

INSPECTION REPORT

DUNSVILLE PRIMARY SCHOOL

Dunsville
near Doncaster

LEA area: Doncaster

Unique reference number: 106680

Headteacher: Mr K Flint

Reporting inspector: Mr R Cheetham
2592

Dates of inspection: 16th to 19th September 2002

Inspection number: 246617

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Broadway
Dunsville
Doncaster
S Yorks

Postcode: DN7 4HX

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Appropriate authority: The governing body

Name of chair of governors: Mr J Higham

Date of previous inspection: 12th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2592	Mr R Cheetham	Registered inspector	Mathematics, physical education, English as an additional language	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9003	Mr B Findley	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with its parents?
15690	Mrs J Allen	Team inspector	English, music, religious education	How good are the curricular and other opportunities offered to pupils?
32249	Mr N Grimshaw	Team inspector	Science, information and communication technology (ICT), history, educational inclusion including race equality	
26219	Mrs P Hatfield	Team inspector	Art and design, design and technology, geography, the Foundation Stage	How well does the school care for its pupils?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	23
PART C: SCHOOL DATA AND INDICATORS	24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	29

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Dunsville Primary School serves the town of Dunsville that lies to the north east of Doncaster. It is an area of average economic circumstances although there are local pockets of social deprivation. The school is a larger than average with 292 pupils on roll and this has increased since the previous inspection. It includes 30 full time equivalent children in the Nursery where they start part time at the beginning of the year of their fourth birthday. The attainment of most pupils on entry is wide but around that generally found. Almost all pupils are of White UK heritage and a few have Indian, Chinese or White non-British backgrounds. One child is learning English as an additional language. Twelve per cent of pupils are entitled to free school meals and this is below the national average. Three per cent of pupils have special educational needs and this is well below the national average although the school offers a further 15 per cent of pupils some additional support. Pupils' special educational needs include specific and moderate learning difficulties and emotional and behavioural difficulties. Five pupils have statements of special educational need. Since the previous inspection, a new headteacher and deputy headteacher have been appointed and a new computer suite has been installed.

HOW GOOD THE SCHOOL IS

This school provides a sound standard of education for its pupils and gives satisfactory value for money. Pupils' standards of attainment in mathematics and art and design are above average and are well above average in information and communication technology. In Year 6, they are below average in science, physical education (gymnastics) and geography. They are average in the remaining subjects. The headteacher and deputy headteacher lead and manage the school well and have improved the overall quality of teaching since the previous inspection. The school includes all its pupils very effectively in the education it offers.

What the school does well

- Promotes high standards and good progress in mathematics, art and design and very high standards and very good progress in information and communication technology (ICT)
- Provides consistently good quality teaching in the Foundation Stage and Year 6
- Gives pupils very good opportunities for personal development
- Is well led and managed
- Provides well for children in the Foundation Stage
- Ensures all its pupils have every opportunity to learn
- Has a very effective partnership with parents

What could be improved

- Year 3 to 6 pupils' progress and standards of attainment in science, geography and physical education (gymnastics)
- The quality of teaching particularly in Years 3 and 3 / 4
- The quality and use of information on pupils' progress and attainment in science, art and design, geography, history, music, physical education and religious education
- The leadership and management of history, geography and physical education

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 January 1998. Since then, after a slow start, its progress has been good and it has a good capacity to continue to improve. Most pupils' standards of attainment have been maintained. Those in mathematics, ICT and art and design have risen but the standards achieved by Year 6 pupils in geography, science and physical education have fallen. The school improvement plan is much better and the school now makes satisfactory use of assessment information on pupils' progress in English and mathematics. It has made good progress in standardising teachers' weekly lesson plans. The quality of reports to parents is much improved.

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	B	C	E	E
mathematics	A	C	C	C
science	A	C	D	D

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

This table shows that standards achieved by pupils at the end of Year 6 declined in all three subjects. Over the same period, the standards pupils achieved at the end of Year 2 were similar to the national average and in 2001 improved to well above this in writing. Early indications from the 2002 results show that Year 2 pupils' standards declined from this high point in reading, writing and mathematics but improved in science. Year 6 pupils' standards increased in English, mathematics and science with the mathematics results showing the biggest increase over the 2001 results of 19%. The school target for the attainment of Year 6 pupils in English was almost achieved and that for mathematics was exceeded. This general improvement came about because the school used its information on pupils' progress and on their test performance to focus its teaching and because it implemented the National Numeracy Strategy well.

At this very early stage in the academic year, the general trend of improvement in standards continues except in science in Year 6. Children make good progress in the Foundation Stage and by the start of Year 1 they are ready to start or have already started the National Curriculum. In Years 1 and 2, pupils make satisfactory progress in reading, writing and science and reach average standards. They make good progress in mathematics and reach above average standards. In Years 3 to 6, they continue to make satisfactory progress in English and reach average standards by Year 6. They make unsatisfactory progress and reach below average standards in science but make good progress and reach above average standards in mathematics. The difference between pupils' attainment in English and mathematics is because the daily mathematics lessons are taught more consistently than the literacy hour. Standards are not high enough in science because science investigations are not taught well in all classes. The school is making satisfactory progress towards its 2003 targets in English and mathematics. Standards of literacy are satisfactory and those for numeracy are good. The standards in most other subjects are average and pupils make satisfactory progress with the following exceptions: in Years 3 to 6 pupils make slow

progress in developing skills in games and gymnastics because teachers in Years 3 and 4 do not have enough subject knowledge. By Year 6, gymnastics' standards are below average. They are also below average in science and geography because essential skills in both subjects are not taught systematically. Standards are above average in art and design because most teachers have good subject knowledge and they are well above average in ICT for the same reason and because the school takes full advantage of its good levels of equipment. Pupils with special educational needs make good progress towards their individual targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very enthusiastic about their school work and are keen to do well.
Behaviour, in and out of classrooms	There are consistently very high standards of behaviour in lessons and around the school.
Personal development and relationships	There are very good relationships. Pupils look after one another and assume responsibility very well.
Attendance	Attendance is good and is above the national average.

Pupils are very helpful and polite. They express their opinions in a straightforward way and are prepared to listen to others. Pupils have a matter of fact attitude to their duties around school and are very trustworthy.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory. The overall quality has improved since the previous inspection because there is now much more good or better teaching but also a slightly higher proportion of unsatisfactory teaching. In the Foundation Stage, staff have a good understanding of the six areas of learning and encourage the children to take responsibility for their work. They develop confidence and learn to work well with others. In Years 1 to 6, the quality of teaching of English is satisfactory and mathematics is taught well. Numeracy skills are well taught and those of literacy are taught satisfactorily. The school meets the needs of all its pupils well because learning support assistants make a good contribution by helping groups of pupils keep up with the pace of the class work. The main strengths of teaching are based on good lesson planning. Teachers assess pupils' progress well in English and mathematics but not well enough in most other subjects. The best lessons are well paced. They balance the time between discussion and practice and teachers set tasks that are well matched to pupils' differing levels of attainment. Weaker teaching gives pupils too little time to practise their skills or does not set work to match differing abilities. Teachers' subject knowledge is good in mathematics, art and design and ICT but there are a few weaknesses in music, physical education and geography. Pupils work hard when what they have to do is as challenging as it is in mathematics. Most do not have good ideas about improving their work. They present their work well. Pupils with special educational needs are taught well and have positive attitudes to their work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good quality curriculum that meets statutory requirements. The curriculum is greatly improved by the range of extra activities provided.
Provision for pupils with special educational needs	The school provides well for pupils with special educational needs and helps them make good progress.
Provision for pupils with English as an additional language	The staff are sensitive to the needs of the few pupils it receives with English as an additional language and make good, flexible arrangements for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school caters well for pupils' spiritual development and very well for their moral and social development. It makes satisfactory provision for their cultural development.
How well the school cares for its pupils	The school takes good care of its pupils. It monitors their progress satisfactorily and provides satisfactory guidance for them.

The school has a very good partnership with its parents. It keeps a very careful eye on pupils' attendance and behaviour. It has satisfactory systems for monitoring their progress in English and mathematics but needs to improve them in most other subjects

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear view of the school's development and leads and manages it well. The deputy headteacher particularly and other members of the senior management team lend very good support.
How well the governors fulfil their responsibilities	Satisfactory. The governors fulfil nearly all their responsibilities satisfactorily. They are good supporters of the school but do not always question what it does with enough rigour.
The school's evaluation of its performance	Good. The school has mostly good internal arrangements and also uses outside help to see how well it is doing. It is working well to remedy the weaknesses in teaching.
The strategic use of resources	Good. Over time the school has spent its finances well to upgrade accommodation, furniture and equipment and retains enough money to maintain its permanent staffing levels for the medium term.

The school has good levels of staffing, good accommodation and resources. There are shortcomings in the leadership and management of history, geography and physical education. The school uses its recently installed computer suite well. There are minor

omissions in the governors' annual report to parents. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school and are well behaved• Children make good progress• Parents can approach the school easily with questions or concerns• Children are expected to work hard• The school keeps them well informed• The school is well led and managed	<ul style="list-style-type: none">• More out of lesson activities• The work children are given to do at home

The inspection team agrees with most of the parents' positive views except those on pupils' progress. Their views on what they would like to see improved are largely unfounded. The school provides a wide range of activities that enriches the curriculum and homework is used appropriately to support pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Year 2 Recent trends

1. Since 1998, pupils in Year 2 reached average standards in reading in most years and results were above average in 2000. In 2002 they declined slightly. Over the same period, pupils reached above average standards in writing and in 2001, standards were well above average. In 2002 the standards declined slightly. In mathematics, pupils reached average standards each year. In 2002 the standards declined slightly. The school reports that this decline was because the 2002 year group had a larger than usual proportion of pupils who were then on the school's register of special educational needs and had particular difficulties with language development. Although they got additional support and made satisfactory progress, their attainment was below that of others in the year group. In 2001, pupils reached close to the average standard in science and in 2002, the results slightly increased. The school reports that this was due to better teaching of some aspects of science after results from the previous year had been analysed.

Year 6 Recent trends

2. From 1998 to 2001, Year 6 pupils' standards in English, mathematics and science declined in all three subjects. In 2002, standards improved in English, mathematics and science with the mathematics results showing the biggest increase over the 2001 results of 19 per cent. The school target for the attainment of Year 6 pupils in English was almost achieved and that for mathematics was exceeded. This general improvement came about because the school used its information on pupils' progress and on their test performance to focus its teaching and because it implemented the National Numeracy Strategy well.

The current nursery and reception classes (the Foundation Stage)

3. Children make good progress, particularly in personal, social and emotional development and in mathematics. By the time they are ready to start Year 1, most children have attained the early learning goals (the expected level for most children) and a large minority are working on aspects of the National Curriculum. This good progress is the result of several factors. Staff give the children a careful introduction to Nursery and Reception. They arrange for children to build up their initial attendance gradually so that they get used to the change from home to school. Staff make home visits to involve parents in the partnership of education. Staff plan well together and have a good balance of increasingly challenging activities. Central to these is the consistent encouragement for children to choose some of their activities to build their confidence and independence. Children respond well to this provision. They settle in quickly and learn to share and take turns without fuss. Children with special educational needs make good progress because the staff know them well. They quickly assess children's learning needs and plan suitable activities.

The current pupils in Year 2 and Year 6 (seven and 11 year olds)

4. In Years 2 and 6, most pupils make satisfactory progress in English and reach average standards. In speaking and listening, lower attaining pupils, and those with special educational needs, make good progress because learning support assistants prompt them to play a full part in class discussions. A minority of teachers regularly organise pupils to discuss ideas in pairs before giving their views to the class. In these lessons pupils make good progress in speaking and listening. This is balanced by a similar minority of lessons in which teachers do not give pupils enough time to respond or accept brief, ungrammatical replies. This slows pupils' progress because

they continue to make these mistakes. In learning to read, Year 2 pupils are good at choosing books but are not skilled in talking about them in order to develop their understanding or to express preferences. Higher attaining pupils in Year 2 make good progress in writing because teachers are encouraging writing skills in subjects other than English and are using a good range of materials. In Year 6, most pupils talk knowledgeably about the books they have read but higher attaining pupils have difficulty in understanding how authors create different effects such as increasing tension. Most have well developed research skills. They make spelling mistakes because they write as they speak and do not check their work well enough with this in mind. Pupils make good progress in handwriting because they have regular practice and teachers expect high standards for displayed work.

5. The good progress and high standards in mathematics is the result of good staff training to teach the daily mathematics lessons and a clear focus on improving numeracy skills during the early parts of them. Teachers use resources such as individual writing boards well to check on pupils' progress and consistently emphasise mathematical language so that pupils use it confidently. Pupils understand the need for accuracy but also know that making mistakes and learning from them will help them improve. Pupils are good at explaining how they arrived at their answers and older, higher attaining pupils also routinely check their answers using another way of working them out. Pupils' skills in developing their own strategies for problem solving are unsatisfactory and most average and lower attaining pupils do not readily ask their own mathematical questions. Their use of ICT in handling data is unsatisfactory because they do not have enough opportunities.
6. In Year 2, pupils make good progress in designing their own experiments in science because teachers encourage this approach and allow pupils to develop their ideas practically. In Years 3 to 5, they make slow progress in investigative work because too much time is spent in discussion and not enough in practical work. By Year 6, pupils achieve below average standards.
7. In Years 3 to 6, pupils make slow progress in developing games and gymnastics skills because teachers in Years 3 and 3/4 do not have enough subject knowledge. Pupils' progress quickens in Year 4 and 6 because teachers' subject knowledge is good but standards in gymnastics remain below average. In geography, pupils in Years 3 to 6 do not develop important skills such as the use of maps and they make slow progress. Teachers' good subject knowledge in art and design enables them to teach key skills well and develop a broad curriculum. Pupils make good progress. They make very good progress in ICT because it has been a major school focus for development. Staff are well trained and most are confident in their use of the ICT suite. They take full advantage of the new equipment and encourage a good range of activities.
8. Pupils with special educational needs make good progress towards their targets in the individual education plans because staff identify their needs quickly and take the right action to support them. There is a good balance between outside expertise and in-class support and staff keep a close check on their progress. For example, a pupil was withdrawn from a numeracy lesson for individual support from a learning support assistant. She later worked with him in class so that he could play a full part in the rest of the lesson. The school also provides consistently good support for other pupils who might otherwise make slow progress. The good teamwork of teachers and learning support assistants provides this support. The child learning English as an additional language has made excellent progress in English because the school

has made good provision for her and one of her parents support her well and she has a very determined attitude to learning.

Pupils' attitudes, values and personal development

9. Pupils have very good attitudes to school and behave very well. They develop well and form very good relationships with staff and each other. Attendance is good and pupils are punctual. Parents agree that pupils enjoy school and were positive about the school's standards of behaviour.
10. Pupils quickly settle to work and organise themselves well, need very little supervision, such as the monitors who take lunchbox trolleys to the dining hall and others when changing their reading books. Cloakrooms and corridors are a hive of earnest activity. Pupils are very interested in their schoolwork and take great pride in doing well. They also attend the after school clubs in large numbers. Pupils with special educational needs concentrate well and enjoy their learning because the school's provision is closely matched to their needs. They recognise their improvements and value taking a full part in whole class lessons. One Year 6 pupil said, "I can read what the others are doing and join in more. I don't have to ask for help all the time."
11. Pupils understand and follow the codes of conduct and respect routines. They willingly co-operate in school life. Pupils also respond very well to members of staff, who set very good examples of behaviour and relationships. There is a settled air of discipline in the classrooms and a commitment to sensible learning, so that pupils get on with their work and make progress. Behaviour is also very good in the playground and around the school. Pupils happily play with others and keep areas tidy and gardens weed free. There are few tensions and pupils feel secure, free from concerns about bullying or other forms of oppressive behaviour. There have been no recent exclusions from the school.
12. Pupils co-operate sensibly in lessons and have respect for one another's differences. For instance, a child with only a few words of English was warmly welcomed and quickly settled in. Pupils respond very positively towards staff because of the warmth and respect with which pupils are treated. This reflects strongly the ethos of the school and creates confidence in the pupils and a keenness to please and do their best.
13. The youngest pupils make quick progress in acquiring independent skills, organising themselves and developing a personal sense of discipline. Most pupils have a good sense of right and wrong and develop mature values. Older pupils set a good example in this. Pupils are willing to do small jobs around the school and organise activities like charity fund raising and school projects such as a healthy eating survey. Year 3 and 4 pupils worked with the local authority to improve a local park and Year 6 pupils will follow this up by making models of the improvements to help with planning.
14. Attendance is good and above the national average. Unauthorised absence is low and punctuality is very good. Most pupils have a very good record of attendance but holidays in term time are a significant proportion of all absences.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The quality of teaching is satisfactory. This is an improvement on the previous inspection because there is much more good or better quality teaching although there is a slightly higher proportion of unsatisfactory teaching. Twelve per cent of teaching

is unsatisfactory, 31 per cent is satisfactory, 36 per cent is good, 19 per cent is very good and two per cent is excellent. There is good teaching in most year groups and most consistently good or better teaching is in Year 6 and in the Foundation Stage. Teaching is relatively weaker in Years 3 and 3/4. The teaching of literacy skills is satisfactory and that of numeracy skills is good.

16. Teaching in the Foundation Stage is good and staff have a good understanding of the six areas of learning (the Foundation Stage curriculum). Their planning is very detailed and shows very clearly what different groups of children are expected to learn and how staff will work with them. Staff assess the children's progress very well and plan activities from these assessments. They have high expectations of the children, are good role models and, as a result the children have very good attitudes to their work. They treat children kindly and challenge them to improve. The teacher of the children in the mixed Reception and Year 1 class plans carefully to meet the needs of all the children. The Reception aged children have access to the Nursery and Reception areas and the outdoor play area. Occasionally, staff talk for too long with the children and this does not allow enough time for activities. A particular feature of the teaching is the Highscope strategy that encourages the children to take responsibility for their learning. They select from a range of activities offered to them, and reflect upon their success. This approach has led to significant improvements in children's personal, social and emotional development and helps to develop very positive attitudes to their learning.
17. In Years 1 and 2, most teaching is satisfactory and pupils make satisfactory progress. Teachers plan their lessons well and show clearly what pupils are to learn, particularly the basic skills of English and mathematics. The exception to this is ICT where the aims of one lesson were too general and there is not enough reference to skills' development. Teachers work well with learning support assistants to ensure that all pupils take a full part in lessons. Teachers promote pupils' thinking by asking open questions such as how to choose materials in an art and design lesson in the Reception/Year1 class. Mathematics is taught well and the lesson introductions are a strong feature. Lessons have a good structure and pace and teachers ask a lot of their pupils. In physical education, lesson time is limited and staff try to fit in too many activities. In English, teachers encourage pupils to discuss their work both in these lessons and in other subjects. In science, teachers use resources well and encourage pupils to develop their own experiments. Occasionally, teachers spend too long in discussion with pupils and do not allow enough time for them to work independently. Teachers assess pupils' progress well in English and mathematics but do not do this well enough in most other subjects. Pupils respond satisfactorily to the teaching and try hard to do their best. They generally produce a good quantity of well-presented work. They do not know enough about how to improve their work because teachers do not encourage this.
18. In Years 3 to 6, teaching is satisfactory. Although most lessons are taught well, almost one fifth of them are unsatisfactory. This results in generally slower progress in Years 3 and 3/4 and good progress after this. Teachers' lesson planning, particularly in English and mathematics is good and the learning intentions are clear. Learning support assistants make a good contribution to most lessons by helping groups of pupils to keep up with the pace of the class work and giving them the confidence to answer questions. The best lessons are well paced. They balance the time between discussion and practice and teachers set tasks that are well matched to pupils' differing levels of attainment. This is true of most mathematics teaching but occasionally; too little time is left to complete the lesson well. In weaker lessons, teachers manage the time unsatisfactorily. They dwell too much on minor issues of

behaviour or spend too long in discussion with pupils. Then, higher attaining pupils particularly begin to lose interest. Another weakness is a minority of teachers' lack of subject knowledge in physical education and music for instance. This results in younger pupils' slow development of games and gymnastics skills and in music composition. On the other hand, most teachers are confident in their subject knowledge of ICT and most have high expectations of pupils across a range of applications. They ensure that the pupils are working at the computers for the maximum time possible. Pupils are very well motivated and quickly seek alternatives when one method fails.

19. Pupils with special educational needs are taught well. The visiting specialist teacher is very knowledgeable and skilful. The class teachers and learning support assistants match their teaching well to the targets in pupils' individual education plans. Sometimes, learning support assistants work alongside the specialist teacher and continue a good level of in-class support. Staff teach the pupil learning English as an additional language well and she learns well from other pupils.

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

20. The quality and range of learning opportunities is good overall and this is an improvement since the previous inspection. The school has improved its curriculum planning, pupils have better access to the curriculum, and the range of extra-curricular activities has increased. The curriculum is broad and balanced and meets the requirements of the statutory National Curriculum and religious education. The school has rightly placed emphasis on the development of English and mathematics. The National Literacy and Numeracy Strategies are fully implemented. There are effective strategies for teaching numeracy. Strategies for teaching literacy are satisfactory and the school is continuing with staff training to improve the quality of teaching further. The school works to include all pupils in its provision very well. The school also enriches the curriculum very well with a wide range of clubs and extra learning opportunities.
21. The Nursery and Reception area has a good range of resources including an excellent outdoor play area. The Foundation Stage children enjoy the contributions from an interesting range of visitors who widen the children's learning experiences. The curriculum is good. There is an effective balance across the six areas of learning with the right emphasis on personal, social and emotional development, language and mathematics. The use of the Highscope approach to teaching (opportunities for children to make decisions and plan their activities) is a particularly good feature of the Foundation Stage provision.
22. Since the previous inspection the school has made good progress in developing the consistency of planning, particularly in literacy and numeracy. In all subjects staff have used national and local guidance to develop policies and schemes of work well. The recently revised English policy provides a very good basis for continued school improvement in this subject. The school has made satisfactory adjustments to the schemes of work so that pupils in mixed-age classes do not repeat work or miss things out. There are weaknesses in the school's provision for physical education and geography. Some Year 1 and 2 lessons do not allow enough time for these young pupils to change and so develop important independence skills as well as practise their physical education skills. In geography, teachers do not pay enough attention to the development of skills, such as map work. Although the school has successfully introduced a timetable for teaching ICT skills in the computer suite, there is not enough use of ICT in other subjects.

23. Provision for pupils with special educational needs is good. Pupils' progress is monitored and concerns are raised quickly, leading to early identification and effective support. There are very effective arrangements for specialist teaching as well as comprehensive in-class support by teachers and learning support assistants in keeping with individual education plans. Because of this, pupils with special educational needs benefit from all that the school provides.
24. Through its aims, policies and practice, the school makes every effort to ensure that all pupils benefit from its provision. At the heart of many of its policies is the consistent message that the personal development of each pupil is a prime concern. In every assembly, pupils are offered choices about their levels of participation during prayers so that they feel comfortable. Learning support assistants work closely with class teachers to ensure that pupils of all levels of attainment play a full part in lessons. The school's arrangements for off-site visits make sure that no pupil is excluded on grounds of cost. In physical education lessons, when there is an imbalance in the proportions of boys and girls in the class, teachers are careful to arrange fair grouping for team games. Girls and boys have access to sports teams and out of school clubs.
25. The school makes good provision for personal, social and health education, including sex education and drugs education. These latter two aspects are taught mainly in science and in religious education. Thought provoking school assemblies such as those on the theme of families make a significant contribution to pupils' development. Other initiatives and activities, such as a healthy eating project and the study of the effects of exercise on the body, add to the school's provision. The management of personal, social and health education is in very good hands. Before the end of the current year, the co-ordinator is introducing the recommended (but not statutory) curriculum for citizenship, class circle times (when pupils learn to discuss matters important to them in a mature way) and a school council.
26. The school offers a very good range of activities outside lessons through visits and school clubs. There are visits for all year groups, such as the Year 6 visit to Austerfield Field Study Centre. The range of after-school clubs is very good and these are very well attended. For example, around 45 boys and girls regularly attend the football club. Activities include seasonal sports, drama and choir, computers and a gardening club (which won an award in the Doncaster in Bloom competition). The clubs are mainly for the older pupils and although a minority of parents would like to see more for younger pupils, the school provides as much as can reasonably be expected.
27. The school is highly regarded by the local community, which provides a range of useful contacts for the benefit of pupils. Links with the local church and the police are good and a number of local people give time voluntarily, such as a librarian to support reading and an ex-teacher who leads assemblies. The school makes good use of the wider community through the Internet and through visiting speakers and theatre groups. There are effective links with other local schools.
28. The school's overall provision for pupils' spiritual, moral, social and cultural development is good and staff have improved provision for pupils' cultural development since the previous inspection. School policies consistently promote pupils' personal development very well and school aims also emphasise it strongly.

29. The school provides well for pupils' spiritual development. Assemblies make a consistently strong contribution especially when pupils explore issues of deeper meaning sensitively. These include what true friendship means and how and why we should show respect. While the content of the assemblies is good, the way pupils are taught is of equal worth. A good example of this is during prayers when pupils are offered the choice of saying their own prayers on the theme of the day, quietly joining in one with others or silently reflecting on what has been considered and its implications for them. Through their actions, most staff consistently reinforce the values in the school's aims. As a result for instance, pupils regularly have respect for one another's views during class discussions. The standards pupils reach in the art and design work and the good standards of display around the school encourage pupils to appreciate beauty in its many forms.
30. The school's provision for pupils' social and moral development is very good. Assemblies play the key role in setting the agenda for the school day. Pupils consider issues about fairness by being asked to see situations from another point of view such as that of a child new to school. The school provides a very good lead on teaching right from wrong based on its behaviour policy. Pupils are encouraged to take on responsibilities. The youngest children learn how to make informed choices and then consider the wisdom of them. Older pupils accept additional responsibilities for the benefit of others like the Year 6 boy who said, "I've got a lot on this lunchtime." He was to take around class registers, set up computers for younger pupils and help a teacher organise equipment for a design and technology lesson. He carried out his duties with pride. Pupils work well together whether at the computer, the sand tray or sharing games equipment. They recognise differences but do not make an issue of them. They encourage one another to do well. A good example of this was in a Year 6 mathematics lesson when one pupil remarked to another, "Come on, you've done these before. You'll be alright." Older pupils blend a spirit of healthy competition with a sense of fair play when they take part in team games to represent their school. Through role-play at the after school drama club, pupils develop confidence for dealing with new situations. They understand the need to respect rules such as the club contract. This binds them to working with anyone else in the group despite their personal preferences. They all see the merit of learning to make new friends in this way.
31. Pupils' cultural development is satisfactory and since the previous inspection, the school has improved pupils' understanding of cultures other than their own. The school has increased resources to reflect more broadly the different backgrounds and cultures of Britain and it intends to do more so that its curriculum reflects more closely this cultural diversity. Two teachers who went on an educational visit to Hungary used this experience to broaden pupils' understanding of another European culture. Through subjects such as art and design, geography, religious education and music, pupils learn about the lives and traditions of others. Visits to local places of interest or farther afield give them points of comparison with their own locality.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school takes good care of its pupils and has very good systems for monitoring attendance and behaviour. The ways staff assess pupils' progress and use assessments to help them plan future work are unsatisfactory overall but there are strengths in a minority of subjects and with some groups of pupils. Overall, this is satisfactory progress since the previous inspection

33. The school continues to offer good levels of support and guidance for pupils' personal development. Teachers know pupils well because of their very positive relationships. They note progress in class records and consult parents if they have concerns. This can lead to a care slot (time given to counsel pupils who have particular problems). Monitoring and support for pupils' behaviour successfully removes concerns about bullying, racism or other forms of serious misbehaviour. The school behaviour policy is based on an ethos of care and respect for one another and an award system recognises pupils' efforts to behave well. Teachers manage pupils' behaviour very well and there are few referrals to the headteacher. Records are used very well to keep a check on attendance and gain parents' support for high rates of attendance.
34. The school is a safe and caring place for pupils to learn. Procedures for health and safety (such as regular inspections) and pupil welfare are good and staff understand their responsibilities. Procedures for child protection are good and staff are vigilant. Pupils' use of the Internet is suitably protected.
35. The school makes good use of assessments to identify and meet the requirements of pupils with special educational needs. Their needs are identified a range of teacher assessments, tests and specialist advice. The school has almost completed the allocation of pupils to the new categories of the revised Code of Practice and, in the meantime, they enjoy good support. Foundation Stage staff make detailed assessments of children's progress to identify children with special educational needs and support them well.
36. Teachers in Years 1 to 6 keep records of pupils' progress in English and mathematics. They have recently developed systems for tracking pupils' progress each half term to group pupils and plan what they need to learn next. Teachers set targets for pupils' learning, which they share with them to help them focus on the most important aspects of their work. These targets are displayed in some classrooms and should be consistent throughout the school. The tracking systems are well developed in mathematics but less so in English because teachers are not consistently accurate in their assessments of pupils' attainment in reading and writing. Pupils' progress towards their targets is closely monitored and pupils whose progress causes concern receive extra help. The school is beginning to monitor the progress of different groups of pupils. This helps teachers to identify where they have been successful and to plan for the future.
37. In science, ICT and design and technology, systems for assessing and recording pupils' attainment have recently been introduced. At the end of a section of work, teachers will record which pupils have done well and which pupils have had difficulties. They will use this information to plan what pupils need to learn next. There are no such systematic methods for recording pupils' progress in the remaining subjects and teachers are not able to plan the next steps in learning precisely enough. This slows the progress pupils make. The co-ordinators of these subjects do not have an accurate knowledge of pupils' standards of attainment and it makes it more difficult for them to plan improvements.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The school promotes a very effective partnership with parents, who express considerable confidence in the school. Parents consider pupils' behaviour to be good. Most agree that pupils like school, work hard and make good progress in their learning and personal development as a result of good teaching. Parents also think the school is well led and feel they are well informed about how well their child gets on. These positive views are mostly confirmed by the inspection team. The only

exception is that pupils do not make enough progress in science, geography and physical education. Parents would like better provision for out of lesson activities and feel their children do not get the right amount of homework. These views are largely unfounded. The school provides a wide range of activities that enrich the curriculum and staff use homework satisfactorily to support pupils' learning.

39. The quality of information given to parents is very good. Information about the school is very well presented and includes a Nursery newsletter and The Dunsville Times, which Year 5 and 6 pupils produce. Publications such as the school prospectus are detailed but essential information about governors and school targets is not included in the governors' annual report. Reports to parents on pupils' progress are usually good, with detailed information about what a pupil has learnt and with targets for improvement in English and mathematics.
40. The school works very closely with parents and provides a wide range of opportunities to be involved. Parents are encouraged to support their child at home by getting information about the curriculum provided each half term. Guidelines for helping in school and a homework timetable further support the help that parents can give. The home school agreement is working effectively and most parents make good use of homework diaries and reading records. A very active parents' group organises social and fund-raising events for pupils' benefit and a core of parents help regularly in class. Parents of pupils with special educational needs are effectively involved in identifying the child's needs, providing support and regularly reviewing progress. The bi-lingual parent of a newly admitted child who was at an early stage of learning English as an additional language worked in class regularly with her for some weeks to help her settle and make progress.
41. When children start in the Nursery, parents receive very helpful information about the school. The induction procedures are sensitive and children are admitted in small groups following a home visit by the Nursery staff. In Reception, the children gradually build up to full time attendance. Parents receive a half-termly newsletter and there are meetings to explain teaching methods. Plans for the week are displayed so parents can become involved in their children's learning. Reports are detailed and refer to all six areas of learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher leads the school well and is ably supported in this by the deputy headteacher. Other senior staff support them well and play an important part in the school's good management. Most subjects are led at least satisfactorily but a minority are not. The governors fulfil nearly all aspects of their role satisfactorily. They are properly organised and support the school well. The school effectively monitors how well it performs and takes steps to put things right if needed. The school makes good use of its resources and has carefully built up its levels of equipment so that all subjects have at least satisfactory resources. It uses its grant allocation well and applies the principles of best value well.
43. Since his appointment, the headteacher has ensured that the school has made good progress by agreeing new school aims, choosing the right priorities and ensuring that the pace of development does not slacken. With the deputy headteacher, he shares major areas of school responsibility such as monitoring and evaluation, staff training and assessment data analysis, which give them both a clear idea of school performance. They have set up important management structures such as auditing resources and development planning that have involved all staff. Their detailed school improvement planning shows their well-developed sense of priorities and

consultation. In important areas of the school's work, the headteacher gives a strong lead. An example of this is the very good tone set in assemblies. This regular example provides a constant reference point for pupils' personal development and ensures that the school aims are well reflected in its work. The headteacher has worked with staff to provide clear guidance for their work and to increase its consistency. Most aspects of this guidance are proving successful but a minority of subject co-ordinators do not have clear enough picture of progress of their subject and are not active enough in promoting higher standards of pupil attainment with other staff. Leadership and management of the Foundation Stage are good. The co-ordinator has worked hard to ensure continuity in the children's learning. She has overseen the introduction of the 'Highscope' approach and manages an effective team.

44. The provision for pupils with special educational needs is well managed. The co-ordinator understands pupils' needs very well and has ensured that this aspect has a high priority in the school improvement plan. The new policy statement guides the implementation of the revised Code of Practice and provision is well funded. Because the co-ordinator is new to the role, his responsibilities and those of the specialist teacher need further clarification. The school uses local authority support well. There are plans to evaluate the policy and practice of the revised Code of Practice later this year.
45. With the exception of minor omissions in the governors' annual report to parents, governors fulfil their responsibilities satisfactorily. They have an appropriate committee structure that ensures they deal with school business efficiently and are well supported in this by the headteacher. The reports they receive from him are detailed and give a clear indication about the options for decisions. Over time governors have ensured that the school has built up its resources and have contributed to deciding the school's priorities for spending. Governors work well with the headteacher to set and monitor the school budget. Spending decisions have recently improved as a result of significant developments to the school's strategic planning. For instance, the slightly larger than usual budget carry forward is set aside for the maintenance of present permanent staffing levels to cover a period of temporary decline in pupil numbers. Governors intend a closer involvement in reviewing the school improvement plan and considering the initial priorities to deepen their understanding of the reasoning behind major school priorities rather than retaining an overview. Individual governors have developed direct links with school initiatives such as literacy, numeracy and special educational needs. These are a useful start in a process that should be strengthened so that all governors have a clear understanding of school improvement issues.
46. The school keeps a careful check of pupils' progress in English and mathematics particularly and uses the information to decide some school priorities. For instance, an analysis of assessment data showed that that pupils' performance was low in the development of writing and in their investigative skills in science. The school used this information to improve teaching and is monitoring test results to judge the impact. The school does not do enough to monitor pupils' progress as systematically in most other subjects. The headteacher and deputy headteacher have developed with staff a useful policy to guide work on monitoring and evaluation. This has details of how senior staff monitor school improvement and targets and how the quality of teaching is checked and improved. This latter process is linked to the school's good work on the performance management of teachers. Together they have resulted in an overall improvement in teaching but the school has recognised the need to improve unsatisfactory teaching. The school makes very good arrangements for inducting

new teachers and their work adds to the overall quality of teaching. The school has a good programme of training for teachers (for instance ICT training) based on the school's monitoring and priorities and uses its grants well for this purpose. It has also used other grants well to improve resources such as the computer suite. It provides good training for the increased number of learning support assistants. Their work is monitored and the school bases further training on this.

47. The school has a good number of teachers and support staff to teach the curriculum. Of particular note is the well above average number of learning support assistants who work well with groups of pupils in each class to make sure that they benefit from the teaching. The school has good accommodation. It has separate halls for dining and physical education. There are extensive and well used school grounds, the outside play area for the Foundation Stage children is safe and well laid out and there are additional rooms for a library, for work with small groups of pupils and a room for parents' use. The staff use these facilities well but the library is often used as a teaching space for groups of Year 6 pupils and the school has to timetable around this. The school has generally good levels of learning resources with particular strengths in mathematics, music, art and design, physical education, the Foundation Stage and ICT.

48. The school's management team applies the principles of best value well and the governors have agreed a best value policy to guide practice. Priorities for school improvement are based on comparisons with the performance of other schools. Parents are consulted and as a result, information on pupils' future work now goes home. Pupils have helped design the new library and the new outdoor play area for the Foundation Stage. The school has responded well to challenges. A new part-time teacher and additional learning support assistants now support pupils' learning especially in the large Year 5 and 6 classes. The school has challenged itself to promote further pupils' physical education and the performing arts. The school adopts sound financial procedures and seeks suitable advice from the local authority when making decisions about items of major expenditure. Examples of best value practice include the improvements to ICT provision in school and the corresponding improvements in pupils' progress and standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

49. In order to make further improvements, the school should:

- (1) Increase pupils' progress and raise their attainment in Years 2 and 6 in science, geography and physical education (gymnastics)

Paragraphs: 6,7, 74,76, 107, 108 and 109

- (2) Improve the quality and use of information on pupils' progress and attainment in science, art and design, geography, history, music, physical education and religious education *

Paragraphs: 37, 77, 81, 90, 95, 106, 110 and 114

- (3) Improve the leadership and management of history, geography and physical education by:

- Ensuring all aspects of job descriptions are carried out consistently

Paragraphs: 90, 95, 107 and 110

- (4) Increase the quality of teaching particularly for pupils in Years 3 and 3/4 by: *

- Improving subject knowledge
- Monitoring weaker aspects of teaching closely
- Providing support and targets for improvement

Paragraphs: 18, 64, 83, 84, 96, 108, 109

50. In addition to these Key Issues, governors may wish to include the following minor issue in their action plan:

- Ensure that the governors' annual report to parents contains all the information it should

Paragraph: 45

* Indicates that the school had previously identified these areas and was planning to take action

• **PART C: SCHOOL DATA AND INDICATORS**

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	20

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	21	19	7	0	0
Percentage	2	19	36	32	12	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

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)	20	270
Number of full-time pupils known to be eligible for free school meals	0	34

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	5
Number of pupils on the school's special educational needs register	0	6

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.2

Unauthorised absence

	%
School data	0

National comparative data	5.6
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National comparative data	0.5
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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	28	15	43

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	27	27
	Girls	15	15	13
	Total	39	42	40
Percentage of pupils at NC level 2 or above	School	91 (85)	98 (89)	93 (89)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	27	27
	Girls	15	13	12
	Total	39	40	39
Percentage of pupils at NC level 2 or above	School	91 (89)	93 (85)	91 (96)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	21	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	13	13	19
	Total	24	24	31
Percentage of pupils at NC level 4 or above	School	69 (73)	69 (81)	89 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	12
	Girls	12	11	17
	Total	23	22	29
Percentage of pupils at NC level 4 or above	School	66 (70)	63 (73)	83 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	265	0	0
White – Irish	0	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	12.7
Number of pupils per qualified teacher	25
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	1
Total aggregate hours worked per week	27.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	16
Total number of education support staff	1

Financial information

Financial year	2001-02
	£
Total income	685578
Total expenditure	698865
Expenditure per pupil	2452
Balance brought forward from previous year	72630
Balance carried forward to next year	59349

Total aggregate hours worked per week	27.5
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	290
Number of questionnaires returned	118

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	38	3	0	1
My child is making good progress in school.	59	40	1	0	0
Behaviour in the school is good.	38	62	0	0	0
My child gets the right amount of work to do at home.	30	55	13	2	1
The teaching is good.	52	47	1	0	1
I am kept well informed about how my child is getting on.	38	55	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	38	3	3	1
The school expects my child to work hard and achieve his or her best.	57	41	1	0	1
The school works closely with parents.	34	57	8	2	0
The school is well led and managed.	40	54	4	1	1
The school is helping my child become mature and responsible.	48	51	0	0	1
The school provides an interesting range of activities outside lessons.	29	40	18	5	8

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

51. Provision in the Foundation Stage is good. It is well led, provides good teaching in each of the areas of learning and an interesting range of learning activities. The staff in the Nursery and Reception classes work well as a team.
52. Children start in the Nursery part-time at the beginning of the year in which they have their fourth birthday. At the start of their Reception year this builds up to full time attendance. At the time of the inspection, the Reception children were attending part-time. Most children make good progress, particularly in personal, social and emotional development and in mathematics. Most reach the levels expected of them by the time they start Year 1 and a minority achieve beyond this.

Personal, social and emotional development

53. Activities in the Nursery and Reception classes are well organised and this contributes to the very good progress children make in this area of learning. From the outset, staff introduce the Nursery children to the Highscope system when they consider a range of activities offered and plan which they will choose. Staff extend the length of time and number of choices as the children develop. As a consequence, they quickly become used to taking responsibility, co-operating and taking turns. They make very good progress in the skills of working together and organising themselves. A good example of this was a drama lesson when they learned the routines for changing shoes, visiting the hall and selecting instruments. They increase their independence in tidying up activities at the end of lessons, handing out drinks at snack time and at lunchtime when they eat with other pupils. They also learn personal independence such as washing hands and carrying their trays. Staff have high expectations of children's behaviour and provide good role models for the children. Children are becoming less dependant on the adults and enter the Nursery confidently, eager to start activities.

Communication, language and literacy

54. Children make good progress in reading, writing, speaking and listening. Almost 90 per cent of children usually reach the early learning goals in this area of learning by the end of Reception. Most can follow and join in the actions of a story such as *The Bear Hunt*. Staff emphasise words such as *over*, *under* and *through* and children match the words to actions. Most can communicate in simple sentences, respond to instructions and ask questions. Staff helped one younger Nursery child whose language was very limited to repeat words and phrases to develop her speech. In the Reception class, staff introduce children to a range of early literacy activities. A high attaining group could sort a group of objects according to their initial sound – 'c' or 's'. One boy could name all the letter sounds. Some higher attaining pupils are beginning to use their understanding of sounds to try in their writing and copying examples modelled by the staff. Most children have good pencil control. A role-play area is set out on the theme of *Goldilocks and the three bears* to develop children's imagination. Here staff provide them with some ideas for their play and children go on to develop their own stories in small groups.

Mathematical development

55. Children make good progress and some high attaining children in Reception are already attaining the early learning goals for number. One could reliably count objects

up to 17. She understood the idea of one more and could put numbers in order. Staff take care to develop the children's mathematical language. They talk to them about *full* and *empty* while they play with the water tray and encourage them to describe the properties of shapes while they explore building equipment. Teachers prepare work well for children of different attainment. For example in the mixed Reception and Year 1 class, the teacher used puppets to illustrate the number work. This helped to consolidate the learning of the older children who then had more difficult work to do. The learning continued as the lesson ended because they practised adding numbers as they lined up.

Knowledge and understanding of the world

56. Children make good progress and reach average standards. Children in the Reception class can confidently use the mouse to move images around the screen and use various simple programs to learn letter sounds. They use construction equipment such as stickle and mega bricks and children in Reception are beginning to construct with a purpose in mind, for example making a castle. Staff encourage the children to describe the properties of different materials. Children in the Nursery made dough and talked about its soft, sticky texture. The excellent outdoor play area has presented new opportunities for children to explore their environment. In one activity, the Nursery children identified and named different mini-beasts, matched them against their silhouette and talked about their characteristics. They enjoyed finding them in the garden and then looking at their discoveries through hand lenses. Children also develop their knowledge and understanding of their environment through planned activities in the role-play area. Nursery staff play with the children in the café and introduce words associated with baking such as *stir* and *whisk*.

Physical development

57. Children make good progress and at the end of Reception their standards are above average. This is because of good teaching and effective use of the excellent resources. They all have regular access to a wide range of large play equipment in the outside area. Sometimes the children are allowed to play freely on the equipment and at other times the teachers plan activities. Staff use every opportunity to challenge the children to use the equipment in new ways. For example, one child in the Nursery who was uncertain about the chain walk was helped to balance on it and then encouraged to do it on his own. Most children are well co-ordinated in their movements and a few are already achieving the early learning goals. In physical education lessons, staff teach the importance of warming up muscles and children learn to investigate different ways of moving into hoops such as hopping and jumping. The Nursery nurse sensitively supported a child with special educational needs in this activity. The children use equipment such as modelling materials and paintbrushes to improve their manipulative skills. In one activity, with their fingers, they picked up and replaced successfully small grains of rice.

Creative development

58. Staff teach a range of activities that include art and design, imaginative play, music, dance and drama to support children's creative development and they make good progress. In the Nursery, they begin to explore the properties of paint by mixing colours and watching the effect of different brush strokes. They have good opportunities to listen to different musical instruments and join in with favourite songs. One child in the Nursery watched very carefully to see how the wooden block was held and then experimented using alternate hands to find the best way to make a sound. The role-play areas in both the Nursery and Reception classes provide good opportunities for children's imaginative play. Staff join in with them and use the

opportunity to develop skills in other areas of learning such as language. In dance sessions, they learn to move rhythmically, following the example of the staff.

ENGLISH

59. Year 2 and Year 6 pupils' standards of attainment are average and they make satisfactory progress. Standards are improving because teachers are well led by the subject co-ordinator. Staff are more knowledgeable about the National Literacy Strategy and are planning rigorously. The school has made satisfactory progress since the last inspection. Pupils' speaking skills are taught better and pupils with special educational needs make good progress because the school provides well for them.
60. Year 2 and Year 6 pupils reach average standards of speaking and listening. They listen well to their teachers and to each other. They enjoy answering questions and joining in discussions. Most pupils make satisfactory progress and many lower attaining pupils make good progress because they receive good support to take part in discussions. Most teachers develop speaking and listening skills in other subjects as well as in literacy lessons. For example, in a Year 1 art and design lesson, the teacher led pupils into an enthusiastic discussion of the qualities of different fabrics and pupils spoke clearly in well-formed sentences. In Year 2 and Year 6, teachers encourage pupils to discuss matters in pairs before offering their ideas to the class. In a Year 6 class, the teacher successfully encouraged pupils to express themselves in more detail by modelling complex answers to their questions. Pupils are sensitively prompted to self-correct, as when a pupil changed, "cos" to "because". In a few lessons, teachers miss opportunities to improve standards because they do not give pupils enough time to form their responses or accept brief or ungrammatical replies. This slows pupils' progress and they continue to make these mistakes.
61. Pupils' reading standards are average. They enjoy reading and make satisfactory progress. By Year 2, most pupils read simple texts fluently. They know many words by sight and use letter sounds, picture clues and their sense of meaning to work out unfamiliar words. However, most pupils, including higher attainers, are not skilled in talking about books in order to develop their understanding or to express preferences. By Year 6 most pupils read fluently and expressively. A Year 6 pupil described his delight in reading - "It's so comforting, to sit on a chair and read all by myself." They recognise most words and use good strategies for attempting unknown words. Average and lower attaining pupils do not self-correct readily and gloss over errors even when the resulting meaning is obscure. Most pupils talk enthusiastically about the books they have read. Higher attaining pupils have favourite authors; they can explain why characters act as they do and can infer meaning from a few clues. They are less confident in understanding how authors create different effects such as increasing tension. Pupils understand how to use non-fiction books. Most older pupils can use the school library well; can locate books and use contents and indexes. However, in this school year they have not been able to use the library as much as previously because it is being used to teach groups from Year 6. Older pupils can also access information well using ICT skills.
62. Year 2 pupils reach above average standards in writing. Most pupils make satisfactory progress and higher attaining pupils make good progress. Most pupils use basic punctuation well; they spell simple, familiar words correctly and present their work with care. Most develop legible, well-spaced handwriting and higher attaining pupils develop a fluent, joined script. Pupils write successfully in different styles because teachers use good quality materials as examples. Pupils also practise their writing skills in other subjects, such as science and design and

technology. Such opportunities are used most effectively when teachers reinforce the skills taught in previous literacy lessons. The best writing is well organised and in personal accounts and stories pupils use adventurous words well to engage the reader's interest.

63. Year 6 writing standards are average and pupils' progress is satisfactory. The rate of progress is increasing because the school is improving its teaching. Higher attaining pupils are being challenged to use complex sentences and a more precise, varied vocabulary. Average and lower attaining pupils are taught to organise their ideas clearly and can often use accurate punctuation. Spelling mistakes occur because many pupils continue to spell words the way they say them. Continued emphasis on teaching spelling is beginning to improve this. Pupils learn how to write in a range of styles and for different purposes. Year 6 pupils beautifully present their research into William Shakespeare. Pupils in Year 5 analyse newspaper articles and Year 3 & 4 pupils design informative book jackets. Learning support assistants help most pupils to make satisfactory progress and pupils with special educational needs to make good progress. However, most teachers do not adjust the tasks they set well enough, or often enough, to match the needs of all pupils. High and average attaining pupils are not challenged and lower attaining pupils struggle with the same tasks. All pupils are making good progress in developing their handwriting through regular lessons and by presenting their work for display.
64. The quality of teaching is satisfactory. Teaching is very good in the Year 6 class but is unsatisfactory in the Year 3 class due to poor organisation and pupil management. Teachers' lesson planning is usually good and is most effective when they plan a sequence of lessons on a theme. There are weaknesses when teachers do not adapt the tasks or timing of lessons to suit their pupils. All teachers use an effective mix of whole-class, group and individual work. They use the skills of their learning support assistants well to support lower attaining pupils and those with special educational needs. In the best lessons, teachers successfully combine speaking and listening with reading and writing. In a Year 6 lesson, the teacher used questions and answers in role-play to help pupils explore the points of view of different characters. Pupils later wrote accounts using a different narrative voices. In a Year 2 class, average attaining pupils worked together to talk, write, re-arrange and read different versions of a sentence. Teachers use questions well to promote pupils' involvement but do not often direct more searching questions to extend higher attaining pupils' thinking. Teachers make good use of samples of unaided writing to assess attainment and identify targets for improvement. Although all written work is marked, teachers' comments do not focus enough on what pupils need to do to improve. A good range of books and materials give pupils a wide experience of literature from around the world but teachers do not provide enough opportunities for them to use ICT in their work.
65. The relatively new co-ordinator has worked effectively with staff to identify the right priorities for improvement through rigorous monitoring and evaluation. These priorities are central to the school improvement plan. The school has sought external advice, improved resources and trained staff effectively to manage additional support for pupils. There are good procedures for gathering information about pupils' progress and attainment but teachers are not consistently accurate in their judgements.

MATHEMATICS

66. The school has made good progress in this subject since the previous inspection. Pupils' standards of attainment have improved. They are now above average in

Years 2 and 6 and pupils make good progress. The school has successfully introduced the daily mathematics lesson as part of the National Numeracy Strategy. Most teaching is good and the subject is well led.

67. Pupils' standards of numeracy are good because they regularly practise their number skills at the start of their daily mathematics lessons. During these, teachers give pupils the opportunity to explain how they worked out their answers. A good example of this was in an excellent Year 6 lesson. Pupils practised the skill of halving and doubling large numbers and worked out the answers on their individual white boards. They showed their working out to the teacher who spotted any errors at a glance and used pupils' explanations to reinforce the idea that making mistakes and learning from them is an important part of achievement. This positive approach to teaching and learning is a feature of most lessons and helps pupils develop their confidence in the subject as well as their number skills.
68. In Years 1 and 2, pupils are confident in their use of mathematical language and are quick to spot number patterns such as odd and even numbers. Higher attaining pupils in Year 2 can take this idea further and use the rule to make predictions and solve problems. Most Year 2 pupils are beginning to understand the use of symbols such as $-$ and $+$ and higher attaining pupils are beginning to use the relationship between them to see if their answers to sums are correct. However, most are not used to choosing mathematical procedures as a routine part of classroom activities. Year 6 pupils also have a good understanding of mathematical language and use terms confidently in their discussions. They can explain clearly how they worked out answers to sums and can quickly recall number facts and use them to arrive at answers to increasingly demanding number problems. Higher attaining pupils also routinely check their answers using an alternative method of calculation. Pupils' skills in working out their own strategies for problem solving are unsatisfactory and most average and lower attaining pupils do not readily devise their own mathematical questions. Their use of ICT in aspects such as handling data is unsatisfactory.
69. Although most teaching is at least good, one lesson was satisfactory and another was unsatisfactory. All lessons have the same structure: an introduction based on practice and recall of number facts. This is followed by a session in which pupils work with others of similar attainment on work set by the teacher and then a summary session when pupils discuss what they had achieved with the teacher and their classmates. In nearly all lessons, lower attaining pupils are well supported by learning support assistants who plan the lesson with the teacher. While the teacher works with the whole class, the assistant ensures that a small group of pupils pay close attention and encourages them to answer the teacher's questions. The assistant does this by repeating or rephrasing the question and stimulating a response. Often the assistant will remind pupils of earlier work. This strategy successfully includes all pupils in the lesson and gives them all a good chance of success.
70. Teachers plan well and have good subject knowledge. This enables them to make clear to the pupils what they are to learn in the lesson and where it fits in with what they have learned previously. It also helps staff to teach pupils correct mathematical language and pupils' command of this is a distinctive feature of their learning in the subject. Pupils gain confidence from this and are keen to learn new words. They are well behaved and support one another well in group work. During these periods, teachers generally set work that is well matched to different pupils' attainment. In this part of the lesson, the assistant takes charge of a group and works well with them by reinforcing key points and praising their efforts. The assistants and the teachers work

well together to assess pupils' progress during the lesson and to help them plan the next one. Teachers set homework as a matter of routine and its completion makes a good contribution to pupils' progress. When teaching has weaknesses, teachers do not manage time well enough to give pupils time to practise or to hold a good summary session when teachers can assess what pupils have learned. Occasionally, teachers do not expect enough of higher attaining pupils and they do not make enough progress. Teachers' marking is up to date and offers pupils encouragement. Only occasionally does it go further and give pupils clear guidance on how to improve their work. There are isolated examples of marking that makes negative remarks and do not encourage pupils to make progress.

71. The subject curriculum is broad and balanced and meets statutory requirements. Most aspects of the subject are covered well but mathematical skills are not taught widely enough in other subjects, not enough use is made of ICT and mathematics investigations are not routine in all classes. The school recognises these relative shortcomings and has them as its current priorities for improvement. The school caters very well for the mathematical needs of all its pupils. It is providing an accelerated programme of work for a talented pupil and meets the needs of lower attaining pupils and those with special educational needs well. The large classes in Y5 and Y6 are split for mathematics and the school employs a part time teacher to work with lower attaining pupils. This give all pupils the chance to be taught in smaller groups and the teachers plan their work carefully together so that pupils' learning needs are met and their progress carefully monitored. .
72. Two senior staff with strong backgrounds in the subject ably support the co-ordinator. The subject has been a major target for improvement over recent years and staff training, new planning and new resources have all been co-ordinated well. The school carefully monitors the quality of teaching and the progress pupils make. This gives the co-ordinator and senior staff a clear idea of the school's performance. They are aware of the next subject priorities and have plans for them.

SCIENCE

73. Year 2 pupils are reaching average standards. They make satisfactory progress overall and good progress in designing their own experiments. Year 6 pupils are reaching below average standards. This is because pupils, particularly in Years 3, 4 and 5, are not given sufficient opportunities for their own experimental work and they make slow progress. This was an issue at the previous inspection and has not been resolved. Overall, this is unsatisfactory progress since the previous inspection.
74. By Year 2, pupils cover a broad range of scientific activities. There is good work about the value of exercising and eating a balanced diet to assist in keeping healthy. Pupils can compare the strength, pliability and texture of materials, and could extend this to explore how these materials could best be used in everyday life. More able pupils can construct simple circuits with motors, buzzer and switches, but other pupils would benefit from more practice in this area. ICT is not being used widely. By Year 6, pupils are still covering a broad range of work and presented it well. Pupils can construct basic electrical circuits and the more able can predict what would happen if the circuit was altered. They know about the major organs of the human body, but need to extend this to investigate, for instance how heart rate is affected by exercise. Work on healthy eating and the value of exercise continues to be high priority but the work is not sufficiently extended beyond that being covered by younger pupils. Teachers give pupils clear direction about experimental work, but do not allow them to design their own investigations and fair tests, or to predict outcomes. Pupils

in Years 5 and 6 are beginning to make good use of ICT in control and the use of sensors and this needs to be extended to Years 3 and 4.

75. The quality of teaching in Years 1 and 2 is good. The teachers have high expectations of the pupils and lesson planning makes clear what the children will do and learn. The quality of class discussions is good and pupils are encouraged to explain their answers. This quality of discussion is continued with pupils in Years 3 to 6 but there is too much speaking and listening and not enough practical and investigative work of their own. The quality of teaching in science for this age group is satisfactory in most aspects. Planning is again detailed with clear objectives for the pupils' learning. Occasionally, time is wasted because a few teachers do not explain the instructions for group work clearly enough and pupils do not understand. All teachers are not routinely making use of ICT in the subject and the pockets of good practice need to be more widely shared.
76. Pupils have a positive attitude to science. For instance, the younger pupils concentrated for a long time when planning their investigation into how quickly ice cubes might melt in different locations in school. Year 5 pupils responded well during a discussion on the heart and enjoyed the challenging questions. The use of good resources also quickened their interest. In all the discussions, pupils showed respect and consideration for others and were careful not to interrupt when others are talking. They also worked well in pairs as in the Year 6 lesson on electrical circuitry. Generally pupils are very interested in science and older pupils would welcome the challenge of designing their own experiments and recording their work in different ways.
77. The co-ordinator gives satisfactory support in most aspects of the subject and has started to give more guidance on investigative work in Years 3 to 6. Resources are well maintained and accessible. The pond and wild life area is a valuable school asset and has been well developed. Teachers' planning for science is monitored but this needs to be undertaken more rigorously throughout the school. The children's work is scrutinised and better use could be made of the findings. Little teaching is monitored and overall the monitoring and evaluation of the subject are unsatisfactory because they have too little impact. A tracking system for pupils' attainment is newly in place but is not being used well enough to highlight progress and to support target setting.

ART AND DESIGN

78. The display of pupils' artwork is prominent throughout the school and pupils are enthusiastic about their work in art and design. Standards of work have improved since the previous inspection and the school now introduces pupils to a range of work from non-western artists.
79. Pupils make good progress and the standards of Years 2 and 6 are above average. Pupils have very good attitudes to their work and the subject makes a very good contribution to pupils' spiritual and cultural development. Year 6 pupils can evaluate the work of famous artists and express their preferences. One high attaining pupil spoke knowledgeably about Leonardo da Vinci's bicycle drawings. The pupils enjoy the way their artwork is related to other subjects; for example the opportunity to paint Titania after talking about Midsummer Night's Dream in English. They also enjoy using computers to help them with their designs. For example, in a Year 4 class pupils had experimented with repeating patterns on a computer program and compared their work with Aboriginal art. Pupils in a Reception/Year 1 class can mix colours and design patterns to demonstrate use of colour. They selected colours

carefully in a printing activity and were delighted with the results. Work displayed throughout the school shows skilled brushwork and use of colour. However, there is little three dimensional work and pupils have very limited opportunities to use clay.

80. It was only possible to observe one art lesson during the inspection and the teaching was very good. The teacher used resources from the Internet to demonstrate different patterns and encouraged the pupils to talk about their preferences in terms of colour and texture. The teacher skilfully used the text from the book Handa's Surprise to develop geographical and speaking and listening skills. The lesson also helped them to understand more fully work on materials they were doing in science. One lower attaining child whose attention was wandering was asked a question to make him think about materials. The teacher waited patiently for him to consider his answer and this encouraged him to concentrate. Pupils are taught good working habits early and even in Year 1 they are expected to take responsibility for organising themselves and clearing up at the end of the session.
81. The co-ordinator has successfully raised both the profile and standards of work in art and design and leads the subject well. Teachers are now more confident in teaching art and design and pay close attention to teaching subject skills. They have been provided with guidelines, which help them plan their teaching. The staff have been able to visit other schools whose work in art and design is considered excellent and this has helped them to improve their own practices. Work is now carefully displayed in classrooms and around the school and this encourages the pupils to evaluate their work and to try hard. There is no system for recording pupils' attainment in art and design and this is unsatisfactory. However, the co-ordinator has recently introduced individual art 'task' books to help teachers see how the pupils' work progresses and to plan suitable activities. Apart from the lack of resources for using clay, art and design is well resourced with a good range of work from famous artists.

DESIGN AND TECHNOLOGY

82. Pupils have very good attitudes to their work and those in Year 6 talk about it with enthusiasm. The focus since the previous inspection has been the development of designing skills and improvements have been satisfactory.
83. The attainment of Year 2 and Year 6 pupils is average and their progress is satisfactory. Year 6 pupils have satisfactory skills in control and data logging and can use control technology to work complex systems such as model traffic lights. Higher attaining Year 6 pupils have a thorough understanding of basic design and technology concepts such as the criteria for selecting various materials and methods of evaluating a completed project. Year 3 pupils can plan a design for a sandwich but have difficulty in clarifying their ideas. Some lower attaining pupils in Year 1 made good progress in a lesson about investigating foods because of the support they received from a learning support assistant. They were helped with the words they needed for their design work and went on to develop simple recording skills. In this way, their difficulties in one area of learning did not slow their progress in another.
84. Most teaching of design and technology is at least satisfactory. Good features of it are the detailed lesson planning, the preparation of resources and the links teachers make with other subjects to consolidate learning to help pupils see the relevance of their work. For example, Year 2 pupils had learned about Joseph in religious education. They designed his coat using a computer program and then went on to consider different ways of making it. A weak feature of one lesson in Year 3 was unsatisfactory organisation. The pupils spent too much time listening to their teacher and had too little time to consider their designs. However, most teachers have good

subject knowledge, are well organised and have resources ready. As a result the pupils are enthusiastic about their work and want to get on.

85. The subject co-ordinator supports colleagues well and his leadership is satisfactory. He has developed the scheme of work from which teachers plan and recently introduced an assessment and recording system. There has not yet been time for this to have an impact on standards of work. The co-ordinator has not monitored teaching but the school plans this for later this year. The co-ordinator monitors teachers' plans and gives them advice on ways they can improve their teaching.

GEOGRAPHY

86. Geography has not had a high profile in the school recently and there is little geography work displayed around the classrooms. The satisfactory standards observed in the previous inspection have not been maintained and progress since then has been unsatisfactory.
87. Year 2 pupils reach average standards and make reasonable progress. Year 6 pupils attain below average and make slow progress. This is the result of ineffective planning over time and lack of attention to the teaching of basic geography skills. Too much work has been copied from books, the board or the Internet and is not suitable for pupils of differing attainment. In preparation for a visit, Year 6 learned about the differences between their own locality and Filey. They learned to ask questions from a geographical point of view and some higher attaining pupils were grappling with issues such as, "Is a quarry a human or physical feature of a landscape?" In this lesson, some pupils with special educational needs were ably supported by a learning support assistant and could discuss the different characteristics of contrasting localities. The pupils have unsatisfactory map work skills and do not understand about different scales or symbols. In a mixed Year 1 and 2 class, the pupils learned about different climatic regions and the impact of the weather on the way people live. Most pupils understood the relationship between climate and clothing.
88. Teaching over time has been unsatisfactory because pupils have not been taught the skills effectively. However, the teaching during the inspection was generally of a higher quality. In one very good lesson in Year 6, the teacher made the pupils think very hard about their work by asking challenging questions. She ensured all pupils responded by asking them to jot down their thoughts before giving their answers. She valued all the pupils' responses and encouraged them to think that learning from mistakes was important. The work was carefully planned for pupils of different abilities. In a lesson in Year 3 and 4, the pupils made slow progress because the teacher did not have enough subject knowledge to challenge all the pupils to think so hard and did not follow up when they confused weather with climate.
89. Through their work on the Amazon region, pupils learn about other cultures and the subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural education. Pupils have opportunities to go on field trips and residential visits. Although resources are adequate, in a few lessons teachers do not use them well enough. For example, in one lesson some postcards showing weather in Spain were very small and the pupils could not see the important detail and could not to handle them.
90. The co-ordinator's leadership is unsatisfactory. The scheme of work adopted by the school provides coverage of the curriculum but the co-ordinator has not monitored teachers' planning with sufficient rigour. For example, in one lesson teachers used a video pupils had seen the year previously. The co-ordinator does not know enough

about the standards of work because there is not an established system for teachers to record pupils' attainment. There is no clear action plan to develop the subject but resources have been routinely upgraded annually.

HISTORY

91. Although only one lesson on history was inspected it is clear from other evidence that Year 2 and Year 6 pupils are reaching average standards and making satisfactory progress. This is similar to the findings of the previous inspection and progress since then has been satisfactory.
92. Year 2 pupils have a good knowledge of major figures in history such as Florence Nightingale. They present their work with pride and are beginning to conduct their own research. Year 6 pupils can get information from the library and can access information from the Internet. For instance, they can use a search engine to find a range of information about an event. They can use first hand evidence well such as their grandparents' recollections and photographs for their work on Britain since the 1940's. They are not yet skilled enough to make evaluations of different sources to see which are the more reliable.
93. The quality of teaching in the Year 2 lesson on the 'Great Fire of London' was satisfactory. The teacher made good use of high quality pictures to stimulate the discussion that built on previous work. Pupils used time lines to understand both the progress of the fire over the four days it lasted and also to show when the fire happened in relation to other events in history. The teachers' expectations of the written work were high enough for most pupils but too high for the lower attaining ones. As a result this group made slow progress. Pupils were clearly interested in the topic and were eager to contribute to the discussion. In their enthusiasm, they sometimes forgot to take turns and allow others to make their points.
94. Pupils study a satisfactory range of aspects of the history curriculum and the recent work on the Queen's Golden Jubilee brought immediacy and interest to their work. Field trips and residential visits to places such as Danelaw and Castleton are well-established features of the curriculum and add to its breadth and relevance. Pupils are beginning to use ICT well in the subject and the excitement of the Year 6 pupils producing presentations using the PowerPoint program of their trip to Filey is a good example of this.
95. The co-ordinator provides some support for the staff but the leadership of the subject is unsatisfactory. This is because teachers' planning and the work pupils produce is not monitored well enough. The procedures for monitoring pupils' progress are unsatisfactory. Consequently, the co-ordinator does not have a clear view of standards, the quality of teaching or priorities for developing the subject. There have been some additions to resources and these are being used effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

96. ICT has been a school priority in recent years and school managers have taken advantage of local and national initiatives to improve the resources and staff expertise. Year 2 pupils make satisfactory progress and reach average standards. Most staff are very confident in teaching the subject, but where this is not the case, as in Year 3, progress is slowed by the teacher's lack of subject knowledge and insufficient preparation. Progress then accelerates in Years 4, 5 and 6 so that by the time the pupils are eleven, they are reaching levels of attainment well above those expected. This represents very good progress since the previous inspection.

97. Pupils in Years 1 and 2 are familiar with word processing. They use a range of editing tools to check spellings and move text. They can create drawings and fill these in with colours. They can correct and amend their work and save it for future use. Pupils in Years 3 to 6 can extract information from databases using appropriate search questions. They can get information from the Internet and pupils in Years 4, 5 and 6 are using e-mail to contact other schools. Year 5 and 6 pupils are confidently producing PowerPoint presentations such as in their work on Shakespeare. These presentations include the creation of text boxes, the use of a range of fonts and colours, and importing pictures from Clipart. They can use light and heat sensors, produce graphs from their data and analyse the outcomes from these. They can use control programs to operate, for example complex pulley systems. Pupils in the after school ICT club are currently updating the school's web site and importing digital photographs to enhance staff pen portraits.
98. Teaching in Years 4, 5 and 6 is very good and is based on good subject knowledge and detailed planning. Staff expect a lot of their pupils and skilfully manage the sometimes large numbers of pupils in the ICT suite so that they all have a turn. They encourage the pupils to work co-operatively in pairs and to discuss their work. They ensure that the pupils are working at the computers for the maximum time possible. Teaching was unsatisfactory in one lesson because the teacher's lack of subject knowledge slowed the pace of learning. In this lesson however, the introduction to the work on databases was effectively demonstrated manually with a set of completed index cards before translating the task to the computer. Teaching in Years 1 and 2 is satisfactory and the teacher worked well with the learning support assistant so that all pupils had the chance to ask questions or show their work. However, the lesson aims were not specific enough. Pupils work with interest and enthusiasm. They co-operate well in planning their work and sharing ideas. They act responsibly. They are keen to try different solutions and to use their initiative to solve problems such as how re-arrange formats. Pupils with special educational needs are well supported and make very good progress in their development of ICT skills and good progress towards their individual targets.
99. The co-ordinator for ICT has led the recent developments very well and has been ably supported by a senior teacher. She has coordinated the major improvement of resources and has led staff training. This has very successfully improved their expertise and generated enthusiasm among pupils. Planning is being monitored to ensure that the pupils are being sufficiently challenged. A new tracking system for pupils' attainments has recently been introduced and now needs continued development. The coordinator also needs to support other co-ordinators in ensuring that ICT is used even more in other subjects.

MUSIC

100. In Years 2 and 6 most pupils make satisfactory progress and reach average standards of attainment. Standards have been maintained and resources have improved since the last inspection but pupils still do not have enough opportunities for composing. Music makes a good contribution to pupils' spiritual, moral, social and cultural development. This is satisfactory progress since the previous inspection.
101. Pupils make good progress in singing and attain above average standards in this aspect. This is because regular year-group singing lessons are taught well by the specialist music teachers. Pupils sing a range of increasingly difficult songs with confidence and enthusiasm. They perform these tunefully and expressively. They develop good rhythmic sense and control over their voices to vary the pitch, loudness and tempo of their singing.

102. Pupils enjoy their class music lessons. Year 4 pupils develop a good understanding of rhythm patterns and pulse. Teachers use games to involve all pupils in musical activity. In this way pupils practise accurate listening and playing, using body sounds and simple instruments. Year 6 pupils listen with interest to recorded songs and begin to understand how musical form and lyrics convey the intentions of the composer. Higher attaining pupils know about time signatures and note values.
103. Pupils play a range of percussion instruments with varying degrees of skill to accompany songs. Many pupils cannot name these instruments or use musical vocabulary to describe sounds because teachers do not encourage this. There are a few good examples of pupils creating their own compositions and recording them pictorially, but in general staff do not give pupils enough opportunities and they make unsatisfactory progress in this aspect.
104. The quality of teaching is satisfactory overall. Lessons taught by the Year 3 to 6 music specialist are good. Teachers are enthusiastic about class music but their practice is hampered by weaknesses in subject knowledge and gaps in knowledge of the requirements of the Programme of Study. These could be easily remedied through staff training.
105. The school provides a rich cultural experience of music for its pupils. Assemblies make a good contribution to music by focusing on different composers. Pupils listen attentively and respond appropriately to the music selected. There are regular concerts so that all pupils can be involved. These are greatly appreciated by pupils, staff and parents. The school pays the peripatetic tuition fees of all pupils learning the guitar, violin, flute or clarinet. This is exceptional practice. All pupils learn the recorder in Year 3. Those who wish it can continue and many reach above average levels of proficiency. There is also a school choir and band that meets at lunchtimes. Pupils who take part in these extra musical opportunities make good or very good progress. All activities are well supported by both girls and boys.
106. The leadership and management of the subject is satisfactory overall. The school makes good use of staff musical expertise and there is a good range of quality instruments and support materials. A good policy is in place and the school recognises the need to evaluate how well staff are using the scheme of work. Arrangements for monitoring and evaluation are unsatisfactory and there is no system for assessing pupils' progress.

PHYSICAL EDUCATION

107. The school has made unsatisfactory progress since the previous inspection. This is because pupils' standards of attainment in Year 6 have declined and not enough has been done to improve staff's subject knowledge, which is slowing pupils' progress in Years 3 and 3/4. The quality of teaching varies too much from very good to unsatisfactory and the assessment of pupils' progress is unsatisfactory. Management of the subject is unsatisfactory although new curriculum guidance has been introduced and a range of new equipment is just being introduced. The range of sports related clubs is very good and the school encourages boys and girls to take part equally.
108. In all of the lessons, pupils have good attitudes to the subject and work well in small groups to improve their skills. Pupils behave well and practise basic skills thoroughly when given enough direction and coaching. Overall, pupils enjoy good relationships. Pupils make satisfactory progress in gymnastics skills in Years 1 and 2 and by Year 2

reach average standards. They make slow progress in games skills in Year 3 and Year 3/4 classes although in the Year 4 class, this progress accelerates because of some very good teaching. By the time they reach Year 6, games skills are average (largely due to additional practice) although a few higher attaining pupils have good close ball control skills. Pupils' attainment in gymnastics is below average. The school reports that most pupils, reach average standards in swimming by Year 6. Pupils do not make fun of anyone with poorly developed skills and this encourages them to try hard. Pupils play games competitively and with a good sense of fair play. In a minority of lessons, teachers ask pupils to evaluate their progress or the performance of others. Pupils respond well but there are generally too few opportunities for them to consider how their work could be improved.

109. Teaching is satisfactory overall although there is too much variation. The school has a few teachers who have good subject knowledge. This is particularly true of the subject co-ordinator. However, there has been too little staff training to bring consistency to the teaching or make the most of the new subject guidance or the good standards of equipment. Lessons have a satisfactory structure but in a minority of them the initial warm up period is followed by a period of instruction rather than activity. In these lessons, the benefit of the warm up is lost. In the better lessons, there is a good balance between instruction, practice and evaluation. Teachers manage the lessons well and are careful to make sure that in paired and group activities, there is a mix of skills levels and of boys and girls. Instructions are clear and pupils have the chance to clarify them. In these lessons, when pupils are practising, teachers make individual coaching points to encourage skills' development such as shielding the ball with the body or linking gymnastics movements smoothly. This aspect of teachers' work is not consistent enough and skills are not taught in sequence or with the most appropriate equipment to allow for success.
110. Teachers plan their lessons well and sometimes use learning support assistants to record some pupils' progress. This does not routinely translate to effective overall record keeping and it is difficult for the school to build up an overall picture of the progress of different groups in different aspects of the subject. The subject co-ordinator offers training to staff but does not have an effective annual programme and does not systematically monitor provision. He manages the storage and safety of resources well. The school has a separate hall for physical education but the time allocated for the subject in Years 1 and 2 is in blocks of time that are too short to allow the pupils to change and have an adequate period of exercise. The school has extensive playing fields that are well used for games lessons, athletics and well attended after school sports clubs. The school's extra activities include games clubs for basketball and football. Parents are keen supporters. Most teams are mixed boys and girls and the football team has been successful in local competitions. There are good links with the community and coaches for rugby and basketball have helped to raise pupils' skill levels and enthusiasm. The school organises outdoor and adventurous activities for older pupils as part of a residential visit in Year 6. The co-ordinator recognises the scope to develop these activities such as orienteering in the school grounds.

RELIGIOUS EDUCATION

111. The attainment of pupils in Years 2 and 6 meet the expectations of the Locally Agreed Syllabus and pupils make satisfactory progress. Since the previous inspection, the school has made satisfactory progress. Standards of attainment have been maintained and provision has improved. There is a good policy and scheme of work and teachers' planning shows what pupils will learn. Religious education makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.

112. Pupils are interested in the subject and concentrate well in their lessons. They discuss their ideas about belonging; they describe their feelings and are sensitive to the feelings of others. In a Year 2 lesson, pupils paid rapt attention to the story of Joseph and his brothers because the teacher told the story well and involved the pupils through simple role-play. Older pupils know about the main events in the life of Jesus. They can discuss the sort of person he was and relate this to their own understanding of human behaviour. Pupils were amazed to discover that pictures of Jesus are of relatively recent date and from this they learn that images can be deceptive. Pupils in Year 6 know key elements of the three major faiths studied and are able to reflect on the importance of religion in people's lives, including their own.
113. Most teaching is good but one lesson was unsatisfactory. Teachers plan their work from the new scheme. This is based on national guidance and sets out the broad intentions for learning in each unit of work. However, the medium term planning is not complete and what is to be learned in each lesson is not always clear. Story, discussion and use of open-ended questioning are good features in most lessons. In a good Year 4 lesson the pace was brisk and pupils were challenged to extend their thinking. Unsatisfactory features of teaching are that the pace is too slow and pupils lose interest or resources are not used well to provide a focus of interest. In the better lessons, teachers encourage pupils to discuss or draw in response to the subject matter as well as the more usual written outcomes. This approach gives pupils who have difficulties in writing, the chance to play a fuller part in lessons.
114. The co-ordination of religious education is satisfactory. After an audit, new resources are on order and will be used with the good range of artefacts, in conjunction with the new scheme of work. Good links have been made with local schools to support the development of the subject. Some monitoring and evaluation activity has begun but this is unsatisfactory overall because it does not focus on the quality of teaching, pupil progress or standards of attainment. No assessment systems are in place to support this process.