

INSPECTION REPORT

WALES PRIMARY SCHOOL

Wales, Sheffield

LEA area: Rotherham

Unique reference number: 106883

Headteacher: Mrs J A Dawes

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 24th to 27th September 2001

Inspection number: 230477

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:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Johnson
Date of previous inspection:	June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10373	Mr A J Dobell	Registered inspector	Mathematics Music Physical education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9883	Mr B G Silvester	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
19709	Mrs J Fisher	Team inspector	Areas of learning for children in the Foundation Stage Equal opportunities English as an additional language English Art and design Design and technology Geography	How well does the school care for its pupils?

21910	Mr G Longton	Team inspector	Special educational needs Science Information and communication technology History Religious education	How good are curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Wales some ten miles south of Rotherham. It serves a mixed residential area of both private and rented housing. It has 141 pupils on roll which makes it smaller than the average primary school. There are slightly more girls than boys. The area has some socio-economic problems with the closure of the mining industry, and the socio-economic background of pupils when they enter the school is below the national average. The attainment of children is below average when they enter the Reception class. The Reception class and the two Years 1 and 2 classes are single age, while the three classes in Years 3 to 6 are mixed age classes.

Virtually all pupils come from white Western European cultural backgrounds. Although three pupils are from an ethnic minority background, there is no problem of English as an additional language. The proportion of pupils known to be eligible for free school meals (13.4 per cent) is broadly average. Some 25 per cent of pupils are on the school's register of special educational needs which is above average, and the proportion with statements of special educational needs (7 per cent) is well above average. Pupils on the register have a range of learning difficulties including dyslexia, moderate learning difficulties, emotional and behavioural difficulties, visual impairment, physical disability and autism. The proportion of pupils joining and leaving the school apart from at the beginning and end of the year (7 per cent) does not have a significant impact on attainment.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school. Attainment in the National Curriculum tests at the end of Years 2 and 6 has improved significantly since a low point in 1999 when it was well below the national average. Overall, pupils make good progress in their learning.

The headteacher, very ably supported by her deputy and the governing body, is providing very good leadership and management. The quality of teaching is good and the school is a lively and friendly community. The school has above average unit costs but this is largely because of its small size. Given its levels of attainment in the National Curriculum tests in 2001, and its marked improvement in the last two years, the school is now giving good value for money.

What the school does well

- The quality of teaching is good overall so that the quality of learning is very good in the Foundation Stage and good in Years 1 to 6.
- Pupils make good progress across the school; as a result, attainment in 2001 in English, mathematics and science for pupils at the end of their education in this school showed an impressive improvement on the two previous years.
- Pupils have good attitudes to learning and relationships are good throughout the school.
- There is good provision for pupils with special educational needs and they make good progress in relation to their previous attainment.
- The school is establishing good links with parents.
- The very good leadership of the headteacher, very ably supported by her deputy and the governing body, is resulting in rapid improvements in the school.

What could be improved

- Most pupils' work is closely directed by teachers so that they are slow to develop skills as independent learners.
- Assessment, and its use to guide future learning in subjects other than English, mathematics and science, is unsatisfactory.
- The marking of pupils' work is inconsistent and not always in accordance with the school's marking policy.
- The roles of curriculum co-ordinators in managing their subjects are inadequately developed in subjects apart from English, mathematics and science.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1998. By 1999, there had been a marked decline in standards. Since then standards of attainment have improved well and, in 2001, attainment, as measured in the National Curriculum tests at the end of Years 2 and 6, indicated that pupils had made good progress in their learning during their time in the school.

The key issues for action, identified in the report from the school's first inspection have all been addressed successfully. However, more work remains to be done in making the new assessment procedures fully effective and in developing further the roles of co-ordinators in subjects other than English, mathematics and science.

The quality of teaching has improved since the school's first inspection, and there is now better provision for children under the age of five. Relationships with parents have improved, as has the quality of leadership and management. The school is in a good position to go on to improve further.

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	D	C	C
mathematics	D	B	A	A
science	C	C	A	A*

Key

very high A*

well above average A

above average B

average C

below average D

well below average E

Since the school was first inspected, attainment as measured in the National Curriculum tests declined sharply to 1999, and, since then, has improved well, and is now at least as high at the end of Years 2 and 6 as at the time of the previous inspection. By the end of Year 2 in 2001, attainment showed that good progress had been made since pupils entered the school, with reading as relatively the weakest subject, and mathematics as the strongest. By the end of Year 6, English was relatively the weakest subject, and science the strongest subject in 2001. Since its previous inspection, the overall improvement in the school's average National Curriculum tests point score has been broadly in line with the national trend.

Children under the age of five make good progress and are on line to achieve the expected standards in their areas of learning by the end of the Reception year. Pupils continue to make good progress between the ages of five and eleven. Science is not examined in the National Curriculum tests at the end of Year 2, but teacher assessments for 2001 place attainment at the national average by the age of seven. Attainment in information and communication technology is at the expected level at the end of Years 2 and 6, and this is a good improvement since the previous inspection. Attainment in religious education is at the level expected for pupils following the Rotherham agreed syllabus for religious education at the end of both key stages. Attainment in the other subjects of the curriculum matches national expectations at the end of both key stages overall, although attainment in music and physical education is above that normally found by the end of Year 6. Attainment in design and technology has improved well since the previous inspection at the end of both key stages. Pupils with special educational needs make good progress in both key stages because of the school's well planned provision and the good support that they receive.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school and are keen to give of their best in lessons.
Behaviour, in and out of classrooms	Behaviour is good both in and out of class and has a positive effect on the progress that pupils make.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are good. Pupils develop well as individuals.
Attendance	Attendance is below the national average, but improved in the school year 2000-2001.

All parents who replied to the questionnaires confirmed that their children enjoy school, and this is reflected in their positive attitudes both in and out of class. Good relationships are evident throughout the school. Because of this, exclusions are unusual, and only one pupil was excluded for three fixed periods in the school year 2000-2001.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

The quality of teaching is very good in the Reception class, and good overall in Years 1 to 6. During the inspection 95 per cent of teaching was satisfactory or better and just over one quarter of teaching was very good or excellent. In almost half the lessons observed, the quality of teaching was good, and only five per cent of teaching was unsatisfactory. This is a good improvement on the last inspection when only two per cent of teaching was very good or excellent. The best teaching is found in the Reception class and the Year 5/6 class. This teaching is characterised by high expectations for pupils' behaviour and efforts, and imaginatively planned learning experiences which pupils find interesting. Work is well matched to different ability groups and the purpose of the lesson is explained clearly. Where teaching is unsatisfactory, work is not well matched to the needs of all pupils and pupils are unclear about what they are expected to do.

The teaching of English is satisfactory in Years 1 and 2 and good in Years 3 to 6: the teaching of mathematics is good in both key stages. Teachers have a secure understanding of how the National Literacy and Numeracy Strategies promote high standards. All pupils including those with special

educational needs, enjoy good quality learning experiences overall. The school seeks to offer all its pupils full access to the curriculum, but withdrawal of pupils for different purposes, for example, additional literacy support and instrumental tuition, prevents this aim from being achieved fully.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum for children under the age of five is good. In Years 1 to 6, it is satisfactory.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs throughout the school, and they make good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	Two pupils speak English as an additional language, but this does not adversely affect their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development and they develop well as individuals. The provision for their spiritual, moral and social development is good, and, for their cultural development, provision is satisfactory.
How well the school cares for its pupils	Pupils receive sound academic and personal support. Teachers know their pupils well and ensure that they are secure and content in the school.

The school's curriculum meets statutory requirements. This is a good improvement since the last inspection when design and technology and information and communication technology were unsatisfactory. The curriculum is broad, balanced and relevant, and its quality is improving. Parents believe that children become more mature and responsible as a result of the good care that they receive. The school's links with parents are good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very well supported by her deputy, provides very good leadership and management. This accounts for the school's significant improvement since 1999.
How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Governors have a very good grasp of the school's strengths and weaknesses, and share its aims and values.
The school's evaluation of its performance	The headteacher has established effective systems for analysing the school's performance and to determine priorities for future development.
The strategic use of resources	The school uses its human and physical resources well. Management is successful in obtaining best value from the school's expenditure.

Leadership and management are significant strengths of the school. When the headteacher took up her appointment in April 1999, the school had been through a turbulent period and was at a low ebb. The headteacher, with the support of the governing body, established strategies to improve the school. As a result, good progress has been made and standards of attainment in English, mathematics and science have improved significantly. The headteacher is aware that the role of the

senior management team has scope for further development and that the managers of subjects other than English, mathematics and science have inadequate opportunities to manage their subjects. The headteacher has clear views for the further development of the school.

The school is well staffed to teach the National Curriculum and religious education and has a good provision of support staff. Accommodation is adequate, and resources for learning are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ Children make good progress. ▪ Behaviour is good and children become more mature and responsible. ▪ Children are expected to work hard. ▪ Teaching is good. ▪ Parents feel comfortable when approaching the school with concerns. ▪ The school is well led and managed. ▪ Children like school. 	<p>Of those responding to the questionnaire:</p> <ul style="list-style-type: none"> ▪ About one third question if children get the right amount of homework. ▪ A third feel they are not well informed about progress. ▪ A quarter do not think that the school work sufficiently closely with parents.

The school distributed 141 questionnaires and 24 were returned (17 per cent). These views therefore, represent only a small minority of all parents.

The inspection team supports the positive views held by parents. Inspectors judge that the school uses homework satisfactorily overall to support learning. Information provided by the school about children's progress is similar to that provided in most primary schools, and is satisfactory. The school is improving its links with parents and these are now good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 In the National Curriculum tests at the end of Year 6 in 2000 in English, 81 per cent of the school's pupils attained at least the national expectation of level 4, with 5 per cent attaining the higher level 5. This was below the national average and well below the average attained in schools which draw their pupils from similar backgrounds. However, these results were a good improvement on those attained in 1999. In 2001, there was a further improvement, with 86 per cent of the school's pupils attaining at least level 4, and 24 per cent attaining level 5. It is not yet possible to compare the results in Years 3 to 6 with the national average and the average for similar schools, but they represent a marked improvement on those attained in 1999.
- 2 In mathematics in 2000, in the National Curriculum tests for 11 year-olds, 91 per cent of the school's pupils attained at least level 4 with 24 per cent attaining the higher level 5. These results were above both the national average and the average attained in similar schools and were a good improvement on the results attained in 1999. There was a further good improvement in 2001 when 95 per cent of the school's pupils attained at least level 4, with 33 per cent attaining the higher level 5.
- 3 In science in 2000, in the National Curriculum tests at the end of Year 6, 96 per cent of the school's pupils attained level 4 at least with 29 per cent attaining level 5. These results matched both the national average and the average for similar schools, and were similar to the results attained in 1999. In 2001, there was a good improvement with 100 per cent of the school's pupils attaining at least level 4 and 67 per cent attaining level 5.
- 4 An interesting feature of the results obtained in 2001 is that, in each subject, the proportion of pupils attaining the higher level 5 increased. There was a marked increase in English and science. There are no significant differences in the attainment of boys and girls. In 2001, the school exceeded its agreed and challenging targets for attainment in English and mathematics in the National Curriculum tests at the end of Year 6. No target was agreed for science. These results represent a significant improvement in standards over the last two years.
- 5 In the National Curriculum tests at the end of Year 2 in 2000, in reading, 81 per cent of the school's pupils achieved at least the national expectation of level 2, with 29 per cent achieving the higher level 3. This was below the national average and well below the average attained in similar schools. However, it was an improvement on the standards attained in 1999. In 2001, 77 per cent of the school's pupils achieved at least level 2 with 33 per cent achieving level 3. Again, in Years 1 and 2, the information is not yet available to enable these results to be compared with the national average or the average for similar schools.
- 6 In writing, in 2000, in the National Curriculum tests at the end of Year 2, 87 per cent of the school's pupils attained at least level 2 with 10 per cent attaining level 3. This matched both the national average and the average attained in similar schools and

was a marked improvement on 1999. In 2001, in writing, 86 per cent of the school's pupils attained at least level 2, with 19 per cent attaining level 3.

- 7 In mathematics in 2000 in the National Curriculum tests for seven-year-olds, 91 per cent of the school's pupils attained level 2 at least, with 14 per cent attaining level 3. This was below both the national average and the average for similar schools, but was an improvement on 1999. There was a further improvement in 2001, with 95 per cent of pupils gaining at least level 2 and 33 per cent gaining level 3.
- 8 Science is not examined in the National Curriculum tests at the end of Year 2. In 2000, teachers assessed pupils' standards in science at well below the national average. The assessment improved in 2001, but the information needed to compare it to the national average is not yet available.
- 9 Again, the results for 2001 at the age of seven are an improvement on those for 2000 because of the higher proportion of pupils attaining the higher level 3. In each subject, the results for 2001 are a marked improvement on those attained in 1999 and confirm the significant improvement in attainment in the core subjects of English, mathematics and science at the end of both key stages.
- 10 When they enter the Reception class, children's attainment is below that normally found. They make good progress in their learning during the Foundation Stage and are on course to attain the early learning goals by the age of five. This is the result of the very good teaching that they receive and is a good improvement on the situation reported on by the school's first inspection. Good progress continues to be made overall in Years 1 to 6. Overall, there is good added value as pupils move through the key stages, and the rate at which progress is being made is increasing.
- 11 Over the last two years, the school has concentrated on raising attainment in English, mathematics and science and, in this, it has been successful. The previous inspection report found that attainment in information and communication technology and design and technology was unsatisfactory. The school has addressed this issue and attainment in these subjects is now at the expected level at the end of both key stages. In art and design, geography and history the school has maintained the standards found at its first inspection, and attainment in these subjects is at the level expected at the end of Years 2 and 6. In music and physical education, attainment is at the expected level at seven, but above the expected level by the time pupils leave the school because of the richness of pupils' experiences in these subjects both in and out of class. Standards in swimming are well above the expected standard. In religious education pupils attain the standards expected for pupils following the locally agreed syllabus at the end of both key stages.
- 12 Pupils with special educational needs make good progress in their learning in relation to their prior attainment in Years 1 to 6. Their needs are assessed early and short-term targets are set for them. This enables them to see that they are making progress, and motivates them to make further efforts. The school's provision for special educational needs is having a positive impact on standards of attainment. Children in the Foundation Stage were in their third week in the school at the time of the inspection, and it was not possible to come to a judgement about the progress that children with special educational needs under the age of five were making.

- 13 The school has introduced the National Strategies for Literacy and Numeracy successfully and these are having a positive impact on attainment in English and mathematics. Pupils benefit from good opportunities to practise English in subjects such as geography, history, information and communication technology and religious education, and this is improving attainment. Similarly, elements of mathematics are practised in geography, information and communication technology and science, and this, too, is improving attainment.
- 14 Since the school's first inspection, standards of attainment have fallen sharply and then risen sharply. Pupils are now attaining well at the end of both Years 2 and 6. The school is now in a good position to continue to improve as pupils throughout the key stages benefit from the more focused and better monitored teaching and learning that now exists in the core subjects of English, mathematics and science. The school is in a good position to extend these standards to the other subjects of the curriculum.

Pupils' attitudes, values and personal development

- 15 Pupils are keen to attend the school and play a full part in its life, including the good range of extra-curricular activities. They have a good attitude to their work. Pupils are keen to learn and to participate in their lessons. They concentrate on the task given and are always willing to raise and answer questions. They take a pride in their work, some of which is displayed effectively around the school. Where, in a small minority of lessons, attitudes are less good, pupils have difficulty maintaining attention, call out, and are disruptive to the rest of the class.
- 16 The behaviour of the pupils is good, both in class and around the school. Parents are very happy with the standard of behaviour achieved in the school. Pupils work in a secure and safe environment free from bullying and intolerance. Pupils are polite, helpful and courteous. They value the property, and the values and beliefs of others. There is little evidence of litter or graffiti in the school, or around the grounds. In the last school year, there were three fixed-term exclusions, all for the same pupil, which is the same as the level of fixed-term exclusions found at the previous inspection, and is low.
- 17 Relationships between pupils, and between pupils and adults, are good. The school successfully promotes co-operation, collaboration, tolerance and understanding. Pupils work and play together well, both in pairs and in groups. They are willing to share and take turns. Pupils show a tolerance of the views, beliefs and lifestyles of others. The small number of ethnic minority pupils is well integrated into the life of the school. At this early stage of their schooling, the personal and social skills of children in the Reception class are developing well.
- 18 The personal development of pupils is good. They are keen to take up the opportunities given to take responsibility. All Year 6 pupils act as 'seniors', where they have responsibilities in assemblies and elsewhere, and are 'buddies' for Reception children, helping them to get used to their new school. All pupils have responsibilities in class, such as taking the register to the office, and are members of one of the four school teams. Pupils have 'adopted' a children's home in India and get regular feedback on its activities. Pupils have shown initiative, for example, by serving cream teas to some elderly residents during a Victorian week, and initiating money-raising ideas for the school's summer fayre.

- 19 Attendance in 1999/2000 was 92.1 per cent, which was well below the national average and unsatisfactory. In 2000/2001 there was an improvement and attendance was 93.2 per cent. The level of unauthorised absence is better than the national average. The school is concerned at the number of pupils who take holidays during term time and makes efforts to discourage parents from doing this. Most pupils are punctual but a few do arrive a few minutes late.
- 20 At the previous inspection, in 1998, it was stated that attitudes to learning and behaviour were good and relationships were positive. The school has maintained these positive attitudes.

HOW WELL ARE PUPILS TAUGHT?

- 21 The quality of teaching is very good in the Foundation Stage, and good overall in Years 1 to 6. The quality of teaching has improved since the school's first inspection. Then, 92 per cent of teaching was satisfactory or better with two per cent being very good or excellent, and eight per cent being less than satisfactory. In this inspection, 42 lessons were observed. Of these, five per cent were unsatisfactory, 26 per cent satisfactory, 43 per cent good, 21 per cent very good and five per cent excellent.
- 22 The best teaching is in the Reception class and the Year 5/6 class. In the Foundation Stage, the teacher has a very good understanding of how young children learn. She plans thoroughly and lessons are designed to build up knowledge, skills and understanding systematically. Learning activities are carefully designed to capture the children's imagination and this results in high levels of concentration and effort. Children enjoy their work, so that they are learning almost without realising it. The result is learning of high quality.
- 23 In the Year 5/6 class, the teacher has high expectations for her pupils' efforts and conduct. Her lessons have clear learning objectives which are shared with the pupils. Thorough lesson planning means that activities are challenging for the different ability groups in the class and care is taken to enable all pupils to make progress in their learning. Skilful questioning tests and extends pupils' understanding, and good suggestions indicate how further progress can be made. The very good pace of the lessons ensures that pupils concentrate well, and so make good progress in their learning.
- 24 On the other hand, where teaching is unsatisfactory, pupils are less clear about what is expected of them or tasks are inappropriate. As a result, pupils are less engaged in learning and less progress is made. In an unsatisfactory design and technology lesson in Years 3 to 6 age group, pupils worked in groups so that not all pupils had experience of the practical work, and opportunities for design and evaluation were underdeveloped. In an unsatisfactory art lesson in Years 1 and 2 age group, the learning task was inappropriate so that pupils were unsure how to set about it. As a result, their progress was unsatisfactory.
- 25 In contrast, in a good mathematics lesson in Years 1 and 2 age group, pupils were used effectively to explain their working and praised for good efforts. Very good resources and a sensible pace resulted in effective learning. Similarly, in a good mathematics lesson in Years 3 to 6 age group, the teacher's evident subject competence resulted in very clear explanations to underpin learning. Effective questioning further tested and reinforced understanding. Good resources gave the

pupils good opportunities to experience the difficult concept of lines of symmetry. As a result, pupils made good progress in their learning and achieved a good level of understanding.

- 26 Overall, teachers have a good level of knowledge and understanding of the subjects that they are teaching. Planning is thorough and teaching methods are effective. In most lessons, teachers have high expectations and the management of pupils is very good. Lessons have good pace so that pupils concentrate well and their attention does not wander. Resources for learning are satisfactory, but teachers use them well. The use of homework to support learning is satisfactory overall, but its use through the key stages is inconsistent.
- 27 The use of assessment to support learning is most effective in the core subjects of English, mathematics and science. Effective systems for the assessment of pupils' attainment and progress have been established, but they do not yet operate throughout the curriculum. Work is marked regularly, but not always in accordance with the school's marking policy, and there are occasional examples of incorrect work being ticked. In some classes, there are examples of helpful comments which indicate how further progress can be made, but these do not feature routinely in all marking.
- 28 Teachers have a good understanding of the National Literacy and Numeracy Strategies and are teaching them effectively to raise standards. The teaching of English is satisfactory in Years 1 and 2 and good in Years 3 to 6. As a result, pupils' attainment in English is at the expected level by the end of Year 2, and better than the expected level by the end of Year 6. In mathematics teaching is good overall in both key stages. As a result, attainment is ahead of the expected level at the end of Years 2 and 6.
- 29 There is good provision for pupils with special educational needs. They are identified early and teachers work effectively towards the targets that are set for them. The special educational needs co-ordinator and the class teacher discuss the targets that will be identified in the pupils' individual education plans and then monitor progress towards them. These targets are shared with pupils and 'short steps' are identified so that pupils can appreciate that progress is being made. Class teachers work hard to help pupils with special educational needs to make progress, and they receive very good support from non-teaching assistants. As a result, pupils with special educational needs make good progress in their learning in relation to their prior attainment.
- 30 The quality of teaching ensures that pupils learn well overall. All pupils have full access to the curriculum except when groups of pupils are withdrawn for particular purposes. Most pupils make good efforts with their work and concentrate well. These efforts have a positive impact on attainment and progress. However, much work is carefully controlled by teachers and pupils' skills as independent learners are underdeveloped. The fact that the school does not have a library or an information and communication technology suite increases the difficulties that pupils have in developing the skills of independent research.

- 31 There has been a good improvement in the quality of teaching since the school's previous inspection. This has been a key factor in the significant improvement in levels of attainment over the last two years. The school is in a good position to go on to improve further.

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

- 32 The quality of the curriculum is satisfactory overall and meets statutory requirements. It promotes the intellectual, physical, social and personal development of all pupils satisfactorily and prepares them well for the next stage of their education.
- 33 The previous inspection identified several areas arising from the curriculum within the key issues for improvement. Since the appointment of the present headteacher these have been fully addressed with a high level of success, and rapid progress is being made in all areas of curricular provision. 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 development plan and effective use is made of teachers' interests 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 precise learning objectives, which most teachers now share with pupils at the beginning of lessons.
- 34 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 having a positive 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 and learning in English and mathematics.
- 35 There is good provision for pupils' personal, social and health education. The governing body has approved policies for sex education and for education in awareness of drugs misuse, and these are incorporated effectively into teaching and learning. The school has introduced lessons in healthy eating and pupils are keen to explain just what foods are good for the body. The school makes good use of the community to support learning. The school has good links with the local comprehensive school, which result in an easy transition into the next phase of education. An interesting range of educational visits enriches and supports pupils' learning. The school organised a residential visit to Habershon House in Filey in February 2001 and another residential visit for Years 5/6 has been arranged later this term to Winmarleigh Hall near Lancaster. This is part of the reorganisation of visits to accommodate mixed age classes.
- 36 A very good range of extra-curricular activities is provided, and there is good provision for pupils in both key stages. This includes football, country dancing, art, choir, matball, rugby and the environment club. The headteacher and several teachers give of their time outside lessons to organise clubs, which extend and enrich pupils' learning and to provide 'booster' classes for Year 6 pupils. During the inspection it was noted that these activities are very well supported and appreciated by many pupils. The school is good at ensuring that, with regard to age, all pupils have equal opportunities to participate.

- 37 Good provision for pupils with special educational needs enables them to make good progress in their learning within the whole curriculum of the school. The very good early identification of needs triggers a clear and effective programme of action involving all staff who work with the pupil. Teachers set detailed targets in pupils' individual education plans, and organise work so that pupils make good progress towards the achievement of these targets.
- 38 The school values all pupils and includes them in all aspects of its work. This is underpinned effectively by the school's equal opportunities policy. All pupils including those with special educational needs have equal access to the school's curriculum and activities outside lessons. All individuals and groups of pupils have good access to all aspects of learning, although, for some pupils, this is affected by withdrawal for particular purposes, for example, additional literacy support or instrumental lessons.
- 39 The school makes good provision for pupils' spiritual, moral, social and cultural development overall.
- 40 The provision for pupils' spiritual development is good. It is developed through daily whole-school assemblies and religious education, which provide pupils with knowledge and understanding of other major faiths as well as Christianity. Pupils visit the local church on a regular basis to hold assemblies and for special services, for example, the Christingle service at Christmas. Good use is made of music and singing in assemblies and this makes a significant contribution to the good ethos of the school. In one assembly the headteacher effectively linked the music of Edward Elgar's 'Enigma Variations' to the school's theme of the week on friendship, thus helping all pupils in the school to reflect on the importance of friendship and on the school as one big family. A friend of the school provides high quality piano accompaniment as pupils practise hymn singing, and plays the piano with sensitivity as pupils enter and leave the hall, providing a feeling of peace and calm which adds to the spirituality of the assembly.
- 41 Pupils celebrate the Christian festivals of Christmas, Easter and harvest and are made aware of celebrations in other faiths, for example, Diwali. During assemblies, and in classes, pupils are given commendations for their efforts and good work. This provides good opportunities for them to gain insights into their own personal worth. In literacy lessons pupils compose their own poems and listen entranced to stories read by their teachers. The school makes good use of the grounds, which are often used to support learning in art and science. The efforts of the environmental club are appreciated by all pupils, providing them with opportunities to discover the wonders of the natural world in which they live. The headteacher and co-ordinator for religious education monitor lesson planning to ensure that the spiritual elements of subjects are in place.
- 42 The provision for moral development is good. There is a strong emphasis on good behaviour throughout the school. The school rules and class rules, which pupils help to formulate, are displayed in classrooms. All staff have a positive approach to behaviour. The staff aims to create an orderly environment, and to help pupils to become responsible members of the community. All adults in the school set a good example to pupils, treating them with fairness and consideration, whilst reinforcing their understanding of the difference between right and wrong. Collective worship makes a valuable contribution to pupils' moral development. During the inspection no instances of bullying were observed. Pupils play happily together at break and

lunch times. Lunchtime supervisors promote good moral values and attitudes. Parents who responded to the pre-inspection questionnaire, and those who attended the meeting held for them prior to the inspection, expressed support for the values which the school promotes.

- 43 The provision for pupils' social development is good. Social skills are developed successfully in most lessons. The teaching and non-teaching staff work hard to build up in pupils an awareness of the community, where each member is valued and works for the common good. Discussion times help pupils to build up confidence and relate to other members of the class. Pupils are expected to take care of their surroundings and to take responsibility for classroom equipment. Pupils of all age groups are encouraged to work in pairs and in small groups, and to undertake responsibilities. This was illustrated well in a good Years 5 and 6 science lesson when groups conducted an experiment on wind resistance. This involved all the members of the group working closely together to get the correct results. In a good information and communication technology lesson in Years 4 and 5, fifteen pupils shared five computers, helping each other to understand and complete the task in hand. The residential visits provide further opportunities to develop pupils' independence and personal and social skills through a range of challenging and exciting activities.
- 44 The good relationships between members of staff and pupils help to create a positive atmosphere and to develop this provision further. At no time was any adult heard to raise a voice when speaking to pupils. This respect, shown by adults to pupils, is reflected in the way pupils work collaboratively together and welcome visitors to share their activities.
- 45 The provision for pupils' cultural development is satisfactory overall. All pupils are encouraged to appreciate and celebrate their own culture through the work of artists and listening to music. The Literacy Hour is successfully introducing pupils to a range of authors, which, over a period of time, will enrich their knowledge of literature. The school provides a range of cultural experiences through visits to places of interest, for example, to Wigan Pier and Crich Tram Museum. The school's Victorian week helped pupils to appreciate how life has changed. However, opportunities for discovering the diversity and richness of other cultures are unsatisfactory although the school is in touch with a school in India and raises funds for it regularly. The school receives letters and photographs of the boys there and of their activities and progress.
- 46 Overall, the curricular provision within the school has improved well since the last inspection, and the key issues for action have been addressed successfully. The school is now in a good position to improve its provision further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 47 The steps taken to ensure the pupils' welfare, health and safety are satisfactory. The class teachers know their pupils well, recognise their needs, and give them sound support and guidance. Health education, including sex education and a consideration of drugs misuse is provided in personal, social and health education lessons and in science and other lessons.

- 48 The school has an appropriate health and safety policy, but it is not signed and dated. The caretaker undertakes annual risk assessments and any concerns are dealt with. Fire drills are held termly and all the fire extinguishers and moveable equipment are checked annually. No major health and safety concerns were observed during the inspection week. The health and safety concerns, mentioned in the previous inspection report, have all been successfully tackled. However, the radiators in the swimming pool are very hot and a potential danger to classes using the pool. The safe use of the swimming pool is a key priority for the school, and procedures are very good. The school nurse visits regularly to carry out medical, hearing and sight tests on the pupils. She also contributes to the sex education programme provided. Other specialists, like the school doctor and dentist, and the behavioural support service also visit appropriately. There are some members of staff with partial first-aid training but none with the full training.
- 49 The school has an appropriate child protection policy, which is based on the local education authority's guidelines. The headteacher is responsible for its implementation. She has not yet received the necessary training but this is planned for. The policy is available to all classroom staff and child protection procedures are discussed at staff meetings. There is a nominated child protection governor. The mid-day assistants have not received training in child protection.
- 50 Assessment procedures and practices have improved well since the previous inspection and are now satisfactory. There are effective procedures for monitoring and recording pupils' attainment and progress in English, mathematics and science. In addition to the compulsory National Curriculum tests at the ages of seven and eleven, pupils take optional tests in Years 3, 4 and 5 in English and mathematics. The results that pupils achieve in national tests are carefully analysed to assess progress and to plan future work. There are consistent arrangements in English, mathematics and science for ensuring that pupils' work matches the requirements of the National Curriculum as they progress towards the expected levels of attainment by the time they leave the school. Assessment in other areas of the curriculum however, is in the early stages of development. Teachers are beginning to identify areas where pupils are experiencing difficulties in these subjects, to track their progress, and to base future lessons on the skills that individual pupils need to develop. Good assessment, record keeping and communication systems enable the progress of pupils with special educational needs to be monitored regularly.
- 51 The school cares for pupils who have special educational needs very well. Needs are identified at an early stage and targets for progress are set. Progress towards these targets is monitored carefully so that they can be adjusted and further progress can be made. The school has good working relationships with outside agencies to support the learning of pupils with special educational needs. For example, the work of the visiting teacher from the Learning Support Service is of a high standard, and is highly valued by the school.
- 52 The school's procedures for monitoring and supporting pupils' personal development are good. The personal development of pupils is monitored by their class teachers and other adults in the school. There are regular formal and informal discussions about pupils' personal development. The pupils' records of achievement provide a cumulative written record of their personal development. All pupils have work displayed and all receive praise in assemblies to celebrate their efforts over the course of the school year.

- 53 The school's procedures for monitoring and improving attendance are satisfactory. The school has a detailed and comprehensive attendance policy. Attendance is monitored by the school administrative officer, who calls parents if their child is absent without a known reason, and by the headteacher. The educational welfare officer visits weekly and makes home visits where there are concerns about non-attendance or punctuality. Pupils who arrive late have to see the school administrative officer and they then get a late mark in the register. Currently there are no individual or whole-school awards to encourage good attendance, but such incentives are planned for the future.
- 54 The school's procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. There is an appropriate behaviour policy, which contains a suitable range of rewards and sanctions to encourage good behaviour. There was widespread consultation about the policy and a shortened version was provided for parents. The monitoring of behaviour at lunch and playtime is particularly good. Staff are very caring and pupils have a range of activities to pursue. Incidents of bullying are very infrequent, but when they do occur, they are dealt with speedily and effectively, in accordance with the anti-bullying policy. The headteacher maintains a 'Book of Incidents' to record any bullying and any other mishaps that occur. There is a weekly awards assembly where pupils are praised for improvement in either their academic or behavioural record, or for a particular piece of good work or effort. The bricks on the 'Golden Wall' in the hall represent individual acts of kindness or politeness by pupils.
- 55 In the previous inspection report it was stated that the care provided for pupils was effective, the staff were committed and approachable and procedures implemented consistently. The school has maintained this good record of care and improved procedures well for the assessment of pupils' attainment and progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 56 Parents are supportive of the school and have positive views of the education it provides. The links between the school and parents have a positive impact on pupils' learning.
- 57 The information provided to parents is satisfactory overall. Regular newsletters and information letters are sent out. There is a notice board for parents but this was not being used during the inspection week. Parents of children new to the school are invited in to school before their children join the school and again when they have started. They are given a useful information pack to help their children to start school with a minimum of difficulty.
- 58 The annual pupils' reports (Records of Achievement) tell parents what their child knows, understands and can do in all subjects and give targets for improvement in the core subjects of English, mathematics and science. In the parents' questionnaires returned before the inspection, a significant minority of parents stated that they did not feel well informed about the progress of their child. The evidence from the inspection does not support this. There are two opportunities each year for parents to discuss their child's progress with the class teacher, and written reports are good. Parental involvement in these open evenings is high, but meetings on curricular subjects, like numeracy and literacy, have not been well attended. Not all the statutorily required information is included in the prospectus

and the annual governors' report to parents, and the school's attention has been drawn to this.

- 59 The school's links with parents are effective and have a positive impact on the work of the school. The contribution of parents to children's learning, at school and at home, is satisfactory.
- 60 The 'Friends' of Wales School' is a small group of parents who raise funds so that extra resources can be purchased. Parents are always welcome to come into school to discuss any concerns. Parents and grandparents are encouraged to help in the school and a small number take up this opportunity to work alongside pupils in class and to help to supervise visits.
- 61 Parents are consulted on any proposed changes, such as changes to the uniform and to the pattern of homework. In the parents' questionnaire for the inspection, a significant minority of parents was not happy with the amount of homework provided. There is a homework policy and the provision of homework is monitored by the headteacher. The inspection evidence shows that the use of homework makes a satisfactory contribution to learning overall. The home/school diaries are a useful means of communication between school and home. The effectiveness of the school's links with parents, and the parents' views of the school, have improved since the last inspection, and the school is in a good position to continue to develop these links.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 62 The headteacher took up her post at Easter 1999. At that point, the school had experienced a number of changes of headship and morale was low. Standards of attainment had declined markedly. Parents recognise that the improvements that have taken place in the school have occurred since the headteacher took up her post.
- 63 The school has established a number of aims. In essence, these are to maximise the attainment of all pupils through a balanced and stimulating curriculum within a secure and stimulating learning environment, so that pupils go on to become rounded and responsible citizens able to play a full role in society. The school has made a good start in achieving these demanding aims because of the clear vision and determination of the headteacher, very ably supported by her deputy. Her teaching colleagues and all adults in the school support this vision for the school. She is developing a strong commitment to improvement, and this is being reflected in the improvement in the National Curriculum test results achieved in 2000 and 2001.
- 64 The headteacher is a frequent presence around the school both in and out of lessons. Her assemblies help to put the school's ethos into effect and her ready availability gives pupils confidence as well as ensuring that behaviour is sensible and attitudes are purposeful. Pupils appreciate her presence: as one pupil said in conversation with an inspector, 'our headteacher is brilliant'.
- 65 The school receives very good support from its governing body led by a strong, experienced and long-serving chair. The governing body fulfils its statutory requirements, apart from some minor omissions in the governors' annual report to parents. It has a very good grasp of the school's strengths and weakness and is

effective in shaping the direction of the school. The governing body gives the headteacher very good support, once it has understood her intentions. For example, the chair and governor responsible for special educational needs are frequently in the school. The governing body shares the headteacher's vision for the school.

- 66 The governing body has a number of committees which work effectively and play an appropriate role in determining priorities for development and in setting and managing the budget. It also succeeds in obtaining best value from its use of the school's resources.
- 67 The school's use of new technology is good. It is used effectively in administration. Its use in teaching and learning has improved well since the school's first inspection and pupils now have satisfactory skills in using computers. However, the lack of a computer suite is recognised as a difficulty which the school is seeking to address. While there is some use of the Internet as a source of information, a computer suite would enhance the school's provision for this. Coupled with the lack of a library this lack of a central computing resource is a problem in developing pupils' skills in independent study and research.
- 68 Equality of access and opportunity is central to the school's aims and is largely achieved so that no individuals or groups of pupils are denied access to any of the school's activities. However, arrangements for the withdrawal of pupils from class for particular purposes such as additional literary support, orchestra, and instrumental tuition has an adverse impact on some pupils' access to the curriculum even though the school takes steps to minimise this.
- 69 The provision for special educational needs is managed well. The special educational needs co-ordinator is enthusiastic and well organised. She works effectively with staff and parents to ensure that the needs of pupils with special educational needs are met well. She has very effective links with support services which make a valuable contribution to education for these pupils. The governor for special educational needs is frequently in school and works very hard to ensure that the needs of these pupils are met well. Through him, the governing body is kept well informed about special educational needs. Resources are satisfactory and are being improved gradually year by year.
- 70 The headteacher takes the lead in analysing the school's strength and weaknesses and in determining priorities for development. Appropriate targets are identified and included in the school development plan after consultation with colleagues on the staff and the governing body. Progress towards these targets is monitored, and, where necessary, new targets are set. Educational developments are supported by finance identified within the budget. Systems for identifying the school's needs and taking effective action work very well. The school development plan is a useful working document which identifies time scales, the person responsible for an initiative, its likely cost, and how success is to be judged.
- 71 The headteacher realises that school improvement will only be achieved through the effective development of its staff, and staff development is given a high priority. All teachers have management responsibilities and management roles are being developed. A key issue from the previous inspection was to develop the management roles of subject co-ordinators. Some progress has been made in this regard, but the roles of the co-ordinators for English, mathematics and science have been developed to a considerably greater extent than in other subjects. This was a

significant element in the school's drive to raise attainment in these subjects, and has been successful. The school recognises that it now needs to develop the roles of the co-ordinators of the other subjects to a similar level.

- 72 The headteacher plays a major role in monitoring teaching and learning with the co-ordinators for English and mathematics. This monitoring has been instrumental in raising standards of attainment significantly over the last two years. The deputy headteacher continues to develop her management role and is taking increasing responsibility in managing the curriculum as well as managing the Foundation Stage. The headteacher, deputy headteacher and a senior colleague constitute the senior management team. This group meets weekly and its procedures are informal, involving neither agendas nor minutes. While this is a useful forum for discussion, the headteacher recognises the potential for further development in the senior management team in its role in whole school planning.
- 73 The school functions efficiently on a day-to-day basis. Its routines are straightforward and readily understood. Finance is managed effectively by the school's administrative officer and a part-time bursar supervised by the finance committee of the governing body. The school's finances were last audited in February 2001, and the few minor recommendations have been put into effect. Monies received for particular purposes, for example, special educational needs, are used appropriately.
- 74 The school is well staffed to teach the National Curriculum and religious education. There is a generous provision of support staff and they are deployed effectively to support teaching and learning. There are good systems in place to support newly appointed staff and the school has the potential to support initial teacher training effectively.
- 75 Accommodation is adequate and the school has good hard play and grassed areas. There are four separate buildings of different ages which is inconvenient in inclement weather. At the moment, the larger classes in Years 3 to 6 are housed in the smallest classrooms, which are very cramped, and this adversely affects teaching and learning. Staff work hard to maintain an attractive learning environment and are supported well by the caretaker and his staff who maintain the buildings in good condition. Resources for learning are being built up from a low base and are satisfactory.
- 76 The drive, enthusiasm and clear-sightedness of the headteacher have meant that the school has made very good progress in the last two years. Effective systems for moving the school forward are being established and the dip in attainment has been reversed. The school is in a good position to go on to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

77 In order to improve standards of attainment and the quality of education further, the governing body, headteacher and staff should:

- (1) establish strategies for improving and developing pupils' skills as independent learners; (see paragraphs 30, 67, 101, 102, 153);
- (2) put the agreed strategies for assessment into effect for all subjects in the curriculum; (see paragraphs 27, 50, 135, 140, 144, 150, 156, 175);
- (3) ensure that the marking of work is used consistently in accordance with the marking policy to promote progress across the key stages; (see paragraphs 27, 107, 117);
- (4) further develop the roles of curriculum co-ordinators in managing their subjects to match that already achieved in English, mathematics and science (see paragraphs 71, 135, 140).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
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	2	9	18	11	2	0	0
Percentage	5	21	43	26	5	0	0

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

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)	N/A	141
Number of full-time pupils known to be eligible for free school meals	N/A	16

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	10
Number of pupils on the school's special educational needs register	N/A	36

English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	6.08
National comparative data	5.2

Unauthorised absence

	%
School data	0.36
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	9	12	21

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	6	8
	Girls	11	12	12
	Total	16	18	20
Percentage of pupils at NC level 2 or above	School	76 (81)	86 (86)	95 (90)
	National	83 (83)	84 (84)	90 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	8	6
	Girls	11	12	11
	Total	16	20	17
Percentage of pupils at NC level 2 or above	School	76 (71)	95 (86)	81 (88)
	National	84 (82)	88 (86)	88 (87)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	10	21

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	11
	Girls	9	10	10
	Total	18	20	21
Percentage of pupils at NC level 4 or above	School	86 (81)	95 (90)	100 (95)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	10	11
	Girls	9	10	10
	Total	19	20	21
Percentage of pupils at NC level 4 or above	School	90 (67)	95 (90)	100 (90)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	2
White	131
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	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)	7.0
Number of pupils per qualified teacher	20.1
Average class size	23.5

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	157

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	370,691
Total expenditure	354,604
Expenditure per pupil	2,428.79
Balance brought forward from previous year	-2,265
Balance carried forward to next year	13,822

Recruitment of teachers

Number of teachers who left the school during the last two years	1.00
Number of teachers appointed to the school during the last two years	2.00
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	141
Number of questionnaires returned	24

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	29	0	0	0
My child is making good progress in school.	46	50	0	4	0
Behaviour in the school is good.	25	71	0	4	0
My child gets the right amount of work to do at home.	22	29	29	8	12
The teaching is good.	25	71	4	0	0
I am kept well informed about how my child is getting on.	29	28	29	4	0
I would feel comfortable about approaching the school with questions or a problem.	67	33	0	0	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	33	42	25	0	0
The school is well led and managed.	50	42	4	0	4
The school is helping my child become mature and responsible.	46	54	0	0	0
The school provides an interesting range of activities outside lessons.	54	42	4	0	0

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

- 78 The provision for the children under the age of five is good and has improved well since the previous inspection. There are increasing opportunities for imaginative play such as role-play and for children's personal independence. The provision of large, out-door play equipment has improved and there are plans in place to develop the outdoor area for the Reception class to use. Although they are only two weeks into their education, it is obvious that all children are enjoying their time in the Reception class. They are enthusiastic, listen very well to the adults and are making good progress. Their behaviour and attitudes to learning are very good because they are managed very well and do not have the time to become disinterested. The very good teaching and planning of learning and the broad curriculum, which reflects the nationally approved curriculum for the Foundation Stage well, support the children very well in their learning. The two part-time classroom assistants and the teacher plan a wide variety of interesting and stimulating activities together. All children have equal access to all activities and learning is both continuous and progressive. Appropriate resources are readily available so that children develop their independence. Homework activities such as reading tasks are shared with parents and are used effectively to revise and extend what the children have learned in class.
- 79 Children enter school in the autumn and spring terms in the term which they become five and, after a suitable period, attend full time. During the inspection there were 10 children in the class, three of whom had learning difficulties, with 20 more children to be admitted in January 2002. An analysis of assessments on entry, confirms the inspection findings that the majority of children enter school with a range of skills below those which are typical for their age. All children make good progress during the Foundation Stage, and most have the potential to reach the levels expected for their age by the time they leave the Reception class and to exceed these in personal and social development. Assessments are used effectively to track the progress of individual children and to determine the next stage of children's learning. The quality of leadership and management in the Foundation Stage is very good and, although the co-ordinator has only recently taken up this post, the Reception class is securely established, because of her commitment, hard work and desire to take the Foundation Stage forward. Children are provided with a very good start to their education in a safe, secure and stimulating learning environment.

Personal, social and emotional development

- 80 Priority is given to the personal, social and emotional needs of all the children and they achieve well in this area of development. Teaching is very good and children learn quickly. Activities are organised so that children have full access to all learning opportunities and work individually, as groups, or as a whole class, and are encouraged to make choices and take decisions. This helps the children, including those with special educational needs, to build up confidence about what they can achieve and, as a result, they develop positive attitudes towards their learning. Children take responsibility for their personal hygiene, work independently, and also learn the importance of taking turns for example, in literacy games such as 'Passing the Letter Cube', and in sharing construction toys such as large sized building cubes and bricks. There are well-established, ordered routines which offer them security,

such as the choice of library books to take home, tidying up the sand and water, and returning toys after play. They have formed very good relationships, look after themselves responsibly, reflect upon their actions, and behave very well. All adults develop very good relationships with the children and treat them with respect. As a result the atmosphere in the Reception class is very positive and all children respond well by being polite, kind and helpful to others. Children reflect on their 'Acts of Kindness' as shown in their examples of 'writing', such as 'I walk on the concrete and not on the grass' and 'I helped to change my little sister's nappy'. They are well on target to exceed the learning goals in this area by the end of the school year because of the very good teaching, their very good behaviour, and the positive adult support they receive.

Communication, language and literacy

- 81 Children get off to an early, but appropriate start in communication, language and literacy skills. As a result they achieve well in lessons, make good gains in their learning and the majority, including those with special educational needs, have the potential to attain the learning targets in this area. This is because all children have access to the very good teaching which impacts positively on standards in communication, language, literacy, reading, writing and hand-writing skills. These skills are taught well by the adults in the class and an appropriate emphasis is placed on all children making good progress.
- 82 Speaking and listening skills are taught very well through songs, jingles, games and stories, skilful questioning and answering sessions and the use of relevant vocabulary throughout all activities. Children listen attentively to stories for an appropriate length of time, discuss the key events in stories and enjoy and appreciate the humour in stories such as 'Mrs. Wishy Washy'. They listen enthralled to their own tape recording of the story and join in spontaneously with obvious relish. Children learn early to 'read' with expression because of the teacher's very good intonation, use of dramatic presentation and jingles such as 'I Say Boom!' They 'read' quietly, loudly, slowly and quickly as they respond, successfully, to the teacher's voice. In these lessons children interact well with each other, speak confidently, and take turns in conversations.
- 83 Parents are encouraged to read books with their children and 'Home/School Diaries' along with the recent introduction of 'Story Sacks' provide good opportunities for parents to instil in their children a love of books, the appropriate use of a book, and the fact that print carries meaning. Very good teaching helps the children to appreciate the main characters and events in books such as 'Rosie's Walk'. Children enjoy looking at and selecting books from the classroom reading corner. A school library area, adequately stocked with attractive fiction and non-fiction books provides further opportunities for extended reading. A commercial reading scheme is used effectively to introduce children to reading activities, such as 'shared reading' and to recognise letter sounds, with higher attaining children being able to point out single words and letters in books such as 'Goodnight Josie'. Most know that print carries meaning and they talk in general terms about the stories that they know. Progress is good and teachers build successfully on the previous early skills that have been acquired.
- 84 Children are introduced to writing from when they enter the Reception class and, as a result, they have the confidence to 'have a go', using a range of materials, such as card and paper. The making of lists, notes, and other forms of recording are actively

encouraged in role-play such as in the 'Fruit and Vegetable' shop. Children attempt to write and a range of 'writing' is displayed showing examples of scribble, mark making and recognisable small and capital letters. One child had 'written' her account of a special time, as 'The beetle was trying to get in at the window'. Class targets are displayed which make children aware of future skills such as 'We will be able to tell you what we have written'. Resources are good and are used well by staff. Effective support by the classroom assistants is given to children and teachers. Children with special educational needs are identified early and given well-targeted individual education plans to support their learning.

Mathematical development

- 85 Skilful teaching ensures that all children have access to the many early opportunities provided to develop their mathematical skills and knowledge. As a result, all children, including those with special educational needs, achieve well in lessons and make good gains in their learning. Very good teaching, systematic planning and good provision allow children to make good progress in their knowledge, skills and understanding of mathematics. Children develop mathematical skills through the effective use of practical activities, number rhymes, games and songs. They sing a range of songs, nursery rhymes and jingles such as 'Pass the number round'. All children count to ten, and some beyond, and they are beginning to recognise those numbers. Children with higher attainment recognise numbers to ten, children with average attainment to five and lower attainers to two. Planning shows that children have opportunities to use circles, squares, rectangles and triangles and sort and match objects into large, medium and small sizes. Mathematical vocabulary of number, time, shape, pattern and measures is used accurately and is developing well.
- 86 The quality of teaching in this area is very good and impacts positively on children's achievement in counting. No lesson was seen in calculating, shape, space and measurement. Children's learning gets off to an early start and, as a result, they achieve well in lessons and make good gains in their learning. The classroom assistants are well deployed and contribute well to the good progress made in lessons by ensuring that children move speedily from one activity to another. Very effective use is made of resources such as sand and water to reinforce counting and recognition of numbers. Children are very interested in the mathematical activities and remain interested for an appropriate length of time because of the very good provision and relevant activities. Children are on course to achieve the expected standards in this area of learning by the end of the school year.

Knowledge and understanding of the world

- 87 The teacher provides good opportunities for all children to learn within the classroom, during outdoor activities and on visits out of school, so as to ensure that children make good progress in their knowledge and understanding of the world. As a result, all children, including those with special educational needs, make good gains in exploring, investigating, designing and making, and in information, communication and technology skills. They have the potential to attain the early learning goals expected for this area of learning. Planning shows that there are very good opportunities for children to learn more about themselves, other people and the environment through topics such as 'Homes' and 'Food'. They gain a sense of the passing of time through the regular use of significant times of the day, days of the week and daily routines, and learn about significant events in the calendar year

and the church year. They use a range of constructional equipment well to design and build models such as houses and are able to cut, stick and join materials, and make animal homes, flourmills and beehives from large construction sets and junk material. Very good use is made of early mapping skills through making and designing a large sized 'map' of 'Rosie's Walk'. Though only two weeks into school, all children have access to, and are eager to use the computer and are beginning to learn how to control the mouse, screen and keyboard, and the cursor. They listen avidly as technical vocabulary, such as 'keyboard' 'icon' and 'folder' is explained clearly with good demonstrations. There are opportunities for children to understand their own culture and beliefs and those of other people through the study of other countries and religious celebrations, which enhance their knowledge and understanding of the wider world, and of different cultures.

Physical development

- 88 All children, including those with special educational needs, make good progress in developing physical skills as a result of very good teaching and the opportunity to experience a range of appropriate resources. Most children's physical development is in line with what is expected nationally and all children have access to the activities provided. All children are acquiring skills in movement, have a developing sense of space and bodily awareness and use tools and equipment with increasing dexterity. The provision available for physical development is used well and outdoor provision for climbing, sliding and balancing using large equipment for imaginative, energetic, outdoor play is now in place. Children make good use of a variety of tools for drawing, colouring and cutting and show increasing dexterity as they work with pencils, crayons, and paintbrushes. Children roll, squeeze, push and kneed malleable materials and their manipulative skills are developing appropriately as they make clay plaques and experiment with different textured finishes.
- 89 The quality of teaching is very good and impacts positively on standards in physical development. Children learn to develop control and co-ordination, to express their feelings and emotions and to work co-operatively in groups. For instance, children learn to link movement together in lessons where they move as farmyard animals, such as sheep, roosters and pigs, firstly as individuals, then in groups. Standards in writing, colouring, cutting out, painting and sticking are improved by the attention given to children's physical development and their differing abilities. Most are able to use pencils and scissors appropriately for their age. No outdoor play was seen during the inspection due to timetabling arrangements. However, due regard is given to safety when children handle tools. Very good support by adults contributes effectively to the acquisition and development of children's skills when they use tools. Effective intervention by staff helps to support and extend children's ideas and understanding in this area.

Creative development

- 90 All children have access to a wide variety of opportunities to develop their creative skills and use a wide range of tools and materials. Teaching is very good. Children are encouraged to express their feelings through exploring media and materials, music, dance, story making and imaginative play. As a result of this, all children, including those with special educational needs, make good progress and achieve the level of skills typical for their age. They have opportunities to experience colour, texture, shape, form and space in two-dimensional art and regular opportunities to explore colour through painting, printing, collage and crayoning. They work hard,

concentrate well, and use the resources effectively. The teacher ensures that activities help to develop the main themes and topics of lessons. Children make models using a variety of materials and use large and small construction equipment well to create imaginative structures in connection with their work on 'The Farm'. They use crayons effectively to decorate their writing on 'Food'. Children create interesting collages, such as 'Tatty Bogle the Scarecrow', from a wide range of well-chosen resources. Children recognise familiar songs, nursery rhymes and jingles and sing them in unison with enjoyment, natural exuberance and zest. They use a range of constructional equipment to design and build models and are able to cut, stick and join. They use junk material, paint and prints to make cardboard models of buildings observed on an imaginary walk, and stick these onto a large floor map to mark out the route. There are opportunities for imaginative play such as in the 'Greengrocer's Shop', which trigger the imagination, extend language and develop decision-making skills. Most children are able to use the listening tapes independently and respond to the stories appreciatively. Children use a painting programme on the computer competently to create imaginative artwork. Their experience of the computer is at an early stage, but they are being used with enjoyment and increasing confidence.

- 91 There has been a marked improvement in the provision for children in the Foundation Stage since the previous inspection. This is a designated class, specifically for this age group. Good opportunities exist for activities and imaginative play where the children make choices for themselves, and there is an adequate range of large equipment such as wheeled toys, for outdoor play. An outdoor area specifically for these children is planned for in the near future.

ENGLISH

- 92 By the age of 11, standards in English, as measured in the National Curriculum tests in 2000, were below the national average and well below those achieved by pupils in similar schools. In these tests 76 per cent of the pupils reached the nationally expected standard of level 4, and 5 per cent attained the higher level 5. This was a significant improvement from the 1999 results, which were well below the national average.
- 93 By the age of seven, as measured in the National Curriculum tests in 2000, standards in reading were below the national average with 66 per cent attaining the expected level 2, and were well below when compared with similar schools. There was little difference between the performance of boys and girls. In writing, standards were in line with the national average and the average attained in similar schools.
- 94 In 2001, in the National Curriculum tests in English at the age of 11, 86 per cent of the school's pupils attained at least the expected level 4 with 24 per cent achieving the higher level 5. In all schools in the country, 75 per cent of pupils attained at least level 4. The school's results are a significant improvement on those achieved in 2000, particularly at level 5. We do not yet have the information to make comparisons with schools which draw their pupils from similar backgrounds.
- 95 At the age of seven in 2001 in the National Curriculum tests in reading, 77 per cent of the school's pupils attained at least the expected level 2 with 33 per cent attaining the higher level 3. These results are close to those attained in 2000. Nationally, 84 per cent of pupils attained level 2 at least. In writing, 86 per cent of the school's pupils attained at least level 2 with 19 per cent attaining the higher level 3. This is

an improvement on the 2000 results at level 3. Nationally, 86 per cent of pupils attained at least level 2. Again, the information needed to make comparisons with similar schools is not yet available.

- 96 Inspection findings indicate that, by the age of seven, standards are on course to be in line with those expected nationally and pupils are making satisfactory progress. Attainment for pupils by the age of eleven is on course to be above the standards expected nationally and pupils are making good progress. The school has made good progress since the previous inspection and throughout the key stage, progress is generally good, with satisfactory progress in Year 5.
- 97 Pupils with special educational needs make good progress. This is monitored comprehensively and regularly. This results in the early identification of pupils who have difficulty in English. They have detailed and realistic individual education plans and they all make good progress towards achieving their targets. This is due in part, to the provision of appropriately planned work by teachers, combined with quality support given during lessons by classroom assistants. All these pupils have full access to the curriculum.
- 98 By the age of seven, pupils have made satisfactory progress in their listening and speaking skills and achieve standards that are typical for their age. Many pupils are confident speakers and readily engage in discussions during lessons. Year 1 pupils, for example, spoke coherently as they responded enthusiastically to questions about shared stories such as 'The Little Swan'. Pupils listen carefully to the views and opinions of others, although sometimes speaking and listening skills are curtailed by restlessness when the teacher is talking. They co-operate sensibly when working in small groups on shared reading or writing activities.
- 99 By the end of Year 6, pupils' speaking and listening skills are well developed and they achieve standards above those expected for their age. Progress is good. Many pupils speak fluently, lucidly and with confidence, and lower attaining pupils communicate their ideas satisfactorily. The teacher encourages a high level of discussion and, in response, pupils include relevant details and express their ideas clearly. Year 3, 4 and 5 pupils listen attentively to stories such as 'From Me To You' and 'Penguins' Progress' and are given the opportunity to read to the class and discuss the feelings evoked. Pupils are confident when entering into the protocol of discussion and debate and presenting their points of view. They listen with increasing attention, sustain longer conversations, and make mature contributions to class discussions. Pupils perform publicly in school productions and assemblies and these experiences offer valuable opportunities for them to use spoken language in more formal settings.
- 100 Teachers are successful in using many opportunities to develop and extend vocabulary, not just in English but in other subjects as well, where the correct use of appropriate mathematical, historical and scientific terms is a feature of many lessons. As a result, pupils are constantly engaged in relevant discussions. In Year 2, written texts are used effectively, for example, to discuss the seasons and the different types of weather and animal and bird life. This means that pupils acquire relevant vocabulary such as 'nesting' and 'sequence'. Stories such as 'One Hungry Monster' raise pupils' awareness of rhyming words and mathematical numbers. In art lessons, Year 6 pupils, use words such as 'perspective' and 'proportion' knowledgeably as a result of the very good teaching they receive.

- 101 In reading, attainment is typical of most pupils by the age of seven and inspection findings are similar to those of the previous inspection. Higher attaining pupils have developed strategies for working out unknown words, although most of them combine the sounds of individual letters and groups of letters successfully. Pupils read simple texts for themselves with a sound degree of accuracy and understanding. Average attaining pupils read hesitantly and find working out unfamiliar words more difficult whilst lower attaining pupils read very hesitantly and sometimes inaccurately. Higher attaining pupils in Year 1 read fluently and expressively and average attaining pupils less accurately, but with confidence. Lower attaining pupils needed more support to read words like 'got' and lack confidence to tackle unfamiliar words. Good home-school links and the wide range of reading activities planned continue to be effective and to make a positive contribution to standards. Homework diaries encourage pupils and parents to work together to improve standards. There is now a wider selection of books to introduce children to reading and raise their interest level. The use of the available space and the improved quality of books has ensured that the Years 1 and 2 library area is attractive and adequately resourced, but, during the inspection, pupils made little use of its facilities. The school is aware of the need to extend the number of non-fiction books.
- 102 By the age of 11, standards in reading are above the national average and this is an improvement since the previous inspection. There is good progress made in Year 6. Higher and average attaining pupils read fluently, expressively, and with confidence, and enjoy and appreciate the more subtle humour in books such as 'The Essential Arithmetricks' by Kjartan Poskitt and the pathos in 'Charlotte's Web' by E.B.White. They infer meaning and predict outcomes from the text, but these more advanced skills are used less well by lower attaining pupils, whose choice of books include 'Dear Mum, Don't Panic', edited by Tony Bradman. Many pupils have developed the ability to read in complete phrases rather than reading word by word. This demonstrates their ability to 'read ahead' and understand what they are reading about. Lower attaining pupils' skills in using the pictures and illustrations to consider what word would make sense in the context, are less well developed. The Years 3 to 6 school library space continues to be inadequate, offering little space for pupils to carry out individual study, although the range of fiction books is adequate. The number of non-fiction books available in classrooms and in the school library is inadequate.
- 103 By the age of seven, pupils' attainment in writing, spelling and punctuation is similar to that expected nationally. Pupils, including those with special educational needs, make good progress. Good use of the National Literacy Strategy, to which all pupils have access, ensures that pupils gain confidence and develop skills in a logical progression throughout the key stage. Pupils write regularly during formal and informal activities such as in literacy lessons and in role-play. Pupils are beginning to write simple plans before they start on story writing. They write about characters of their own choice and extend their ideas logically into short stories. Year 1 pupils write familiar stories such as 'The Gingerbread Man' and captions for the animals they love, whilst Year 2 pupils write instructions on 'How to make a sandwich' and write imaginative pieces, such as 'Wriggly Squiggly'. Planning shows that all pupils have opportunities to write fiction and rhymes with predictable and repetitive patterns, compose simple poems and riddles, and write accounts of visits and events they have observed. The conventions of English are developed satisfactorily throughout the key stage. Some higher attaining pupils are beginning to punctuate their writing with capital letters and full stops and all pupils show an early awareness

of punctuation. Spelling is well developed by concentrating on specific letter groups or looking at particular word patterns, although lower attaining pupils' skills are less secure. Handwriting is good overall. Handwriting skills follow a handwriting scheme and are taught systematically and effectively and pupils are beginning to write in a clear, legible style and present their work well.

- 104 By the age of eleven pupils achieve standards in writing that are above those expected nationally, because of the very good teaching they receive in Years 5 and 6. The basic skills of writing are taught very well. There is a clear focus on the different types of writing, such as fiction, persuasive writing, play script or formal letter writing and pupils examine in detail their characteristics and relevant styles. In a mixed class of Year 5 and 6, very good teaching encouraged pupils to learn how language and grammar is used to compose poems, using personification. Pupils showed a high level of interest, as they composed appropriate phrases such as 'The angry rain, murdering the moaning trees, knocking off the weary branches', and recognised alliteration in phrases such as 'The trembling trees'. Year 4 and 5 pupils write instructions on 'How to make Conkers', review books such as 'The Finders' by Nigel Hinton, write reports on 'The World Environment' and letters to newspapers on topical events such as 'The Foot and Mouth Crisis'.
- 105 Pupils' attitudes and behaviour in lessons are good because teachers manage pupils very well and provide relevant and interesting experiences for them. Attractive displays show a wide range of independent writing, some of which is linked, successfully, with other curriculum areas such as science, history and geography. The conventions of English are taught systematically and pupils use them satisfactorily. Years 3 and 4 use connectives and conjunctions well, and Years 4 and 5 use compound sentences and idioms such as 'It's raining cats and dogs'. Spelling is generally satisfactory, although for some lower attaining pupils, spelling is below the expected level. For example, in Years 4 and 5, words such as 'comeing', 'sliper', 'carpit', and 'runer' are spelt incorrectly and there is a disturbing amount of unfinished work in some pupils' books. The standard of handwriting is good and most pupils show a distinctive style in their well-presented books. Pupils consolidate their writing skills in other subjects. For example, Years 3 and 4 pupils make notes in preparation for their account of 'My Life Story'. Years 4 and 5 pupils write a description of a Tudor house, while Years 5 and 6 write factual, scientific reports, for example, on 'Heartbeats' and "Dental Hygiene'. All pupils throughout the school, including those with special educational needs, have access to all activities in lessons.
- 106 Teaching is good overall. It is never less than satisfactory and, in the majority of lessons, it is good or very good. In the best lessons, pupils are left in doubt as to what they are to do and effective management ensures that all pupils work with interest and enthusiasm. Lessons are well planned, teachers' knowledge is very good, and the effective use of good resources stimulates pupils' interest and enhances their learning. For example, in Years 5 and 6, pupils listened engrossed to the very good reading of the poem 'The Sea' and their interest was maintained by the appropriate use of an overhead projector to illustrate specific points. The well thought out progression in the content of the lesson resulted in extremely interested pupils producing work of good quality and quantity. In contrast, in another satisfactory lesson, some pupils contributed enthusiastically to the lesson, but others showed little interest in what was being taught, because of the lack of teacher intervention at appropriate moments during the lesson. The pupils' use of individual whiteboards, used for brainstorming, planning and drafting purposes,

helps pupils to write confidently, knowing that mistakes can be erased and rectified easily, for example, when making notes on 'How to make conkers'.

- 107 Teachers make good provision for pupils with special educational needs. Strategies to teach spelling and punctuation are well established and are taught systematically. The teaching of handwriting has improved since the previous inspection. It now has a clear, whole school focus. The correct formation and orientation of letters are regarded as crucial in achieving later fluency and younger pupils in particular, are constantly monitored to achieve this end. Classroom assistants are used effectively to support learning, primarily with groups of lower attaining pupils. Marking is inconsistent. While in many instances, work is marked regularly and comments extend pupils' learning, in others marking lacks helpful remarks, which would help pupils to improve their standards. There is a consistent and effective approach to the planning of teaching and learning which is having a positive effect on pupils' attainment and enhances work in phonics, spelling, vocabulary and grammar. Teachers are confident and effective in their teaching of literacy overall and provide good opportunities for pupils to develop their literacy skills in other subjects, such as religious education, geography, history and science.
- 108 The leadership of the subject is good. The co-ordinator has worked effectively with teachers, governors, pupils and parents in a joint venture to raise standards. The results of tests and assessments are analysed effectively and this has enabled the school to put appropriate strategies in place to improve standards. Assessment is used well to track the progress of individual pupils. Challenging, but realistic targets are then set to raise standards of attainment. Parents are encouraged to support homework and reading activities. The use of computers to support pupils' learning throughout the school is satisfactory. Computers are used well to support spelling and reading, and to word-process finished items. Pupils draft work directly onto the screen, edit and redraft work before completion. There is some use of the Internet to develop research skills. The subject makes an effective contribution to pupils' social and cultural development.
- 109 Attainment in English has improved significantly since 1999, and the school is in a good position to go on to improve further.

MATHEMATICS

- 110 In the National Curriculum tests in mathematics at the end of Year 2 in 2000, the school's pupils attained standards which were below the national average and the average attained in schools which draw their pupils from similar backgrounds. In fact, the proportion of the school's pupils attaining the expected level 2 was in line with the national average. It was the proportion of pupils attaining the higher level 3 which was below the national average, and this skewed the total average downwards. In 2001, there was an increase in both the proportion attaining the

expected level 2 and the higher level 3. However, it is not possible to make comparisons with the national average or the average for similar schools at this stage because the information is not yet available.

- 111 At the end of Year 6 in 2000 in the National Curriculum tests in mathematics, the school's pupils attained results which were above the national average and above the average attained in similar schools. The proportion of the school's pupils attaining at least the national expectation of level 4 was above the national average, and the proportion attaining the higher level 5 matched the national average. In 2001 these results improved at both level 4 and level 5, but again it is not yet possible to make comparisons with the national average or the average for similar schools.
- 112 During the inspection, an analysis of pupils' work in different year groups shows that attainment in mathematics is normally at least at the expected level, and that many pupils across the key stages are ahead of the expected level. Throughout the school, pupils are secure in their understanding of number and in their use of addition, subtraction, multiplication and division. Pupils understand clearly that addition is the inverse of subtraction and that multiplication is the inverse of division. In lessons, the mental mathematics sessions at the start of the numeracy sessions are used effectively to develop and reinforce understanding of number.
- 113 Pupils throughout the school are above average in solving mathematical problems which are expressed in words. Pupils in many schools understand the mathematics needed to solve these problems, but cannot relate their knowledge to the way in which the question is posed. Pupils in this school have a good grasp of how to interpret these questions, and answer them confidently. Pupils' competence in other areas of the subject such as shape, space and measure is sound. Their good grasp of mathematical concepts overall is reinforced by opportunities to practise different elements of mathematics in subjects such as geography, information and communication technology and science.
- 114 Pupils have good attitudes to mathematics and enjoy the challenge of the work they are asked to do. This means that they work hard with a good level of concentration. They co-operate well and support each other in their learning. Relationships between pupils, and between pupils and adults, are mostly friendly and purposeful. Some pupils showed good initiative in finding ways to answer the problems they were set and in explaining their reasoning. These good attitudes are helped by the fact that different levels of work are given to different ability groups so that all pupils have an appropriate level of challenge. As a result, all pupils, including those with special educational needs, make good progress in their learning.
- 115 The quality of teaching in the subject is good overall. Teachers have good subject knowledge and understanding and a thorough grasp of how to use the National Numeracy Strategy to improve pupils' attainment. Lessons move at a good pace so that pupils do not become distracted. Teachers present tasks in an interesting way so that pupils' interest is engaged. For example, in a good lesson in Year 2, in the mental mathematics session, working in the style of robots, cowboys and soldiers engaged the pupils' interest very effectively so that they were learning and reinforcing their knowledge almost without realising it. Similarly, in a good lesson in the Year 3/4 class, pupils were used imaginatively to reinforce understanding of the five times table.

- 116 Imaginative resources often support learning effectively. For example, in a good lesson for Year 1, the availability of coins of different sizes helped pupils to apply their knowledge of number to money. Higher attaining pupils successfully developed early ideas about the concept of change. Similarly, in the Year 3/4 class, good resources enabled pupils of all abilities to gain a good level of understanding in their first lesson on the difficult concept of symmetry and reflective symmetry. Overall, teachers manage the pupils in their classes very effectively and maintain interest and concentration well.
- 117 The curriculum is broad and all parts of the National Curriculum are covered. Long and medium term planning indicates that good opportunities are taken to reinforce pupils' understanding of previous learning. Overall, assessment is used well to track progress and guide the planning of future lessons so that further progress can be made. Work is marked regularly and is mostly accurate although there are occasional examples of incorrect answers being ticked. The school makes good use of the National Curriculum tests at the end of Years 2 and 6 and the optional tests at the end of Years 3, 4 and 5 to identify areas of weakness so that steps can be taken to address them.
- 118 The management of the subject is good. The co-ordinator monitors planning and teaching and learning, and leads staff training. She has ensured that the weaknesses identified in the report from the school's first inspection have been addressed. The significant improvement in attainment over the last two years demonstrates that this has been successful. Teaching and learning in mathematics is now good throughout the school, and the school is in a strong position to develop the subject further, for example, by increasing the use of information and communication technology to support the subject.

SCIENCE

- 119 At the end of Year 2 in 2000, teachers judged that the proportion of pupils reaching the expected levels was well below the national average, but average when judged against similar schools. In 2001 there was a marked improvement in teacher's assessments though, at the time of the inspection, as the national averages had not been published, it was not possible to make comparisons. Inspection findings are that this improvement has been maintained. The majority of pupils are on target to attain the national average by the end of the key stage, with a significant number attaining standards above those usually expected by the time pupils are seven years of age. This improvement can be explained through the strong and effective emphasis on teaching scientific skills which has been developed.
- 120 At the end of Year 6 in 2000, the performance of pupils was in line with both the national average and the average for similar schools. In 2001 the improvement in the test results was impressive, with all pupils attaining at least level 4, and two thirds attaining the higher level 5. Inspection evidence indicates that, although the inspection was carried out very early in the new school year, pupils in Year 6 are working hard to reach similar results to those attained in 2001.
- 121 Pupils start Year 1 with a sound knowledge and understanding of the world around them. They effectively build on this knowledge through the carefully planned opportunities for them to use their investigative skills to extend their scientific understanding. A good example of this was seen in a lesson investigating differences between humans. Pupils in Year 1 were set the task of collecting and

organising data from the class and presenting it in the form of a chart. This involved measuring their height and arranging the results in sequence, tallest to shortest. The colour of hair and eyes was also investigated. Pupils made careful records of their results and, after due consideration by the whole class, decided to present them in block graph form. After presenting their results neatly on paper pupils took turns to record their results on computers with the help of a learning support assistant.

- 122 Pupils continue to make good progress in their learning during Years 3 to 6. They have a structured approach to carrying out investigations and making accurate recordings.
- 123 An analysis of work carried out during the previous academic year showed that pupils completed a good range of work, which increased in difficulty over time. Particularly impressive was a range of work on healthy eating in Year 6 linked to an investigation into micro-organisms and their effect on food under a variety of conditions. Clear headings showed that the pupils understood the importance of planning an experiment very carefully according to a set pattern. When asked about their work, pupils accurately recall information from previous lessons. They show that they have a growing scientific vocabulary and that they are acquiring a good range of investigative and experimental skills. Pupils predict what they are likely to find out and use their scientific knowledge to explain what they have discovered. During the inspection, Years 5/6 pupils carried out an experiment to show that air resistance slows down a moving object. Pupils discussed what would be a fair scientific test before deciding on the form the experiment would take. The teacher skilfully arranged the work to match the abilities of the different groups of pupils and all were fully included in the investigation. Pupils were very interested in their work, listened carefully to advice and the teacher's clear instructions before completing the task, and worked very well together in groups of three. The teacher and her assistant gave very good support, moving round the groups challenging the pupils to work carefully, predict what might happen, and record their results accurately.
- 124 Although the lesson was over one hour long, pupils sustained their concentration and enjoyed working together. Towards the end of the lesson, the teacher brought the class back together and each group was encouraged to explain to the class what they had discovered. This gave pupils, including those with special educational needs, an opportunity to tell everyone what they had accomplished. Pupils showed good understanding of the scientific principles they had confirmed.
- 125 Pupils throughout the school, including those with special educational needs, make good progress in their acquisition of knowledge and understanding of those aspects of science that they are studying. Pupils in Years 1 and 2 gain good knowledge and understanding of life processes, of living things, materials, and physical processes. Pupils in Year 1 enjoy looking after the rabbit and the guinea pig, which helps to improve their knowledge of living things, as well as giving them much joy by being in the classroom with them.
- 126 In Years 3 to 6, pupils continue to make good progress. This is mainly due to the significant improvements that have been made in the last two years to the quality of teaching and the increased opportunities for pupils to find things out for themselves through experimentation and research.

- 127 In the two lessons observed during the inspection the teaching was good. An analysis of pupils' work throughout the school indicates that teachers generally teach science well. They show good subject knowledge and lessons are carefully prepared to match the requirements of the National Curriculum. The teachers share what is to be learned during the lesson with the pupils; consequently, pupils understand the purpose and relevance of their work. Skilful questioning is used to check pupils' knowledge, to develop their thinking skills and to extend their understanding of scientific language. Pupils are encouraged to find out things for themselves, tasks are challenging, and effective use is made of investigative work. The teaching of pupils with special educational needs is good. They receive good help from support staff and are included in all parts of the lesson. Teachers ensure that proper safety measures are in place. The good teaching has a significant impact on the quality of learning and is reflected in the attitudes of pupils, who are eager to learn. They handle equipment and resources with care and respect, help each other, take care in the presentation of their work and show interest, enthusiasm and excitement when involved in investigation.
- 128 The policy statement and scheme of work comply with the recommended areas of learning in the National Curriculum. The scheme, based on national guidelines, is now being used well and assists teachers in their planning of lessons that successfully matches the learning needs of pupils.
- 129 The co-ordination of the subject is very effective. National Curriculum test results have been carefully analysed to indicate areas of weakness in the school's science curriculum so that they can be addressed. An analysis of pupils' work and a portfolio of their work is being collected to help teachers to set standards. Good assessment procedures have recently been introduced which will be available to help to guide future planning when staff become more used to them.
- 130 After the previous inspection there was quite a significant dip in the science results. However in the last two years results have improved considerably. The introduction of the new scheme of work has provided teachers with a good structure and assists them in planning lessons, which build on previous knowledge, skills and experiences. The increase in opportunities for pupils to be involved in scientific investigation has enabled them to increase their understanding of the subject well. The school is in a strong position to maintain its present impressive standards.

ART AND DESIGN

- 131 Standards in art and design are in line with those expected nationally at the end of both key stages. Sound standards have been maintained since the school's previous inspection. Teaching is satisfactory overall. Photographs, displays and examples of pupils' work, however, indicate that all pupils, including those with special educational needs, have access to art and design and make sound progress.
- 132 In Years 1 and 2, pupils are given satisfactory opportunities to explore colour, pattern, texture, line and tone, and to combine and organise them for different purposes. Observational drawing and sketching form the basis of pupils' two-dimensional work. They experience a range of media and apply colour in pastels, chalk, paint and crayon. They produce still-life drawings of what they see, remember and imagine. In Year 1, pupils sketch and paint self-portraits as they study and recreate the style of famous artists such as Renoir, Leonardo da Vinci and Van

Gogh. They apply sequins, feathers, shells and pulses effectively as they make collages of the letters of the alphabet. In Year 2, pupils develop their modelling skills well as they learn new techniques and use a variety of materials to fashion tiles and pots and make buildings from papier-mache. Pupils have a little experience of computer generated artwork.

- 133 By Year 6, pupils express their own ideas and interpretations with increasing confidence and sophistication. Techniques in drawing, painting, printmaking, collage, sculpture and textiles develop well. Pupils examine body gesture, movement and facial expressions through the examination of different artists' work and techniques. Pupils in Years 3 and 4, design and paint rotating patterns and create 'potato prints' using alternate and repeating patterns. Years 4 and 5 pupils study still life composition and landscapes from different viewpoints. They use lines to create shapes and areas that represent an imaginary journey. Years 5 and 6 pupils sketch Greek pots building up the detail and the background. They print designs on paper and textiles, using different application techniques such as rollers. Pupils' skills progress well as more sophisticated techniques are used in modelling, such as the use of clay relief and methods of coiling, slabbing and modelling.
- 134 Teaching is satisfactory overall throughout the school. Photographs, displays and examples of pupils' work suggest that standards are at the level expected nationally. The quality of art displays in the hall and around the school confirms this. Satisfactory use is made of careful planning to develop pupils' ideas over a series of lessons. The three lessons seen ranged from very good to unsatisfactory. In the best lesson, pupils were left in no doubt as to what they were expected to do. The very good subject knowledge and skilful teaching, together with the very good organisation and the very effective management enhanced pupils' learning. Pupils worked very hard and were enthusiastic when sketching and painting Greek pots. As a result, they made very good progress. In contrast, in an unsatisfactory lesson, whilst pupils contributed enthusiastically to the lesson initially, interest diminished because of the inappropriate resources, insecure teacher subject knowledge and failure to make the purpose of the practical work clear. This resulted in pupils being uncertain of the techniques and skills needed to take their art skills forward; attainment and progress was unsatisfactory in this lesson.
- 135 The co-ordinator provides satisfactory leadership of the subject. The school makes good use of a national scheme of work reflecting the specified programmes of study in the National Curriculum. This forms a detailed and helpful guide for teachers with a clear identification of what pupils are to learn by the end of each unit of work. The school is conscious of the fact that assessment systems in art and design have only recently been put into place, and are to be refined through use. Teachers' planning is monitored by the co-ordinator, but, because of the school's emphasis on raising standards in English and mathematics, teachers have not had the opportunity to attend courses to improve their subject knowledge. The introduction of pupils' sketchbooks has provided a valuable contribution to the development of pupils' ideas, knowledge and understanding. However, this good practice is not consistently used throughout the school. Some monitoring and evaluation of teachers' planning takes place, informally, but there has been no monitoring and evaluation of teaching to improve standards. Formal assessments of pupils' skills have recently been put in to place, but there are no samples of work graded in terms of National Curriculum levels to help teachers to judge the standards of pupils' work. Resources are adequate overall, are accessible, and are used satisfactorily. The school has

maintained the sound standards found when it was first inspected. It is now in a secure position to go on to improve further.

DESIGN AND TECHNOLOGY

- 136 Standards in design and technology are in line with those expected nationally at the end of both key stages. Only two lessons were observed during the inspection as design and technology is taught in a block of lessons each term and few lessons were being taught during the inspection week. Whilst insufficient teaching was seen to make an overall judgement, teaching in the lessons observed in Years 3 to 6 age group, was satisfactory, overall. Photographs, displays and examples of pupils' work, however, indicate that all pupils, including those with special educational needs, have equal access to learning in design and technology and make sound progress. Standards throughout the school have improved since the last inspection and are now satisfactory. This is because of the school's recently introduced scheme of work which covers all aspects of the subject. Pupils now have sound opportunities to use the design process, to evaluate their work as it develops, to consider alternatives and to make choices between them. For example, pupils in Years 3 and 4 were challenged to design and make a money container. They were able to sketch potential designs for the front, bottom and side, and to consider the possible problems and various solutions.
- 137 In Years 1 and 2, planning shows that pupils use models, pictures and words to describe their designs. They develop skills and techniques in handling paper, card, and malleable materials, and learn to cut, shape, join and combine materials to make models such as houses and puppets. They cut out components accurately, with the aid of templates, and join them with split pins, staples, glue and thread. Pupils develop ways to introduce movement, such as simple levers and use large-sized construction apparatus to make moving vehicles such as cars with axles and wheels fixed to a simple chassis. They have opportunities to identify the strengths and weaknesses of their designs and evaluate the finished products by seeing how well they fit the original design.
- 138 Between Years 3 and 6 pupils build on the sound knowledge and skills acquired at Years 1 and 2. They have a reasonable understanding of the designing and making process. Pupils use sketchbooks or sketch designs, and plan, design and evaluate their work satisfactorily. However, they are not always given the opportunity to decide what materials they will need, nor are there always sufficient resources for pupils to investigate and interpret practical experiments. For example, in an unsatisfactory lesson pupils were given a specific task to make a sliding lever, but the number of books available to them was limited. As a result, all pupils did not have the opportunity to look carefully at the techniques to be applied to different types of levers. Planning shows that pupils learn about fabric construction, decorating techniques and appliqué and use advanced joining techniques such as running stitch and backstitch.
- 139 Teaching overall in Years 3 to 6 is satisfactory. In Years 3 and 4, the teacher had a good understanding of the subject and sound expectations for behaviour and effort expected in the lesson. Management of the class overall was satisfactory, although, at times, some pupils' low concentration spans and the deliberate pace at which the lesson was conducted resulted in some pupils becoming restless. In the unsatisfactory lesson, the lack of resources such as design books meant that many pupils were unaware of what was expected and their sliding levers task was not

completed at the end of the session. Appropriate attention was drawn to the safe use of tools and equipment, but tables lacked protective coverings whilst pupils were using glue and scissors.

- 140 Leadership of the subject is satisfactory. An audit of the subject's needs, based on a key issue from the previous inspection, has been carried out and acted upon. Statutory requirements are now being met which is a sound improvement since the previous inspection. Design and technology is taught through study units and topics in continuous blocks for most of the time. The school makes satisfactory use of a national scheme of work reflecting the specified areas of the National Curriculum. This forms a detailed and helpful guide for teachers with clear identification of what pupils are to learn by the end of each unit of work. The school is conscious of the fact that assessment systems in design and technology have only recently been introduced, and are to be refined through use. Teachers' planning is monitored by the co-ordinator, but, because of the school's emphasis on raising standards in English mathematics and science, teachers have not had the opportunity to attend courses to make their knowledge in the subject more secure. The introduction of pupils' sketchbooks has provided a valuable contribution to the development of pupils' ideas, knowledge and understanding. However, this good practice is not used consistently throughout the school. Monitoring and evaluation of teachers' planning takes place informally, but there has been no monitoring and evaluation of teaching with a view to improving standards. Formal assessments of pupils' skills have recently been put in to place, but no samples of assessed work exist to help teachers to judge the standards of pupils' work. Resources are adequate overall, are readily accessible, and are used satisfactorily.

GEOGRAPHY

- 141 Standards of attainment are similar to those expected of pupils of this age at the end of both key stages. Inspectors were unable to see sufficient lessons to gather a wide range of evidence. This makes it impossible to give an overall assessment of the quality of teaching and learning. In the previous inspection it was judged that the provision for geography was satisfactory and that standards were at the expected level for pupils aged seven and eleven. Inspection evidence from a analysis of teachers' planning, examples of pupils' work, teachers' documentation and displays show that the level of provision found in the previous inspection has been maintained. The majority of pupils attain an appropriate quality of work in relation to their age and there is no significant difference between the attainment of boys and girls. Most pupils gain the required knowledge, and acquire, use and extend geographical skills and vocabulary. All pupils, including those with special educational needs, have full access to the geography curriculum, and make satisfactory progress in gaining the key knowledge and skills of the subject.
- 142 By the age of seven the majority of pupils have a satisfactory understanding of the geographical concepts that are taught through units of work. Through the geographical themes taught, pupils experience exploration of places, acquire, use and extend geographical skills and vocabulary, and investigate a number of thematic studies. Geographical understanding builds on a variety of experiences, moving pupils from local to wider and contrasting localities and, as a result, pupils have an increasing awareness of the physical and human features of Wales and the seaside and compare them with Tocuaro. Pupils use holiday brochures to extract information about seaside resorts and share information on the places they visited themselves. Pupils' skills in geography are developed appropriately, by visits

to their own locality, when they make observations of the characteristics of the local buildings in the vicinity, such as the shops, garages and the variety of housing. They are made aware of environmental issues, such as parking and traffic flow in the local area. Pupils draw and label simple maps and begin to use appropriate vocabulary, such as roundabouts.

- 143 By the age of eleven, pupils are able to identify the effects of industrial and commercial development on a changing landscape, and contrast life with a developing country. Pupils in Years 3 and 4, for example, build on their knowledge of their own region, and compare this with other countries and contrasting areas, such as an Indian village. Years 5 and 6 give simple, but logical explanations of the connections between landscape, weather and settlement and the effect of settlement and the exploitation of resources on the environment, using the appropriate vocabulary. Pupils develop mapping skills to identify and record locations and to research into significant features such as their size, population, landscape and food, using grid references where appropriate. However, pupils' knowledge of maps of varying scales and aerial photographs and the accompanying skills are limited as is the range of resources to support these mapping skills. Year 6 pupils take part in a residential visit to Winmarleigh Hall, which not only enhances their geographical knowledge and skills, but also develops their personal and social skills.
- 144 The co-ordination of geography is satisfactory. Geography is taught through study units and topics in continuous blocks for most of the time. The school makes satisfactory use of a detailed scheme of work reflecting the specified areas of the National Curriculum. This forms a detailed and helpful guide for teachers with clear identification of what pupils are to learn by the end of each unit of work. This is an improvement since the previous inspection. The school is conscious of the fact, that whilst assessment systems in geography have improved, they are not fully in place because of the school's appropriate emphasis on improving literacy and numeracy skills during the last two years.

HISTORY

- 145 During the inspection it was only possible to observe one history lesson. Judgements, based on a range of evidence however, indicate that pupils, including those with special educational needs, make satisfactory progress in their learning throughout both key stages. Standards have been maintained since the previous inspection and are in line with those expected nationally in both key stages.
- 146 Pupils in Years 1 and 2 make satisfactory progress in their learning. They are introduced to the subject through stories, which help them to develop concepts of time and place. They have made an attractive display of photographs showing themselves and their teachers as babies, toddlers and as they look now. This helps them to understand the passage of time. Pupils enjoyed a visit to Crich Tram Museum, which helped to give them a taste of what life was like in former times. They study home life in Victorian times and make a diary of tasks mothers would have performed day by day such a washing on Monday and ironing on Tuesday. Pupils contrast the lives of rich and poor people and look at artefacts from the

Victorian period, comparing them with their own. Pupils develop appropriate language, such as old and new, before and after, and sequence events and objects into a timeline from the present time back 100 years.

- 147 In Years 3 to 6, pupils develop their historical knowledge through topic work. Pupils in Years 3 and 4 investigate the Vikings. Many pupils said they enjoyed a visit from a member of the Jorvik museum in York, who spent the whole day with the class and gave pupils an excellent insight into what it would have been like to be a Viking. She provided authentic clothes for all pupils to wear. The class discovered what people used to eat and how they cooked. They examined the many artefacts that she brought and in the afternoon the class made their own leather bracelets in the style of the Vikings. Throughout the day pupils improved their investigative skills and made good progress in their independent learning.
- 148 Years 4 and 5 study the Tudors, concentrating on the Tudor houses, and the contrasts in the lives of rich and poor people. They make a good link with geography as they map the voyages of Tudor explorers. Years 5 and 6 concentrated on the ancient Greeks. In the history lesson observed during the inspection, Years 5 and 6 pupils were observed working out just how long ago the ancient Greek civilisation existed, making a link with their studies in mathematics and showing a clear understanding of AD and BC as they tracked back through the ages on the time line. They improved their skills in geography using maps well to find the position of Greece in the world and investigate the climate. Good teaching by the knowledgeable and enthusiastic teacher inspired the pupils to work hard at their studies and produce a good piece of written work after listening to two different accounts of the story of Theseus and the Minotaur. The pupils listened spellbound as the teacher made the stories very interesting and exciting, using her voice to good effect and slipping in quick questions to make sure all pupils, including those with special educational needs in the mixed age groups, were fully involved and included in the lesson. Pupils were very interested in the teacher's explanation of what a myth was and one pupil suggested it was rather like a game of Chinese whispers. Pupils discussed the two versions of the story spotting the differences between the two. As they wrote their own versions of the story, pupils were helped in ways appropriate to their own abilities by printed word lists and key sentences. Pupils were using their new ink pens for the first time in a further effort to improve their style of handwriting, making a useful link with their English work.
- 149 Teachers' planning is good. Evidence from pupils' written work shows that the activities planned are appropriate to the age and prior attainment of the pupils to allow them to make progress. This includes pupils with special educational needs and pupils in mixed age classes who are always included in the plans separately. Teachers present the subject in interesting ways and make good use of visits, people, artefacts, books and the Internet to stir pupils' enthusiasm.
- 150 The subject is well led. The co-ordinator checks teachers' planning and collects pupils' work to check curriculum coverage and standards. There is a policy and a scheme of work that ensures full coverage of the National Curriculum. Assessment opportunities are now identified in the scheme of work but have not yet been fully implemented. The sound standards identified in the report from the school's first inspection have been maintained. The school is in a good position to improve further.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 151 There have been significant improvements in information and communication technology since the previous inspection. Weaknesses identified in the previous report have been addressed successfully. Information and communication technology is now an integral part of everyday life in the school and is often taught throughout and alongside other work to support learning. Evidence gathered from observations and discussions with pupils and teachers indicates that pupils' attainment at the end of both key stages is in line with national expectations.
- 152 By the end of Year 2, the majority of pupils use information and communication technology to help to communicate ideas. Year 2 use word processors to convey their ideas in English and write about a classroom in Victorian times as part of their history project. Most pupils move the cursor to where they want to work on the screen and correct their mistakes. They know how to put capital letters and full stops in their sentences on the screen. Year 1 pupils have collected information about themselves from their classmates and presented their information in colour on the computer, printing their results in graphical form. Listening posts, where pupils can listen to tapes, are available to help pupils in literacy.
- 153 By the time they are 11, pupils show more confidence in the use of a word processor. They format their work in a variety of ways, using different fonts and sizes of texts. This was well illustrated in Year 6 where pupils had mapped out a food web based on a shark. Years 4 and 5 made maximum use of the available computers by sharing a lesson with swimming so that each half of the class had its own good access to the computers for practice during the hour-long session. This was very good use of resources, the school being fortunate to have its own pool in the school grounds to enable this to happen. Pupils copied and moved text around the screen with confidence after instruction from their teacher. Evidence from displays round the school indicates that increasing use is being made of the Internet as a source of information and that pupils are beginning to treat computers like books as they find information in history and geography, though independent research skills are as yet rather underdeveloped.
- 154 When pupils are working with computers they have good attitudes and work with obvious enjoyment. Behaviour is consistently good when they are concentrating on the task in hand. They handle equipment with care, work co-operatively in pairs, and are prepared to help each other when required.
- 155 Teaching in the two lessons observed and watching teachers instruct groups on computers during lessons in other subjects, indicates that, throughout the school, the teaching of the subject has improved well since the previous inspection. This is due to teachers' increased confidence after extensive training, and the improved resources provided. The teachers' ongoing professional development, which is part of the national initiative to improve teachers' confidence and understanding of information and communication technology, is progressing satisfactorily, and the school is on target to reach the standards expected nationally by the year 2002.
- 156 The co-ordinator, who had useful experience of computers in his employment before entering the teaching profession, has prepared a satisfactory policy and a scheme of

work. Assessing and recording procedures have recently been introduced and are in the early stages of development. The school is in a good position to develop the subject further.

MUSIC

- 157 There is a strong musical tradition in the school, and pupils receive a broad and balanced education with good opportunities for performance and good quality musical experiences. As a result, pupils, including those with special educational needs, make sound progress in Years 1 and 2 and good progress in Years 3 to 6. Attainment in music is good by the time pupils leave the school. The requirements of the programmes of study of the National Curriculum are met effectively.
- 158 Whole school singing in assemblies is good. Pupils sing in tune and pay good attention to rhythm and dynamics. Singing is tasteful and the style of singing reflects the meaning of what is being sung. Pupils in Years 3 to 6 have opportunities to refine their singing further when they sing in the choir which meets weekly. During the inspection, some 30 pupils, including a reasonable number of boys, were preparing for a performance in Sheffield Arena involving a choir of 5000 children. Their singing was confident and had attractive tone. The quality of their singing benefited from the good emphasis on technique and the need to sing the words clearly and with accurate rhythm, sustaining notes to give them their full value. Instrumental tuition in the school is strong, and good numbers of pupils take the opportunity to learn guitar, recorder, violin, viola, flute and clarinet. Their experiences in performance in the school choir and orchestra help pupils to appreciate that music is enjoyable, but that successful performance requires effort and discipline.
- 159 By Year 2, pupils sing tunefully and remember the words of songs from previous lessons. They understand how musical performance will be enhanced by variations in loud and soft singing, and that no member of the group should sing more loudly than the rest. They know that careful breathing is fundamental to good singing and that lines should not be broken up while extra breaths are snatched. Pupils reach the level expected nationally by the age of seven.
- 160 By the end of Year 6, pupils have covered the different aspects of the National Curriculum well and have a secure understanding of the basic ingredients of music such as rhythm, dynamics, pitch, melody, tempo and texture. They have a good understanding of how different types of music evoke different moods, and use a good range of adjectives to describe their responses, such as happy, lively, cheerful, sad and peaceful. Rich musical experiences both in and out of class including opportunities for performance, for example, at Christmas and in a summer concert, mean that, by the age of 11, pupils have attained better standards than those usually found.
- 161 Pupils have good attitudes to music overall. In Years 1 and 2, they participate in lessons with enthusiasm. As one pupil in Year 1 said, 'to make it good, nobody has to be shy'. Attitudes in Years 3 to 6 are basically good, although the well planned lesson for the Year 5/6 class was spoiled by the immature responses of a few boys to one example of African music used to illustrate musical differences. Attitudes to singing in assembly and the choir, and to instrumental work in the orchestra, are good.

- 162 The quality of teaching is sound in Years 1 and 2, and was good in the lesson observed in Years 3 to 6 age group. Teachers have good expectations for pupils' efforts and behaviour, and plan lessons which are interesting and enable pupils to build up skills and understanding systematically. Classes are managed well, lessons have good pace and variety, and resources are used effectively. Assessment to track pupils' development of skills is not yet used consistently across the school, and information and communication technology is not used effectively to support teaching and learning in music.
- 163 The subject is co-ordinated effectively. A curriculum plan is in place to ensure that the programmes of study of the National Curriculum are covered fully. There have been some improvements since the school was first inspected, for example, pupils in Years 3 to 6 are now better at evaluating each other's performances and interpreting the music that they hear. The school provides pupils with rich musical experiences, particularly in Years 3 to 6, although there are few opportunities to hear live musicians in performance. Resources for learning are barely adequate and are being built up gradually as finances allow.
- 164 The headteacher sees the creative arts as a key element in a rich curriculum and has plans to develop this area of the school's work. The school is in a good position to maintain its strong tradition in music and to go on to develop it further.

PHYSICAL EDUCATION

- 165 Attainment matches that expected nationally at the end of Year 2 and is better than is normally found at the end of Year 6. Pupils, including those with special educational needs, make good progress, overall. The satisfactory standards identified when the school was first inspected have been maintained in Years 1 and 2 and improved in Years 3 to 6. The school benefits from its own small swimming pool. This enables pupils in all year groups to swim regularly and attainment in swimming is well above average.
- 166 During the inspection, it was possible to observe dance and swimming in Years 1 and 2, and dance, gymnastics, games and swimming in Years 3 to 6. In the good dance lesson for Year 1, pupils identified three different sounds (a tambourine, drum and cymbal) and were developing some imaginative responses to the different sounds in terms of movement. They have a good understanding of low, medium and high positions in movement, and of the need to move smoothly from one to the next. They understand the difference between 'shivery, wobbly' movements and 'sudden, sharp' movements. In swimming, Year 1 pupils are developing good confidence in the water and their attainment is above that normally found at this age.
- 167 In Years 3 to 6, younger pupils in the key stage were working on movement within a 'machine' scenario and produced some effective responses, for example, when imitating pistons. In the Year 4/5 class, pupils enjoyed warming up with a game of 'Tiggy Scarecrow' showing some good dodging skills in a relatively small space. In gymnastics, they showed above average awareness of body shapes and some were capable of a smooth sequence of movements. They were willing to comment on each other's performances and made some useful suggestions for further improvement. Their attainment was above average. In an excellent games lesson for Years 5 and 6, above average skills were being developed in trapping, passing, shooting and heading a soccer ball. There was excellent concentration on

technique, with, for example, a distinction drawn between defensive and offensive headers, and between passing with the instep and shooting with the 'laces'. Throughout the key stage, pupils have a good understanding of the importance of warming up before physical activity, and good attitudes result in good progress being made.

- 168 The quality of teaching is good overall throughout the school. Teachers' subject knowledge and understanding is good in Years 1 and 2 and very good overall in Years 3 to 6. For example, it was the teacher's excellent knowledge of soccer techniques and understanding of tactics that was at the basis of the excellent lesson for Years 5/6. Lessons are planned effectively to build up skills over a sequence of lessons, and teaching methods are very effective overall, with many good and practical suggestions for improving techniques and levels of performance. Classes are well managed, sometimes in less than ideal conditions. For example, the hall is a small space for a full class of pupils in Years 3 to 6. This effective teaching promotes progress in the acquisition of skills and understanding of the different areas of physical education well. The subject makes a good contribution to pupils' moral and social development.
- 169 The subject is managed effectively. Pupils have good opportunities outside class to practise skills in soccer, rugby, cricket tennis and athletics, and benefit from competitive games. There is good equality of opportunity for boys and girls. Skills are further developed by external coaches, for example, in soccer, rugby and cricket. There is a little use of information and communication technology, for example, to plot pulse rates after exercise, but there is scope for this to be developed further. Outside accommodation is good with large hard play and grassed areas and the swimming pool, but the hall is small for full classes, especially in Years 3 to 6. Resources for learning are good and enhance attainment and progress.
- 170 There has been an improvement in attainment in Years 3 to 6 since the last inspection, and the school is in a good position to go on to improve further.

RELIGIOUS EDUCATION

- 171 An analysis of pupils' work, displays and discussions with pupils and teachers indicates that pupils are generally attaining the standards expected in the local authority's agreed syllabus by the ages of seven and eleven. The policy and the scheme of work have been reviewed and the school follows the locally agreed syllabus effectively.
- 172 By the end of Year 2, pupils reach the expected standards in their knowledge and understanding of the subject. Pupils in Year 1 are familiar with many stories from the old and new testaments in the Bible. They write about the story of Moses and follow the Christmas story very well. Year 2 pupils build on this foundation and extend their knowledge of bible stories. They also learn the Muslim story of creation.
- 173 By the end of Year 6, pupils have increased their understanding of the significance of key people and teachings in the religions they have studied. They recognise the distinctive features of Christianity, Hinduism, Islam and Judaism and how these relate to the everyday lives of those who practise these religions. They add to their

growing understanding of religious beliefs, values and knowledge by studying the similarities and differences between major faiths. They have an understanding of the need to take responsibility for their actions and consider other viewpoints in a mature way.

- 174 Pupils' attitudes and their responses to the tasks set before them are good. Most pupils listen carefully and work quietly when carrying out written tasks or completing research on the Internet. They willingly share ideas with others. The views of pupils with special educational needs are always included in discussions. For example, in the Years 3 and 4 lesson, the teacher made every effort to include all pupils in a discussion about places of worship, contrasting a Jewish synagogue with the Christian church they visit on a regular basis. The quality of teaching is sound overall. An analysis of work over the past year shows that teachers ensure through good planning that the relevant curricular material is covered. Religious education lessons make a good contribution, together with acts of collective worship, to pupils' spiritual, moral, and cultural development, and to their skills in literacy. The emphasis which teachers place on the need to show care and concern for others supports the teaching of religious education and contributes well to pupils' personal development.
- 175 The co-ordinator leads the subject well. The curriculum has been reviewed and steps have been taken to ensure that all pupils, including pupils with special educational needs and those in mixed age classes, cover the appropriate areas of the syllabus over a four year period in Years 3 to 6. Assessment opportunities are now identified in the scheme of work but have not yet been fully implemented. Since the previous inspection, artefacts and other resources have been improved and these are now satisfactory. During the inspection the school took delivery of a large number of new artefacts which will be available to enrich learning further.