.

### **Pupils' welfare and safety and the support and guidance given to pupils**

53. The arrangements for child protection are good and key staff have received suitable training. Matters of health and safety are dealt with properly and the school is a safe place. Day-to-day care of pupils is good. Teachers have a good level of concern for

pupils' well-being; staff are trained in emergency aid and there are good arrangements to inform parents about illness or accidents at school.

**The assessment and monitoring of pupils' academic performance, personal development and attendance and the support and guidance given to pupils**

54. Considered overall, the school's arrangements for assessing pupils' academic achievements are satisfactory. There are strengths in the recently introduced good systems to assess pupils' standards and rates of progress in English and mathematics and in the way findings are used to set targets for pupils' learning. As yet, there are no systematic procedures for assessing pupils' attainment and their learning in the other subjects. This is unsatisfactory. Teachers' day-to-day checking on pupils' learning in Key Stage 2 and the effectiveness of marking are inconsistent. In the Foundation Stage, the assessment systems and their use are good.
55. Two senior staff carry responsibility for organising the assessment arrangements throughout the school. They have made a major contribution to establishing the present good systems in English and mathematics. They try out new systems with their classes so they can ensure they are worthwhile and can support colleagues when they are introduced school-wide.
56. Pupils' levels of attainment in English and mathematics are assessed by tests each year. The information, along with the analysis of National Curriculum test (SATs) results, is used well. The school is now keeping careful records of how pupils' standards compare with the average for their age and their year-on-year progress. Pupils in Key Stage 2 are 'setted' on the basis of their test results and their progress; setting is contributing positively to pupils' rate of learning as work is generally matched to their needs and abilities. Staff use all the available assessment data to determine attainment targets for year groups and learning targets for individual pupils. Boys' achievement in reading has been identified from the analysis of SATs results and action initiated to address it. The close tracking of the progress of a representative sample of pupils is a recent development but has already highlighted areas for development. For example, data handling has been identified as a weakness in mathematics and appropriate steps are being taken to overcome this.
57. All teachers have recently begun to keep 'assessment diaries' in which they note significant steps in pupils' learning and other achievements. The use of these diaries is, as yet, inconsistent between teachers. It is very good in Year 1, where detailed records are kept of the work pupils have covered in English, and in Years 3 and 4, where similar records support pupils' progress in mathematics. This system has the potential to provide a means of keeping track of pupils' progress in subjects where no tests are conducted.
58. There is scope to improve aspects of assessment. Firstly, in science there is an unwieldy system that is not sufficiently closely linked to the levels of the National Curriculum. This means it is not as effective as it might be. In the other subjects, there are no systematic and consistent procedures. Consequently, judgements about pupils' achievement are dependent on individual teachers knowing how they are getting on. This means that, although pupils are usually set appropriate work, it is less closely matched to their learning needs than in English and mathematics, where assessment is more carefully organised. These shortcomings mean that gaps in curriculum coverage or any slowing of pupils' progress are not picked up as quickly as they could be. Secondly, although all teachers mark work conscientiously, the quality of marking varies. The best is good; it focuses on how effectively pupils have learned the key points of a lesson and how they can improve, and learn from mistakes. The less

effective marking sometimes gives encouraging comments such as 'well done' or 'well tried' but is less focused and so less helpful in identifying how pupils can improve.

59. Pupils with statements of special educational needs know their individual targets for learning or behaviour, and assistants or teachers keep good records of small steps in progress. These are used effectively when the regular meetings are held to check these pupils' progress and set their next targets.
60. Assessment is managed well. The teachers with responsibility for it are very clear as to what needs to be done to strengthen the school's systems. The school is well placed to continue developing this aspect of its work and its use to set priorities for future school development.
61. Throughout the school teachers know their pupils well and give them the support and guidance they need to help them make progress in their learning and their personal development. For instance, voluntary helpers are used to read with pupils who need a little extra support.
62. When children start in the Nursery, they are helped to settle in quickly. Staff in the Foundation Stage are sensitive to each child's individuality and particular needs. They provide a good level of support as the children adjust to the demands of school and develop independence.
63. Personal development is stressed and staff make good efforts to help pupils learn to take responsibility for their own actions, to learn about the responsibilities of life in the school community and to form constructive relationships and tolerant attitudes. For example, classes devise their own rules and some lessons are given over to personal and social development (PSE). With the vast majority of pupils, the school's approach is successful. This is seen in their good behaviour and relationships in lessons and their willingness to accept responsibility. These attributes contribute positively to their achievement. However, the school is not entirely successful with all pupils. A very small minority are involved in bullying, behaving in ways that upset or annoy others. The school monitors such behaviour carefully and faces up to the issue of bullying and harassment, giving it a high profile; it has been tackled in PSE lessons and at the school council. However, the school's best efforts have not been sufficient to overcome this problem with a small hard core of offenders.
64. The school monitors pupils' attendance properly but has not done enough to improve the low attendance rate.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

65. A high proportion of the parents who returned the pre-inspection questionnaire have a positive view of the school. The responses to the inspection questionnaire for parents show a high level of satisfaction with the education the school gives their children. The school has satisfactory links with pupils' parents and carers and their involvement in school life contributes to pupils' achievements. The arrangements to work with parents to smooth the transition when children start Nursery and when they begin full-time in Reception are very good.
66. The information the school provides for parents and carers is good. They receive very good and useful information when their children begin the Foundation Stage. School reports are of good quality and parents receive a good amount of information about school life in weekly newsletters.

67. Parents and carers are enabled to make a satisfactory contribution to their children's learning. A significant number help regularly in classes and other activities. For example, a number have been trained to help pupils with reading and a parent runs the orchestra. The Friends' Association organises social and fund-raising events. It provides valuable funds for additional resources for teaching and learning. Pupils are set homework throughout the school but the arrangements are not consistent between classes. This shortcoming reduces parents' and carers' ability to support their children's work.
68. The parents of pupils who have special educational needs are well informed about the provision made to help their children and about how they are getting on. They are properly consulted and invited to the annual reviews of their children's progress. The member of staff and governor with responsibility for special educational needs work hard to ensure that parents and carers are able to contribute to these reviews.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

69. The leadership and management of the school are good overall. There are strengths in the way the two schools have been brought together and the decline in standards has been halted and is beginning to be reversed. Shortcomings are seen in the role and contributions of the deputy headteacher and the subject leaders.

### **The contributions of the headteacher, key staff and the governing body**

70. The headteacher provides very good leadership. She has, by her enthusiasm and open approach, successfully led the amalgamation of the former junior and infant schools. Teachers, pupils, parents and governors now see themselves as members of one school. She has secured commitment from staff and has established a team that aims to provide the best education for pupils and to raise the standards they achieve by the time they move on to secondary school.
71. Staff and governors recognise her achievement in creating an effective team of teachers and support staff from two schools with different ways of working. Almost all the parents who responded to the inspection questionnaire think that the school is well led and managed.
72. The headteacher has a clear long-term vision for the school and its educational direction and she is committed to improving standards. She recognises that standards at the end of Key Stage 2 are not high enough and has started to put systems in place to address this. She works tirelessly to improve the school. She has established very good relationships with pupils and the vast majority of them are very keen to meet the standards she sets for them.
73. The effectiveness of the headteacher's leadership is seen in the high standards achieved by seven-year-olds and the recent improvements in the standards achieved by the eleven-year-olds at the end of their time at Anston Brook.
74. The deputy headteacher supports the headteacher and is a member of the senior management team. He has made a good contribution to the successful amalgamation, by supporting teachers during the upheaval caused by building work and staff absences. However, the role of the deputy headteacher does not contribute as much as it should to the leadership and management of the school for two reasons. It does

not carry responsibilities commensurate with this senior management post and the present job description is not fully implemented.

75. The recent establishment of the senior management team has broadened the base of management and brought valuable experience and expertise, by involving the two key stage leaders. This has been effective. The team makes a positive contribution to the school's development and has the capacity to secure continuing improvement. The key stage leaders provide a sounding board for staff and deal with issues brought by support staff and lunchtime supervisors.
76. All teachers carry responsibility for leading and managing work in one or more subjects. Each subject has two joint leaders, one based in each key stage. This supports consistency and continuity in work throughout the school. The quality of subject leadership and its effectiveness in raising standards varies. Taken overall it is satisfactory. Some subject leaders are able to get a clear view of the work in their subjects throughout the school. This is particularly true in English and mathematics. The successful implementation of the National Literacy and Numeracy Strategies has enabled these subject leaders to identify the standards pupils are achieving and use this information to plan future work. This is instrumental in driving up standards. However, in several other subjects, the subject leaders are less clear about the standards pupils achieve and the quality and effectiveness of teaching and learning in their subjects. This is largely because they have not yet been given the opportunity, and the time, to look at the standard of work achieved across the whole school. Consequently, some subject leaders are not well placed to identify what needs to be done to improve standards in their subjects and to plan for future developments.
77. Nevertheless, there are several strengths in the monitoring and evaluation of the school's work. These are having a positive effect on pupils' achievement and are now being used to help determine priorities for school development. Senior staff keep a good check on the quality of teaching and on how well pupils achieve in English and mathematics. The introduction of the National Strategies for Literacy and Numeracy has been managed well; teachers have been helped to teach these key skills effectively. The headteacher checks on the quality of teaching and gives the teachers useful advice as to how to improve the effectiveness of their teaching. The school's good systems for assessing the standards pupils achieve and keeping track of their progress ensure that weaknesses are picked up and appropriate action planned to remedy them.
78. The provision for children in the Foundation Stage (Nursery and Reception) is managed well and this contributes considerably to the children's good progress. Plans are made jointly and systems, such as those for assessing children's learning, are used consistently and effectively in both classes. Staff regularly review the effectiveness of their work and of the curriculum they provide.
79. The provision for pupils with special educational needs is properly managed. The responsible staff member, the special educational needs co-ordinator (SENCo), ensures that individual education plans are written to guide staff in providing for the pupils and that pupils get the support they need. She liaises effectively with external support agencies and works closely with school staff. However, because the SENCo carries other major management responsibilities little time is devoted to checking how effective the provision is.
80. The governing body fulfils its statutory responsibilities and is now conducting its business effectively. This is achieved through an effective committee system and a programme of meetings that allow sufficient time to deal with school matters as well as

agenda items raised by external agencies, such as the local education authority. Since the amalgamation there has been considerable movement of governors leaving and joining the governing body. Several new and inexperienced governors have been appointed. They have brought many valuable areas of expertise to the school; for example, a governor with good computer skills is planning to help the school to make its assessment information more effective by putting it on disk. However, the school recognises that governors need to increase their understanding of their roles and responsibilities and the first training session has already been arranged. At present, a few key governors are carrying most of the load as newcomers find their feet. These key governors have a good understanding of the school's strengths and the areas in which it needs to improve and they keep a check on its performance. For instance, they have discussed, with senior staff, the need to improve the National Curriculum test (SATs) results and how this might be achieved. The governing body is kept well informed about the school's work by very good reports from the headteacher. These reports are closely linked to the school's development plan. The governing body is now in a good position to consolidate recent developments and play a greater part in planning future improvement.

## **The adequacy of staffing, accommodation and resources**

### Staffing

81. There are sufficient suitably qualified teachers to meet the needs of the pupils. There is a balance of experience so that the pupils meet a good range of new and well-trying methods as they move through the school. Teachers who are new to the school, or the profession, are supported effectively. The number of support staff is well matched to the needs of the pupils. They are appropriately trained and well directed by the individual teachers in the classes in which they work. Support staff concerned with lunchtime and playground supervision are sufficient in numbers. They are well informed about school policies concerning behaviour and relationships between pupils. They are well managed. The way all the staff are developing co-operative relationships, their understanding of children and their professional skills are significant features in the school's continuing efforts to improve standards.

### Accommodation

82. After a period of disruption due to building works and redecorating the accommodation is now good. The teaching areas are of a good size for the numbers of pupils. In the Nursery and the Key Stage 1 part of the school, the teaching areas are imaginatively arranged with a good range of spaces set apart for particular activities. The school is well decorated. It is a welcoming place for the pupils to work in and for parents and others to visit. There is generous hall provision as well as a dining room sufficiently large for the school's needs. The school has not yet found ways to make best use of the two halls for physical education. The hall in the Key Stage 1 area is more appropriate for vigorous gymnastics and games' training while that in the Key Stage 2 area is more appropriate for dance. The two libraries are well designed and provide good places for encouraging reading as well as for teaching small groups. There is a good enclosed outdoor area for the Nursery and Reception children. The grounds are well laid out with interesting special areas for imaginative play and other educational and games uses. There are also well-planned places where pupils can sit and talk quietly. The school and grounds are well cared for and there is currently little evidence of vandalism.

## Resources

83. Overall the teaching resources provided in the school are satisfactory. In some areas where national schemes, such as in literacy and sport, have prompted purchases to meet new requirements, the resources are good. In most subjects the resources, which generally meet the needs of the school's current teaching plans, need to be matched to the new curriculum requirements. For example in information and communication technology there is a shortage of software to support subjects other than English. The distribution of resources does not always meet the demands of a united primary school. The two libraries are well resourced and the books are well used.

### **The school's use of its resources**

84. The school makes satisfactory use of the available resources. Control of the budget is very good. The governing body is properly involved in setting the budget plan, and deciding staffing levels. Governors monitor spending regularly and the administrative staff and headteacher manage day-to-day financial affairs efficiently. Funds are directed to identified priorities that are planned to improve standards and improve the quality of education. Funds that are provided for specific purposes, such as provision for special educational needs, are used appropriately. The school applies the principles of best value. It consults parents, compares its performance with that of other schools and staff shop around before buying resources. The recommendations of the latest audit report, in June 2000, have been implemented.
85. The use of staff, accommodation and resources are satisfactory but not fully effective. The outdoor facilities are used well for scientific work and, in physical education, for orienteering. The use of the two halls is not efficient and an indication that work remains to be done to use the resources and accommodation now available to the amalgamated school to best effect. The quality of work in physical education in Key Stage 2, though satisfactory, is inhibited because these pupils use the smaller, less well-equipped hall. The deployment of teaching staff does not always take full account of their strengths and, at times, support staff are not best used during full class teaching sessions.

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

86. In order to raise standards and improve the quality of education, the headteacher, staff and governors should:
- (1) Raise standards of attainment in English, mathematics and science to meet the national average by the end of Key Stage 2 by:

#### **In English and mathematics**

- continuing and developing the use of the National Strategies for Literacy and Numeracy;
- enabling all teachers to learn from the most effective teaching in the school, thereby spreading and extending good practice;
- continuing and developing the analysis of test results and the targeting of identified areas of weakness;

(see paragraphs 105, 106, 115, 116, 117, 120, 121, 127, 128, 129)

**In English**

- building on recent initiatives to raise boys' achievement;  
(see paragraph 113)

**In mathematics**

- making teachers' day-to-day assessment of pupils' learning more rigorous and consistent;  
(see paragraph 129)

**In science**

- devising and implementing a manageable system for assessing pupils' learning;
- strengthening the role of the subject leaders, enabling them to know about the standards achieved and the quality of teaching and to act upon any weaknesses that are identified.  
(see paragraphs 131, 139)

(2) Improve the quality of teaching in Years 5 and 6 by:

- ensuring teachers are clear what pupils should learn in each lesson;
- matching work more closely to pupils' learning needs and abilities;
- improving the pace of lessons.  
(see paragraphs 28, 29)

(3) Enable the subject leaders to be more effective and to know about the standards of work and the quality of teaching in their subjects, throughout the school and make a difference to standards.  
(see paragraph 76)

(4) Improve pupils' attendance rates.  
(see paragraph 20)

87. In addition to these key issues for action, the following less significant weaknesses should be considered for inclusion in the action plan:

- the below average standards in geography and music at the top of the school (see paragraph 13, 152, 155, 157, 174, 178-181);
- the deputy headteacher's limited management role (see paragraph 74);
- the assessment of pupils' progress and the standards they achieve in science and the non-core subjects of the National Curriculum (see paragraph 58, 131, 139, 145, 150, 157, 165, 170, 181, 191);
- the very small but intractable amount of low level bullying and unkindness to others (see paragraph 19).



## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	62
Number of discussions with staff, governors, other adults and pupils	37

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	18	45	35	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	215
Number of full-time pupils known to be eligible for free school meals	N/A	34

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	4	50

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	4
Pupils who left the school other than at the usual time of leaving	8

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

### ***Attainment at the end of Key Stage 1***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	13	23	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	11	12
	Girls	21	21	23
	Total	31	32	35
Percentage of pupils at NC level 2 or above	School	86	89	97
	National	84	85	90

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	21	22	22
	Total	31	34	34
Percentage of pupils at NC level 2 or above	School	86	94	94
	National	84	88	88

### ***Attainment at the end of Key Stage 2***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	16	21	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	10	12
	Girls	16	14	17
	Total	24	24	29
Percentage of pupils at NC level 4 or above	School	65	65	78
	National	75	72	85

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	8
	Girls	12	14	13
	Total	17	21	21
Percentage of pupils at NC level 4 or above	School	46	57	57
	National	70	72	80

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	230
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	22.6
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	82

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	33

Total number of education support staff	1
Total aggregate hours worked per week	45

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

### ***Financial information***

Financial year	1999-2000
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	£
Total income	539,018
Total expenditure	538,595
Expenditure per pupil	1,890
Balance brought forward from previous year	15,660
Balance carried forward to next year	16,083

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	252
Number of questionnaires returned	70

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	29	4	6	0
My child is making good progress in school.	53	41	4	1	0
Behaviour in the school is good.	33	56	6	4	1
My child gets the right amount of work to do at home.	37	47	10	4	1
The teaching is good.	60	37	1	0	1
I am kept well informed about how my child is getting on.	46	39	10	6	0
I would feel comfortable about approaching the school with questions or a problem.	56	41	0	3	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	47	40	3	4	6
The school is well led and managed.	47	49	3	0	1
The school is helping my child become mature and responsible.	49	49	0	1	1
The school provides an interesting range of activities outside lessons.	41	40	16	1	1

### **Other issues raised by parents**

Parents who attended the meeting with the Registered Inspector, before the inspection, thought that, although staff and pupils coped well with the amalgamation, it had caused some disruption to pupils' education. However, they thought that the school was now improving and that, overall, the amalgamation was a good move.

## **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**

88. The Foundation Stage covers education from three years of age to the end of the Reception year. At Anston Brook, each school term, new children start Nursery and others move up to the Reception class. At the time of the inspection, there were 52 part-timers in the Nursery and 13 children attending full-time in the Reception class. They were due to be joined by a further 10 Nursery children after the Easter holiday.
89. The Foundation Stage gives the children a good start. They progress well in their learning, because they are taught well in a caring and supportive atmosphere. Staff provide a good range of worthwhile learning activities as well as good direct teaching and they help children develop the confidence to benefit from school. Children's attainment when they start Nursery, taken overall, is well below average. All the children do well from their starting point. Those with special educational needs get the help they need and the more able are brought on. Even so, for the majority, standards are below average for their age when they move up to Reception. They continue to gain ground at a good rate in the Reception class and, by the end of Reception, most of the children are not far below the standard expected for their age. This rate of progress is a good achievement for them.
90. Attainment, by the end of this stage of education, is judged against nationally agreed goals (Early Learning Goals) for children to achieve by the end of the Reception year. The children's attainment meets these expectations in personal, social and emotional development, knowledge and understanding of the world and physical development. Communication, language and literacy skills and creative development are a little below expectations. Mathematical development does not meet the expected standard.
91. Staff in the Nursery and the Reception class have good knowledge and understanding of young children's needs and how they learn. They create an enthusiasm for learning, so that children persist at their activities. They manage the children very well so that classrooms are calm and orderly and the children can concentrate. They keep a good check on how well children are progressing and they use these assessments to decide the next steps in children's learning. They are skilled at making the most of the incidental opportunities that arise to extend children's vocabulary, widen their horizons and promote their learning. For instance, when the register is called each morning, mathematical words are introduced. When a child brought a feather boa to school, staff compared it with scarves made from other materials, like knitted woollen scarves. The staff work well as a team. They ensure that the transition from Nursery to Reception is as smooth as possible and that children build on what they have learned in Nursery. Staff plan together with work focusing on a topic, such as transport that interests the children and helps them make sense of all the activities they undertake. The teachers use the support staff and other adults effectively, enabling them to make a full contribution to the planning of work and to teaching and, therefore, to the children's learning.

### **Personal, social and emotional development**

92. Teachers provide well for this area of learning and the children make good progress in both Nursery and Reception. When they start Nursery, their social skills and personal

development is below average. By the end of Reception, most have achieved the goals for their age and some have exceeded them.

93. In Nursery, staff encourage children to be independent and start to take some responsibility yet they provide support so children have the confidence to try things. For example, they urge children to put their own coats on before going out of doors but unobtrusively assist those who have trouble with buttons and zips. Children are expected to tidy up behind themselves and they do so as well as they can, for instance, sweeping up spilt sand. They learn how to behave appropriately as members of a group at Nursery, following the simple rules. They follow the staff's example by helping each other, for instance, when getting ready to go to the hall for physical activities. The staff respect the children and they respond well to this. For example, the teacher let children decide whether they wanted to listen to a story but insisted that they listen attentively and quietly if they joined the group.
94. This good start is built on well in Reception. The classroom is organised to enable children to do things for themselves and avoid over-dependence on adults. For instance, the correct number of colour-coded overalls are hung at child height close to each messy activity and storage drawers are clearly labelled with pictures or examples of their contents. This means children decide themselves if there is room for them to join an activity and can get and replace equipment independently. They develop a fair degree of independence and take greater responsibility, even entering their own 'house points' on the classroom chart. The children co-operate well.

### **Communication, language and literacy**

95. Children make good overall progress in this area of learning because of good teaching. When they start Nursery, they are well below average in speaking and listening and early reading and writing skills. Several rarely speak at any length, usually using only single words. Only the higher attainers in Nursery speak in sentences of the degree of complexity usual at their age. Staff provide good opportunities to encourage children to talk purposefully. For example, in Reception, there is a telephone in the bus station office. Children make very good progress in speaking and listening and good progress in learning to read. In writing, their progress is satisfactory. Even so, by the end of Reception, for the majority, attainment falls a little short of the national goals. However, the higher attainers exceed these goals; they are already reading simple books with confidence.
96. In Nursery, staff develop children's vocabulary effectively when they join in their imaginative play. From the earliest days, children are helped to develop the visual discrimination necessary for reading. Most recognise their own name cards but the lower attainers rely on a picture clue. The Nursery incorporates an attractive area for children to look at books and for teachers to interest children in books and stories. Reception children enjoy books. Most know the message is in the print but the lower attainers tend to 'read' the pictures, only occasionally looking at the words. The majority know the sounds made by some letters and recognise a reasonable number of words on sight but are still heavily reliant on picture clues. Higher attainers are beginning to use their knowledge of letter sounds to work out very simple new words. Children see the need for reading because teachers use the printed word as part of the activities provided in the classroom. For instance, there are labels for the bus play area, such as 'full' and 'broken down'.
97. There are lots of opportunities in Reception for children to experiment with writing, for example making individual little books and writing bus timetables. Children gain belief in themselves as writers. Most make separate words and use mainly shapes that are,

or at least look like, letters. However, staff pay too little attention to teaching children how to form letters correctly. Consequently, they find their own, inefficient methods, and learn bad habits.

### **Mathematical development**

98. Children start Nursery with below average attainment in mathematics. They are taught effectively and make steady progress but not sufficient to catch up. By the end of Reception, most have not achieved the goals for their age.
99. Most of the Reception count up to 10 objects accurately. They are beginning to get an understanding of addition but do not yet add objects efficiently. For example, when they have added on more counters to a set they count the whole set again from one. This shows the limits of their understanding of numbers. The higher attainers count to 20, confidently, whilst the lower attainers say the right numbers when they count to 10 but cannot reliably say one number to match each object so they get the wrong total. Children recognise circles, squares and triangles.

### **Knowledge and understanding of the world**

100. This area of learning helps children to make sense of the world around them and lays the foundations for later study of science, design and technology, geography, history and information and communication technology (ICT). When children start Nursery, they have limited knowledge and understanding of the world around them. Teaching is good; staff provide a good range of activities, such as simple mapmaking, model making, computer work and visits in the local area. As a result, the children make good progress and achieve the goals for their age, by the end of Reception.
101. Children have good practical opportunities in this area of learning in Nursery and Reception and staff help them to become more observant and to experiment; they ask lots of 'why?' questions. The Nursery staff took advantage of the opportunity provided by the winter weather to take the children out to look at the frost on grass and trees and the Reception children have visited a building site. From their earliest days in Nursery, children use computers. The Reception children are confident with information and communication technology (ICT). They have good basic computing skills for their age and the higher attainers print their work independently. All the children learn how to use a remote controlled toy and some manage to give it a series of advance instructions to control its movement. In Reception, staff's expectations of what the children understand are high and they plan interesting and challenging activities. For instance, children made good progress in a lesson about the effects of friction and incline on the speed of movement of toy cars. They experimented enthusiastically and purposefully and began to anticipate what would happen when they changed the steepness or surface of the slope they rolled the cars down. In both classes, children make models. In Reception they work well in the 'workshop', using a wide range of materials, some reclaimed. The children's models are carefully executed for their age. Children develop appropriate early historical and geographical concepts. For example, in Reception, they attempt to draw simple maps and plans.

### **Physical development**

102. When children start Nursery, their physical skills and development are fairly average for their age. They make sound progress in this area of learning and, by the end of Reception, the majority have achieved the goals for their age.

103. Staff provide the children with plenty of opportunities to develop control of their bodies by using large equipment, in physical education lessons in the school hall and in outdoor play. They develop satisfactory manual dexterity by using small tools like paintbrushes and glue spreaders. Staff provide good opportunities for this development, for example, by spooning pasta shells into small cardboard cylinders. They teach children how to use small tools. New starters show little control when using glue spreaders but, after a term, they wipe them carefully on the pots and rarely drip glue.

### **Creative development**

104. On entry to Nursery, children's attainment is significantly below average. They undertake a good range of creative activities, particularly in art. As a result, they make steady progress. However, they fall short of the national goals by the end of Reception. For example, their paintings are often quite immature for their age. Children learn to make pictures and designs using a range of media, for example chalks and collage materials. Reception children have produced satisfactory quality self-portraits. The Reception children join in singing familiar songs, singing quite tunefully. By the time they are in Reception, children respond constructively to the good provision for imaginative play. They dress up and use the 'props' provided.

### **ENGLISH**

105. Pupils at the top of the school, in Year 6, are attaining standards that are slightly below those expected for their age in all aspects of English (reading, writing, speaking and listening). This achievement is satisfactory in view of their attainment on entry to the school and is better than the achievement of last year's leavers. The majority of the present Year 6 pupils are set to achieve expectations (National Curriculum Level 4) by the end of Year 6, but a significant minority are likely to fall below this standard, considerably more than are set to exceed it. Improved standards are mainly due to the more settled nature of school life and improved methods of teaching English. All pupils, including those with special educational needs, are now making good progress in their learning.
106. Pupils are now making good progress in their learning. The five- to seven-year-olds do well and are therefore achieving average standards by the end of Key Stage 1. Pupils continue to do well in Years 3 and 4, where the quality of teaching is good. Their rate of progress slows in Years 5 and 6, where teaching is generally satisfactory. This means that pupils' overall achievement in Key Stage 2 is satisfactory.
107. Last year the seven-year-olds, at the end of Key Stage 1, achieved well above average standards in reading and average standards in writing in the National Curriculum tests (SATs). Their standards were high compared with those achieved by pupils in similar schools. However, they were a particularly good group for the school. They are continuing to achieve above average standards in Year 3. The present Year 2 is more typical; these pupils are achieving broadly average standards. Pupils are taught well in Key Stage 1 so they build effectively on their achievements in the Foundation Stage (Nursery and Reception) and make good progress in their learning. In Key Stage 1, there is little difference in the achievement of boys and girls or in their attitude to the subject.
108. The Year 2 pupils achieve average standards in speaking and listening. They listen attentively and give relevant answers to their teachers' questions. Even the less able



pupils talk confidently about their work and are willing to address the class, as when they talked about their favourite part of the class story.

109. In Key Stage 1, teachers are systematic in their approach to teaching pupils about the sounds made by different letters and groups of letters (phonics) and they enthuse pupils about words and sounds. For instance, in a Year 2 lesson, pupils were eager to find and read 'wh' words in classroom displays. The pupils use this knowledge, as well as other clues like the pictures, to work out unfamiliar words when they read their own books. However, the lower attainers depend more heavily on the pictures. The higher attainers read confidently and with good expression. They have a good understanding of what they read. Teachers are enthusiastic about the subject and they introduce the pupils to a range of fiction and non-fiction books, which they enjoy.
110. Pupils undertake a suitable range of written tasks in Key Stage 1. For example, they write their own stories and poems, they write about the characters in stories and they write factual information such as how to look after kittens. Teachers use extracts from stories, letters, poems and accounts of events successfully to encourage pupils to write interestingly at their own level. Pupils progress well in writing as a result of this effective teaching. The majority of pupils in Year 2 understand how to sequence the events in a simple story. Their spelling and handwriting are of a satisfactory standard for their age. They spell simple words accurately and, when they get them wrong, their efforts show they have tried to apply their phonic knowledge. Around half the Year 2 pupils form their letters well.
111. The quality of teaching, though still good overall, is not as strong in Key Stage 2 as in Key Stage 1. However, pupils are now making good overall progress in their learning in this key stage and achieving acceptable standards.
112. Pupils express their ideas clearly and effectively, using technical terms accurately where appropriate. This effectively supports their learning in other subjects. As they move through Key Stage 2, their spoken sentences become more complex and they answer questions thoughtfully. By Year 6, they express ideas quite well. For instance, after they had heard Aesop's fable of 'The Crow and the Urn', the teacher challenged them to think of the moral of the story. A typical response was 'never give up quickly'.
113. Year 6 pupils enjoy reading both fiction and non-fiction books. Both boys and girls read for information, for instance about their hobbies and the local news. Most read a wide range of reading matter confidently. When reading aloud, they correct their mistakes when they realise what they have read does not make sense. Although, taken overall, reading standards at the top of the school are not far below average, the girls are doing better than the boys. However, this disparity is not so marked lower down the school and staff are taking appropriate steps to raise boys' achievement, for example, providing more books that capture their interest. This initiative has not yet had sufficient time to have a significant impact towards the end of Key Stage 2.
114. The Year 6 pupils plan their written work and produce some imaginative pieces. For instance in a lesson on the literary genre of science fiction, they created imaginative word pictures. In 'literacy hours' they learn appropriate grammar and punctuation and the characteristics of different types of writing, such as fables. Standards of handwriting are acceptable, though around a third of the pupils have not yet developed an easy, fluent written style.
115. The quality of English teaching is good overall in both key stages. The National Literacy Strategy has had a positive effect and pupils are learning at a better rate as a result. Teachers are using the national strategy intelligently. They develop the plans

appropriately to meet their pupils' needs. They emphasise aspects of English that have been identified as needing more work with particular groups of pupils.

116. The good quality of teaching in Key Stage 1 results in a good quality of learning. The pupils respond enthusiastically to challenges from their teachers. For instance, in Year 1 they were asked to produce lists of interesting words beginning with 'sl'. They enjoyed the fun of this and learned quickly. The teachers have a good knowledge and understanding of the subject and especially of how younger pupils learn. This is matched with good quality planning so lessons are interesting and challenging and the pupils are swept along in a shared enthusiasm to produce good work. For example, they were keen to write clear descriptions of characters in stories which they then illustrated. They worked at a good pace and learned to recognise traditional stories and to understand how even the same story can have variations. They discussed different versions of Red Riding Hood. The support provided for the pupils with special educational needs is well managed and there is good co-operation between the teachers and the support staff so that these pupils make the best progress that they can. The teachers provide the pupils with targets to achieve in their learning and set objectives for the lessons which are shared with the pupils. These strategies improve the pupils' sense of involvement and have a good impact on their learning. The positive effect of this approach on pupils' attitudes was seen in a good lesson in Year 2. At the end of the lesson, the teacher asked the pupils, 'did we meet our targets for today?' and urged them to 'pat yourselves on the back', because they had done so. Pupils continue to be taught well in Years 3 and 4. In these years teachers have a very clear knowledge and understanding of how pupils learn the subject, coupled with an infectious enthusiasm for English. This produces a good quality of response from the pupils who are challenged to think deeply and to ask relevant questions. As a result, pupils develop into independent thinkers, unafraid to make observations and ask questions that develop the group's thinking about the use of words, or the development of different types (genres) of writing.
117. The teaching of the older pupils in the school is satisfactory overall. It lacks the sense of challenge for the pupils to work swiftly and to the limit of their ability. The management of the pupils is good and they behave well so that none are obstructed in their learning. The work is generally well planned and the methods of teaching are sound as is the quality of the pupils' learning. Teachers know their pupils' interests and select reading material that appeals to them. This was seen in Year 6 where science fiction was studied. The pupils are familiar with a range of types of writing and develop their understanding of myths and legends, the structure of stories and the best way to set out a narrative. The presentation of their work is often good and they set out stories and descriptive pieces effectively on the computers. Where the teaching is good the pupils are more closely involved in their own learning, targets are set for groups and individuals both for single lessons and for periods of time which are regularly shared with the pupils.
118. Pupils make effective use of their literacy skills in other subjects. For example, they write factual accounts of historical events and they write up science experiments. As yet, opportunities to develop literacy skills are not systematically planned in other subjects.
119. Throughout the school, the pupils with special educational needs are taught English effectively. Their work is appropriately planned to meet their particular needs closely. Support staff make a positive contribution to their learning. Good use is made of the careful planning of class teachers and support staff. The encouragement afforded to these pupils, coupled with the match of work to need, enables them to make good progress and to achieve standards appropriate to their abilities.

120. The improvements in standards of English are largely attributable to the effective implementation of the National Literacy Strategy. Staff have benefited from additional training. The use of the strategy is now being underpinned by good systems to check what pupils know and how well they are progressing in their learning. Information from these assessments is used to set pupils and to help staff decide how to tackle weak areas, such as boys' reading. This subject is led and managed effectively. The subject leaders know about the standards achieved and where the weaknesses lie. There is a strong drive to raise standards and additional resources for teaching and learning have been purchased; resources are now good. Good teaching, good use of assessment to place pupils in sets and to guide the planning of work and improved resources are all enabling the school to start to raise standards from the low point reached in 1999.

## **MATHEMATICS**

121. Pupils at the top of the school, in Year 6, are attaining standards that are slightly below those expected for their age. This achievement is satisfactory in view of their attainment on entry to the school and is better than the achievement of last year's leavers. The majority of the present Year 6 pupils are set to achieve expectations (National Curriculum Level 4) by the end of Year 6, but a significant minority are likely to fall below this standard, considerably more than are set to exceed it. Standards are improving as a result of the school implementing the National Numeracy Strategy effectively, 'setting' the seven- to eleven-year-olds according to their levels of attainment and improving its systems for judging what pupils know and keeping a check on their progress.
122. Teaching is good in Key Stage 1 and last year the seven-year-olds, at the end of this key stage, achieved standards well above the national average in the SATs. They were a particularly good group for the school and a very high proportion exceeded the expected standard. The present Year 2 is more typical. Nevertheless, they are doing well and are set to achieve above average standards, by the end of the year.
123. The current Year 2 pupils have a good knowledge and understanding of number. They add and subtract accurately to 20 and count in 2s, 3s, and 10s. They understand halving and doubling and most have good strategies for doing this in their heads. The higher attainers recognise that addition is the opposite (inverse) of subtraction and that repeated additions lead to multiplication. The pupils recognise and name correctly two- and three-dimensional shapes and know some of their properties. They measure using both standard units, such as metres, and non-standard units, such as the length of their hands. However, some pupils are confused about which measure to use for which task. For instance, they are uncertain what units of measurement (litres and millilitres) to use for water.
124. The current Year 6 pupils work well with the four operations in arithmetic (addition, subtraction, multiplication and division) and they know their times tables. This knowledge and skill enables them to achieve a good degree of accuracy in long multiplication and when working with decimals. They understand the equivalence of decimals and fractions. These pupils have a sound understanding of the metric system and they use a range of mental and written strategies to solve problems. The higher attainers apply their knowledge well to check their results, for instance using inverse operations. The Year 6 pupils understand probability and they construct graphs. However, little work with graphs is undertaken in either key stage, particularly interpreting information presented in this way. In Year 6, only the higher attainers understand how to convert metric measures to imperial.

125. Throughout the school, pupils make satisfactory use of their numeracy skills in other subjects. For example, they make 'timelines' in history to show the order in which events took place and they take accurate measurements when conducting scientific experiments.
126. Pupils with special educational needs are doing the work they need to make progress towards their learning targets. They are achieving appropriate standards, in view of their learning difficulties.
127. The quality of teaching and learning is good overall and pupils have good attitudes to mathematics. They settle to work quickly at the beginning of lessons. They listen to their teachers very attentively and they work enthusiastically and with a good degree of co-operation when they are required to work together or share equipment. Teachers motivate pupils well by making the work enjoyable. Many pupils say that mathematics is their favourite lesson. Teaching is good for pupils from five to nine, in Key Stage 1, and the first two years of Key Stage 2. In these years, pupils make good gains in learning and achieve well. However, for the older pupils in Key Stage 2, teaching is only satisfactory and consequently their progress is slower. The implementation of the National Numeracy Strategy has had a positive effect on teaching and the curriculum. The strategy provides a good structure for teachers and ensures that National Curriculum requirements are met and pupils progress systematically, building on what they have previously learned. Standards are highest in number work; pupils have fewer opportunities to use and apply their mathematical knowledge. There are few examples of the higher attainers undertaking independent investigative work in mathematics.
128. When the teaching is most effective, it is underpinned by teachers' good knowledge of the subject. They use the introductory part of each numeracy hour well to improve pupils' ability to calculate mentally and their understanding of methods of calculation. In the best lessons, these sessions are conducted at a very brisk pace that keeps all pupils fully involved and encourages quick, accurate responses. However, some teachers do not make the most of this opportunity to accelerate pupils' learning. In most lessons, teachers expect a lot of pupils and there is sufficient challenge for all pupils in each class or set. In the best lessons, the match of work to ability is very good because it is based on good lesson-by-lesson assessment of what pupils know and what they learn. This means all pupils move on in their learning. For example, in Year 2, the more capable pupils were expected to work with larger numbers. In a lesson with Years 3 and 4 pupils, the teacher skilfully matched questions to pupils' attainment levels so the more able consolidated their understanding at a higher level. The pupils knew they were expected to try and would be challenged. As a result, they were all fully involved and learning throughout the lesson. However, in less effective lessons, the most able pupils are not always stretched and teaching lacks the drive and pace that characterised the lessons in which pupils made good progress. The most able, older pupils in Key Stage 2 were not sufficiently challenged by work on fractions. All the teachers pay good attention to teaching mathematical vocabulary and teaching pupils to use it accurately. When the teaching is good or better, teachers are very clear what the pupils are to learn and they motivate pupils to work productively by sharing these learning objectives with them. For instance, in lessons in Year 2 and Years 3 and 4, teachers involved pupils in assessing how well they had got on; in Year 2 in developing the ability to estimate reasonably accurately and, in the Years 3 and 4 lesson, in using effective strategies for adding in tens and units. In some classes, display is used well to interest pupils, enthuse them about mathematics and reinforce recent teaching, particularly of vocabulary. Throughout the school, teachers deploy support staff well in the main part of the numeracy hour to help pupils with special

educational needs and the lower attainers to achieve as well as they can. Support staff are not always used effectively during full class sessions at the beginning and end of lessons.

129. There are good procedures for assessing the standards pupils are achieving and their rate of progress. Pupils are tested regularly, their progress is tracked and they are set appropriate learning targets. In some classes, teachers' day-to-day checking of what pupils are learning is good and the information obtained is used effectively to guide teachers' planning. However, this is inconsistent and, in some classes, marking of pupils' work is not used as well as it could be to help them learn from their mistakes and see how to improve.
130. The leadership and management of mathematics are good. The subject leaders have guided the introduction of the National Numeracy Strategy well and ensured sufficient resources to support it. Teachers are confident teaching the new materials and the use of the strategy is driving standards up. The subject leaders have a clear view of what remains to be done to improve matters further and they have good plans to achieve this.

## **SCIENCE**

131. Pupils at the top of the school, in Year 6, are attaining standards slightly below those expected for their age in all aspects of science. This achievement is satisfactory in view of their attainment on entry to the school and is better than the achievement of last year's leavers. The proportions of pupils who are set to achieve at each level of the National Curriculum, by the end of the year, are broadly similar to those seen in English and mathematics. These improved standards reflect the recent improvements in the planning of work. Nevertheless, weaknesses in the assessment of pupils' learning and the leadership and management of the subject mean that continued improvement is not assured.
132. The standards achieved by the seven-year-olds, at the end of Key Stage 1, were assessed by their teachers. These pupils achieved standards above the national average and well above the average for pupils in similar schools. This was because the proportion of higher attaining pupils in this year group is higher than in most. The present Year 2 group is more typical and is set to achieve the standard expected for their age. Reaching these standards is a good achievement for them.
133. The quality of teaching, for the five- to seven-year-olds in Key Stage 1, is good and, as a result, these pupils make good progress in their learning. Progress is slower, though satisfactory, from seven to eleven years of age because the quality of teaching is not as good; it is satisfactory overall in this key stage. Pupils make gains in their learning at a similar rate in all aspects of the subject (scientific enquiry, life processes and living things, materials and their properties, and physical processes). Teachers pay good attention to ensuring that pupils have suitable opportunities for experimentation and investigation.
134. By the end of Key Stage 1, pupils have a sound understanding, for their age, of what constitutes a fair test. They have a sound knowledge of materials and their properties. They group those that have holes in them and those that have not; they test materials to check which are waterproof. Pupils in Year 2 are developing their skills in investigation and their understanding of physical forces. They make sensible predictions about what is likely to happen in their experiments. When they test two model cars to find which will go furthest, they know they have to start them both from

the same place and measure from that spot. Some pupils have not yet grasped the fact that the force with which the cars are pushed should be the same and pairs of pupils each push one car. They learn about what people need to keep healthy and they realise that our bodies need a range of different foods. The pupils have looked at the way living things change over time by, for example, comparing their appearance now with photographs of themselves as babies. Pupils in Year 1 are beginning their work on light and dark and have a satisfactory understanding of the work. They identify things that light up at night such as street lights, torches, fireworks and the moon.

135. In Years 3 and 4 pupils build effectively on what they have learned in Key Stage 1. For example, they set up experiments to test which materials will absorb most liquid. They recognise that to make the test fair they need to use the same amount of water and the same size piece of material. They predicted that toilet paper would absorb the most water and greaseproof paper the least, and their tests proved them right!
136. By the end of Key Stage 2, pupils' skills of scientific enquiry have developed satisfactorily and the majority are working at, or close to, the level expected for their age in this and the other aspects of the subject. For example, they know about healthy lifestyles and that to be healthy people need to eat a balanced diet and take exercise. They know that too much fat can be bad for the heart. In their work about the different amounts of proteins, fats, carbohydrates and vitamins in different foods, they recognise that to compare different foods accurately they should use a standard measure, 100g, rather than amounts in one biscuit or one packet of crisps. They have a satisfactory knowledge and understanding of life processes and living things. For instance, they know about the circulatory system and they classify animals by observable features like whether they have ears. As part of their study of sound and hearing, they set up experiments to find the best material to muffle sound. They use more sophisticated equipment to develop their scientific skills and knowledge. For instance, they measure force in newtons, using a force meter. They present their findings in appropriate diagrams and charts. For example, they have produced accurate graphs to show that objects are lighter when in water and charts and graphs to show the amounts of different nutrients in various foods. They have drawn sound conclusions about healthy food choices from the latter.
137. Pupils with special educational needs are doing the work they need to make progress towards their learning targets. They are achieving appropriate standards, in view of their learning difficulties.
138. The most effective teaching in the school, is characterised by teachers having high expectations of what pupils can learn, their behaviour and the quality and presentation of their work. In these lessons, teachers move the pupils on at a good pace and pupils respond well, working with good levels of concentration, taking an interest in challenging work and enjoying purposeful scientific investigations. There were examples of teaching of this quality in both key stages. In a lesson for the Years 5 and 6 pupils, the well-planned tasks gave pupils good guidance, and very good written questions encouraged them to think carefully about the work they had done. In a lesson for the pupils in Year 1, the imaginative use of an owl puppet captured the pupils' interest and stimulated good discussion about light and dark. When the teaching is less effective, the work is less challenging for pupils and, on occasions, teachers' introductions are too long and, therefore, pupils have too little time on their work to make good progress.
139. The school has recently introduced a nationally recommended whole-school plan of work. This ensures that pupils cover all the content they should. However, at present, the assessment of pupils' learning is not sufficiently closely linked to the planning and

the National Curriculum levels. The current systems are unwieldy. The leadership and management of the subject are unsatisfactory. The subject leaders are not in a position to know about strengths and weaknesses in the standards pupils are achieving and the quality of teaching all through the school. These two shortcomings mean that the recent improvement in standards is not secure because there are insufficient mechanisms to enable the responsible staff to pick up and halt any slip in standards.

## **ART AND DESIGN**

140. Standards are average by the end of both key stages and pupils make steady gains in their learning as they move up the school, though three-dimensional work, such as making models and pots from clay, receives less attention than other aspects of the subject.
141. The five- to seven-year-olds, in Key Stage 1, have experience of using an appropriate variety of media and artistic techniques. They develop good observational skills. The Year 2 pupils have produced good quality pencil drawings of plants they have looked at closely, using magnifying glasses. Their portraits of their classmates, executed in oil pastels, show a good understanding of the proportions of the human face. Pupils in this key stage also develop craft skills. For example, the Year 1 pupils weave strips of paper and they understand that the paper goes under one strip and over the next.
142. In Key Stage 2, art and design is often linked effectively with other subjects. For example, Year 6 pupils have studied Celtic art and produced good quality black and white patterns and symbols. This work reveals good observation of the intricate, complex designs of Celtic art. In Year 5, pupils studying the Romans have produced mosaic patterns using small cut-out squares of coloured paper. In Years 3 and 4 art and design is linked effectively to a study of Islam in religious education. These pupils study Islamic designs and produce carefully drawn symmetrical designs, based on objects they have looked at. They are learning to select appropriate materials to produce the effects they want to achieve. For instance, one pupil chose to work with silver crayon on black paper to reproduce the effect of a black prayer hat decorated with stitching in metallic thread. Pupils learn about the design of decorative and functional objects like pots and the Year 6 pupils' drawings of containers show a satisfactory awareness of form and pattern, with the higher attainers' work incorporating a good degree of accurate detail.
143. Pupils benefit from studying the work of major artists, such as Van Gogh, Renoir and Klee. Year 1 pupils make a good attempt at describing their responses to works of art, such as Van Gogh's 'Starry Night'. Higher up the school, pupils produce work in the style of famous artists. However, they tend to copy the pictures they study rather than use them as a stimulus for their own creative work or capturing the essence of an artist's style.
144. The quality of teaching, in the small number of lessons seen during inspection, was good overall. There is a common strength in the way art is linked to other subjects such as history and religious education. Two of the lessons observed were taught very well. In these lessons the teachers had high expectations of what the pupils could achieve. They provided a good range of interesting and relevant resources to stimulate pupils' work; examples of Islamic designs and woven materials. The teachers encouraged pupils to develop their own response and work independently, for example making their own selection of materials. They had good knowledge and understanding of what they were teaching so they were able to deepen the pupils' understanding and

extend their knowledge. For example, in Year 1, the teacher used the correct terminology accurately when she explained about the warp and weft in woven material. Pupils respond well to this quality of teaching. They enjoy drawing and painting. They get down to work quickly, enjoy experimenting, as in producing different types of weaving, and sustain good levels of concentration. Consequently, they make good progress in their learning. The effectiveness of some teaching was diminished by overlong introductions that left less time for pupils to get on with the work that would develop their skills.

145. A nationally recommended scheme of work has recently been introduced. This ensures that all the areas of study of the National Curriculum are covered. Teachers are currently assessing if this scheme meets all their needs. The leadership and management of the subject is, as yet, unsatisfactory. There are no systematic arrangements for assessing pupils' achievements and their learning or for the subject leaders to find out about strengths and weaknesses in standards or the quality of teaching throughout the school. There are good art displays in the halls and corridor areas which brighten the interior of the school and show pupils what they can achieve.

## **DESIGN AND TECHNOLOGY**

146. Few lessons were seen during inspection because this subject alternates each half term with art and design. Most classes were covering art during the inspection week. However, from an examination of pupils' previous work and teachers' planning and the two lessons seen it is possible to judge that pupils make satisfactory progress in their learning in both key stages and generally achieve the standards expected for their age.
147. Year 2 pupils have looked carefully at puppet models and produced good quality labelled diagrams of these which identify the parts and how they have been put together. They have a satisfactory ability to evaluate how well the puppet has been made and who it was designed for. They have satisfactory making skills. For example, they have constructed model vehicles from cardboard boxes and fixed axles and wheels to enable them to move. In Key Stage 1, pupils learn about the suitability of materials for different purposes. For instance, Year 1 pupils identify some of the materials used to make different parts of houses, such as the walls, roof and windows.
148. In Key Stage 2, pupils undertake an appropriate range of design and make tasks and, by the end of the key stage, they have made sound progress in developing the skills of designing, making and evaluating products. For example, Years 5 and 6 pupils have designed and made slippers. They first researched the construction of slippers by taking a commercially produced slipper to pieces to discover how it had been made. Then they planned how they would construct their own. Their plans are of an appropriate standard, being clearly labelled and showing side elevations. They have executed their plans effectively and paid proper attention to improving the quality of the finished products by decorating them. Their slippers show that they have satisfactory making skills as they have joined the various pieces by sewing and other joining techniques. These pupils evaluate how effectively they make products. For instance, they suggest how to overcome difficulties they encounter, saying, for example, 'it would be easier if...'. Pupils also have sufficient opportunities to construct products that incorporate moving parts. They read making instructions and plans accurately and confidently include axles and pulleys in their constructions. Pupils learn to measure, cut and fold accurately as they make products, such as the pop-up cards produced in Years 3 and 4.



149. The quality of teaching is satisfactory. The work pupils have done indicates that teachers have sufficient knowledge and understanding of the subject, they pitch the work at an appropriate level and they employ methods that enable pupils to make progress in all aspects of the subject. This was clearly seen in the project on slippers, where teachers took the pupils through all the stages of designing and making a product for a specific purpose.
150. The school has recently adopted a nationally recommended whole-school plan of work. This ensures that pupils undertake a suitable number of design and make projects that cover all the work they should. This scheme of work is still being tested by the teachers and, as yet, systematic methods of assessing pupils' achievements against the different levels of the National Curriculum have not been put in place. This limits pupils' progress.

## **GEOGRAPHY**

151. Lessons were only seen in Key Stage 2. Judgements are also based on an examination of pupils' work and teachers' planning and discussions with staff and pupils.
152. Pupils achieve the standards they should by seven years of age. However, standards by eleven are not as high as they should be. All pupils make satisfactory progress in their learning in Key Stage 1, from five to seven, and at first in Key Stage 2. Later in Key Stage 2 progress slows. Geography is often taught to the older pupils in parallel with history, for example through a study of Egypt. Only the school's most effective teachers succeed with this approach. Too often geography is the poor relation and gets too little teaching time so pupils are not able to achieve the standards expected.
153. Year 2 pupils are studying a Hebridean island that features in one of their storybooks. This work has successfully developed their knowledge of geographical features, their understanding of the differences between places and their mapping skills. They are proud of their knowledge and their work. They produce simple maps that show the places and features in the story, such as a bog, mountains, the beach and a bridge. They include simple keys for these features and they know that keys help people to interpret maps. Higher attainers use simple co-ordinates to locate places on maps. The pupils have a good understanding of the fact that a map represents a much larger area on the ground and they know that maps can be drawn at different scales, though they do not use such geographical terms to explain what they know. They know that islands are surrounded by water but they think it is always the sea. They appreciate that places have different characteristics and geographical features and they are beginning to understand how these affect people's lives. For instance, they know that there is less built up land on the island they are studying than in Anston. The higher attainers understand that this has a direct effect on employment and realise that fishing is likely to be a major occupation.
154. Early in Key Stage 2 pupils are working at broadly the level expected for their age. They become more proficient at using maps. Year 3 pupils used atlases and Ordnance Survey maps well to find place names in the local area that showed Viking or Saxon derivation but few have a confident understanding of scale.
155. The Year 6 pupils' geographical knowledge and understanding are not good enough; they are more than a year behind the standards typically seen at their age. The pupils are interested by globes but are slow to find countries and continents on them; some are unable to locate Africa and only the higher attainers know it is a larger landmass

than India. They know that countries near the equator are hot but do not appreciate the effect of altitude on temperature, although they have previously studied mountain environments. Furthermore, although they know that Mount Everest is generally considered to be the highest mountain in the world, they do not know which country it is in and only the higher attainers remember that it is in the Himalayas. When questioned, they give the names of several mountain ranges but do not know which countries they are in. They know the climate is colder near the poles but call them the 'top' and 'bottom'. These pupils are beginning to compare contrasting localities, but only in terms of their physical features. They do not take the next step and consider the effect of these features on people's lives and how places change.

156. The teaching seen was all at least satisfactory. However, weaknesses in the planning of work and allocation of time mean that, although individual lessons are taught properly and sometimes well, pupils in Key Stage 2 do not make sufficient gains in their learning.
157. The geography curriculum is unsatisfactory in Key Stage 2 because too little attention is given to ensuring that pupils learn what they should and systematically develop their geographical knowledge and understanding and skills, such as mapping. Too often geographical work is an add-on to history rather than taught in its own right. The school has very recently adopted nationally recommended whole-school plans of work. If they are followed, this problem could be overcome. However, there are no systematic arrangements to check on how well pupils are getting on or for the subject leaders to find out about the standards pupils achieve or the quality of teaching. Nevertheless, in Key Stage 1 some monitoring of teachers' planning and pupils' work is undertaken and teachers work closely together. The positive effect of this, as well as good teaching, is seen in the higher standards, for the pupils' age, achieved in this key stage.

## **HISTORY**

158. The timetable arrangements meant that no history lessons were seen. Judgements are therefore based on an examination of pupils' work and teachers' planning and discussions with pupils and staff.
159. Pupils achieve high enough standards by seven and eleven years of age, the end of each key stage. Their work meets national expectations and they make satisfactory progress in their learning. They acquire a sound body of historical knowledge and they learn how to find out about the past.
160. There was not enough evidence to form a valid judgement on the quality of teaching. Nevertheless, the standards of pupils' work suggest that teachers plan lessons effectively, have sufficient knowledge and understanding of the subject to teach the right things and have appropriate expectations of what pupils can achieve. They provide more demanding work for more able pupils. For example, work retained from last year shows that in Year 5, the higher attainers took work on the development of the suburbs in the 1930s to quite a high level. As a result, they developed a good understanding of changes in housing and how they were driven by both changing lifestyles and the availability of land. Teachers use historical artefacts to add interest to the work and help pupils understand the past. In Key Stage 2, teachers use a good variety of activities, often quite imaginative, to help pupils deepen their understanding of the historical periods they study. For example, pupils learned about the evacuation of children in World War 2 and then wrote letters home, in the character of an evacuee.

161. In Key Stage 1, the five- to seven-year-olds learn about the lives of famous people from the past, such as Samuel Pepys and they know about some historical events, for example the Great Fire of London. They know about several ways of obtaining information about life in the past and comparing it with the present day. For instance, they use older people's memories, information on the Internet and historical artefacts like old sewing machines and telephones.
162. The seven- to eleven-year-olds in Key Stage 2 study a suitable range of historical topics and periods and, in discussion, they show a sound understanding of the work they have covered and they order events within each period reasonably accurately. By the end of the key stage, pupils make appropriate comparisons between historical periods. For example, they identify differences in people's employment, the clothes they wore and their homes. They use dates but their grasp of chronology is only general so they do not place historical events in different periods in relation to each other or appreciate how far apart they occurred, as precisely as expected at their age. The Year 6 pupils understand that people have different perceptions and views of the same events. For instance they realise that English and German newspapers would have reported the end of World War 2 quite differently. These pupils are aware of a wider range of sources of information about the past, such as museums, reference books, television programmes, census material and the Internet. Pupils make effective use of information and communication technology (ICT) for historical research. They interrogate databases and use search engines to find specific information.
163. Pupils make effective use of literacy and numeracy. For example, much work involves reading for research and writing factual accounts of historical events. In Key Stage 2, pupils use data handling skills to analyse census data.
164. The school has recently adopted nationally recommended whole-school plans of work that ensure pupils cover all the work required by the National Curriculum. The curriculum is enriched by good use of educational visits, such as that to Eden Camp, that capture pupils' interest and deepen their understanding of the past. However, there are shortcomings in the planning that serve to inhibit progress. Firstly, there are no plans to ensure that pupils acquire progressively more advanced historical skills as they move up the school. This means the standards currently being achieved are not secure. Secondly, history is not taught every term and, in Year 3, two terms pass without pupils studying any history. This way of organising the available time inevitably means that pupils do not build on what they have already learned, as effectively as they could.
165. The teachers responsible for leading work throughout the school have allocated appropriate work to each class and made sure there are sufficient resources for teaching and learning. Nevertheless, the leadership and management of the subject are not satisfactory. There are no arrangements to keep a check on what is taught, how well pupils are getting on and the standards they achieve or the quality of teaching. This means that the subject leaders are poorly placed to make a difference to standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

166. The standards of attainment in information and communication technology (ICT) are broadly in line with national expectations by the end of Key Stage 1 and Key Stage 2. Nevertheless there are considerable variations in standards between different aspects of the subject. Word processing is a strength in both key stages but, in Key Stage 2,

pupils undertake little control technology. Pupils' development of a range of ICT skills is inhibited by the limited use of computers in other subjects.

167. In Key Stage 1, pupils make sound progress in acquiring basic computer skills. By the end of the key stage, they have a good knowledge of the keyboard and the functions of different keys. This enables them to exercise control. For example, they drag pictorial icons around the screen to position them precisely and, in word processing, change fonts (the style and size of the print) and delete and underline sections of print. The pupils work with a good degree of independence for their age. For instance most save their work to disk and print it without assistance. They use a graphics program to create illustrations like those for the story of the Three Little Pigs. Pupils use control technology to a satisfactory level. They control the movement of a programmable remote control toy by inputting a short set of commands.
168. In Key Stage 2, pupils make good progress in word processing. This reflects the strength in the teaching of this aspect of ICT. By the end of the key stage most can highlight a section of text on screen and move it using the 'cut and paste' technique, though the lower attainers need support to achieve this. They combine text and pictures from other sources. They save their work into personal folders. They have satisfactory skills in using ICT for data handling. They use the Internet for research about work in other subjects. Some have good knowledge of how to use a search engine and, if necessary, refine their searches. In Years 3 and 4, pupils have recently begun to interrogate databases. For instance, in history, they use a program containing census information. Pupils have few opportunities to use control technology.
169. The teaching seen was good overall and never less than satisfactory. However, the arrangements whereby the computers are shared among the classes mean that pupils have a limited amount of hands-on experience. Nevertheless, the good teaching enables them to make satisfactory overall progress. In the Key Stage 1 lesson seen the teacher had good knowledge of the subject and had planned the lesson well. She skilfully led pupils in discussion to examine the information that can be inferred from recorded sounds so they made progress in their learning. The pupils have satisfactory skills at operating the equipment. In a Year 3 and 4 lesson, the teacher made good use of the two computers available in the classroom to teach pupils about interrogating databases. Resources were well prepared for the large class and the teacher set high expectations for pupils' learning, making sure they were all well aware of their targets. All the pupils made good progress in learning about the functions of files and the fields contained in a database, in relation to the database of the 1871 census for Anston. Some pupils worked on the computers whilst the others undertook productive related activities, like examining handwritten details of the census and extracting information to enter on file cards. Higher up the school, the same database was used, but less effectively. This lesson was less successful in promoting learning because it was not so well planned and there was no practical task for pupils to do. The lesson progressed at a slower pace so little time was left for a full class plenary session to check up on pupils' learning and reinforce the key points of the lesson. In the class for younger pupils, this part of the lesson was managed well and contributed effectively to pupils' learning. All through the school, pupils are taught correct terminology. Teachers use support staff effectively and ensure that all pupils, including those with special educational needs, achieve success.
170. Teachers keep a good record of pupils' hands-on computer work but records of the levels of attainment pupils have achieved are less good. Systematic and consistent whole-school assessment systems have yet to be devised.

171. The ICT curriculum has recently been improved as the school has adopted a nationally recommended whole-school plan of work that ensures full coverage of the National Curriculum requirements. The curriculum is enriched by a computer club and pupils' parents have opportunities to attend a computer course run on the school premises.
172. The subject leaders are enthusiastic and forward looking. They have worked hard to introduce the new curricular plans and make the most of the limited computer programs available for the classroom computers. However, they have few opportunities to find out about the quality of teaching and learning in the subject or the standards pupils achieve throughout the school. They are therefore not in a good position to set targets for developing the subject and further raising standards.

## **MUSIC**

173. Only two music lessons were seen, one in each key stage. Judgements are also based on singing in assemblies and discussions with staff.
174. The standards achieved by the five- to seven-year-olds in Key Stage 1 meet the national expectations for pupils their age. Standards are not high enough by the time pupils are eleven, at the end of Key Stage 2. This is largely because most of the teachers do not have sufficient knowledge of the subject to teach it to the expected standard, although they endeavour to teach the right things.
175. Too little teaching was seen to form a valid overall judgement on the quality of teaching. Nevertheless, some strengths and weaknesses were evident. In the Key Stage 1 lesson on pitch, the teacher's expectations were high and the pupils rose to them. They had good opportunities to work on several strands of the music curriculum in the one lesson; they listened to music carefully, performed music and judged how well they did this and undertook simple composition using diagrams. They made progress in all these areas. The teacher planned the lesson well and knew exactly what the pupils were to learn from it. These learning objectives were shared with the pupils and they were keen to achieve them and therefore tried hard. The Key Stage 2 lesson covered suitable material but it was not taken to a high enough level. Two year groups were combined and taught together so the work was not matched to pupils' different standards. It was too easy for a few of pupils who already have at least satisfactory musical knowledge because they play instruments. Furthermore, although all pupils had the chance to sing, few got to play instruments because of the large size of the group.
176. The teaching of music is supported by a parent who is a specialist in the subject. This is a bonus for the school but staff are too dependent on this voluntary help.
177. Year 2 pupils have satisfactory listening skills. They recognise whether the pitch of a musical scale is becoming higher or lower. They have developed voice control to the point where they vary the pitch of the notes they sing in response to simple conducting and diagrams, gradually becoming louder or softer, higher or lower. Their composition skills are satisfactory. For instance, at the end of a lesson on pitch, they produced simple diagrams to show variations in pitch. The higher attainers were of a good standard.
178. Year 6 pupils hear when musical notes played together clash and the sound produced is discordant. Their singing is below the standard typical for their age. In assemblies, they rarely sing with enthusiasm. They join in singing two-part rounds but tend to lose

the pulse of the music. The quality of their singing is hindered because they are not actively taught good appropriate posture, breath control or diction.

179. Pupils' rate of progress is too slow in Key Stage 2 and they are not achieving the standards they should.
180. Opportunities for singing and for listening to music are missed. For example, little time is allowed for pupils to listen to the music that is played when they enter or leave assemblies and in some assemblies there is no singing. On one occasion, a tape of hymn singing was played but pupils were not invited to sing along.
181. The leadership and management of music are unsatisfactory because too little has been done to bring pupils' work up to standard and there are no systematic procedures to check on pupils' progress or for the subject leaders to find out about music work all through the school. The school has adopted nationally recommended whole-school plans of work and has sufficient resources, such as musical instruments and recorded music, to implement them. This improved planning has the potential to support the raising of standards, but only if teachers acquire the necessary knowledge of the subject.

## **PHYSICAL EDUCATION**

182. The standards in physical education achieved by the pupils aged seven are somewhat higher than that expected of pupils of that age in gymnastics and games skills.
183. The pupils aged eleven achieve performances in gymnastics, games and swimming which are appropriate for their age. Opportunities for adventurous outdoor activities are also provided, particularly on residential visits for pupils in Years 5 and 6 in alternate years to places such as Whitby.
184. Pupils in Years 1 and 2 make good progress in learning and developing skills such as throwing and catching, or football skills such as trapping and passing a ball. The pupils know about the importance of warming up before starting physical activities, and cooling down at the end of a lesson. They understand the importance of physical activity for fitness and health. The pupils listen to instructions carefully and carry them out with the minimum of fuss as they evidently enjoy physical education lessons and profit from the experience. The standards achieved by pupils with special educational needs are in line with those of other pupils.
185. Pupils in the upper part of the school satisfactorily develop their games skills. They move from throwing and catching basketballs to develop skills in handling rackets and smaller balls, learning forehand and backhand tennis strokes. Football skills are also successfully developed for the most enthusiastic pupils, both boys and girls, in the football club trained by a parent along with school staff.
186. In both parts of the school the pupils develop the ability to be self-critical about the quality of their performances in all aspects of physical education. They develop self-understanding, the ability to work co-operatively with others in teams and the skill of managing their feelings in winning and losing. These experiences support the pupils' spiritual, moral, social and cultural development. When discussing their work the pupils of all ages use the correct terms appropriately. There are few opportunities for the use of information and communication technology in this subject.

187. The teaching of physical education in Key Stage 1 (Years 1 and 2) is good, it is marked by a good knowledge of the subject and of how younger pupils learn the skills and attitudes that are necessary for good quality physical education. The pupils respond to the teachers' enthusiasm and high expectations by achieving well. The good quality management of the pupils and of time and resources ensures that the lesson time is well used and that a good deal of physical and creative effort is packed into each lesson resulting in good quality learning. The teachers have a good knowledge of their own pupils' abilities and skills. There are as yet no formal methods for recording this information and using it for further planning to improve standards. However, the current adoption of the scheme of work from the National Curriculum and Qualifications Authority provides a framework for doing so.
188. The teaching of the pupils in Key Stage 2 (Years 3, 4, 5 and 6) is satisfactory, with some of it good. The teachers' knowledge of physical education is generally sound and their understanding of how pupils learn the subject is good. The management of the pupils is good so that very little time is used up in maintaining order and the time available for the subject is used well. The planning of lessons is generally satisfactory, but where the expectations of what can be accomplished in a half-hour lesson is unrealistic the pace of the lesson is affected and the quality of learning reduced.
189. The quality and quantity of resources available for physical education is good and a wide range of games are encouraged under the TopSport scheme. This scheme has also provided some in-service training and support for staff which has had a beneficial effect on the confidence of the teachers and hence on the quality of learning and on standards. The pupils in Years 5 and 6 are taken swimming and the school aim is for every pupil to gain at least the basic water safety certificate and in this they are generally successful.
190. As a result of amalgamation the school has two halls available for physical education. One of them, currently used by the younger pupils, is fitted with good quality gymnastic apparatus. The school has yet to establish the most efficient use of them by the most appropriate groups of pupils.
191. The management of the subject does not yet include opportunities for teaching to be observed and the assessment awaits development. However the subject is in good heart and contributes considerably to the life of the school.

## **RELIGIOUS EDUCATION**

192. The standards in religious education achieved by pupils by the time they are seven years of age are overall what is expected of pupils of that group, however their level of understanding of the inner meaning of religious stories and events is better than that. Similarly by the time the pupils are eleven years of age they are attaining standards in the knowledge of religions which are in line with what is expected of pupils of that age. Again their levels of understanding about the significance of holy books, things and ideas is better than average.
193. Throughout the school the pupils learn a sensitive and reverent approach to religious beliefs and objects which avoids giving offence to believers. This is the result of the careful teaching and good example of the staff. In this and through the study of a variety of religious traditions the subject plays a significant part in the school's good provision for the pupils' moral and cultural development.

194. The pupils throughout the school develop a sound knowledge and understanding of the main elements of Christian belief and behaviour. The younger pupils in Years 1 and 2 become familiar with the stories Jesus told and discuss the meaning of the parables with understanding. At the other end of the school the older pupils in Year 6 successfully relate stories, such as 'The Lion, the Witch and the Wardrobe' by C.S.Lewis, to the religious ideas it was written to convey. The pupils in Years 3 and 4 recall accounts of the life of Muhammad (pbuh) and reflect on differences in the stories of, for example, Jesus and Abraham, drawn from Muslim traditional sources. Pupils in Year 5 have studied religions such as Hinduism finding out about religious ideas of the cycle of human life and discussing how these beliefs affect the way believers behave. Pupils also investigate the use of symbols in religion and in everyday life. The quality of learning and the standards achieved in understanding religions is due to breadth of the subjects studied and the care with which the information is presented. Inviting the pupils to think about the topics studied for themselves is a significant feature in the achievement of better than average standards in learning from religions. Pupils with special educational needs make good progress as a result of the help they receive.
195. The teaching of religious education for the pupils in Key Stage 1 is good. Teaching for the earlier years in Key Stage 2 is also good and sometimes very good, while that for the older pupils is satisfactory. The higher quality teaching is marked by good knowledge and understanding of the subject and of how pupils learn. This coupled with careful planning and a good level of competence in teaching and managing pupils leads to good quality learning. The pace at which the good lessons are taken varies according to what is being done so that a gentle pace following a challenging presentation of information promotes reflection on what has been learned. Where the teaching is only satisfactory the management of time by the teacher leads to a lack of opportunity for reflection and consolidation of what has been learned. Another feature of the good teaching is the successful use of a gathering together of what has been learned in each lesson and matching that with the objectives set out at the beginning.
196. There is a good use of interesting resources both in lessons and the display in each classroom. This gives a sense of reality to what is being taught which is also the case when believers of different faiths share and explain their beliefs with the pupils. This aspect of the work is still underdeveloped. The school recognises that the resources for Christianity are less rich than those owned or borrowed by the school relating to other religious traditions.
197. The subject is well led and the scheme of work is in process of adaptation to bring it in line with the recently updated syllabus provided by the local education authority. The school is required to follow this. The subject is successfully managed as an essential part of the educational curriculum of the school. As a result no pupils are withdrawn and all the teachers undertake the subject with their pupils. Both pupils and staff approach the subject with enthusiasm and it plays an important role in the achievement of the school's aims, helping to create a humane and accepting place for the pupils to learn in.