

INSPECTION REPORT

STIRLING PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106742

Headteacher: Mrs Ann Sayles

Reporting inspector: Mr G W Cooper
23647

Dates of inspection: 14 – 17 January 2002

Inspection number: 230208

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Prospect Place
Doncaster

Postcode: DN1 3QP

Telephone number: 01302 363 612

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Appropriate authority: The governing body

Name of chair of governors: Mrs Sue Williams

Date of previous inspection: 6 March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23647	Mr Geoff Cooper	Registered inspector	Physical education Religious education Science	What sort of school is it? How high are standards? a) The school's results and achievements How well is the school led and managed? What should the school do to improve further?
9504	Mrs Sheila Gurney	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
11419	Mrs Patricia Underwood	Team inspector	Foundation stage Art Music	How good are the curricular and other opportunities offered to pupils?
21910	Mr Gordon Longton	Team inspector	Special educational needs Geography History Mathematics	
11611	Mr Jim Hall	Team inspector	English as an additional language Design and technology English Information and communication technology	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stirling Primary School caters for 215 boys and girls aged 3 to 11. The youngest children attend a morning only Nursery class. The school admits pupils from a diverse mixture of ethnic backgrounds. Most pupils come from a white British heritage. Almost three out of every ten pupils come from an Asian heritage. A number of pupils whose parents are refugees or asylum seekers come from a range of backgrounds. Seventeen pupils are identified as learning English as a new language and, of these pupils, seven are at an early stage of language acquisition. This is high compared with schools nationally. Although the number varies from week to week, about half of the pupils are entitled to a free school meal. This is well above the national average. Seventy-three pupils are on the school's register of special educational needs, which is above average for schools nationally. Six pupils have a statement of special needs, well above average for schools of this size. The school is affected by the fact that many pupils enter and leave at times other than the usual times of joining and leaving. Data available indicates an area of considerable social and economic deprivation. When children enter school, assessments indicate a very wide spread of ability. Many children have considerable learning delay in the acquisition of basic skills. Overall, attainment on entry is low.

HOW GOOD THE SCHOOL IS

Stirling Primary is an improving school. Good leadership and management have led to considerable improvement in the quality of teaching and learning. Although better teaching is beginning to have an impact on standards, there is still a considerable distance to go before the school matches the standard expected for pupils of this age. A legacy of under attainment is being overcome. The school provides satisfactory value for money.

What the school does well

- The headteacher and senior managers provide very clear education direction making it possible for staff to work together in a climate for learning where all pupils are made secure, respected and valued.
- Children in the Foundation Stage (Nursery and Reception classes) get off to a good start in their education.
- Teaching and learning are good throughout the school, with a particular strength in behaviour management.
- Provision for pupils with special education needs and for English as an additional language is good: the school is determined to include all pupils in an effective education.
- Relationships are consistently good among all staff, among pupils and between adults and pupils. There is a high level of pastoral care.
- The governing body is very committed to its role and to the support it gives to the school.

What could be improved

- Standards of attainment are not yet at the expected level for pupils' ages, particularly in English, mathematics, science, information and communication technology and some aspects of design and technology and music.
- The curriculum in information and communications technology does not meet legal requirements.
- The role of the subject manager is not yet sufficiently developed. This is partly because the school has had great turnover of staff recently.
- Attendance is low and this affects the standards of attainment of some pupils. Other pupils are frequently late for the start of school.
- At present the school is unable to monitor its expenditure closely. This has led to some build up of under spent funds.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Her Majesty's Inspectorate of Schools previously inspected the school in March, 2000 when it was judged to have improved beyond the category of special measures. This inspection confirms that the school has made good improvement since then. Teaching and learning are good throughout the

school. Although this is having an impact on standards of attainment, the recent stability in the teaching team has still to have significant effect. The provision for pupils with special educational needs is much improved. The school makes good provision for the spiritual development of pupils. Other areas of improvement, not identified as key issues in the previous inspection, include stronger leadership and management, very good provision overall for spiritual, moral, social and cultural development and good behaviour.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E*	E*	E*	D
mathematics	E*	E*	E*	D
science	E*	E*	E	C

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

The inspection team has revised the similar schools' comparison grades upwards. The school was placed in a higher similar school group than its usual school meals factor would indicate. Within the large number of pupils who are registered late in their school career, many have learning difficulties giving the school little opportunity to raise their level of attainment. An increasing factor in the make up of the school is the incidence of English as an additional language. Compounding this, a number of pupils come from refugee or asylum seeker backgrounds. All these pupils take standard tests but, because of language difficulties, have little chance of success. In the results for pupils at the end of Year 6, the E* grades in recent years indicate attainment in the lowest five per cent of schools nationally. Comparative grades show attainment in English and mathematics to be below average for similar schools and broadly in line with average in science. Recent results for pupils at the end of Year 2 show similar results: low attainment in reading, writing and mathematics compared with all schools and low in reading, and well below average in writing and mathematics compared with similar schools. The school trend is one of marginal improvement. Current progress is not fast enough to have a great effect on catching up with expected standards for pupils' ages. There are no consistent differences in the performance of boys and girls. The school sets targets that are based on prior attainment. Inevitably, the targets are modest in terms of national standards but challenging, given school assessments. Targets are met and pupils are currently on course to achieve the higher targets for this year. The work seen during inspection is rather better than standard test results would suggest. One reason for this is a more settled teaching team. Despite this, pupil movement and the incidence of English as an additional language still have a profound effect on standards in the classroom. In the Foundation Stage, pupils enter with a very low level of prior attainment. They make good progress and are on target to achieve the expected standard in physical development. Few are on target to achieve the expected standard in personal, social and emotional development, in knowledge and understanding of the world and in creative development. Attainment in communication, language and literacy and in numeracy remains well below average. In Years 1 and 2, attainment in art and design, design and technology, geography, history, information and communication technology and in physical education matches expectations. Speaking and listening, mathematics and science is below expectation and reading and writing well below expectation. In Years 3 to 6 attainment matches expectation in speaking and listening, mathematics, geography, history and physical education. It remains below expectation in reading, writing, science, design and technology and music. Attainment in information and communication technology is well below expectations. Although there is a legacy of underachievement, much improved teaching is having an impact on learning. Pupils make good progress overall, including those pupils with special educational needs and pupils learning English as a new language. Given their different starting points pupils achieve well throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about their school life.
Behaviour, in and out of classrooms	Good. Some pupils present very challenging behaviour but almost all have good self-control and self-discipline.
Personal development and relationships	Very good. Pupils respond maturely to school expectations. They get on well with each other and with adults.
Attendance	Poor. A significant number of pupils do not attend well, or come to school late. The most recent term's statistics show great improvement.

TEACHING AND LEARNING

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

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

Teaching in English and mathematics is good. This is having a positive effect on learning of basic skills of literacy and numeracy, although this is not showing up in school results yet. Much of this is the result of a more settled teaching team and the security of national strategies for teaching literacy and numeracy. The school does a great deal to ensure that all pupils learn well. Provision for special educational needs is good. The school makes good provision possible for those pupils who are learning English as a new language. Pupils from refugee backgrounds are dealt with sensitively and appropriately, although provision in mother tongues is not always possible. There is good bilingual teaching support for the most common home languages for pupils from ethnic minority backgrounds. Learning is good overall and this ensures pupils make good progress. Pupils concentrate well, although the pace of their written work is often slow. To make a strong impact on low levels of prior attainment, pupils need the continued stability offered by the current teaching team. A particular strength in the teaching is the provision made by the school for learning support assistants in the classroom and the strong partnerships between teachers and other adults working in the classroom.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Broadly satisfactory but with weaknesses in the provision for information and communications technology. The curriculum in this area for Years 3 to 6 does not yet meet legal requirements.
Provision for pupils with special educational needs	Good. This is a major improvement since the previous inspection.
Provision for pupils with English as an additional language	Good. Every endeavour is made to ensure that these pupils get good provision – in the way they are accepted and valued and in the way dual language support is made for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is another area of considerable improvement. Provision for moral and social development is particularly strong. This ensures pupils have a stable and welcoming environment in which learning can take place.

How well the school cares for its pupils	Good. This is a caring and supporting school in which all adults play their part.
Partnership with parents	Satisfactory overall. Parents think well of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and key staff provide a very clear sense of direction and purpose. This ensures that the climate for learning addresses the needs of all pupils. The role of subject managers is not well developed.
How well the governors fulfil their responsibilities	Good. The governing body is very committed. They have a good sense of the school's strengths and what needs to be improved.
The school's evaluation of its performance	Good. There are good strategies for self-evaluation and rigorous steps are taken to improve performance.
The strategic use of resources	Satisfactory. Good use is made of existing resources. Strategies for more precise monitoring of available funds are underdeveloped.
Staffing, accommodation and learning resources.	Good overall. Efficient use is made of the accommodation, staff and most learning resources. Not enough use is made of computer technology.
Application of the principles of best value	Satisfactory. The school has a secure understanding of how to compare, consult, challenge and compete in making best use of its resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and make good progress • Teaching, learning, leadership and management are good • Behaviour is good and the school has high expectations • Children are taught to be mature and sensible • They can feel comfortable approaching the school with concerns 	<ul style="list-style-type: none"> • Arrangements for homework and activities out of school hours • The range of information about how their children are getting on

The inspection team agrees whole-heartedly with the positive views of parents. Homework is satisfactory but could be more consistent throughout the school. There is a sufficient range of activities out of school hours. The school makes the usual arrangements for parents to know about the progress their children are making. Reports are honest but need to be clearer about targets for improvement.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The results of standard tests for pupils at the end of Year 2 indicate very low attainment in all areas tested and similarly low attainment in science from teacher assessments. The overall trend is one of slight decline. This applies to results when compared to all schools nationally and against similar schools. However, it is clear that attainment on entry to school is declining in similar fashion. Also the school is managing a situation where there is an increased incidence of English as an additional language and the arrival of more pupils with special educational needs at a later starting time than is usual. This leaves the school with a great deal of 'catching up' to do on behalf of pupils. Analysis of the data for pupils starting the school at the usual time, and staying until the Year 2 tests, shows that pupils make good progress. For those arriving at a later date, and for those who are at an early stage of English language acquisition, progress is satisfactory but not sufficient to make much impact on their standards in National Curriculum tests. This is despite the good provision the school makes for bilingual support and for the support of pupils with special educational needs. One difficulty faced by the school is that some of the mother tongues pupils arrive with are difficult to provide support for; for example, unusual eastern European languages and some African tongues. There is good support for the more common mother tongues. Until recently, there have been many staff changes in Nursery and Reception classes. This has made it difficult for progress to be maintained. Although most pupils achieve the nationally expected level 2, insufficient numbers of pupils gain higher level 2 and level 3 results for the school's results to compare well with those of other schools.
2. The picture is quite similar for pupils taking tests at the end of Year 6. The same special needs factor, arrival at school well after the normal time of starting, the arrival of pupils without any prior knowledge of English and mobility in the team of teachers, has a profound impact on standards of attainment in National Curriculum tests. Compared with national averages, the school's results are very low. When all these factors are taken into account, standards in English and mathematics are below those of similar schools but are broadly in line with those of similar schools in science. School data indicates that pupils who started their education at the school make at least the progress expected of them, and often make better progress, and they gain the standard expected for their age and prior attainment. However, not enough pupils go on to achieve the higher levels possible at this age and this brings down the school's grades compared with most other schools. The school is developing a trend of gradual improvement in average point scores. However, the increasingly complex needs of its pupils make it difficult for the school to keep up with the national trend in improvement. There is no consistent pattern of differences in the attainment of boys and girls. The school sets challenging targets in relation to prior attainment. Targets are met. The current group of Year 6 pupils is on track to achieve the targets set for them. Overall, throughout the school, given prior attainment and the starting point of many pupils with learning needs and who begin school with no prior knowledge of English, achievement is good.
3. In the work seen, standards are rather better than the results of standard tests indicate. There are several reasons for this. There has been a recent stabilisation in the teaching team. Previously there had been many staff changes and temporary appointments, which was unsettling for the pupils. The quality of teaching has improved quite dramatically. There is a consistency of approach to learning that is supporting better progress. Although the rate of progress is still not sufficient to lift standards to the level expected nationally in all subjects, the legacy of under attainment is being overcome.
4. For children in the Foundation Stage, although there is a wide range of acquired skills and knowledge, attainment at the point of entry is low. Many children experience considerable learning delay. This is particularly the case in language, literacy and numeracy. Although pupils make good learning gains because of the good provision in Nursery and Reception classes, they are not on course to achieve the expected outcomes except in the area of physical

development. When they enter full-time schooling, their attainment in communication, language and literacy and in numeracy remains well below that of most children of this age.

5. By the time they are seven, pupils' standards are below expectation in speaking and listening and well below expectation in reading and writing. Although pupils give every impression of listening well, their responses are often inappropriate, showing a lack of understanding. They do follow simple basic instructions. Progress in reading is restricted by a lack of word building awareness among some pupils, although teachers are persistent in teaching these skills. Writing skills are slow to develop. Pupils do not get a great deal of writing done. In mathematics, standards are below expectation. Although most pupils are on course to match the national standard, not enough of them will exceed that standard. Attainment in science is below expectations. Pupils get enough first hand experience of the natural world, but they do not yet know enough about scientific methods and do not use scientific vocabulary sufficiently well to explain what they know and understand. Standards in all other areas of the curriculum except music match expectations. An encouraging feature of history, geography and religious education is the emerging use of writing skills to record learning. No judgement is made in music because there was insufficient evidence from inspection week. The standards in information and communication technology are improving because of the better provision of resources and some well-informed use of teacher knowledge. However, increased teacher professional development is a feature needed to further improve standards.
6. By the time they are eleven, pupils' standards match expectation in speaking and listening but are below expectation in reading and writing. In Years 3 to 6, pupils acquire a confidence in their speaking skills, although responses are still sometimes restricted by a lack of richness in vocabulary. There is a wide variation in reading standards. Some pupils are very able readers and these pupils frequently exude great enthusiasm for books. However, there are still significant numbers of pupils who lack confidence and fluency. Not many pupils have developed a mature taste in their personal reading. Teachers teach the basic skills of writing efficiently, and most pupils are beginning to use these skills across the curriculum. However, the work rate is frequently slow and many pupils do not get enough done. Standards in mathematics match expectation and this is a measure of great success for the school. It is the result of effective teaching and good use of the National Strategy for Numeracy. Standards in science are close to but not yet matching expectations. Most pupils are working within the expected level for their age and there is growing evidence of pupils' understanding of scientific methods. However, few pupils are able to apply their learning in one aspect of science to make the necessary connections with another area of science to begin to work at a higher level than expected. Attainment in information and communication technology remains well below expectations. The curriculum is not sufficiently developed to meet legal requirements and to teach the more difficult aspects such as modelling and control technology. One restriction is the lack of training for teachers and support assistants. The school is aware of this and has realistic plans to put this right as the teaching team stabilises. Attainment in history, geography and religious education matches expectations. In history and geography pupils get good encouragement to use literacy skills, although not enough use is made of computers. The school has adapted its scheme of work well to match the expectations of the new local syllabus for religious education and this is having a strong impact on what is achieved. Attainment in design and technology and in music remains below expectations, largely because pupils do not yet have a broad enough range of experience.
7. Although improvement is slow, the school can point to improvements in standards. This is especially the case in Years 3 to 6 and in English, mathematics, science and some aspects of information and communication technology. The school recognises that further improvement is necessary and has well designed plans to ensure that improvement takes place. There are areas, especially in Years 3 to 6 in information and communication technology, where there is insufficient improvement at present.

Pupils' attitudes, values and personal development

8. As at the time of the last inspection the pupils have positive attitudes to their learning and almost all parents agree that their children like coming to school. Pupils are polite and friendly. They are welcoming and helpful to visitors. They show enthusiasm in lessons, participate

sensibly and are eager to answer questions. Most work hard, are attentive and conscientious. However, attendance is poor and well below average and punctuality is unsatisfactory. The poor attendance is partly due to the high mobility rate of pupils who remain on roll until the local authority is formally notified that they are being educated elsewhere. Two pupils who left two years ago have only recently been taken off roll. They were deemed absent for the whole of that time. Other factors that affect the attendance rates are ethnic minority families who pay extended visits to their countries of origin together with a small minority of parents who do not appear to value education. These few parents make little effort to ensure their children arrive at school on time or, in some cases, whether they come at all. One parent, whose children are very poor attenders, simply failed to turn up at a meeting of the school attendance panel.

9. The behaviour of almost all pupils is good and, in lessons, often very good. Parents agree that behaviour has hugely improved in recent years. Pupils really value the school's awards for good work, behaviour and kindness. Exclusions are imposed only in exceptional circumstances. Only one pupil has been excluded from school during the past year. As in almost all schools, bullying does occur but the school makes it clear that such behaviour is unacceptable and it is swiftly dealt with. Pupils come from a wide range of ethnic and national backgrounds and they work and play happily together. There were no signs of racism or harassment. Pupils learn to respect the feelings of others and celebrate each other's achievements.
10. Personal relationships are very good and parents are very pleased at the way the school helps their children to become mature and responsible. For example, in a Year 1 English lesson pupils worked co-operatively in groups without needing constant intervention from the teacher. With the help of a parent, one group started to enact the story they had just been read. They managed this quickly, competently and with enthusiasm. Year 5 pupils were seen spontaneously getting on with their work during a registration period. The older children increasingly take on responsibilities that they enjoy. For example, they help with the library, in the dining room, with gardening, ring bells and help with equipment for assemblies. A school council has recently been formed. Pupils are proud to be elected delegates and this makes a positive contribution to their personal development.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

11. The quality of teaching is good overall. No unsatisfactory lessons were seen during the week of the inspection. There have been very significant changes of teaching staff recently, and the current quality of teaching is an improvement since the time of the previous inspection report.
12. The quality of teaching is good for children in the Foundation Stage (Nursery and Reception classes). All adults work together well as a team. Children are well managed. Teachers have a good understanding of the expectations of the 'stepping stones' of the Foundation Stage curriculum and plan well for the needs of children. The adults who staff the Foundation Stage are particularly adept at ensuring pupils with a wide range of learning needs (including those who are learning English as a new language) are well settled and receptive in their learning.
13. Teaching of English is good. The school has successfully implemented the National Literacy Strategy and teachers are using it well. Teachers' planning is thorough and objectives are clearly stated and communicated to pupils in lessons. Lesson plans recognise the differing needs of pupils and activities are organised for this. Teachers take account of the attainment of pupils in previous lessons and plan accordingly. There has been a significant recent improvement in many classes in the way pupils' work is marked and the amount of written work produced. Good, informative marking and praise encourage pupils.
14. The teaching and learning for the significant number of pupils who have English as an additional language is good. Much support is given to these pupils both within lessons and on an individual basis by a substantial number of teachers, support assistants and interpreters. Teachers deploy support assistants appropriately to take account of the need to give as much access as possible to the whole curriculum for these pupils, many of whom enter the school in the middle of their school life. The teaching of pupils with special educational needs is good

overall and good support is given both in lessons and through the teaching of small groups. For example, a teacher, working with a group of Year 6 pupils on acquiring spelling and word recognition of simple monosyllabic words, sets very clear expectations, which are constantly reiterated and clarified throughout the lesson. The teacher knows and reassures the pupils well, dealing very sensitively with their needs.

15. Teaching of mathematics is good and pupils progress well in lessons. The successful implementation of the National Numeracy Strategy has a positive impact on the standards that pupils achieve. Teachers have a secure knowledge of the subject and plan well for lessons. Lesson plans clearly identify what pupils are expected to learn in each lesson, and these aims are shared with pupils so that they know what is expected of them. A particular strength is the way in which teachers carefully organise the work and activities that pupils tackle according to pupils' previous attainment. Lessons move at a brisk pace. Where teaching is judged to be very good, for example in Year 6, the teacher ensures that pupils sustain concentration throughout and constantly reinforces good working practices with praise and encouragement.
16. The quality of science teaching is good. The planning that teachers do for lessons is generally good, with clear objectives that are communicated well to pupils. Teachers are secure in their knowledge of the subject and emphasise to pupils the importance of scientific vocabulary. Learning support assistants are effectively deployed to support and prompt individuals and small groups of pupils. Whilst the teaching of information and communication technology seen during the week of the inspection was good, it was largely restricted to word processing in Years 3 to 6. Teachers of older pupils lack the subject knowledge and training to teach the full range of National Curriculum programmes of study. Pupils have insufficient opportunities to develop their skills and understanding to the appropriate level in areas other than word processing. In a Year 2 lesson, pupils make good progress in understanding how to control a floor robot. The teacher planned the lesson well and prepared resources carefully so that pupils could all try out the procedures that they had devised. Older pupils are given opportunities to manipulate text changing colour, size and style. Year 6 pupils acquire skills in cutting and pasting when studying newspaper layouts. Teachers are secure in their knowledge of history, physical education and religious education and the quality of teaching in these subjects is good.
17. Teaching in Years 1 and 2 is good. Teachers have high expectations of the way pupils should behave and what they should learn. They know their pupils well and there is a consistently effective approach to maintaining a calm working atmosphere. In a Year 1 English lesson judged to be very good, the teacher's very supportive, sensitive manner encouraged pupils to participate and respond fully. They maintained their enthusiasm for their work throughout the lesson. Teaching of older pupils in Years 3 to 6 is good. Teachers manage behaviour in the classroom very well. Planning for lessons is good overall and teachers work hard at providing interesting and appropriate activities for pupils. Very good relationships were evident in a Year 4 lesson where the teacher involved pupils in a discussion on adjectives to the point where they were straining to answer questions. This typifies much of what is a strength of teaching in the school overall, where pupils are encouraged to participate without being afraid to be wrong.
18. The needs of pupils with learning difficulties are identified as soon as possible in the Reception class or when they begin at the school. Teachers work towards clear targets that are set. Pupils on Stage 2 are assessed by the special needs co-ordinator who decides what assistance is required. The co-ordinator, the class teacher and the learning support teacher discuss the pupils' individual education plans based on targets that need to be worked on. Long-term plans for learning and short-term targets are shared with pupils. Short steps are essential to help pupils realise that progress is being made. Class teachers work hard and receive good support from all staff. They have good working relationships with outside agencies, for example, The Integrated Learning Support Agency and Speech Therapy Agency.

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

19. The school provides a broad and balanced curriculum, which meets the needs of all its pupils except in information and communication technology. The provision in this subject is

unsatisfactory and does not meet legal requirements. This is due to a lack of equipment in the past, which has recently been overcome by the provision of the information and communication technology suite, and a lack of training of staff which is due to begin in the very near future.

20. Planning for the curriculum is based on national schemes of work, which the school has adapted effectively to meet the needs of its pupils. Appropriate opportunities for staff training are built into the school action plans and effective use is made of teachers' interest and expertise. All subjects now have a policy and a scheme of work. These provide good guidelines for medium and short-term planning and include clear and concise learning objectives, which most teachers now share with pupils at the beginning of lessons.
21. All teachers take good account of the guidelines of the National Literacy and Numeracy Strategies and these have been implemented successfully throughout the school. They are beginning to have an impact on standards. Teachers' weekly and daily planning for literacy and numeracy contains good detail and makes a strong contribution to the quality of teaching in English and mathematics.
22. There is good provision for pupils' personal, social and health education including education in citizenship. The governing body has approved policies for sex education and an awareness of drug misuse and these are incorporated effectively into teaching and learning. The school now has a school council. Elected members from each class meet regularly to discuss issues related to school life and report back to their classes. This gives pupils an opportunity to develop their understanding of citizenship.
23. A good range of extra-curricular activities is provided. Provision includes clubs for art, drama, dance, football, and the International Club, which gives valuable support to the pupils' geography curriculum. A "Sizzlers club", organised by an outside agency specialising in the provision of indoor games, meets weekly. This has been so successful in helping the pupils' social development it is intended to extend it to include pupils from the infant classes as soon as more staff can be recruited.
24. The school provides a curriculum in which pupils enjoy a high degree of equality of access and opportunity. The inclusion of all pupils, particularly those with special educational needs and with English as an additional language, has a high priority in the school, and contributes significantly to pupils' learning and social development. All pupils and staff value people whatever their race, colour or creed. A good example of this was seen during the inspection when in one whole school assembly a Chinese lady demonstrated Chinese music and dance and later helped pupils cook Chinese food. This helped all pupils understand aspects of the culture of another nation.
25. A range of support, both within the school and from other professionals in the Local Education Authority is well co-ordinated to meet the needs of pupils with special educational needs. The needs of higher attaining pupils, however, are not always adequately planned for.
26. The provision for pupils with special educational needs, including those with statements of special educational needs, is good. All pupils on stages 2 to 5 of the Code of Practice have carefully formulated individual education plans, which state clearly and concisely what they need to learn so as to make progress. The targets that are set are achievable and realistic and their teachers take these into account when planning their lessons.
27. The school has good links with the wider community, which has a positive impact on the learning of pupils. There is a range of cultural and community opportunities developed by the school. A number of parents and other visitors, for example the dentist, police and the school nurse and a theatre group, regularly visit the school and provide interesting lessons and advice for the pupils. Representatives from the town's football, rugby and basketball teams also visit school and encourage pupils in their physical education activities.
28. There is a good partnership with the youngest children and their parents. This results in a caring and sensitive induction to the Nursery. There are good links with the secondary school to which older pupils transfer. For example, arrangements are made for students from the

secondary school to visit the primary school and work with pupils in Years 5 and 6. The transfer of records and attainment data is effective and is supported by good opportunities for pupils to make an effective start in the next stage of their education. There are sound curricular links between the two schools.

29. Overall the provision for the pupils' spiritual, moral, social and cultural development is very good.
30. The provision for spiritual development has improved since the last inspection where it was judged to be satisfactory. It is now judged to be good. It is promoted through assemblies where pupils are encouraged to think about how they treat each other, how to be kind and caring and to develop positive attitudes towards one another regardless of race or colour. In religious education lessons teachers provide pupils with information about many of the religions practised by those attending the school, encouraging those from different cultures to share their customs with their peers. Pupils are well known to adults who are dedicated to promoting confidence in them as individuals and an awareness of the impact of their attitudes and behaviour on others. The pupils feel so secure in the atmosphere of the classroom that they are prepared to answer questions even if the response is not right. Opportunities are provided during circle time for issues arising to be discussed and all pupils are encouraged to express their views. The wonders of the world are celebrated and shared as they arise, from the growing of plants in the garden, the patterns on leaves, to the environment around the school. An example of awe and wonder was observed during an assembly when a Chinese dancer opened up her sword. Pupils gasped at the unexpected length of the sword and how she used it as part of the dance.
31. The provision for pupils' moral development is very good. It is promoted through stories in assembly, the school rules and the ethos of the school. A behaviour policy is in place and this also reflects the ethos of the school. When a pupil has a problem this is talked through to help them understand the effect of their actions. A system of rewards promotes acceptable behaviour and all members of staff can give pupils these rewards. A behaviour book and log are kept to monitor behaviour both in school and during break times. A celebration assembly is held weekly when pupils received certificates for good work and effort. A "Sunshine" assembly is also held weekly. In this assembly pupils who have helped others in some special way are rewarded. This can be anything from comforting a younger pupil in the playground when they have fallen over to befriending a new pupil. All this has a positive effect on pupils' behaviour. Staff are good role models and take every opportunity to teach the principles of right and wrong.
32. The provision for pupils' social development is very good. Pupils are expected to look after their school and care for the environment. Each class has monitors to perform the necessary jobs. The older pupils have responsibilities towards the younger pupils, helping them at playtime and also befriending new pupils as they arrive in the school. The pupils help in dining hall at lunchtime, the library and for assembly. A recently elected school council has yet to meet but already there are ideas about improvements the pupils want to see in the school environment. During the literacy and numeracy sessions pupils are encouraged to work with minimal adult supervision and to work together in small groups. Pupils can be seen working together, helping each other and sharing resources in many areas of the curriculum. The school raises money for charities on a regular basis and pupils are encouraged to organise their own fund raising events. They are also expected to sell tickets for school concerts, to run a raffle and to show parents to their seats. The pupils go out into the community to sing and entertain the senior citizens. A residential visit to a local centre gives the pupils another aspect of living together.
33. The provision for pupils' cultural development is good. Because of the cultural diversity within the school the staff ensure that all cultures are discussed and that pupils learn respect for each other regardless of where they come from. Pupils are encouraged to share their culture with their peers. At the time of special festivals such as Diwali, pupils are told about the customs and stories. A party is held and parents also come into school to talk about their culture, bringing food and clothes. Christian festivals such as Christmas and Easter are also celebrated. There are attractive displays around the school of the Chinese New Year and of Eid. There are visits to places of worship such as the mosque and the Catholic Church. Pupils listen to music from

non-western countries and also learn songs from around the world including English folksongs. However, there is limited evidence of art from these countries except rangoli patterns and the Chinese dragons. Pupils dancing round the Maypole celebrate May Day. Pupils use the local area for study purposes and invite in some of the older inhabitants to talk about their experiences as children in the area. Other visitors, such as the firemen, police and nurse, also attend regularly and during the inspection the pupils enjoyed an assembly given by a Chinese dancer. An International Club is run on a weekly basis looking at different countries around the world, their language, customs, food and clothes. All these activities help to create an awareness that the pupils live in a multicultural society and provide an understanding of the customs from these cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school makes good provision for the personal support and guidance of its pupils. The ethos of the school is warm and caring yet orderly, disciplined and purposeful. All inspectors were struck by the warm welcome given by all the staff and their obvious care and dedication to the welfare of the children. Pupils, and some parents, attending the Breakfast Club are given nourishing food served by kind, cheerful staff. Pupils also speak highly of the quality of school dinners.
35. Appropriate policies are in place and the behaviour policy is particularly effective. The “five golden rules” reinforce the school’s positive working environment and its policy of inclusion. The school follows local authority guidelines on measures to ensure child protection scrupulously. Parents feel comfortable approaching the school with concerns and these are sensitively dealt with. Much time is given to pastoral matters but it is time well spent and necessary to advance pupils’ progress. A good example of teachers’ concern for pupils’ welfare was witnessed at the end of the school day. A very young refugee child with little grasp of English was absolutely distraught. Eventually he managed say “No mum dad”. One teacher simply hugged him whilst another urgently tried to locate his parents.
36. Attendance and punctuality are well monitored and the education welfare officer works hard with the school to improve attendance. Though still well below the national average there are signs of improvement and attendance for last autumn term rose to almost 90 per cent.
37. Procedures for ensuring the health and safety of pupils are good. Qualified staff administer first aid sensitively. The local authority undertakes general safety risk assessment and the checking of all electrical appliances by a local contractor is up to date. No safety hazards were evident.
38. Clear formal tracking of personal development includes the recording of rewards and sanctions and a paragraph in pupils’ annual reports. At an informal level teachers know their pupils well and are keenly aware of their personal needs and concerns, together with their achievements, often gained in difficult circumstances.
39. Procedures for assessing attainment and progress are good overall. With the help of the local education authority link advisor the school revised its assessment policy in September 2001. The new assessment policy is clear and contains helpful guidance to teachers on the monitoring of pupils’ performance.
40. Assessment in Nursery and Reception classes is good. Teachers make good use of baseline assessment and analyse children’s progress very carefully against their prior attainment. This ensures that all pupils work towards the targets set for them.
41. Assessment procedures in the core subjects of English, mathematics, and science are good but assessment in information and communication technology has yet to be introduced. In the core subjects, detailed procedures and records of learning are in place. National assessment results are analysed and teachers make good use of the information to guide planning for future learning. This ensures that pupils have support, where required, and are challenged appropriately. Provision for extra help for pupils identified as experiencing difficulties in the subject has effectively raised standards achieved by these pupils. Ongoing daily assessment in

lessons is effective, so that pupils have individual help and their teachers are aware of the progress that each one is making. In English, meetings are held regularly to ensure that teachers are familiar with how examples of pupils' work measure against the National Curriculum levels of attainment. The school makes good use of monitoring and analysis of national test results by the teacher responsible for pupils with English as an additional language so that teachers know the level of support the pupils require. Where available, interpreters provide valuable support in assessing pupils with English as an additional language.

42. The assessment of other subjects is in varying stages of development. Procedures are beginning but they are not yet fully implemented. They have not been in place long enough to use effectively to identify pupils' strengths and weaknesses and to adapt teaching accordingly. Day-to-day assessment is conscientious in most subjects and pupils receive good advice and guidance from teachers as they move among the pupils during lessons.
43. The assessment of pupils with special educational needs is good. Initial assessment is quickly followed up by individual education plans for teachers to tailor learning and provision to the pupils' needs, using whatever support is required. Regular reviews ensure that pupils are making progress and developing in their learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The school's partnership with its parents is satisfactory. Less than a quarter of the parents completed the pre-inspection questionnaire and few attended the parents' meeting. However, all have signed the home/school agreement. Almost all the questionnaire respondents feel that teaching is good, pupils are expected to work hard and that their children make good progress. A significant minority have concerns about homework. Although this is normally set, teachers do not always follow it up and some children do not do it. A few parents criticised the extra-curricular opportunities offered but inspectors found these to be at least as good as in most primary schools.
45. Information about the school and about pupils' progress is satisfactory and meets statutory requirements. The governors' annual report, though adequate, gives very little information about school activities and achievements over the year. The prospectus is useful and informative but does not have a particularly attractive format. Pupils' annual reports give parents an honest and helpful record of how they are getting on. Termly consultation evenings give regular progress reports. Attendance at these is good in the autumn term but diminishes as the year proceeds. Some parents are reluctant to attend in the summer, as they tend to feel the annual report tells them all they need to know. Parents agree the teachers are readily accessible where there are concerns.
46. A small number of parents give regular and valuable help in school. Parents willingly help with functions for Friends of Stirling when asked but are reluctant to make a regular commitment. School productions are very well supported. Parents did not respond well to curriculum workshops but family literacy courses run in partnership with Doncaster College have proved successful. It is hoped to be able to run further courses, for example in computer skills. To emphasise the school's policy of inclusion a bilingual learning support assistant is trying to encourage more Asian mothers into school. Overall, parents' involvement with their children's work at home varies. A child who was struggling with her reading told an inspector that her mother said she should leave her reading book at school. Some fail to support the school over regular attendance. On the other hand, many parents are very supportive of their children, anxious to help them and keen for them to do well.
47. As far as possible the school establishes close relationships with parents of pupils with special educational needs. Parents of pupils on the register of special needs are effectively linked to the special educational needs co-ordinator. Parents are always invited to reviews of statements and individual education plans and an increasing number now accept the invitation. The school is making good use of the newly refurbished Family Support room where parents meet on courses and attend meetings to learn how best they can help their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

48. Leadership and management in the school are good. The headteacher has a very clear idea of the needs of the pupils and the school and leads strongly in seeing her sense of vision accomplished. Her senior managers support her very well. Together they have established a very clear understanding of the mission of the school and this ensures that all adults and pupils have the opportunity to work in an environment where good relationships flourish and all feel valued. The school has had great difficulty in attracting a stable team of adults to work in the classroom. This has changed recently and the headteacher and governing body believe that they have the right mixture of dedication and enthusiasm in the classroom. The inspection has revealed a much better quality of teaching. This is due to staff changes and rigorous observation and development of teaching to put in place whole school systems that give purpose to the learning. However, staff changes have made the position of subject managers tenuous. The role of subject manager has not developed as well as the work of the adults in the classroom. Many current subject managers are filling the role on a temporary basis or are very new to the position. Consequently, some areas of the curriculum have not been monitored and evaluated sufficiently to give a strong sense of direction. The school knows that this is the case and, as subject managers grow into their role, action plans are being drawn up to develop the role. Some areas have not had work sampling take place to see how good standards are. Classroom observations have been largely limited to those of senior members of staff in the areas of literacy and numeracy. This makes it difficult to be precise about the fine detail of targets for improvement. There has been a continuous need to provide induction for new members of staff over recent years. The school has had to get good at this. All staff get appropriate training and guidance about whole school policy and practice. The school has had no recent opportunity to give work placements to teachers in training, although the headteacher has had a close lecturing link with a nearby teacher-training establishment.
49. At the time of the inspection the newly appointed special educational needs co-ordinator had only been in post for a week. However, she is very experienced and has already established very good links with all staff. The governing body is closely linked with the school's provision for pupils with special educational needs. The special educational needs governor is a member of the school's lunchtime supervisory staff and gives good support to the school.
50. The governing body is committed to the school and enthusiastic about its role. It is determined to be very involved in decision making to point the school's way forward. Many are new to the role and are committed to their own training so that they have a good understanding of what needs to be done. The school has the usual number of staff governors but some others work in the school on a paid or voluntary basis and this gives the governing body a very good understanding of the school's strengths and areas for development. Writing the annual report to parents is currently delegated to the headteacher. However, governors know that this should be a shared responsibility and they have ideas about how this should be developed as they get used to the role. Governors are aware that the school is behind in the development of the information and communications technology curriculum and that this is an urgent priority to complete their legal obligations.
51. The school has a suitable policy for performance management. Performance targets have been set appropriately for members of staff including the headteacher. The process for measuring performance is up to date. A good school development plan informs the improvement the school seeks to make. The process is a shared one, supported by subject managers' action plans. A strong feature of the development plan is that it is clear in identifying who is responsible for taking action over priorities, what resources are needed and when developments should be in place. The school measures the success of developments and the plan is systematically reviewed for progress. The plan is well supported by budget arrangements. The school's allocation of money to budget headings is well balanced. However, it is difficult under current circumstances to rigorously monitor spending. The school has been very careful about not overspending and this has led to an unusually large sum of money being held in reserve. There are clear plans for the use of that money, including protecting staffing in a time of change in pupil numbers and some urgent repair and development work to be done to the building.

52. Staffing, resources and accommodation are good overall. The school has a good number of teachers, given the size of the school. Teachers are used well and good use is made of some specific expertise around the school. Good provision is made of learning support assistants. These additional adults form very secure working relationships with teachers and this benefits the quality of learning throughout the school. A particular feature of the work is the support given to pupils with special educational needs and to those who need support for learning English as an additional language. Although the school is not able to get translators for all languages represented in the school, the provision is instrumental in ensuring that pupils of different abilities and from different backgrounds are included in the learning process. It is a central priority of the school that opportunities are presented to all pupils and the school makes very good provision in ensuring that pupils are welcomed, valued and supported. The accommodation is good. It is clean, well maintained and spacious. Most of the past difficulties over learning resources have been resolved. Many areas are well catered for and resources are well used to support learning. While the provision of resources for the Foundation Stage is satisfactory, more needs to be done for outdoor play. The school does not yet make sufficient use of computers on a day-to-day basis across the curriculum, although good use is beginning to be made of dedicated lessons in information and communication technology. Computer technology is used well for administration.
53. The governing body is quick to point out how the school consults widely with outside bodies. School performance data is used to challenge and compare standards. Overall, in seeking to achieve value for money the school makes satisfactory use of the principles of best value.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

54. To continue to improve the standards and provision of the school, the headteacher, governing body and staff of the school should
- (1) raise standards of attainment, especially in English, mathematics, science, design and technology, information and communication technology and music by
 - ensuring that the quality of teaching is maintained so that that pupils make good progress in the acquisition of basic skills
 - providing training for all staff to increase expertise, especially in the use of information and communication technology
 - continuing to develop curriculum provision to ensure that pupils get a broad range of curriculum experience
 - and intensifying the challenge to all pupils, by setting targets so that they understand what they must do to make progress and encouraging pupils to work faster
 - (2) ensure that the statutory curriculum for information and communication technology is fully taught, especially in Years 3 to 6 and, in particular, ensure that the training of staff enhances their ability to teach this subject
 - (3) as the teaching team stabilises, broaden the opportunities for subject managers to review, evaluate and develop the work in their curriculum area
 - (4) continue to make pupils and parents understand how important good attendance and punctuality are in the need to raise standards throughout the school
 - (5) as a matter of good practice, the school should add to its efficient financial procedures a strategy for the rigorous monitoring of spending so that an under spend of available funding is not allowed to build up

The school has identified all but point 5 in its development planning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	33	16	0	0	0
Percentage	0	12	59	29	0	0	0

Care should be taken when interpreting these percentages as each lesson represents two percentage points.

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)	9	206
Number of full-time pupils known to be eligible for free school meals	0	110

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	0	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	50
Pupils who left the school other than at the usual time of leaving	80

Attendance

Authorised absence

	%
School data	8.4
National comparative data	5.6

Unauthorised absence

	%
School data	5.4
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 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	13	8	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	6	6	9
	Girls	4	6	7
	Total	10	12	16
Percentage of pupils at NC level 2 or above	School	48 (74)	57 (68)	76 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	9	10
	Girls	4	7	5
	Total	9	16	15
Percentage of pupils at NC level 2 or above	School	43 (71)	76 (82)	71 (74)
	National	85 (84)	89 (88)	89 (88)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	18	15	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	12
	Girls	7	5	13
	Total	12	11	25
Percentage of pupils at NC level 4 or above	School	36 (38)	33 (34)	76 (41)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	7	11
	Girls	5	5	10
	Total	10	12	21
Percentage of pupils at NC level 4 or above	School	30 (31)	36 (38)	64 (41)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	11
Pakistani	39
Bangladeshi	0
Chinese	0
White	111
Any other minority ethnic group	11

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	3	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)	11.1
Number of pupils per qualified teacher	18.55
Average class size	25.1

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	?

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	9
Total number of education support staff	2
Total aggregate hours worked per week	?
Number of pupils per FTE adult	?

FTE means full-time equivalent.

Financial information

Financial year	2000-01
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	£
Total income	637,338
Total expenditure	582,145
Expenditure per pupil	2,311
Balance brought forward from previous year	15,369
Balance carried forward to next year	70,562

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	215
Number of questionnaires returned	46

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	26	2	2	4
My child is making good progress in school.	46	50	2	2	0
Behaviour in the school is good.	54	37	9	0	0
My child gets the right amount of work to do at home.	33	43	13	9	2
The teaching is good.	50	43	0	2	4
I am kept well informed about how my child is getting on.	52	28	11	2	7
I would feel comfortable about approaching the school with questions or a problem.	59	33	9	0	0
The school expects my child to work hard and achieve his or her best.	50	46	0	2	2
The school works closely with parents.	43	37	7	4	9
The school is well led and managed.	39	52	2	2	4
The school is helping my child become mature and responsible.	39	54	2	2	2
The school provides an interesting range of activities outside lessons.	33	35	13	4	15

Other issues raised by parents

Some parents raised a concern about the retention of teaching staff, a concern that the headteacher and governing body share. The governing body expresses confidence that the most recent appointments are of individuals who have a sense of dedication and commitment to the school.

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

55. The provision for the children in the Foundation Stage is in the part-time Nursery, a single age Reception class and a mixed class with Reception and Year 1 children. Children begin in the Nursery class after their third birthday, either September or April, usually moving into the Reception classes the following September. A number of the children entering the Nursery have had some pre-school experience.
56. The provision for children in the Foundation Stage is good, particularly in the well-equipped modern classroom. The curriculum is based on the six areas of learning and, in practice, provides the children with a broad and balanced range of experiences. Both the Nursery and the Reception classes are effective in providing a wide range of challenging and focused experiences to promote the early learning goals. The introduction of High Scope, sessions where children choose an activity, carry it out then talk to a small group about what they have done, is encouraging them to become independent and is helping to develop their language skills and confidence.
57. The attainment of most children entering the Nursery is very low but has risen to well below average by the time they join the Reception classes. This is confirmed by the school's initial assessment. Teaching in the Nursery is good and often very good and this has a positive effect on children's learning. Most children achieve well and by the time they move to the Reception classes have made significant gains in knowledge and skills. Teaching in the Reception Year is mainly good with a small proportion of satisfactory lessons seen. Children continue to make good progress. Overall about a third of the children are likely to reach the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development by the time they enter Year 1.
58. The quality of teaching in the Foundation Stage is at least satisfactory with 8 out of 10 lessons being good. Overall, staff have a secure understanding of the early learning goals. Lesson plans and schemes are clear with appropriate learning objectives linked to early learning goals.
59. In the Nursery the staff recognise the importance of high quality play and first hand experiences. This has a positive effect on the good progress children make towards the early learning goals and provides a very firm foundation for learning in the Reception Year. Experiences are interesting, challenging and are focused very closely on what the children need to learn in relation to national guidance. Activities are well organised and effectively promote communication, language, literacy and mathematical development. There is a very good balance between teacher- directed activities and child- initiated ones. In all activities staff provide effective support and encouragement to extend children's understanding, but more particularly, their language development. The questions they ask are challenging and carefully phrased to develop the child's language skills and to encourage a response as the children talk about their experiences.
60. In the Reception Year staff also provide an appropriate range of activities to encourage children to play together and extend their language. There is sometimes a lack of pace and children begin to lose interest. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. Day-to-day assessment is used to inform staff of children's successes and difficulties and so daily planning can be modified to ensure tasks provide sufficient challenge for the children. The staff record the children's progress against the early learning goals and although this has only recently been introduced it should help to identify gaps in children's learning. All staff have very good relationships with the children and this has a positive effect on the quality of learning. Teachers, classroom support assistants and bilingual assistants are enthusiastic and have high expectations. They liaise well with the class teachers and provide good support for the children at all levels. Parents are encouraged to be involved in their children's learning through sharing storybooks and special

homework sheets at home. A notice board keeps parents informed of any visits and special activities.

Personal, social and emotional development

61. Standards are below those expected. Few children are on course to achieve the nationally agreed goal for early learning by the end of the Reception Year. Children's personal, social and emotional development is given a high priority. Children enjoy coming to school and respond well to the rules and routines of Nursery and school life. They are eager to learn new skills and, when activities are stimulating and exciting, they put effort and concentration into the tasks. Emphasis is placed on helping children to understand the consequences of their actions. They are encouraged to consider the feelings of other children. Children, particularly in the Reception classes, are learning to share and work together in a variety of situations, such as role-play and outdoor play. Children in the Nursery play as individuals rather than together and find it difficult to interact with their peers, often because they do not as yet share a common language. Teaching is good in all classes. There are opportunities for children to develop a sensitivity and awareness of other people, their different religions, cultures and ways of life through religious education and a 'multicultural' day. On this day children dress in traditional costume, parents bring in traditional foods and games are played so children can begin to appreciate how others live.

Communication, language and literacy

62. Overall progress is good, although very few children are on course to attain the nationally agreed early learning goals by the end of the Reception Year. A high proportion of children are learning English as a second language. Children are encouraged to become good listeners and to enjoy stories, rhymes and songs. There are many opportunities for language development because many of the children on entry to the Nursery do not speak English. They receive good bilingual support and make good progress towards the acquisition of the new language. The small group activities specifically planned for literacy and language and the opportunities to talk about what they have done during "choosing" time allows all children to express themselves in front of their peers. By the time children move into the Reception most children have mastered some English and are again given many opportunities to talk to their peers. Although children are beginning to express themselves in English they do not always understand what they have been asked, for example, when a child was talking about his experiences in the sand another asked why they liked playing in the sand the answer was "I made it." Whereas another child was able to explain how a picture had been made on the computer, using appropriate language: "go on picture and press mouse, take it to place, use mouse and press again."
63. Teaching is good in both the Nursery and the Reception classes. In the Nursery questions are used to encourage children to respond and develop an understanding of English. There is little use of language in the role-play area as children are isolated in their play and as yet have not learnt the skill of interaction or develop sufficient language to relate to each other. However, in the Reception Class children observed in the role-play area were relating well to each other playing the roles of doctor, nurse and patients. It all seemed very convincing!
64. Many of the children in the Nursery are still unaware that writing is a form of communication. The majority of children are unable to write any recognisable letters although a few are beginning to realise that writing is made up of separate marks. Few children write their name so that it is easily recognisable. A small minority manage the initial sound of their name and a couple more write the odd letter from their name. The children are given a range of activities to encourage them to develop their writing including making books and cards. In the Reception children begin to write more legibly and a few are learning to spell simple words such as 'cat', 'hat' and to recognise rhyming words. About two thirds of the children are just beginning to copy writing under the teacher's words but letters are often unrecognisable.
65. The Nursery children are introduced to stories and books and enjoy listening to the stories the staff tell them. They all know how to handle books with care and how to turn the pages. The higher attaining child was beginning to recognise letters found in own name and could talk about the book with interest and enthusiasm. However, the lower attaining children struggle to

recognise any letter sounds. They could answer questions about the pictures but most of their answers were one word. Only the higher attaining child was willing to recite a nursery rhyme, although another child said she sang them at home.

66. The higher attaining child in the Reception class is likely to achieve the early learning goal for reading by the end of Reception. Words were recognised, as were many initial sounds, and answers were in sentences. Favourite stories were told in some detail. However, the lower attainers are less likely to achieve the early learning goals as they are reading at a lower level. Some initial sounds are known but language skills in responding to questions are a lot weaker with single words. All children enjoy reading and sharing books and were keen to talk about them.

Mathematical development

67. The teaching in both the Nursery and the Reception classes is good and this ensures that all children make good progress and a few attain the early learning goals by the end of the Reception Year. In the Nursery children have opportunities to compare, match, sort, order, sequence and count using a range of games and experiences. In the Reception Year children explore numbers, look at shape, money and begin to measure using non-standard units. In the Nursery, rhymes such as "Five Current Buns" using finger puppets help the children to develop early counting and ordering skills. About half the group are secure counting to three and the other half find it difficult to do so. The higher attaining Reception children can count backwards and forwards to twenty and enjoy a game of Bingo to encourage recognition of numbers. These children are beginning to appreciate that numbers above 10 are made up of a ten and an appropriate number of units. These children are likely to achieve the early learning goal at the end of the Reception Year. However, this is only a third of the Reception children and the remaining two thirds are unlikely to achieve the goals. Teachers place emphasis on developing appropriate mathematical language. Children are encouraged to consider words like just below, longer, shorter and others.

Knowledge and understanding

68. The teaching of knowledge and understanding is good and by the time the children leave the Reception about a third are likely to achieve the early learning goal. In the Nursery children explore leaf patterns following a walk around the school grounds. They iced biscuits discussing how the icing sugar changes when water is added. Along with the Reception children, they enjoyed a visit from the fire service. Firemen brought a fire tender, small uniforms for the children to wear and allowed them to use the hoses. Photographs were taken and these were used in the Nursery as a stimulus for literacy and language development. Children also enjoyed the visit of the school dentist and the role-play area was adapted to represent either the dentist's or the doctor's surgery. This idea of people who help us was the theme of the religious education stories about Jesus. Children in the Reception class discussed healthy eating and how to protect their teeth. They were aware of what foods were good or bad for their teeth.
69. Within all classrooms there are opportunities for sand and water play and children enjoy the feel of the sand on their hands. Children are able to choose to use the computer although the Nursery children struggle to use the program correctly. Reception children "dress the Teddy" or design a town, showing they are developing good mouse control.

Physical development

70. The quality of teaching in this area is satisfactory and many children are likely to achieve the early learning goal. Children are beginning to develop a spatial awareness and can control their bodies as they move around the hall during a physical education session or enjoy outdoor play sessions. Many Reception children are able to undress and dress themselves for physical education. In the Nursery, children climb, ride the tricycles (but not the bicycle) and explore the apparatus, whereas Reception children show more confidence in their outdoor activities being able to balance on the two-wheeled bicycle, walk on the stilts and role-play together (pretending to be firemen). However, fine motor skills such as pencil control and using scissors are not so secure and for some children more practice is needed. There are good opportunities

for children to develop their manipulative skills, through cutting activities, handwriting patterns and colouring within the lines. Many children hold a pencil correctly but some still experience difficulty. Wall displays show the kind of useful creative opportunities experienced by the children.

Creative development

71. The quality of teaching in this area is good and although only a small proportion of children are likely to achieve the early learning goals many have made good progress towards them. Children enjoy a range of experiences in art, music, story and imaginative play. There are opportunities to experiment with colours, collage, printing with leaves, handprints and model making. The role-play area is well resourced and the Reception children in particular use it very effectively as they use their imagination to take on the roles of patient, nurse, doctor or dentist as they act out a visit to these people. This area changes according to the theme or topic the children are exploring. In the Nursery children enjoy nursery rhymes and songs that help them to develop their language and understanding of number. In the Reception children begin to explore sounds looking at long and short sounds, using percussion instruments and their bodies.
72. Overall teaching in the Foundation Stage is good with examples of very good teaching. Staff have good knowledge of the needs of the children in the early years and the curriculum meets those needs. The teachers are enthusiastic and have very good relationships with their classes. All lessons are well planned with appropriate early learning objectives. There is a very good range of activities to extend the children's learning and to develop their language. Regular adult intervention means that all the children including those for whom English is a second language make good progress in their language acquisition. The staff and support staff, both Nursery nurse, classroom assistants and bilingual support assistants work as teams within their classrooms and the children benefit from this consistent approach to their learning. Expectations of children's behaviour are high and they respond well to these expectations. For example, they tidy up their classrooms with little prompting from the teachers. In fact, in the Nursery, when a child was sharing a book with a visiting adult, as soon as the teacher put on the music the child took the book and immediately put it back in the box. The attractive wall displays showing children's work provide a bright and interesting environment where learning is encouraged.

ENGLISH

73. The 2001 national tests showed that seven-year-old pupils achieved standards in reading and writing that were very low in comparison to the national average. When compared to schools with a similar background, results showed that pupils' attainment in reading was very low and their attainment in writing was well below the average. There has been a trend of declining standards in test results over five years. Some of this can be attributed to an unsettled teaching staff. This situation has now been stabilised. Additionally an increasing proportion of pupils with special educational needs and with English as a new language join the school at times other than the usual time of starting school. Eleven-year-old pupils achieved standards in English that were very low in comparison to the national average and below the average when compared to similar schools. There has been an improving trend over the previous three years in test results amongst these pupils.
74. Inspectors judge attainment in English during the week of the inspection to be well below the standards expected nationally among seven-year-olds, and below the nationally expected standards among eleven-year-old pupils. The significant number of pupils for whom English is an additional language and a mobile pupil population present challenges for the school. However, the good quality of teaching seen during inspection week, the successful implementation of the National Literacy Strategy and numerous supporting strategies the school has developed, provide a sound basis from which to raise standards. Pupils, including those with special educational needs and those for whom English is an additional language, are making good progress in the acquisition of skills, knowledge and understanding throughout the school.

75. Attainment in speaking and listening is below the standards expected nationally by seven-year-old pupils. Eleven-year-old pupils attain standards that match those expected nationally. Pupils listen attentively in class both to the teacher and to each other. Pupils in Year 1 respond confidently when asked to suggest what characters in a picture may be saying to each other. Some pupils enunciate clearly and speak in sentences such as “I am excited because I am going to the seaside”. Whilst the majority of pupils listen with understanding and respond appropriately, a significant minority do not have the language skills to convey their ideas. Year 2 pupils participate well in pronouncing words containing an “or” sound and most suggest alternatives to the teacher. However, a significant minority of pupils are not able to respond to simple questions about their work. Pupils in Year 4 listen carefully to the teacher and respond with a variety of words to his suggestion that “I have a nice class”. They understand that the word “nice” has many alternatives, which can be used to add interest to their speech. By the time they are eleven years old, most pupils develop their ideas thoughtfully when speaking in class. They show confidence when contributing their ideas on the elements that make a good suspense story, using the appropriate vocabulary. They discuss their ideas in pairs, listening and communicating their thoughts appropriately.
76. Seven-year-old pupils attain standards in reading that are well below the standards expected nationally. By the time they are eleven years old, pupils attain standards that are below those expected nationally. Pupils who are eleven years of age attain standards in reading that are below the nationally expected standards. Most pupils in Year 2 read simple texts reasonably confidently and can correct themselves. They talk about the plot of their story whilst referring to the accompanying pictures, but few pupils express any opinions about the major events. Higher attaining pupils have some understanding of an index and contents of a book but are less certain of how to use them successfully to locate information. A significant minority of pupils read simple texts hesitantly and much meaning is established through pictures. When describing how they choose books they respond with answers such as “sometimes I choose book with words in them”. Most pupils in Year 6 read reasonably confidently but without expression. They choose books by reading the synopsis and understand the use of contents and index to find information. A minority of pupils pinpoint the essential points when comparing books and discussing preferences. These pupils have a good understanding of how to use books for independent research. A significant number of pupils, however, read hesitantly. Whilst they are able to correct themselves when reading aloud, they mistake words such as “went” for “want” and “shopping” for “stopped” in simple texts which are profusely illustrated.
77. Attainment in writing is well below the standards expected nationally among seven-year-old pupils. Eleven-year-old pupils attain standards that are below those expected nationally. Most pupils in Year 2 understand how to represent sounds with letters to make words, for example they use the “or” sound to construct words such as “born” and “shore”. They develop simple ideas in a sequence of sentences, sometimes with full stops and capital letters. A minority of pupils attempt to join their handwriting and usually spell simple words accurately. However, a significant minority of pupils do not form their letters accurately. Much of their work is at the stage of copying the words and letters from the teacher’s prompt. Pupils, including those with special educational needs and those for whom English is an additional language, make good progress in their writing as they move through the school. Year 4 pupils begin to vary their use of vocabulary to make their writing more interesting. For example, the teacher says, “ I have a nice class” and invites pupils to use alternative adjectives. The pupils respond, obviously with enthusiasm, with suggestions such as “amazing”, “brilliant” and “superb”. By the time they are eleven years old most pupils write legibly and their handwriting is joined. There has been a significant recent improvement in handwriting and presentation. A minority of pupils consistently use punctuation accurately including speech marks. Most pupils, however, do not use grammatically complex sentences to extend meaning. A significant minority of pupils does not write fluently or develop and sustain writing in longer pieces of work.
78. There has been a substantial change in the teaching staff since the previous inspection report and the standard of teaching seen during the week of the inspection was good, with some very good teaching in Years 1 and 4. The school has successfully implemented the National Literacy Strategy and teachers are using it well. Teachers’ planning is thorough and objectives are clearly stated and communicated to pupils in lessons. Lesson plans recognise the differing needs of pupils and activities are organised for this. Teachers take account of the attainment of

pupils in previous lessons and plan accordingly. An analysis of pupils' work reveals that there has been a significant recent improvement in many classes in the way pupils' work is marked and the amount of written work produced, both in English lessons and in other subjects. Good, informative marking and praise encourage pupils. A warm, happy atmosphere and a high degree of enthusiasm from pupils for their work typify very good teaching. Pupils participate fully with lots of hands up and much humour, which clearly increases pupils' interest and concentration. The teaching and learning for the significant number of pupils who have English as an additional language is good. There is much support given to these pupils both within lessons and on an individual basis by a substantial number of teachers, support assistants and interpreters. Initiatives, such as the "Science Comprehension Project", have furthered pupils' understanding of science vocabulary. Teachers plan their lesson activities carefully. They deploy support assistants appropriately to give as much access as possible to the whole curriculum for these pupils, many of whom enter the school in the middle of their school life.

79. The recently appointed co-ordinator has a thorough grasp of the issues involved and has a clear picture of future development. Assessment procedures have been developed further since the previous inspection. The school now uses a comprehensive range of information and tests to inform teachers' planning, including individual progress recording sheets and measuring pupils' progress against the National Curriculum attainment targets. The attainment in national tests of pupils who have English as an additional language is monitored and analysed to help teachers in their future planning. There is a good range of resources available to support these pupils in their work, including bilingual books and dictionaries. There is some use of information and communication technology to support learning in English.

MATHEMATICS

80. The previous inspection found significant under achievement in standards, which were well below average when pupils reached the age of seven and eleven. In the National Curriculum tests for seven-year-olds in 2001, the pupils' results were well below those expected for pupils of their age when compared to the national average or when compared to schools with pupils from similar backgrounds.
81. Pupils' results in the National Curriculum tests for eleven-year-olds in 2001 were well below the national average and below the average when compared to schools with pupils from similar backgrounds.
82. Since September 2001 there has been a big improvement in teaching due to many changes of staff and better planning of the mathematics curriculum. Inspection findings at this stage of the school year indicate that standards by the age of seven are improving but are still below those expected nationally. However the achievements of eleven-year-olds are very close to those expected nationally. The present Year 6 are benefiting from very good teaching. At age seven and eleven the pupils find it quite difficult to achieve the higher levels 3 and 5. This is because a high proportion of the pupils start from a very low base initially and a significant proportion have special educational needs and English as an additional language.
83. Progress for all pupils is at least satisfactory and for pupils in Year 6 it is good. Samples of pupils' work demonstrate that pupils throughout the school undertake an appropriate variety of work on space, shape and measures and tackle a range of problems involving money, handling data and investigation during the course of the year. There has been improvement in the provision for pupils with special educational needs and they make good progress in their learning. A large number of classroom assistants provide teachers with very good support and make a valuable contribution to the pupils' progress. This is particularly the case for those pupils with special educational needs and those learning English as a new language. The school is beginning to implement strategies to provide greater challenge for its higher attaining pupils. These are not yet fully effective throughout the school. This is the result of recent change-over of staff.

84. Year 1 pupils make very good gains in their learning and cover an appropriate range of work. They count reliably forwards and backwards in twos to twenty and in tens to one hundred. Pupils have a grasp of odd and even numbers. They focus on the development of mathematical language, for example the properties of 2D and 3D shapes. Year 2 pupils also develop their mathematical language by writing their answers in figures and words and finding other words that mean addition. They work well in groups investigating numbers with more able pupils understanding numbers up to 100 and less able pupils working on the lower ones. The teacher ensures that all work is well matched to their ability and those pupils needing extra help receive it.
85. By the age of eleven many pupils work with increasing confidence with number. In a Year 6 lesson observed, pupils enjoyed working on the division of fractions and decimals. Throughout the year pupils make good progress in their learning and cover an appropriate range of work, for example, measuring, the use of coordinates, proportion and the properties of 2D and 3D shapes.
86. Throughout the school the quality of teaching is always at least satisfactory with one third being good and one third very good. This is good improvement since the previous inspection. Teachers have good subject knowledge and use the National Numeracy Strategy confidently in their efforts to raise attainment. Lesson plans clearly identify what pupils are expected to learn in each lesson. These are shared with pupils so that they know what is expected of them. Pupils of different ability in the same class are given different levels of work so that they have the right level of challenge. As a result, most pupils, including those with special educational needs and English as an additional language, receive extra help. Lessons move at a brisk pace. Many teachers use small white-boards for pupils to write their answers on speedily during the introductory mental arithmetic sessions. This allows pupils of all abilities to be involved. The majority of pupils have a good attitude to their work and say they enjoy mathematics. Good work is celebrated and this raises pupils' self-confidence. In one lesson all the class applauded a pupil when he gave a particularly good answer. Pupils in Year 6 work hard and sustain their concentration throughout the whole lesson. Relationships between pupils and with adults in all classes are very good and pupils support each other well in their learning. Pupils are not afraid to try and are not worried that they might be wrong because of the way adults encourage them. Homework is set on a regular basis but many pupils do not complete it.
87. The curriculum is broad and balanced and all elements of the National Curriculum are covered. Long and medium-term planning shows that good opportunities are taken to reinforce pupils' understanding by referring back to previous work which several pupils find difficult to remember. Good use is made of information from assessments that is used to remedy areas of weakness.
88. The subject manager has made many improvements to the subject since her appointment in September 2001. Monitoring of teaching and learning has been very successful in improving teaching. Information and communication technology is very underused at the present moment due to the lack of suitable hardware and software until recently and the pupils' lack of opportunity to use the equipment. Whilst teachers provide some opportunities for pupils to develop numeracy in other lessons, for example through graphs and traffic surveys in geography, staff recognise this is an area for improvement. The school is now in a strong position to continue to improve.

SCIENCE

89. When pupils are seven and eleven standards in science are below the level expected. The results of teacher assessments for seven-year-olds indicate attainment well below average. Higher attaining pupils attain fewer higher levels than is usual in most schools. Standard National Curriculum tests for eleven-year-olds indicate attainment below the national average. The school results are broadly in line with those of similar schools. Standards in science are affected by a high incidence of special needs and the complexities brought to the subject by the need to use scientific language by pupils still at an early stage of acquiring English as a new language. Standards have also been affected by instability within the team of teachers and a high degree of coming and going within the pupil body. Despite these difficulties, attainment in

the work seen is close to the standard expected nationally both when pupils are seven and when they are eleven.

90. Pupils in Years 1 and 2 have good practical experience. They observe scientific phenomena closely and record what they see. For higher attaining pupils, whose literacy and numeracy skills are at an age- appropriate level, there are good opportunities to record what they see accurately. However, attainment in science is held back for lower attaining pupils because they find difficulty using literacy skills to record their findings. Although the work of all pupils shows evidence of first hand experience, there is little to prove that pupils are able to predict or understand the nature of fair testing in science. Some of the tasks require the completion of a worksheet. These are difficult for lower attaining pupils. Higher attaining pupils find them too easy. Pupils at this stage get a broad range of experiences that helps them to reflect on life and living things, materials and physical properties. Year 1 pupils discuss why it is important to have a healthy diet. They explore the properties of magnets. They lay down the early basis of scientific classification by writing about things which were alive and those that were never alive. In a Year 2 lesson, pupils have good opportunities to observe different materials closely and to discuss their properties and uses. They begin to use appropriate scientific vocabulary, although opportunities are missed to use terms such as 'transparent' and 'opaque' to consolidate their scientific understanding.
91. Pupils in Years 3 to 6 build well on their earliest scientific experiences. Particularly in Year 6, there is good evidence of emerging understanding of what it is to be a scientist. Pupils record their investigations and findings using a clear step-by-step progression. Some pupils are so eager to take part in the practical work that they miss out the earlier stages of defining the investigation and making a prediction about what they believe will happen. Despite this, their investigational skills are progressing well, especially in the way they work together in groups and understand about safety requirements. However, there is no evidence of pupils showing higher levels of thinking and using the principles of other areas of science already covered and applying them to current investigations. For example, pupils learning about separating materials through filtration found it difficult to connect this with separating materials through condensation. Although the content of the work seen is appropriate to the standard expected for the age of pupils, the volume of work is relatively slight. Year 3 pupils learn to identify a range of common materials and their practical uses. They begin to classify materials by their properties. Some pupils use the term 'flexible' well. Others find the scientific vocabulary difficult and resort to words such as 'bendy'. Year 4 pupils begin to use a key for the classification of living creatures. These pupils make the cross-curricular connection of keys for maps and discuss the idea that a key opens things up. A good Year 5 lesson involved pupils discussing and writing about air as a gas and the effect of air currents and air pressure on a range of phenomena such as kites, sailing boats and a parachute. Pupils joined in a meaningful discussion and applied their knowledge to a written task. A common feature of pupils' work throughout these year groups is the neat and careful way in which all pupils present their findings. Even where pupils find literacy skills hard to develop they try hard to present their work legibly.
92. Teaching in science is good overall. Teachers' factual knowledge of the curriculum is secure. Some teachers are less confident about the practical thrust of the curriculum, although all give pupils good first hand experiences. Teachers manage pupils well. Pupils respond to this in a way that helps practical work go smoothly. Lessons are well prepared. Teachers and learning support assistants work well together. This makes for efficient use of practical resources and a high level of intervention with pupils when they are doing their work. The effect of this is that all pupils get the support and guidance they need, especially those pupils who are having difficulties getting on with their tasks; those pupils with learning difficulties and those who need more help because they are still learning basic English. Because there is good support and intervention, pupils are kept on task, concentrate well and make progress. There is some good marking where teachers give pupils good encouragement and support them in what they need to do next to make progress. Some marking is just a tick and an encouraging word.
93. There is satisfactory coverage of the science curriculum. The content of the curriculum is thorough across all the areas of scientific learning. There is evidence of growing confidence in teaching practical work, although there is still room for more emphasis on prediction and

knowing about fair testing. For example, some older pupils did the practical work before thinking hard about what they needed to find out and establishing what they thought would happen. Some of these pupils thought that to make an investigation fair, they needed to be fair with each other in sharing the responsibility for the work. However, some of the pupils had been taught sufficiently thoroughly to explain what they understood about constants and variables although they were unable to use the scientific terminology. Work in science makes a very good contribution to the spiritual, moral, social and cultural development of pupils. Pupils know right from wrong in the way that they conduct their investigations. As a result they interact very well socially. They are constantly presented with good opportunities to reflect on the natural world and its scientific phenomena.

94. The deputy head holds the subject manager's role temporarily. She has a good understanding of the strengths of the subject and what still needs to be done. However, while the position is held on a temporary basis, there are no opportunities to be rigorous about the monitoring, evaluation and further development of science. Assessment strategies are present but not always used to promote pupils' progress rigorously. Some marking, while encouraging, does not clarify with pupils the science they are learning. A good policy and scheme of work give direction to teachers' planning. Resources are satisfactory and well used to support learning. Since the previous inspection the school has made good improvement in science and this is particularly noticeable in the gains over the past few years in standard test results.

ART AND DESIGN

95. Art is taught in half termly blocks and at the time of inspection no art was timetabled so evidence was provided through photographs, planning, interview with the co-ordinator and Year 6 pupils. There was sufficient evidence to make a judgement about standards at the age of seven, which are broadly in line, but very little evidence even after talking to Year 6 pupils about their art experiences to make any judgement about the standards at age eleven.
96. The photographic evidence of artwork in Years 1 and 2 shows various activities using a range of different media: paint, chalk, pencil and crayons. Photographs show some careful observational drawings of daffodils and bean plants. They also show some interesting pictures made from natural materials such as twigs and leaves. There are examples of printing and paintings that represent the seaside or the pupils' homes. There is one example of three-dimensional work and of a painting in the style of Picasso. There is no evidence of work using clay although the art co-ordinator said that pupils do experience clay but, without a kiln, nothing can be fired.
97. There is very little evidence of work from Years 3 - 6. The interview with the Year 6 pupils suggests that they have limited experiences with different art techniques. They have used a variety of media including watercolours, chalk, pastels, charcoal and paint. The only artist they recalled was Van Gogh, and they enjoyed painting in his style. This is insufficient coverage of other artists and their paintings. They remember printing patterns, symmetrical paintings and pictures using a wash to link with a maths topic on ratio. They talked about a visiting artist who led a workshop in the use of watercolours and painting landscapes. Work seen consisted of observational drawings of a shoe: the few examples seen were very carefully done showing attention to detail. Similar drawings of a jawbone and some leaf patterns using autumn colours are also included in the photographs. Some of the most recent work they have done was linked to their history topic, Ancient Egypt. Each pupil keeps a sketchbook mainly for pencil sketching. The Year 6 books show some careful examples of shading and small observational drawings.
98. The Year 6 pupils all agreed that they enjoyed artwork, in particular drawing with pencils. They found painting too messy! They say they would like more opportunity to use clay.
99. There was no teaching seen in any year and so no judgement can be made about this aspect of the subject. Evidence from the scheme of work shows that there is a sufficient coverage of most aspects although there is little actual evidence available to support the planning. Art is often linked to a history or geography topic or some aspect of multicultural art such as Rangoli patterns, Chinese dragons or masks.

100. The co-ordinator's role is very limited. At present it does not include monitoring of teachers' planning and standards across the school. Although the scheme of work has recently been introduced the co-ordinator has insufficient knowledge of coverage across the school. Hence, there is a need for further monitoring. There have been visits from local artists who have led workshops.

DESIGN AND TECHNOLOGY

101. Inspectors judge that attainment in design and technology matches the standards expected nationally among seven-year-olds, but eleven-year-old pupils attain standards that are below those expected nationally.
102. Pupils in Year 1 make model vehicles from a variety of boxes. They attach axles and wheels using card straws and bobbins, whilst carrying out a study on wheels. They use their own basic designs to plan for model buildings that they construct from construction kits. Year 2 pupils understand how to generate ideas and plan what to do next, and describe their designs. They use fabric to make hand puppets and develop their sewing skills to complete their work appropriately. Pupils in Year 3 understand the concept of a net to make a box and use scissors and tape to cut and join a pre-prepared card net. Pupils, including those with special educational needs and those for whom English is an additional language, do not develop their making and design skills to the appropriate level as they move through the school. Whilst Year 5 pupils have made model roundabouts, the construction and finish is not to the standard expected of pupils of this age. The designs that pupils did for this project do not show how they are to achieve their aims nor do they take account of the materials to be used. Pupils in Year 6 understand that evaluation can be a systematic process carried out against a given range of criteria. They test a variety of types of bread from different countries for taste, smell, appearance and cost, and write down their results. However, in discussion, they did not have the appropriate understanding of the design process and demonstrated little experience of how to work with a range of materials.
103. No lessons were seen in Years 1 and 2 during inspection week and therefore it is not possible to make a judgement on teaching. Teaching in Years 3 to 5 is satisfactory. In the lessons seen, teachers' planning is appropriate and details of activities and resources are clear. In a good lesson in Year 4, learning was reinforced well when pupils brought in a wide variety of boxes from home, providing a good visual reference when discussing the purpose of packaging with the teacher. Pupils contribute enthusiastically, using relevant language such as "decoration" and "reinforcement". There is, however, an inconsistent knowledge of the subject among teachers across the school to develop pupils' skills and understanding to the appropriate level in design, making and use of different materials. There is insufficient coherence in the planning necessary to give pupils sufficient and progressive opportunities to study the subject.
104. The subject manager has only very recently been appointed to the post and, at the time of the inspection, has had little time to have an impact on standards, but has clear views of what is required to move the subject forward. Plans to use the guidelines within the most recent national advice as a basis for the teaching of the subject in the immediate future are appropriate. Long-term plans for the subject, including resources and assessment procedures, are currently underdeveloped.

GEOGRAPHY

105. During the inspection it was only possible to observe one lesson in geography due to time-tabling arrangements. Judgements are based on an analysis of pupils' work, teachers' planning, the policy and the scheme of work, current displays and discussions with teachers and pupils.
106. By the time they are seven, pupils have a sound knowledge of the features of the school, the local environment and the natural world. They identify different types of houses in the area. They know what they like and dislike about the local area. They are aware that the world

extends beyond their own locality through their holidays using a new Barnaby bear sent to the school from friends in America to replace the much loved bear stolen from the school. In a study of Cleethorpes after their visit there, pupils study seaside holidays in the past and compare them with seaside holidays today. They use maps and plans when studying life in a contrasting area, and comparing it with life in Doncaster.

107. In the lesson observed in Year 4 pupils worked well to highlight various features on a map of the local area. Pupils recognise maps of the British Isles, Europe and the world and can spot cities and certain towns on them. Pupils believe Doncaster is a good place to live and can justify their choice. In the only lesson observed, the Year 4 teacher had a very good rapport with the pupils and with an element of humour kept the pupils' interest and attention for the whole lesson. Consequently, although a few pupils found the work quite difficult, they all tried to please and made significant progress in their learning. The teacher made every effort to include every pupil in the class in the discussion and this helped to improve their self-esteem. Most pupils listen well but find it more difficult to express their ideas orally. Pupils in Year 6 had studied their local environment and investigated the proposals to introduce traffic calming measures in their area to improve road safety. They made a valuable link to their knowledge of history by checking the 1851 census information for the area to see how things had changed. After carrying out a traffic survey in the area, they had improved their mathematical skills by producing graphs to back up the questions they intended to put to a local councillor who came into school to justify the alterations to the road system. Pupils had enjoyed the project and it had helped to develop their sense of citizenship in a very practical way.
108. The quality and range of learning opportunities are good throughout the school. The appropriate statutory curriculum is in place. The scheme of work takes into account the most recent National Curriculum guidance. The subject manager indicates a shortage of modern Ordnance Survey maps. Despite this, resources are satisfactory overall.
109. The subject is well led by a committed and experienced co-ordinator. She provides good support to staff. The match of teaching and support staff to the curriculum is good. The school is in a good position to go on and raise standards further.

HISTORY

110. Standards are broadly in line with those normally seen by the age of seven and eleven. Pupils gain sound knowledge of different periods of history and their research skills in the junior classes are becoming more developed.
111. Seven-year-olds understand that history is concerned with a study of the past. This is developed, for example, through constructing a time line that included their birthdays, the world wars, and eventually going back to the time of Samuel Pepys and the Great Fire of London. Pupils in both Year 1 and 2 classes were full of information about the Great Fire because of the visit from a theatre company the week before the inspection when pupils had watched a play about Samuel Pepys and the Great Fire of London. Pupils in Year 1 study a picture of Samuel Pepys contrasting the clothes he wore with those worn by their fathers. Pupils in Year 2 work on projects well linked to their ability. More able pupils attempt to write questions they would like to ask Samuel Pepys while others write about him using the knowledge they have acquired from watching the play about the Great Fire.
112. By the time they reach the age of eleven pupils have studied the Egyptians, Greeks, Tudors, Victorians and Britain since the 1940's. Pupils have a satisfactory knowledge of the periods of history they study. Pupils from Year 3 were able to discuss the Tudors satisfactorily and knew the differences between the lives of rich and poor people at that time. They had gathered a great deal of information about the life of Florence Nightingale using a variety of sources. During the inspection Year 5 and Year 6 studied the Egyptians. Pupils in Year 5 combined their lesson with art making detailed and accurate drawings of a series of artefacts and making inferences and deductions about them. At the end of the lesson pupils pooled all their newfound knowledge and told all the class what they had discovered. This helped to develop the pupils' skills in speaking and listening. Pupils of all abilities were included in the lesson.

113. The quality of teaching was always at least satisfactory and in three quarters of the lessons observed during the inspection it was good. Teachers ensure sufficient coverage of the facts of the period of history that the pupils study. They teach historical skills well and use methods that enable pupils to learn effectively with the result that pupils' acquisition of knowledge, skills and understanding is good. Teachers' planning and expectations are good. The management of pupils is good in most classes although pupils in Year 5 find it quite difficult to concentrate for any length of time. The teacher there had only been in post a few days before the inspection and was still developing strategies to improve the pupils' attitudes to their work. Most pupils enjoy the history topics they are studying. Pupils with special educational needs and English as an additional language make good progress because of the effective support they are given by teachers and classroom support assistants.
114. The appropriate statutory curriculum is in place. The scheme of work takes into account the most recent national guidance. Well-organised and readily available resources support the curriculum. Pupils are encouraged to bring information to school about the topics under investigation. In the Year 5 lesson observed, two pupils had brought information about ancient Egypt using the Internet on their computer at home.
115. The subject is very well led by an enthusiastic co-ordinator who gives very good support to all staff. She monitors planning and pupils' work and ensures that pupils develop their knowledge and understanding by building on their previous work. The curriculum is arranged on a two-year cycle to give all pupils an equal opportunity to experience the full history curriculum. The match of teaching and support staff to the curriculum is good. There is scope for more independent writing in history to further develop literacy skills. History makes a significant contribution to the pupils' interest and enjoyment of school life.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Inspectors judge that attainment in information and communication technology matches the standards expected nationally among seven-year-olds, but eleven-year-old pupils attain standards that are well below those expected nationally. There is no discernible improvement in attainment among older pupils since the previous inspection report. Pupils do not follow the full National Curriculum programmes of study in this subject, and therefore the school does not meet the legal requirements.
117. Pupils in Year 2 recognise that a device may respond to instructions. They devise instructions that control the movement of a robot across the floor. Some pupils compile a series of instructions that make the robot travel in a number of directions and turns. Pupils develop their keyboard and mouse skills appropriately, for example to move objects around the computer screen. They work with text to write rhymes and use a paint package to draw pictures such as animals using colour, line and shape. They talk about their use of information and communication technology to enhance their learning in English using an alphabet game.
118. The progress of pupils, including those with special educational needs and those for whom English is an additional language, is very unsatisfactory as they move through the school. Pupils in Year 4 understand how to highlight text and change the colour font and size. They understand the need to present their work to suit a purpose when making the title of their story bold and attractive for the reader. Pupils in Year 6 analyse newspapers and decide on the appropriate text and headlines to attract the readers' attention. They develop their skills in cutting and pasting text by amending a list of sentences, ordering them in sequence into a paragraph to make sense. There is, however, very little evidence of older pupils working at an appropriate level in other programmes of study. Year 6 pupils have very limited knowledge of how to use information and communication technology systems to control events beyond that expected of younger pupils and very little progress has been made. They do not understand how to frame questions when finding and interrogating information and do not recognise the terms "database" or "spreadsheet". Whilst some pupils can discuss the way in which the Internet can be used, for example when researching information on Harry Potter, most do not use information and communication technology to exchange, collect and research information in a variety of ways.

119. Whilst the teaching of information and communication technology seen during the week of the inspection was good, it was largely restricted to word processing in Years 3 to 6. Teachers of older pupils lack the subject knowledge and training to teach the full range of National Curriculum programmes of study, and these pupils have insufficient opportunities to develop their skills and understanding to the appropriate level in areas other than word processing. In a Year 2 lesson, pupils make good progress in understanding how to control a floor robot. The teacher planned the lesson well and prepared resources carefully so that pupils could all try out the procedures that they had devised. Older pupils are given opportunities to manipulate text changing colour, size and style. Pupils in Year 6 develop their understanding of cutting and pasting in a well-organised lesson studying newspapers.
120. The subject co-ordinator has only very recently been appointed, but has a grasp of what is required to move the subject forward. There is time now available for the co-ordinator to monitor and audit the curriculum, resources and teaching in the subject. The plans to use the most recent national guidance as a basis for the teaching of the subject in the immediate future are appropriate. Areas of immediate concern include:-
- the lack of subject knowledge and training of teachers, which impacts upon the standards pupils achieve at eleven years of age,
 - the development of currently unsatisfactory systems to assess pupils' work,
 - The underuse of computers to give pupils opportunities to study the full range of National Curriculum programmes of study.

MUSIC

121. During the inspection there were few opportunities to observe music, particularly in Years 1 and 2 as little was timetabled. Because of this no judgement could be made about the standard of music achieved by the end of Year 2. However, although only two lessons were observed in Years 3 - 6, one being a Year 6 lesson, there is sufficient evidence, when combined with the standard of singing in assemblies, to say that attainment by the age of eleven is below expectations. This is partly due to limited musical experiences offered to pupils in previous years. Pupils are able to recall the names of some orchestral instruments but are not secure in this knowledge. They do not know or understand fully the elements of music, something common to many Year 6 pupils. Although the pupils sing with enthusiasm and clear words they do not sing well in tune. This was demonstrated in both assembly and singing in Years 3 - 6.
122. The pupils enjoy music and the majority participate with enthusiasm. They listen carefully to the teacher and their peers, applauding their efforts at singing as a class group. A tiny minority of pupils need to be reminded of appropriate behaviour during the singing practice. But these are dealt with, causing no disturbance to the rest of the pupils.
123. The quality of teaching in Years 3 - 6 is good. There is an enthusiasm and interest that motivates the pupils to try hard. Lessons move at a good pace. Pupils are encouraged to respond to questions and to have a go even if they are wrong. There are good relationships with all the pupils in Years 3 - 6 and during the singing session a touch of humour between staff and pupils made for a very enjoyable session. Although some singing techniques were discussed there needs to be more emphasis on singing in tune. Some of the higher notes were very out of tune. Expression, loud or soft singing, could also be introduced. A feature of the teaching of music is the employment of a specialist music teacher for one hour a week to work on a rota system with each class developing specific skills, which the class teacher can then develop further. This is having a positive effect on the learning of appropriate skills and the progress the pupils make as the class teacher also participates in the lesson.
124. The enthusiastic co-ordinator has recently introduced a published scheme to give support and guidance to the staff where they have expressed uncertainty about delivering music. This has yet to be evaluated but comments so far have been very positive. Various musicians have visited the school and these have included musicians from other cultures such as Asian musicians. Pupils have the opportunity to perform in the Christmas production and out in the community to raise money for charity.

125. Pupils can join a recorder club. Pupils can receive violin tuition paid for from school funds.

PHYSICAL EDUCATION

126. Standards of attainment in physical education match those expected when pupils are seven and eleven. Because the previous inspection did not report on physical education, it is not possible to judge improvement in this area of the curriculum.
127. Pupils in Year 2 have good warm-up activities that make effective cross-curricular links with the work they are doing in mathematics. In the main activity they learn how to move 'like a robot' and successfully 'program' themselves. This is a good strategy as the teacher relates it to the pupils' work in information and communication technology later in the week when they will program a floor robot. Pupils are very responsive and get on quickly with the task. Most know how to use space effectively, although during the development of the activity a sense of good use of space is lost for a while. Some pupils are very good at 'programming' a partner. Others find this very difficult. Year 3 pupils discuss their Year 1 and 2 physical education learning with great enthusiasm. They recall learning why a warm-up is needed before vigorous activity. They recognise that the heartbeat quickens during exercise. They describe how to put out equipment safely and efficiently. They talk in detail about activities across the whole range of the physical education curriculum. Year 6 pupils have a well-structured lesson containing all the physical and thinking elements necessary. They use the warm-up music sensitively as they complete slow stretches before moving to a much faster phase of the warm-up. They listen to the teacher's instructions attentively and discuss their performance and the performance of others constructively. There is a great deal of careful paired work as pupils work on mirror image sequences of each other.
128. Only two lessons of physical education were seen and both of those were good. Teachers know curriculum objectives well. They plan lessons with a good shape; effective warm-up, attention paid to health and safety needs, plenty of time to practise meaningful activities and a cool down as equipment is cleared away. Pupils are well managed. Occasionally one or two pupils, most usually boys, think they will 'try it on' but teachers are alert to this and quickly bring their discipline to bear where self-discipline is insufficiently well established. Teachers make good use of discussion, involving pupils in thinking about the quality of their work, how it can be improved and giving good points for refining technique. This leads to good progress for all pupils because they are given clear objectives and good praise and encouragement for success.
129. The curriculum is broad and well balanced. This is the case in policy and guidance. It is clear in teachers' plans. But it is confirmed through the enthusiasm and knowledge shown by pupils in discussion. A temporary teacher has held the role of subject manager for a very short time. Despite this, she has a good understanding of provision, guidance and current practice. She knows where the strengths of the subject lie and what needs to be developed. However, the short-term and temporary nature of the role means that there are no plans for overseeing work in the subject so that it can be evaluated and developed further. The school is very sensitive to the religious and cultural needs of the different groups of pupils on roll. Good attention is paid to equality of opportunity and the valuing, respect and acceptance of difference. This is a very positive element in the provision the school makes for spiritual, moral, social and cultural development of its pupils. Resources and accommodation are good for physical education. Two clean and spacious halls with good floors are used very well. Resources are often new, of good quality and used well. This is a great encouragement to teaching and learning in the subject.

RELIGIOUS EDUCATION

130. Attainment in religious education matches the expectations of the locally Agreed Syllabus when pupils are seven and eleven. Learning in religious education has a strong impact on the provision made by the school for equality of opportunity and for the spiritual, moral, social and cultural development of pupils.

131. Reception class children, at the earliest stages of statutory teaching of religious education, listen carefully to a story about friendship. Later they join in a discussion about what friendship means to them. Pupils with very little English who have recently arrived in school from ethnic minority backgrounds listen carefully and get a great deal of encouragement to use their limited skill and experience in English to express their ideas. Good use is made of the expertise of a visitor, a local church minister, to get across ideas to Year 1 pupils about the way religious objects are used to encourage faith and support worship. Pupils' discussion following the introduction to the lesson showed that they had understood and retained a great deal of the teaching. Year 2 pupils discuss festivals and celebrations across a range of religions. This is characteristic of the determination of the school to include in the curriculum work on all the faith backgrounds represented in the school. Again, in general class discussion, pupils from a background of English as a new language get great encouragement from the support teacher to join in the questioning and answering. As a result, good progress is made and great encouragement given to inclusion. Year 3 pupils remember the names and some of the practices of a range of world religions. When these pupils discuss their Year 1 and 2 experiences in the subject, they are very clear about reasons for studying religious education in school and learning from the world. 'We have got to know enough to make our own decisions when we grow up', says one. Another, from a strongly Christian background says, 'I need to understand about and respect what my friend believes' indicating a boy from a Muslim heritage. This is very mature thinking for those so young and is characteristic of what the school is endeavouring to do beyond the academic curriculum. In a Year 5 lesson on the origins of the Bible the teacher makes a good cross-curricular link that helps clarify pupils' understanding. She brings in current learning about Ancient Egypt that crystallises in pupils' minds the period of time involved. There is written evidence of sufficient coverage of the curriculum. Although work is neat and pupils are being encouraged to use their literacy skills, the volume of work is slim and a significant number of pupils have difficulty in expressing their ideas and understanding.
132. Teaching in religious education is mostly satisfactory with examples of good teaching. Occasionally the pace of lessons is slow and teachers do not engage pupils sufficiently well to challenge them. However, other lessons go well where the teacher's manner is confident and brisk and where good use is made of the expertise of a visitor. Some tasks and lesson content are uninspiring. When this happens learning is still satisfactory but leads to occasional lack of engagement of pupils and some restlessness. On such occasions, teachers have to make great use of control and management strategies.
133. The subject manager has held the position since September. The policy for religious education has been reviewed and updated in the light of the new local syllabus. This has been implemented and matched to the most recent national guidance for teaching religious education. The school has chosen to teach more religions than is usual. This is because it feels it necessary to include content from the range of faith backgrounds represented in the school. This is challenging but it does show how determined the school is to include all its pupils in the work. The strategy is entirely appropriate given the diverse mix of cultural and faith backgrounds. There is some use of visitors and visits out to enhance learning and understanding. Some new resources have been provided to support the implementation of the new syllabus. There are continuing resource needs, for example, the school has no Koran to support its teaching of Islam, modern editions of the Bible are needed and a resource box for the teaching of Judaism would be beneficial. However, the school makes very good use of existing resources.