

INSPECTION REPORT

TOWN FIELD PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106731

Headteacher: Mrs P Campbell

Reporting inspector: Miss K Manning
20267

Dates of inspection: 13th – 16th January 2003

Inspection number: 246623

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Thorne Road
Doncaster

Postcode: DN1 2JS

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Appropriate authority: Governing body

Name of chair of governors: Mr J Johnson

Date of previous inspection: February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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20267	K Manning	Registered inspector	Information and communication technology Design and technology	What the school should do to improve. How high standards are. How well pupils are taught. How well the school is led and managed.
12511	L Buller	Lay inspector		Pupils' attitudes, values and personal development. How good curricular and other opportunities are. How well the school cares for its pupils. How well the school works in partnership with parents / carers.
31012	A Welch	Team inspector	Religious education Foundation stage	
21094	J Brennan	Team inspector	English Music Special educational needs English as an additional language	
2461	P Sudworth	Team inspector	Mathematics Geography Physical education	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Town Field Primary School is a large school with 412 pupils in classes from reception to Year 6. A further 58 children attend the nursery either mornings or afternoons. When they start in nursery children's experiences vary considerably. Some are confident and know about books and numbers. Most have few experiences outside the home and many are only just learning to speak English. Ninety-one of the school's pupils have special educational needs because of learning, physical or emotional difficulties. Of these, 11 pupils have statements of special needs. A number of the pupils in the school are gifted or talented. The school serves the local and wider community. It is situated in an area of high social deprivation and is a designated Health Action Zone. Unemployment is high and more pupils than in most schools have free school meals. Drug use is prevalent and crime is high and on the increase. However, pupils come from a wide range of social and family backgrounds and a number travel to school. Although many pupils come from settled homes the proportion who start and leave the school because their parents move into and out of the area is much higher than the national picture. The proportion of pupils whose mother tongue is not English is higher than in most schools and an increasing number of these are from families seeking asylum in England. The school has recently been awarded Beacon status because many pupils in Year 2 attain high standards in writing. It also has an Achievement Award, which it gained as a result of steady and substantial increases in pupils' performance in national tests in recent years.

HOW GOOD THE SCHOOL IS

This is a very good school. The leadership and management are strong and staff are committed to the success of the school. The quality of teaching is good and this enables pupils to do well. Consequently, standards in English and mathematics are above average by the end of Year 2 and pupils do particularly well with writing. By the end of Year 6, many pupils achieve beyond what is expected for their age in English, art and design and physical education. The very good relationships that exist between pupils, teachers, parents and governors have a very positive impact on pupils' learning and personal development. The school gives good value for the funding it receives.

What the school does well

- Strong leadership and effective management by the head teacher and senior staff provide the school with a good basis for development and improvement.
- Teachers are very good at teaching writing, which results in many pupils attaining high standards by the end of Year 2.
- The school's provision for pupils' spiritual, moral, social and cultural development is very good and helps pupils gain in maturity and independence.
- Pupils who have special educational needs or who speak English as an additional language are given all the help they need to make very good progress.
- The warm and respectful relationships between staff and pupils are a major strength of the school and help to make it popular with parents.

What could be improved

- Not all co-ordinators are monitoring the quality of teaching and using this to determine what needs doing to raise standards in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved at a very good rate since it was last inspected in 1998. There have been tremendous improvements to the systems for assessment and these are now particularly effective in English, mathematics and science. The school plan for development is far more focused than previously and is now a useful tool to help the school continue to improve. A computerised system of registration ensures that it is carried out efficiently and attendance figures have risen substantially. Co-ordinators keep a close eye on the curriculum but in some subjects they are not yet monitoring the quality of teaching as rigorously as they do in English, mathematics and science. Other improvements include more effective use of homework to help pupils learn, a wider range of after-school activities and better provision for pupils' spiritual and cultural development. The school's provision for pupils who have special educational needs has also continued to improve and is now very good.

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
	2000	2001	2002	2002
English	C	C	E	D
mathematics	E	D	E	D
science	E	C	E	D

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

- Children make good progress during their time in the foundation stage. However, many start from a low point, a significant number have to learn English because this is not their mother tongue and several have special educational needs. Despite this, by the end of the reception year many children attain the skills and knowledge expected for their age in all areas of learning.
- In Years 1 and 2, pupils continue to make good progress and achieve standards in reading and mathematics that are generally above what is expected for their age. The high standard they achieve in writing has led to the school being awarded Beacon status. Pupils also achieve beyond what is expected for their age in information and communication technology, art and design and history. In all other subjects they reach the level expected for their age. Pupils who speak English as an additional language do very well to reach these standards.
- Pupils in Years 3 to 6 achieve well. The low standards in last year's National Curriculum tests for pupils at the end of Year 6 are not a true picture of achievement in the school. They represent a year group that included a high proportion of pupils who had special educational needs, a significant number spoke English as an additional language and had additional problems associated with being asylum seekers in a new and different country, and almost a third of pupils had joined the school after the reception class and have not had the long-term benefit of good teaching. The school's performance in national tests has risen in four of the last five years, which is why it was granted an Achievement Award. Last year, despite a predicted fall in standards, the school exceeded the targets it had set for English and mathematics. Inspection findings are that, this year, most pupils are in line to achieve beyond what is expected for their age in English, art and design and history. In all other subjects standards are typical for pupils' age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to work and school. They are highly motivated to do well and enjoy what the school has to offer.
Behaviour, in and out of classrooms	Teachers manage pupils very well and consequently behaviour in lessons and around the school is generally good.
Personal development and relationships	Very good. Younger children develop independent skills very early in the foundation stage. Older pupils willingly accept responsibility and take pride in their contributions to the running of the school.
Attendance	Although the school works hard to encourage parents to bring their children to school attendance remains below the national average.

TEACHING AND LEARNING

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

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

Strengths of teaching : in the foundation stage, teachers develop children's language, literacy and number knowledge through a wide range of activities and by encouraging children to talk about what they are doing ~ in Years 1 to 6, teachers make good use of the National Literacy and Numeracy Strategies to plan work and assess what pupils know and can do ~ they are particularly good at teaching writing and this is one of the reasons why many pupils in Years 1 and 2 achieve well ~ teachers' planning is detailed and they use it effectively to ensure that the work provided for pupils of all abilities and backgrounds is pitched at the right level and that they have equal access to the curriculum and the same good opportunities to make progress ~ pupils respond to teachers' high expectations by behaving well and getting on with their work ~ from the foundation stage onwards, teachers make good use of homework to reinforce what pupils learn in school ~ pupils' work is always marked and the comments made by teachers ensure that they know what to do to improve their performance.

Areas for development: in a small number of lessons, teachers do not make best use of the time and talents of learning support assistants.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and is enriched by a wide range of after-school activities, educational visits and visitors and strong links with the community. Children in the foundation stage have a curriculum that is appropriate for their age.
Provision for pupils with special educational needs	Very good. The work, guidance and resources provided for pupils who have special educational needs help them to make very good progress towards their personal targets.
Provision for pupils with English as an additional language	Very good. These pupils are helped to settle into school and quickly learn to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the last inspection to become a very strong feature, central to the work of the school.
How well the school cares for its pupils	Staff take very good care of pupils. Procedures for assessing and tracking pupils' progress in the foundation stage and in English, mathematics and science are good. In other subjects they are satisfactory and improving.

The school works closely with parents. They are encouraged to make a contribution to their children's learning at school and at home.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher is a strong leader who provides firm educational direction for the work of the school. The acting head teacher and senior staff ensure that the school runs smoothly during the head teacher's absence. Staff work together well as a team and this has helped bring about significant change and improvement since the previous inspection.
How well the governors fulfil their responsibilities	Good. Governors fulfil all of their duties well and are very much involved in the school's work.
The school's evaluation of its performance	The school identifies areas of concern in its performance and works hard to bring about improvement. Rigorous monitoring and evaluation ensure that senior teachers have a clear view of the strengths and weaknesses of the school. In some subjects, co-ordinators are not yet monitoring the quality of teaching in a systematic or rigorous way.
The strategic use of resources	The school makes good use of staff and money with the prime aim of raising standards.

The school has a satisfactory number of suitably qualified teaching and non-teaching staff. The school's accommodation is good and there are sufficient resources to teach the curriculum. The school's administrative staff and governors work hard to ensure that goods and services represent best value for the pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents are pleased that their children like school. • They are glad that their children are expected to work hard and do their best. • Parents think that the teaching is good. • Most parents feel that the school works closely with them and that staff are approachable. 	<ul style="list-style-type: none"> • There are no aspects of the school's work that parents would like to see improved.

Parents have very positive views of the school and are happy with what it provides and achieves. Inspection findings agree with their points of view. Pupils say that they enjoy school. The teaching is good and pupils try their best in lessons. Staff are always ready to talk with parents, at the start and end of each day and in more formal situations such as parents' evenings.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school's results and pupils' achievements are affected by several factors. The school has higher than average proportions of pupils who have special educational needs, speak English as an additional language and move into and out of the area. Some of the last group come from families seeking asylum in England and they neither speak English, nor have any understanding of what school is like. There are fewer of these pupils in Years 1 and 2 but by the end of Year 6, the numbers of pupils in these groups has a considerable effect on the school's performance in national tests. For example, in last year's classes of Year 6, well over a third of pupils had special educational needs, including two who had statements, almost a fifth spoke English as an additional language, some of these were asylum seekers and almost a third had joined the school after the reception class. In addition, these figures make comparisons with similar schools and with pupils' supposed prior attainment meaningless.
2. Most pupils, including those who are gifted and talented, make good progress and achieve the levels of which they are capable. Pupils who have special educational needs and those who speak English as an additional language often make very good progress, as a result of the extra help they are given.

By the end of the foundation stage

3. When they start in the nursery, children's skills and knowledge vary considerably, not only between individuals but also between year groups as a whole. Although a small number of children currently in the nursery have skills and knowledge that are typical for their age, a far greater proportion have levels of attainment that are well below those expected. Also, a significant number of children are learning to speak English as an additional language. However, children get off to a good start in the nursery and reception classes. The mainly good teaching in the three classes has a positive effect on children's learning. A recent initiative, based on the belief that children learn best by making choices about their activities, is already proving to be successful. Through the teachers' thorough planning, children have opportunities to *plan, do* and *review* their activities in each area of learning. This in turn gives them the initiative and responsibility to solve both learning and personal problems. Such is the success of this approach, that most children have achieved many of the skills expected in all areas of learning by the time that they leave the reception classes.

By the end of Year 2

4. Good teaching means that most pupils learn at a good rate in Years 1 and 2. The school's results in National Curriculum tests for pupils at the end of Year 2 show that standards in reading and mathematics were typical for pupils' age but standards in writing were well above average. Almost a third of pupils in the group achieved a higher level, putting the school in the top five per cent of all schools. This is the result of some very good teaching of writing and is the reason why the school has been awarded Beacon status. Standards in all three subjects had risen in each of the previous four years but fell in 2002 because more of the pupils had special educational needs, which prevented them from reaching the level expected for their age. There are no trends of attainment and boys and girls do equally well in tests. Inspection findings are that this year's

group of pupils are doing better with reading and standards are beyond what is expected for pupils' age. They reflect the results of national tests in writing and mathematics.

5. In science, the results of last year's National Curriculum assessments by teachers showed that fewer pupils than in most other schools reached the level expected for their age but a similar proportion achieved a higher level. Standards are beyond what is expected in art and design, information and communication technology, history and physical education. These subjects are taught well and the fact that pupils have more frequent access to computers has also played a part in helping to raise standards in information and communication technology. In religious education, standards match those prescribed by the locally Agreed Syllabus and in all other subjects, standards are typical for pupils' age.

By the end of Year 6.

6. Good teaching and learning were not enough to overcome the difficulties faced by many of last year's pupils in Year 6. The results of National Curriculum tests showed that standards in English, mathematics and science were all well below those expected for pupils' age. However, the schools records and careful tracking of pupils' progress show clearly that many pupils who stay in the school from reception class through to Year 6 learn at a good rate. Those who start the school after the reception class make equally good progress from their individual starting points. As in the rest of the school, pupils who have special educational needs often make very good progress and last year a number did extremely well to reach the levels expected for their age in national tests. Pupils who speak English as an additional language do not always have sufficient understanding of the language to enable them to do well in national tests. This is especially the case for the small number of pupils whose families are seeking asylum and who had only recently joined the school. Good teaching ensured that gifted and talented pupils did well and achieved two levels beyond what was expected for their age in mathematics tests.
7. The school's performance in national tests has risen in four of the last five years, which is why it was granted an Achievement Award. Last year, despite a predicted fall in standards, the school exceeded the targets it had set for English and mathematics and the dip has not prevented standards from rising at the same rate as the national trend. Over the last five years, boys have done better than girls in mathematics tests. The school is aware of this pattern but, because the gap is relatively small, the co-ordinators do not view it as a priority for development.
8. Good teaching ensures that standards are above what is expected in art and design, history and physical education. In religious education, standards meet those prescribed by the locally Agreed Syllabus. In design and technology, geography, information and communication technology and music pupils have the knowledge and skills expected for their age. All of this is heartening for a school that tries hard but is unlikely to match nationally expected levels because of the tremendous diversity in the backgrounds and abilities of its pupils.

Pupils' attitudes, values and personal development

9. Pupils have very positive attitudes to school. Throughout the school pupils are taught the value of learning, they know that the knowledge which they gain will benefit them and can be used to good effect in the wider world. In response to this most pupils listen very carefully to their teachers, tackle new learning with enthusiasm and try hard to reach the standards expected of them. For example, in a physical education lesson, pupils in Year 2 followed the routines that had been established to ensure that they continued to improve their performance and to make the maximum use of their learning time. Children in the foundation stage enjoy coming to school; one child in

the nursery explained that, *after my first day I told my mum that nursery was great and I wish I could go at weekends.*

10. Despite enjoying school and being keen to learn, there are still too many pupils whose parents do not make sure that they attend school regularly. Although there has been a significant improvement since the time of the last inspection report, levels of attendance remain below the national average and are therefore unsatisfactory. In the first term of this school year (September-December 2002) 93 pupils attended school for less than 90 per cent of the time available to them. Of these pupils over a third have special educational needs and, because of their absence, are missing the very good additional help provided by the school. Taking holiday in term time remains the biggest single reason why pupils have unsatisfactory levels of attendance. In response to the very good system the school has put in place to contact families on the first day that a pupil is absent the level of unauthorised absence is in line with the national average.
11. Pupils' behaviour is generally good. However, the school has a number of pupils who have difficulties behaving well and, in the last year, only one pupil has been excluded for unacceptable behaviour. The fact that this figure is not higher is a measure of how effectively teachers manage pupils and how much pupils enjoy their school and want to please their teachers. All pupils are clear about the school rules and know the consequences of poor behaviour. Most pupils do as they are told without fuss, they listen to the point of view of others and are polite to visitors. There is no evidence of racial tension or bullying; a strength of the school is the atmosphere of mutual respect and harmony between pupils of all abilities and cultural backgrounds. For example, children in reception classes explained that *a friend is someone who looks after you, is good to you and plays with you.*
12. Pupils' personal development and the relationships that exist between pupils and staff are very good. From their first days in the nursery children are encouraged to take responsibility for their own learning by choosing the activities they wish to complete. In Years 1 to 6 pupils have a very good understanding of how their actions affect others throughout the world. For example, pupils in Year 6 spoke knowledgeably to pupils in Year 3 about *Water Aid* and how to save water to help people in countries without sufficient supplies. Pupils are very proud of their school and through their school council regularly put forward convincing ideas for improvement. The very good relationships they have with staff ensure that pupils are confident that their ideas will be listened to, debated and if appropriate, action taken. The school is a multi-cultural environment where pupils are taught to understand and esteem the values and beliefs of each other. For example, pupils in Year 3 talked respectfully about the Buddhist belief that good people gain *enlightenment.*

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching has been maintained since the time of the previous inspection and continues to be good. The weaknesses in getting the balance of lessons right and ensuring that pupils have enough time to complete their work have been remedied as teachers have worked to improve the quality of planning. There is good teaching in every year group and good features in the teaching of all subjects.
14. In the foundation stage, teachers make good use of their understanding of the development of young children to plan a wide range of challenging activities, which interest young children and help them to make good progress in all areas of learning. A particular strength of the teaching in nursery and reception classes is that staff constantly talk with children. This ensures that children increase their vocabulary and gain confidence in speaking to others. It also has a marked effect

on those children who are learning to speak English and is one of the main reasons why they pick up the language easily. Another good feature of teaching is the strong, caring relationships that staff in the nursery and reception classes form with children. This enables children to feel secure, settle quickly into school and develop enthusiastic attitudes to learning.

15. In Years 1 to 6 teachers make good use of the National Literacy and Numeracy Strategies to plan work and assess what pupils know and can do. The methods they use, such as teaching pupils in groups of similar ability for part of the time and providing additional help for pupils who have fallen behind, ensure that pupils make good progress in English and mathematics. Teachers are particularly good at teaching writing and the school has been awarded Beacon status because of this. Teachers' success is more evident by the end of Year 2, when many pupils achieve standards that far exceed those expected for their age. The good work continues in Years 3 to 6, though a changing population of pupils and the high proportion who have special educational needs or who speak English as an additional language all have a part to play in lowering the school's performance in national tests.
16. One of the strengths of teaching is the way that teachers quickly assess what pupils who have just joined the school know and can do. Within a few days of pupils beginning the school they have tracked down previous records, where they exist and use these to set a starting point for pupils work or for allocating extra help to those who have special educational needs. When pupils do not speak English at home, staff make every effort to find out what level of translation and extra help they need to cope with speaking a new or unfamiliar language. All of this means that pupils do not fall behind with their work and that they get off to a good start. In addition to measuring academic achievement, teachers make sure that they know about each pupil's background and in this way are able to help pupils, especially those from families seeking asylum in England, settle into school routines.
17. A strength of the teaching, throughout the school, is the detail that goes into teachers' planning and the way that they use it to ensure pupils have equal opportunities to make progress and the same access to the curriculum. For example, teachers make sure that those pupils who are gifted or talented are given challenging work that deepens their thinking and stretches their imagination. The high quality of teaching and the help provided are the main reasons why these groups make very good progress and several pupils do very well to achieve the levels expected for their age, despite a difficult start. Teachers also ensure that boys and girls get the same deal from the school.
18. Other good features of the teaching include marking and homework. Pupils' work and homework is always marked and most teachers include many helpful comments that show pupils where they are going wrong and what they need to do to improve. This is clearly evident in the marking of pupils' work in English, mathematics and information and communication technology. From the foundation stage onwards, teachers set homework regularly. Most parents and pupils feel that the amount they get is fair and tasks such as reading at home, learning multiplication tables and researching the topics they are studying all play a part in reinforcing what pupils learn in class.
19. Teachers make good use of information and communication technology in lessons. They often use computers and projectors as a means of providing a visual stimulus to pupils, who enjoy looking at pages from CD ROMs and the Internet. Throughout the school, there is evidence that pupils and teachers are familiar with using digital cameras. Teachers use photographs produced from these in displays, which catch the eye of pupils who like to see their pictures on the wall.

20. In general, teachers make good use of learning support assistants to provide extra help for small groups of pupils and for individuals who have statements. However, in a small number of lessons they have no part to play while the teacher is involved in discussions with the whole class. It is at these times that teachers are not making the most efficient use of their talents and this is an area for further development.
21. Finally, one of the reasons why the school is successful is that teachers have high expectations that pupils will behave well and try their best. Teachers plan lessons that are challenging and are rewarded by pupils who concentrate and try their hardest. When faced with poor or unacceptable behaviour, teachers manage it well so that the rest of the class are not disrupted. Any misbehaviour is dealt with quietly and firmly and staff follow the school's procedures for ensuring good behaviour. This means that pupils know what is expected of them and they understand the consequences of misbehaviour.

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

Learning opportunities

22. The curriculum is richer and more balanced than it was at the time of the previous inspection and now provides pupils with a wealth of first-hand experiences that promote their personal, academic and physical development. The school continues to meet requirements to teach the National Curriculum and specialist teachers extend the curriculum in art and religious education. Literacy and numeracy are deemed to be extremely important and given more time each day. Children in the foundation stage are provided with stimulating activities and experiences that cover all of the recommended areas of learning, and enable them to move easily to work in the National Curriculum.
23. The curriculum is enriched by educational visits, which provide pupils with first-hand experiences of the world around them and stimulate their imagination. For example, a visit to a sculpture park was used very effectively to enable pupils to work alongside a visiting artist to create their own sculpture garden, which is now used very well as an area where pupils can go to think and reflect. Experts visit the school to inspire and coach pupils. This was demonstrated clearly by the visit of an American basketball coach whose excellent rapport with pupils resulted in their trying their very best and thoroughly enjoying the lesson.
24. Teachers provide a very good range of extra-curricular activities. This is an improvement since the previous inspection. Activities include sports, arts and crafts and computer clubs; all of which are popular with pupils and well attended. The decision to have most clubs on the same day is popular with parents and works well because no one forgets when they are taking place.
25. The school pays close attention to the inclusion of all pupils. Pupils who have special educational needs, those who speak English as an additional language and pupils who join the school part-way through their education all have equal access to the curriculum and equal opportunities to learn. They are given extra help when it is needed and teachers work hard to ensure that they play a full part in lessons.
26. Links with the community are good and have been maintained since the time of the last inspection report. Good sporting links contribute to pupils' high standards in physical education and business links are used well in terms of sponsorship and to provide pupils with opportunities to be involved

in the world of work. Links are also good with other schools, which are as far away as Montserrat, Virginia and Australia. This provides pupils with good insights into a range of different cultures as well as the opportunity to use their information and communication technology skills by communicating using Email. Links with the local secondary school are particularly strong and being familiar with the school and teachers ensures that pupils move on to the next stage of their education smoothly and confidently.

Personal development

27. The curriculum for personal, social and health education is a strength of the school. Care, respect, justice and co-operation are values that underpin the curriculum and lie at the heart of the school. Every class has a time in the week when they discuss issues relating to their relationships with others, how to stay healthy and how to be good citizens. For example, pupils in Year 6 are asked to take account of issues they see in the news and, after further research, share with the rest of the school their views on how they can make the world a better place. Additionally, through their work in science pupils are taught about the misuse of drugs, sex education and how to have a healthy lifestyle.
28. Provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the last inspection to become a very strong feature, central to the work of the school. A strong aspect of the provision for spiritual development lies in the way the adults in the school value each pupil and their achievements. Public praise during celebration assemblies, the high quality marking of pupils' work and the time adults spend listening to pupils do much to raise their self-esteem. One pupil from a class in Year 6 felt shy but pleased to receive her certificate and commented, *It makes you work harder*. Assemblies give pupils opportunities to reflect on their own thoughts and feelings about what they have heard. By celebrating festivals of world faiths, such as Christmas, Eid-ul-Fitr and the Chinese New Year, pupils learn to respect and celebrate each other's beliefs and customs and, in turn, to reflect upon their own beliefs.
29. Pupils' moral development is promoted very well and is one of the things that most pleases parents. The ethos of the school is based on care and consideration for others and is reflected in the very good examples set by all staff. Very strong emphasis is placed on encouraging pupils to think carefully before making choices about which action they should take. Pupils are expected to do the right thing, such as saying sorry when there are upsets and problems. Discussions in lessons and *circle time* help pupils to confront moral dilemmas and consider the differences between right and wrong. Pupils make good use of the *Don't delay, have your say* box to raise personal and general issues that concern them. Adults respect the culture and traditions of others and pass this positive attitude on to pupils. This approach makes a valuable contribution to the racial harmony that exists in the school.
30. Provision for social development remains very good. Photographs of pupils and adults, examples of pupils' work displayed with care, and the prominence of the school motto *Learning to fly together, help* to promote a strong sense of community within the school. The caring relationships between adults and pupils contribute strongly to pupils' very good attitudes towards helping others and self-discipline. Teachers ensure that everyone achieves success and social skills are developed in a natural way. Their understanding of citizenship is developed through fund raising for charities and the Student Council introduces pupils to the democratic process whereby everyone is entitled to have a say. Being a *buddy* to a pupil new to the school helps to foster caring attitudes. Older pupils willingly accept responsibilities such as acting as lunchtime receptionists or tour guides for visitors to the school. They particularly enjoy being a *reading*

buddy for a younger pupil. Taking part in team sports against other schools, attending one of the many school clubs and going on residential visits encourage pupils to work and play together.

31. The school's provision for cultural development has improved since the previous inspection and is now very good. Since the previous inspection, the school has initiated links with schools in Montserrat, North America and Australia, providing pupils with insights into a range of different cultures. Teachers plan opportunities for pupils to encounter and understand traditions and values from other cultures in art, history, geography, and music. Visits are made to places of educational interest such as the Doncaster Museum and Boggle Hole. Visitors including artists, theatre groups, and a minister from the local church all make a valuable contribution to cultural development. Pupils also learn of the cultural and ethnic diversity of British society through daily contact with the many cultures represented within the school as well as when they study other faiths in religious education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. The school continues to take very good care of its pupils. Day-to-day health and safety procedures are followed closely by staff, who have all been trained in the use of first aid. Child protection arrangements are also very good and are implemented with great vigilance. The head teacher is the member of staff with responsibility for liaising with outside agencies and she is fully trained to carry out the duties associated with her role. There are clear guidelines and procedures for helping pupils who are new to the school settle in and feel welcome. The success of these procedures is evident in the way that pupils who have been excluded from other schools often thrive in Town Field Primary.
33. Teachers are as concerned about pupils' personal development as they are about their academic progress. They know their pupils and their families extremely well and do all they can to help pupils and parents get the most from what the school has to offer. For example, after-school activities, which play a large part in pupils' social development, mainly take place on the same day so that parents do not need to make a variety of childcare arrangement and therefore the maximum number of pupils can attend. Careful records are kept of any problems pupils may be experiencing and action is taken to ensure that they receive the help they need.
34. The methods used by staff to monitor and encourage high standards of behaviour from pupils are very effective. A system of rewards and sanctions is implemented consistently by teachers and other staff and understood by pupils, who think it is fair. Pupils are thrilled when given praise in the weekly assembly and accept the consequences of getting a *yellow card* for poor behaviour. The school also has very effective systems for discouraging bullying or racism. Pupils can report incidents anonymously and they are dealt with firmly and quickly. Talking about bullying, harassment and racism form part of discussions in personal, social and health education lessons. As a result of these measures relationships between pupils are harmonious and friendly.
35. Procedures to monitor and promote good attendance have improved since the time of the last inspection report and are now very good. As a result there has been a significant improvement in the levels of attendance. In the last school term 75 pupils were rewarded for having 100 per cent attendance. Despite this success there is room for further improvement as attendance levels remain below the national average. All unexplained absences are followed up promptly, with parents of pupils whose attendance is a cause for concern being contacted on the first day of absence. This is helping to reduce unauthorised absence, which is now in line with the national average.

36. Teachers have worked hard to tackle the weaknesses in assessment that were identified as a key issue in the previous report. There have been tremendous improvements to the way that attainment and progress are assessed and recorded in English, mathematics and science. Teachers use standardised tests to measure how well pupils are doing and to predict what they could achieve in the coming year. A thorough analysis of tests gives teachers a clear idea of gaps in teaching and learning and gives them the means of setting targets for pupils to work towards. This not only motivates pupils but also ensures that they know and talk about how well they are doing. In some subjects, such as art and design and music, there are no agreed systems for assessing or recording what pupils can do. In others there are some good ideas being put to use. For example, pupils in classes in Year 2 write their own assessment of what they can do in information and communication technology. Co-ordinators have rightly identified assessment as a priority for development and set this as a target for improvement in the coming year. In the foundation stage, staff keep detailed records of what children can do and by assessing them at the start of nursery and reception classes they get a clear idea of how each child is developing in each of the areas of learning. Teachers monitor the progress of pupils who have special educational needs and those who speak English as an additional language very closely. Detailed records are kept of their progress towards the targets in their individual education plans and this helps teachers and support staff to focus on what skills these pupils need to acquire next. The regular reviews of how well they are achieving and the updating of targets are managed well, so that the provision matches their current needs. This contributes to the very good progress that these pupils make.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents have very positive views of the school. Most agree that their children enjoy school and are expected to work hard. They feel that teaching is good and that they would be comfortable to approach the school with any questions or concerns. Inspection findings agree with parents' positive views. The head teacher and her staff are visible to parents at the beginning and end of the school day and are always ready to listen to parents and quickly act to deal with any concerns. The school has the confidence of parents from all communities, who feel that it does a good job of teaching and caring for their children.
38. All staff share the belief that the school belongs to pupils and their parents and consequently work hard to develop a good partnership between home and school. This begins with home visits before children start in the nursery. Parents and staff alike find this invaluable in establishing a good understanding of each individual child's needs. In return, parents are keen to lend their support to the school. They do so by attending open evenings, information evenings, special events and by accompanying classes on school visits. The active parent association makes a strong contribution to the social life of the school and helps to raise much needed funds that are used to provide extra resources for their children.
39. Parents continue to receive good quality information from the school, particularly regarding the progress that their children have made. Newsletters are well presented and keep parents fully informed about the life of the school and its daily routines. Annual reports provide a clear picture of pupils' achievements and set suitable targets to help them do better. Home-school diaries and planners are used well as a means of communication between home and school, with teachers quickly responding to any concerns raised by parents.
40. Throughout the school, parents are encouraged to help their children learn by sharing homework with them. Many do so and their efforts have a marked effect on pupils' learning. This is particularly evident in reading and spelling with younger pupils and contributes to the above

average standards they achieve. Parents who have the time are also encouraged to help out in classes and several do this regularly. The work they do is planned carefully by teachers and pupils benefit considerably from their efforts.

HOW WELL IS THE SCHOOL LED AND MANAGED?

41. The head teacher is a dynamic and astute leader who manages the school extremely well. Very definite ideas of how the school needs to develop have ensured that the key issues raised in the previous inspection have all been tackled successfully. With the strong support of the acting head teacher the school has moved forward at a very good rate and has the capacity to maintain the good quality of teaching and learning.
42. While the head teacher has been seconded to the local education authority the school has been led and managed very ably by the acting head teacher. Governors were confident that, with the help of a dedicated school management team, the leadership and management of the school would be strong enough to ensure that it continued to run smoothly and they have been proven to be right. The shared vision of the head teacher, staff, governors and parents ensures that the ethos of the school is apparent in everything it does. The way that teachers manage the personal and social development of pupils is one of the strengths of the school and it ensures that all pupils have an equal chance to gain the best from their school days.
43. Governors do a good job for the school. They are knowledgeable about its strengths and weaknesses because they take the time to compare the school's results with those of other schools, have close professional links with subject co-ordinators and visit the school to find out for themselves how things are running. As well as fulfilling their statutory responsibilities towards the school, governors also ensure that parents are kept well-informed about the school's performance and what it has to offer.
44. Some staff are more effective as leaders and managers than others. The co-ordinators for English and mathematics have a good idea of the strengths and weaknesses in their subjects because they monitor the quality of teaching and learning rigorously and systematically. One of the ways that they do this is through observing their colleagues at work. This enables them to know what training is needed and where teaching could be improved or good practice shared. This is not yet happening to the same degree with most other subjects. Some co-ordinators have observed their colleagues informally, while others have not yet done so at all. The head teacher is aware that this is an area for further development and has given each co-ordinator some time when this can be planned into their work. Co-ordinators who oversee the school's provision for pupils who have special educational needs or who speak English as an additional language carry out their duties very effectively. The head teacher has only recently appointed a co-ordinator with responsibility for managing the provision for pupils who are gifted and talented. However, in the short space of time since the appointment teachers have agreed procedures for identifying this group of pupils and the co-ordinator is working on a system that will enable them to track each pupil's progress.
45. As a response to criticisms in the previous report, teachers and governors have put considerable effort into improving the quality of long-term planning. The school improvement plan is much sharper and more focused than it was at the time of the previous inspection. It is even more detailed for the present year as governors and the head teacher wanted to ensure that it helps the acting head teacher manage the proposed changes. In the plan, targets for improvement to the school's provision and for raising standards are given priority and the action taken to achieve them is determined in a systematic way. Planning for improvement is backed by a

comprehensive financial plan that pinpoints how money is to be spent and the cost of each initiative.

46. Financial planning and control have been maintained since the last inspection and remain good. The day-to-day financial administration of the school continues to be efficient and unobtrusive. The school has recently been audited and the few recommendations made have all been carried out. Administrative staff are responsible for monitoring spending and for providing details of all expenditure for regular health checks by the governors. The school spends the grants it receives appropriately and puts its budget to good use. Governors keep a close eye on whether spending is giving good value for money and look closely at the cost of school improvements.
47. There is a good match between the numbers, experience and qualifications of teachers and education support staff and the needs of the planned curriculum. Very good procedures are in place to introduce new teachers to the school, so that pupils' learning is not disturbed. A staff handbook provides new teachers with valuable information about the school's routines and procedures and they are given additional support and help from teachers who act as a mentor. Arrangements for the professional development of staff, including performance management, work very well and are closely linked to the needs of the school.
48. The school's accommodation is suitable for the effective teaching of the curriculum. Improvements have been made since the previous inspection. There is now a suite of computers, which is used throughout the day. This has helped raise standards in information and communication technology and in other subjects, where the school's good use of new technology is supporting pupils' learning. The sculpture garden provides a place for pupils to be calm and reflect and a play area for children in the foundation stage has widened the scope for outside activities. All of the space is used well and during the inspection it was common to see small groups of pupils working in the shared spaces with an adult. The only weakness of the accommodation is that the library and computer suite are together and cannot easily be used at the same time. In classes and corridors, lively and interesting displays make the school an attractive place for pupils to learn.
49. The school has sufficient resources to teach the curriculum and they are put to good use by staff. Teachers make good use of visits and visitors to provide pupils with first-hand experiences in many subjects. A decision by the governors to employ learning support assistants is paying dividends because they make a significant contribution to the quality of teaching and to the learning of pupils who have special educational needs or who speak English as an additional language.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. Governors, head teacher and staff should

- 1) **Increase the effectiveness of monitoring by subject co-ordinators by:**

- Establishing formal procedures for co-ordinators to monitor and evaluate teaching and its impact on standards and learning,
- Using the information from monitoring to plan further training for teachers,

- Incorporating aspects of teaching and learning into the school's plans for improvement.

(paragraphs 44, 89, 95, 101, 107, 113, 127, 134, 139 of the commentary)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

81

Number of discussions with staff, governors, other adults and pupils

41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	50	25	0	0	0
Percentage	1	6	62	31	0	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)	29	412
Number of full-time pupils known to be eligible for free school meals	0	90

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	91

English as an additional language

	No of pupils
Number of pupils with English as an additional language	65

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	48
Pupils who left the school other than at the usual time of leaving	44

Attendance

Authorised absence

	%
School data	6.4

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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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
	2002	29	29	58

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	26	29
	Girls	22	25	25
	Total	44	51	54
Percentage of pupils at NC level 2 or above	School	76 (95)	88 (98)	93 (93)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	27	27
	Girls	23	25	24
	Total	47	52	51
Percentage of pupils at NC level 2 or above	School	81 (95)	90 (92)	88 (95)
	National	85 (85)	89 (89)	89 (89)

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
	2002	30	30	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	25
	Girls	18	15	22
	Total	38	36	47
Percentage of pupils at NC level 4 or above	School	63 (78)	60 (68)	78 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	21	27
	Girls	19	16	20
	Total	41	37	47
Percentage of pupils at NC level 4 or above	School	68 (75)	62 (78)	78 (82)
	National	73 (72)	74 (74)	82 (82)

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	337	1	1
White – Irish	0	0	0
White – any other White background	13	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	13	0	0
Asian or Asian British - Pakistani	28	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	3	0	0
Black or Black British – African	4	0	0
Black or Black British – any other Black background	4	0	0
Chinese	1	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	1	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)	17
Number of pupils per qualified teacher	30
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	21
Total aggregate hours worked per week	310

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	1
Total aggregate hours worked per week	32

Financial information

Financial year	2001/2002
	£
Total income	1,045,540
Total expenditure	1,045,181
Expenditure per pupil	2210
Balance brought forward from previous year	62,504
Balance carried forward to next year	62,863

Number of pupils per FTE adult	15
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	6.6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	441
Number of questionnaires returned	250

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	26	1	2	0
My child is making good progress in school.	63	33	2	2	1
Behaviour in the school is good.	59	33	4	0	4
My child gets the right amount of work to do at home.	46	36	10	3	5
The teaching is good.	69	28	1	1	1
I am kept well informed about how my child is getting on.	61	31	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	2	1	1
The school expects my child to work hard and achieve his or her best.	74	23	1	0	2
The school works closely with parents.	58	36	3	2	1
The school is well led and managed.	68	28	1	0	2
The school is helping my child become mature and responsible.	61	33	2	1	2
The school provides an interesting range of activities outside lessons.	49	32	5	2	12

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. Children start in the nursery after their third birthday and attend part time until they transfer to one of the reception classes in the autumn of the year in which they are four.
52. An improvement in provision since the last inspection is the refurbishment of the outdoor play area. This is now extremely beneficial, with many attractive features including raised beds with spring bulbs planted by the children. The strength of this provision is that it is not only used well to encourage children's physical development but also their development in all areas of learning.

Personal, social and emotional development

53. This aspect of children's development is nurtured well. Routines in the nursery are quickly established so that children know what is expected of them. The good teaching promotes children's independence and because they are given a manageable choice of tasks and the opportunity to make simple decisions, their sense of responsibility increases. In reception classes, children are given more responsibilities and they are taught to look after themselves and be aware of the needs of others. For example, on the way to the hall for a games lesson, children knew that they must walk quietly and sensibly so as not to disturb the children in Years 1 and 2. Children are helped to understand the difference between right and wrong through stories and discussions and in the example staff set in always listening to what they have to say.
54. Teachers and assistants provide very good role models for children to follow. They are calm and organised and treat children with respect and courtesy. This leads to warm and trusting relationships and helps children to be kind and considerate, and to care for each other. Two bilingual children, unable to operate a computer programme, were quickly helped by another child who stayed long enough to make sure they were able to go on without her further assistance. Staff are good at promoting children's personal development in everything they do, and as a result, most have achieved what is expected by the time they leave the reception year.

Communication, language and literacy

55. Many children have poorly developed speech and language when they join the nursery. Many are hesitant to speak and find it difficult to describe what they are doing. However, good teaching successfully extends and develops children's language skills so that most achieve the early skills in speaking and listening at the end of the reception year. Children have many opportunities for speaking and listening during the *plan, do* and *review* sessions. They enjoy telling their classmates what they plan to do and later sharing their achievements with them. Children in the nursery are sometimes so eager to speak that they forget to listen, but by the time they reach the reception classes they generally listen attentively. Staff encourage children to develop their vocabulary by continually talking with them. Every activity involves asking questions and emphasising words and names. Role-play is also used well to encourage language development. This is particularly so for pupils with special educational needs and those whose mother tongue is not English. For example, in the *dolls' hospital*, two boys with communication difficulties talked with their teacher about *making the doll better* and *coming back again*.

Children who are learning to speak English make very good progress because staff take the time to repeat instructions clearly and ensure that they understand what is being said.

56. Teachers encourage children to take books home regularly and to share the stories with their parents or carers. This is organised well by the school in the form of a home-school diary. Reading skills are taught in the nursery as children enjoy listening to stories, joining in with the parts they know. Children in the reception classes are taught the sounds and names of letters. Lower-attaining children recognise some simple words that occur frequently and higher-attaining children read simple texts confidently and talk about their favourite parts of the story.
57. The basic skills of writing are taught well. Staff ensure that children grip pencils correctly and teach them the correct way to form letters so that they progress in a natural way from copying what the teacher has written to having a go at writing for themselves. Eye-catching displays in each class show children a variety of writing for different purposes.

Mathematical development

58. This area of learning is taught well and by the end of the reception year most children reach the standards that are expected. A feature of the good teaching is the daily focus on counting routines and number rhymes that are often used as a means of gaining everyone's attention. Pupils in one reception class counted to 20 as they lined up ready to go outside. However, only the higher-attaining children managed to reach 30. This continual focus on counting helps children to gain a good sense of number sequence and an understanding of *more* or *less* in an enjoyable way.
59. In the nursery, children learn through practical activities how to match, sort, compare and count. Activities such as baking and play with water and sand help to foster the children's awareness of different quantities. Recognition of shapes such as squares and triangles comes from playing enjoyable games such as feeling the shape hidden in the bag. Children in one reception class rose to their teacher's challenge to sort shapes by more than one attribute, such as colour and size. As children review their activities, teachers use the time well not only to reinforce teaching points and sort out misconceptions but to assess what children know and can do and to use this information to plan the next stage of learning.

Knowledge and understanding of the world

60. Teaching is good in this area of learning. Over the year, teachers provide a wide variety of activities and materials to stimulate the children's interest and extend their knowledge of the world around them, and as a result, most reach the expected standards in this area. Practical activities are used effectively to help children learn and teachers make good use of information and communication technology. As part of a topic on forces, for example, children discover the different effects of *pushing* and *pulling* as they pedal tricycles, use a trolley or throw a beanbag. Through careful observation children are beginning to identify and describe the properties of various materials. Children in the nursery know that some materials are shiny and are aware of the textures of different fabrics. Children in the reception classes investigate the strength of various glues and discover that glues sticks are not strong enough to make heavier materials adhere to objects.
61. Teachers in reception classes take children out and about on walks in autumn, winter and summer so that they can observe the changes associated with the different seasons. Children learn about different religions and cultures through assemblies and visits to the local church, where for

example, they take part in a baptism. On a computer, children are adept at using the mouse and keyboard because they have sufficient time to practise these skills. They know how to operate tape machines when they want to listen to music or a story.

Physical development

62. The teaching of physical development is mainly good. Teachers ensure that children have many opportunities to engage in physical activities and consequently they learn to move with increasing confidence, balance and control and show a good awareness of space. Good use is made of the outside area accommodation by both nursery and reception classes. Children enjoy using wheeled toys to negotiate the marked pathways in the outdoor areas, climbing up the ladder to the slide, or finding different ways to balance across the beam. In a more formal lesson in the hall, one reception class followed their teacher's clear instructions carefully and as a result, became increasingly skilful when running, hopping and jumping round the hall in different ways.
63. Teachers provide many opportunities for children to handle construction materials, use dough to roll, shape and cut, to play in the sand tray and use scissors, paint brushes, pencils and crayons. Because of the good grounding they receive in the nursery, most children are confident with writing tools when they transfer to the reception classes. By the end of the reception year most children reach the standard expected and have made good or very good progress throughout the foundation stage.

Creative development

64. When they start in the nursery, many children have not had experience of paint, glue and modelling and know hardly any rhymes and songs. The mainly good teaching enables them to make good progress. In the nursery, children use their fingers to swirl patterns in a mixture of blue paint and flour and water and become engrossed in the activity. Children become particularly adept at mixing powder paints because they are taught the process in clear stages. They explain that you need to, in turn, *dip the brush in the water, on the pad, in the paint and on to the palette*. By the end of the reception class children use their knowledge of mixing to create the colours they need to paint accurate portraits of themselves. A strong feature of the teaching is the way that staff encourage children to look closely at what they are drawing or painting. In a reception class this resulted in children paying particular attention to the shape of face, hair and eye colour, and clothing worn, in their drawings of their friends. The completed drawings were accurate enough for other children to be able to recognise who was the friend in question.
65. In the nursery children learn to experiment with sounds using a range of percussion instruments. They sing nursery rhymes such as *I hear thunder* and join in playing drums, tambourines, maracas and bells in time to the music. Children in the reception classes sing a number of songs from memory and are keen to join in the actions that accompany the songs. A particular favourite is *Wake up!* Once again, good teaching ensures that children achieve many of the goals expected for their age.

ENGLISH

66. Standards in speaking and listening have been maintained since the time of the previous inspection and remain above average by the end of Years 2 and 6. Standards in reading remain above average by the end of Year 2. They have improved since the previous inspection and are now

also above average by the end of Year 6. The school has been awarded Beacon Status because writing is taught so well. A real success for the school is that by the end of Year 2, many pupils achieve well beyond what is expected for their age. Although standards are not so high by the end of Year 6, they are nonetheless average, and reflect the high proportion of pupils who have special educational needs, who speak English as an additional language or who joined the school part way through their education.

67. The quality of teaching has improved since the previous inspection and is now good. Some of it is very good. The improvements are largely as a result of the way that teachers use the National Literacy Strategy to ensure that the curriculum is interesting and varied and that literacy skills are practised in other subjects. For example, pupils practise drafting and publishing their best writing using computers and in history and geography they read and write about the places they have researched on the Internet and using CD ROMs.
68. Throughout the school, teachers provide daily opportunities for pupils to engage in discussions and to talk about their work. At the start and end of most lessons some time is spent in discussions, which is when pupils have the chance to give their points of view and share what they know with their classmates. As they get older pupils gain confidence in speaking in these situations and it is not long before they are happy to take part in class discussions and assemblies before a much larger audience. For example, pupils in a class in Year 5 talked confidently about how they learn. Skilful handling of the debate by the teacher led to pupils making insightful comments that as well as developing speaking and listening also helped pupils understand themselves better. One boy said that he learns by doing and pupils went on to discuss this comment in a mature and thoughtful way. A strength of the teaching is that teachers always make sure that pupils who have special educational needs or who are learning to speak English understand the meaning of technical terms in subjects such as science. As a result, like other pupils, they begin to use these terms when talking about their work. Drama lessons encourage pupils to express their feelings and help those who are shy or unsure about the language to come out of their shells. Pupils say that they enjoy these lessons and they make a useful contribution to their personal and social development at the same time as they widen pupils' vocabulary and help them gain confidence in speaking to adults and other pupils.
69. The teaching of reading is good throughout the school. Teachers ensure that pupils read a wide variety of books so that pupils of all ages are able to name their favourite books and authors. They help pupils read fluently and with expression by finding interesting ways for pupils to read aloud. For example in a lesson at Year 1, the teacher split the class into two groups, each reading aloud dialogue spoken by different characters. This lively teaching helped pupils read by pretending to be the character and helped bring the story alive. Teachers use good systems for assessing pupils reading. This means that teachers and learning support assistants know exactly what it is they want individuals to learn when they next read together and it ensures that learning moves along at a good pace. Lessons focus on different aspects of reading. Teachers may spend a few minutes teaching pupils about sounds within words so that pupils get better at sounding words when they get stuck. Probing questions test pupils' understanding, because of this younger pupils can predict what happens next in stories and explain what it is they like about the story. Whilst older pupils talk well about plot, why characters behave in the way they do or why one book is better than another. Teachers use every opportunity to talk to pupils about the effect of words or phrases so that pupils not only learn how to read but also begin to use interesting words in their own writing. This works best when the teacher displays these words for pupils to use when writing. The library is not well organised and is difficult to use, so, whilst pupils research skills are satisfactory, they are not as well developed as other aspects of reading.

70. There are some particular strengths to the teaching of writing. For example, in classes in Year 2, teachers find imaginative ways for pupils to write, which capture their attention. In these classes, pupils wrote letters to a lonely giant and left them in a post box in the classroom. When they returned from break, they were thrilled to discover that the giant had taken the letters and left them a message. Pupils were immediately captivated and the teacher used the giant's message as an introduction to work on sounds and letters. Throughout the school, teachers ensure that pupils make the creative links between the study of words and writing. For example, pupils in Year 5 wrote an account of the sinking of the Titanic. First of all they studied a range of accounts of the sinking and amongst other things, how to change the tense of what they were reading. This also provides an example of how teachers link writing with other areas of the curriculum. In general this is done well throughout the school.
71. Teachers in Year 2 use displays of pupils' work very effectively. Literacy areas change daily as new words and the best sentences from the day before are added to the display. Displayed alongside these are the targets that pupils are working towards in the current unit of work. The teacher therefore has a useful aid to remind pupils about what they have learnt to date and an easy way of making sure that the quality of writing builds over a series of lessons. Such displays are not used elsewhere in the school and this holds back the quality of writing. For example, in Year 4 pupils were studying an extract about the Emerald City from the Wizard of Oz. They had previously studied two other fantasy settings and were building towards describing their own setting. There was nothing in the classroom that the teacher could have referred to develop pupils' use of effective adjectives. The quality of the resulting writing was patchy. In particular the lack of visible and clear examples held back the middle attaining pupils who resorted to fairly ordinary words and phrases.
72. A further strength of the teaching of writing is the emphasis given to the presentation of the finished article. The final product of each unit is always made into something special. Here teachers make very good use of computers to design special books for pupils to write in or individual pages to write poems on. This gives a very clear message to pupils that presentation matters and that this work is important. The resulting work is often of the highest standard.
73. English is led and managed well. In the time since the previous inspection, the co-ordinator has successfully helped colleagues implement the National Literacy Strategy and improve the quality of planning and assessment. The rigorous monitoring of the quality of teaching and learning has been instrumental in identifying where teachers need further training and ensuring that the school's results in national tests have risen steadily in the past few years. The enthusiasm of the co-ordinator and the willingness of staff to work together put the school in a good position to be able to continue to raise standards.

MATHEMATICS

74. Many pupils in Years 1 and 2 make good progress in mathematics and achieve standards that are above what is expected for their age. Good teaching and the effective implementation of the National Numeracy Strategy have ensured that, by the end of Year 2, standards are higher than they were at the time of the previous inspection. By the end of Year 2, most pupils achieve standards that are typical for their age. This is a similar picture to the time of the previous inspection. The school's records show that pupils who have been at the school from reception classes onwards generally make good progress from one year to the next. However, a high proportion of this year group has moved into the school since Year 2. Records also show that pupils who have special educational needs and those who speak English as an additional language make very good progress as a result of the extra help they get from staff.

75. Throughout the school, the overall quality of teaching is good. There is some very good and excellent teaching in classes in Year 2, which contributes significantly to the above average standards achieved by pupils. Teachers' planning has improved since the previous inspection and is now thorough and takes good account of the different levels of attainment. For example, while average attaining pupils in Year 1 practised the concept of number pairs to five, higher attaining pupils were expected to transfer this principle to identify number pairs that add up to nine or 11. Similarly, in Year 6, lower attaining pupils worked on common two-dimensional shapes while the more able were set the challenge of investigating the properties of a wide range of regular and irregular shapes.
76. One of the main reasons why teaching is good is that teachers explain new ideas clearly and frequently make use of helpful pictures, models or everyday materials to illustrate the mathematical concepts. In addition, pupils who have special educational needs or who speak English as an additional language often benefit from further explanations in small groups from classroom support staff. These efforts to make sure that all pupils understand the main ideas of the lesson contribute significantly to the good quality of learning and to the very good progress of those who have experienced initial difficulties with mathematics. Teachers also make effective use of number cards, place value cards and whiteboards to enable pupils to participate individually in the daily mental mathematics sessions, which are often conducted at a brisk pace. When pupils are practising or developing their skills as individuals, as pairs or in a group situation, they draw on a good range of resources, including computer programs.
77. A considerable strength in the teaching is the emphasis given to encouraging pupils to think mathematically. For example, in classes in Year 2, there is a *Number of the Week*. After initial class discussion about key properties of the number, pupils are left with the question: *Can you think of other number factors about this number?* Over the week pupils respond at their own level to this. Once pupils are confident with doubling numbers, they are challenged by a different approach: *What number did I double to get 18?* When they have grasped that $700 + 40 + 2$ can be put together as 742, their understanding of place value is tested further by $600 + 1,000 + 70 + 4$. Pupils enjoy these challenges, respond well to them and gain in confidence through their successes. The more able readily combine their knowledge of doubling with their understanding of the partitioning of tens and units to double numbers such as 74.
78. The very good relationships that are enjoyed within lessons create a positive atmosphere, within which pupils are confident to try out ideas, as when pupils in Year 3 suggested different addition strategies. Teachers take careful account of individual attainments when they direct questions and they pitch these at a level that is challenging, but which allows each pupil to enjoy success. This is reflected in the best examples of marking, where teachers make encouraging comments but also point out ways to improve the quality of work.
79. Procedures for assessing and recording what pupils know and can do have improved greatly since the last inspection. Teachers put much effort into identifying each pupils' strengths and weaknesses in mathematics, what they need to learn next and whether any special help will be required. This leads to the setting of challenging personal targets. Progress towards these goals is reviewed regularly. This provides a clear focus for work in lessons and for the help given by specialist language teachers and classroom support staff. Those requiring a boost in progress to overcome a lack of confidence are helped through the *Springboard* programme. The school also identifies pupils who have a gift for mathematics. They are given appropriate challenges and some older, gifted pupils have lessons with a specialist teacher. This has led to individual pupils doing exceptionally well to achieve two levels beyond what is expected for their age.

80. Teachers also analyse carefully the results of test papers to find common weaknesses in understanding. They have correctly identified that, while most older pupils are confident in handling computation, including fractions, decimals, percentages and negative numbers, they are not always sure what operations to use when problems are expressed in words. Similarly, pupils in Year 6 displayed information as graphs and read results accurately but were less secure when asked to interpret data. The school is taking action to address this and a very effective example of this was seen in a lesson in Year 2. Here, pupils worked in pairs on word problems, using a very helpful framework of *read, talk through and understand, work it out, answer*. After discussing strategies with their partners and recording their methods on whiteboards, they could explain very confidently how they had arrived at their answers.
81. In order to foster pupils' interest in, and enjoyment of, mathematics, the school is participating with other local schools in a *Mathematics in the Community* project. This provides a range of mathematical games that pupils can play with their parents to increase their facility with numbers and their understanding of mathematical ideas. Such games are given as homework provision alongside learning number bonds and multiplication facts and completing further examples of work covered in lessons.
82. There are a few areas of teaching that could be improved. In some lessons, too many pupils are allowed to use a multiplication grid or similar equipment to help with calculations when they are capable of doing this in their head. Occasionally, the good pace of work is not sustained throughout lessons and some are considerably longer than the recommended time, making it difficult for pupils to sustain their concentration and effort.
83. Pupils have satisfactory opportunities to practise their mathematics skills in other subjects, such as science, design and technology and geography. For example, when pupils in Year 1 classes explored aspects of the local area, their findings were expressed as simple graphs, some of which were plotted using a computer program.
84. The management of mathematics by the two co-ordinators is good, and in some aspects very good. This is reflected in the improvements in standards, in the quality of teaching and learning, in the richness of the curriculum, and particularly in the very effective use of assessment since the last inspection. The range and quality of resources are both good. There is a clear action plan for further improvements and this puts the school in a very good position to keep up the good work.

SCIENCE

85. Standards have been maintained since the previous inspection. They remain in line with what is expected by the end of Year 2 and Year 6. Improved teaching of experimental and investigative science means that standards in this aspect of science have risen in recent years. Good teaching ensures that pupils of all abilities and backgrounds make good progress from one year to the next and achieve well.
86. One of the strengths of teaching is that teachers plan and organise lessons carefully. They explain ideas clearly and make sure that pupils understand. As a result, all pupils are building up a good fund of scientific knowledge. For example, in a good lesson in Year 6, the teacher introduced new work on life cycles very well, building on previous work and asking pointed questions that helped pupils understand processes, such as photosynthesis. Pupils were asked to research facts for themselves and make a presentation to the class using a projector. Teachers

are also good at relating scientific ideas to everyday situations. This helps pupils to understand and remember. For example, pupils in Year 5 made good gains in learning about food groups and health because they had done some useful homework in their own kitchens and they enjoyed the tales of the teacher's family eating habits. In Year 2, teachers record the main learning objectives for each lesson in a large print book and check pupils' knowledge before starting new work. From the eager response in a lesson on forces it was clear that this works well. In a very small number of lessons, teachers were so anxious to make sure pupils understand that they spend too long talking when pupils already know enough to move on.

87. Teachers now provide many opportunities for pupils to investigate and experiment in science lessons. As a result, by the end of Year 6, pupils know how to carry out a fair test and plan investigations that test out their hypotheses. This starts in Year 3, when pupils carried out tests according to the teacher's instructions then went on to investigate the absorbency of materials by devising their own tests. They did this well, and collected accurate figures to prove their results. The weaknesses that prevent progress being even better are that in one or two lessons teachers do not give enough responsibility for pupils to evaluate evidence and explain the results. In one such lesson the groups were too large, there was not enough to do, and so some pupils were not fully involved. In contrast, in a busy lesson on forces, pupils in Year 2 came up with their own questions, as well as helping to devise the tests to answer them.
88. A further strength of the teaching is that in most year groups, teachers expect pupils to use their own words and accurate scientific terms to record what they do. Consequently, by the end of Year 6, pupils' accounts are littered with vocabulary such as, *nutrition* and *function*' they are confident in the use of sketches and diagrams to explain their findings. Teachers' marking is good and encourages pupils to do even better. Adults are quick to offer support for writing where needed, but pupils of all abilities are keen to do it themselves. This helps them to understand and remember what they learn. The exception to this is in Year 5, where a considerable amount of pupils' recorded work is copied from the teacher's notes.
89. There are some aspects of the teaching that could be improved. At present teachers ensure that pupils use their numeracy skills to record work. However, pupils are rarely asked to examine this data or look for patterns in order to see where results do not fit. This affects their ability to evaluate evidence in a systematic way. Teachers have only just begun to use computers and information and communication technology to support pupils' learning in science. For example, teachers use sensors in work on the weather. They do not, at present, give pupils enough opportunities to view things that are impossible to see first-hand by the use of video or CD ROMs. However, the co-ordinator has plans to extend the use of information and communication technology in teaching in the near future, which puts the school in a good position to be able to continue to improve the quality of teaching and learning.
90. The subject is led and managed well. With clear guidance from the co-ordinator teachers have improved their planning and broadened the curriculum. There have been improvements to the systems for recording how well pupils are learning and whether they are making fast enough progress. Equipment for science is generous and looked after well, teachers do not have to waste time looking for things. The co-ordinator keeps a close check on teachers' planning but does not monitor the quality of teaching in a systematic or rigorous way. This is recognised as being the next step for the development of the subject.

ART AND DESIGN

91. Standards in art and design are above average by the end of Year 2 and Year 6. All pupils, including those with special educational needs and those speaking English as an additional language, make good progress. The school has a number of pupils who are identified as gifted and talented in art. They benefit considerably from the good teaching and produce work of a high quality. By the time they leave school, pupils work confidently with a wide range of materials, tools and techniques. They take great pride in their work and develop ideas patiently with care, attention to detail and growing skill. Most pupils can name some well-known artists and talk about their work. The main reasons for this positive picture are the enthusiasm and hard work of teachers, a rich curriculum and the school's investment in good materials and expert support.
92. Since the last inspection, standards have improved further. This is because art and design has a high profile in the school. The evidence for this can be seen in the outstanding displays of pupils' work. The curriculum has been widened to include challenging work from the national guidelines for art, and is enriched by the popular art clubs and visiting artists. A well qualified learning assistant works alongside teachers. This has been an important factor in raising standards, both because of her expertise and the opportunities to work with smaller groups of pupils in some lessons. Good teaching ensures that pupils in this school are serious about their art, they are willing to experiment and improve and are able to judge how well they are doing.
93. Teachers emphasise that good artwork often comes from a patient process of collecting ideas, experimenting, seeing what works well and then looking for ways to improve. Pupils in Year 1, for example, make their own collections of ideas for representing hair, skin and texture before they begin their figures and portraits in pencil and fabric. This approach continues in Year 3, where pupils sketch a very good collection of ideas for their sculptures. By the time they reach Year 6 they are able to analyse the design, construction and purpose of a Greek vase and use this information before making their own. In all of this work there is no headlong rush to make the finished product. Teaching is effective because all pupils have the time and help to create something they are proud of, and talented pupils are shown how to improve further.
94. Another strength in the teaching is the way that pupils are trained to look closely at images and notice the important elements. This helps pupils to take note of pattern, shape, line and colour which they use well in their own work. For example, pupils in Years 2 and 4 can choose a small part of a painting or photograph and enlarge this imaginatively, using different materials. All teachers give regular opportunities for pupils to observe and sketch and so standards are high in this. When pupils in Year 6 sketch around the school, they collect accurate information on texture, light and shade with very little help from their teacher.
95. Pupils' enthusiasm for art benefits several other parts of the curriculum. In history and science, for example, pupils' confident diagrams and drawings help them to understand and remember the main points of the lessons. There were good examples of this in a lesson on life cycles in Year 6 and work on Ancient Egypt in Year 3. Pupils in Year 5 make very good portraits of Tudor kings and queens and there are good links with geography, music and dance in the lively paintings of Caribbean scenes. Teachers are beginning to use computers and information and communication technology in art lessons; for example, taking digital photographs to record visual information and using a paint programme to make another interpretation of fabric work in Year 4. However the school is aware that more work remains to be done in this area. Art and design makes a very good contribution to pupils' personal development, because all pupils experience success and this is generously appreciated by adults and other pupils.
96. The co-ordinator and the learning assistant for art make an effective team and have good plans to improve standards even further. They have a good understanding of the strengths in the subject

through monitoring teachers' planning and examining pupils' work. Since the last inspection, the school has introduced a useful system to record what pupils know and can do. Visual diaries are being introduced gradually, to bring together all the images and notes, which pupils collect in art lessons. However, an area for further development is that the co-ordinator is not yet monitoring the quality of teaching in a systematic or rigorous way, which means that there is no firm evidence on which to make decisions about training and ultimately continue to raise standards.

DESIGN AND TECHNOLOGY

97. Standards have been maintained since the previous inspection. They remain in line with what is expected by the end of Year 2 and Year 6. Sound teaching leads to pupils having a satisfactory knowledge of the design, make and evaluate process.
98. Teachers ensure that pupils who have special educational needs are given help with the literacy and mathematics involved in the subject and make sure that pupils who do not speak English at home understand technical terms. Often they make good use of learning-support assistants to work with small groups or to sit beside an individual who needs help. These are the main reasons why these groups of pupils also make steady progress.
99. Following criticisms in the previous report, the co-ordinator has successfully re-organised the curriculum and teachers now use a good quality programme of work to plan lessons. This ensures that skills are taught sequentially and that, as they get older, pupils use a widening range of tools and materials. For example, in Year 2, pupils used the skills of gluing, cutting and measuring that they had previously learned to make moving vehicles from wood and card and older pupils incorporated their knowledge of information and communication technology into making fairground models move.
100. Teaching continues to be satisfactory. Teachers have sufficient knowledge of how to teach the subject and emphasise the need to plan and design models carefully. As a result, pupils in Years 1 and 2 use increasingly detailed pictures to show what they intend to make and often list the tools and materials they need. As they get older pupils incorporate diagrams and labels and by the end of Year 6 they draw side and top elevations of their slippers. Throughout the school, teachers use the correct technical vocabulary so that pupils in Year 2 talk about *fixed axles* and *chassis* when talking about their models and older pupils use terms such as *template* and *fastening* when explaining how to make slippers.
101. From Year 1 onwards, teachers encourage pupils to take a pride in their work when they make their products. For instance, photographs show that money containers made by pupils in Year 4, show careful attention to the quality of finish and function. Pupils enjoy lessons in design and technology and are very interested in the work they are given. In a class in Year 2, pupils were fascinated with the idea that wheels and axles can be assembled in two different ways and concentrated for a long time while investigating the difference.
102. The leadership and management of the subject is satisfactory. The co-ordinator monitors teachers' planning and keeps a portfolio of pupils' work. However, she is not yet monitoring the quality of teaching in a systematic or rigorous way and without this there is no strong evidence on which to determine training needs or area for further development. The co-ordinator is aware that this is the next step if the school is to improve the quality of teaching and raise standards.

GEOGRAPHY

103. Standards match those expected by the end of Year 2 and Year 6. This is a similar picture to that at the time of the previous inspection. Within each year group there is a wide range of attainment; some pupils are reaching well above average levels of understanding, while others still require help to complete their work.
104. A strength of the teaching, which is satisfactory overall, is the careful planning to meet these very differing learning needs within each class and the use of individual or group targets within lessons. There is very good provision for the many pupils who have special educational needs, for those who still need help with English as an additional language and for those who have moved into the school and not had the benefit of the earlier work in the subject. Teachers also seek to challenge the more able pupils by posing questions that require them to think through their answers or to draw on knowledge from other subject areas, by using a good level of technical language and by encouraging them to research more fully into the topics. These opportunities for individual success contribute to the interest and pride that many pupils take in their work. As a result, most pupils are making good progress in both Years 1 and 2 and in Years 3 to 6.
105. By the end of Year 2, most pupils are able to describe with some confidence the climate, physical features and life-styles of a contrasting area such as St. Lucia. The most able can explain why some parts of the world have a tropical climate, relating this to the shape of the Earth and its movement round the sun. These pupils show a very good understanding for their age of how the location, terrain and climate affect the lives of the people. In Year 6 pupils know how the water cycle is linked to the formation of streams and rivers, and they also gain a good understanding of the impact that human settlements and industry exert on the water resources in an area. This concern for environmental issues is fostered effectively throughout the school. Through effective questioning teachers lead pupils to think about the lavish use of water in this country and how in contrast the shortage of clean water is a major problem in many parts of the world. Teachers value all pupils' contributions to lessons and the supportive atmosphere encourages pupils to express their ideas and listen well to each other.
106. This encouragement of an international perspective is a feature of the geography work in the school. World maps are found in wall displays throughout school. These allow pupils in Years 1 and 2 to follow the travels of Barnaby Bear on his various holidays. Older pupils track international events in the news, carry out personal research, including computer searches, and make presentations in assembly on their findings. This makes a good contribution to their information retrieval skills and also to their confidence in speaking. Pupils' awareness of other countries is also fostered through the links with partner schools in Montserrat, Canada, Australia, New Zealand and America, including e-mail messaging and in some cases staff visits.
107. Mapping skills are developed very effectively through the school. The high expectations that teachers have is reflected in the use of real local street maps in Year 1 when pupils are exploring their home area and tracing their routes to school. By the end of Year 2, pupils encounter maps with scales and are able to explain how colour keys help them to interpret a map. Older pupils are confident in using maps at different scales and with the different features of physical and political maps. They can find the data they need from a CD ROM map program and they apply their knowledge of Ordnance Survey maps during field trips. However, opportunities are sometimes missed to use a globe when discussing travel distances and routes between countries.
108. The school has made good progress in addressing the weaknesses in curriculum planning and assessment in geography identified at the time of the last inspection. There is now a clear whole-school plan that shows how knowledge, skills and understanding are to be built up over the years. Teachers draw on this effectively to ensure that they have a clear focus for what they want the

pupils to learn during each lesson. Assessments of how well pupils have met their targets are now made at the end of each unit. As yet, however, the co-ordinator has had little opportunity to monitor the standards of work or the quality of teaching and learning. The school has a good range of resources and teachers use visual materials, including photo-packs, well to illustrate their explanations and to stimulate pupils' interest. There is a good programme of fieldwork and this enables pupils to apply their knowledge and skills effectively to real situations.

HISTORY

109. Standards have been maintained since the previous inspection and remain higher than what is expected by the end of Year 2 and Year 6. Most pupils have a good knowledge of different periods in history and are beginning to understand how we collect information about the past. This positive picture is due to good teaching and pupils who work hard and want to learn. Pupils of all abilities make good progress.
110. Teachers know their subject well and make sure that lessons are interesting. They make good use of old documents and artefacts, as well as photographs, videos, and CD ROMs. This helps pupils to remember and understand what they learn, and improves their skills in selecting and using information. For example, when pupils in Year 2 study the life of Florence Nightingale, they are able to write convincing letters from the soldiers' hospital. *The doctors say that I am spoiling the brutes.* Pupils in Year 3 dig in the sand for mysterious objects from Ancient Egypt, while in Year 5 they examine letters and portraits from Henry VIII's reign. From these, the pupils make good deductions about Henry's character, health, and the effects of many years on the throne. In such ways, teachers help pupils to experience the excitement of discovery and the ways that we use sources of evidence to find out about the past. The school makes good use of museum visits and loan services to enrich this sort of learning.
111. One of the strengths of the teaching is the way that teachers often use people and places from the local area in history lessons. This brings the work to life and improves pupils' knowledge of changes over time. Pupils in Year 1 learn to identify differences in domestic life when they look at nearby streets and then visit a 19th century home. Pupils in Year 4 interview family and friends who have memories of World War 2 and evacuees. Teachers in Year 5 make very good use of local census documents and old maps. The pupils trace the history of a Victorian family, find the site of their home and then visit their graves. This is effective teaching, because it helps pupils to know and understand what life was like in the past. These pupils are able to make thoughtful and informed summaries of the best and worst features of the period, from the point of view of an ordinary family.
112. Teachers ensure that pupils have the skills necessary to help them make sense of what they find out. In all classes, pupils learn to use timelines to place different periods and events in the right order and so gain a wider picture of the past. They learn how to collect and organise information, as when pupils in Year 4 take notes during an interview with the teacher's grandparents. They then rearrange these notes into sections and use them to write lively imaginative stories. From the beginning, teachers emphasise that history is often made and written by people from their own point of view. Pupils in Year 2 can talk about the conflicting beliefs of James 1 and the gunpowder conspirators and this helps them to understand why things happened as they did. By the time they reach Year 6, pupils realise that racism is not a new problem when they read or write accounts of the rivalries and wars between the Athenians and the Spartans.
113. Teachers plan lessons well, so that pupils of all abilities have interesting things to do at the right level. As a result, pupils enjoy the lessons, work hard and make good progress. When they work

in pairs or groups, pupils do so sensibly. For example, pupils in Year 3, decided quickly, without any arguments, who would do each part of their report. Teachers make very good use of the pupils' skills in writing and art. Pupils sketch confidently and their writing is often full of information and personal detail, for example when pupils in Year 4 write heart-rending accounts of life during the blitz.

114. The school has worked hard to maintain the good standards seen at the last inspection. The co-ordinators have introduced an effective system to record what each pupil knows and understands and this is working well. Teachers now use good quality programmes of work to help them plan and assess work. Some teachers are using information technology well, for example in showing pupils how to collect information from the Internet or from CD ROMs. There are useful plans to increase this work. The co-ordinators look at planning and pupils' work and have been able to visit history lessons occasionally. However there has not been a regular and systematic look at how the subject is taught. Teachers work together well, and would make good use of advice on what is working best and what could be improved in order to raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Strong leadership, teaching that is now good and improvements to resources have all led to a steady rise in standards since the previous inspection. By the end of Year 2, most pupils achieve beyond what is expected for their age and are competent and confident when using information and communication technology. By the end of Year 6, pupils have the skills and knowledge expected for their age but have not had the benefit of the good start experienced by pupils lower down the school.
116. Pupils who have special educational needs, those whose mother tongue is not English and pupils who start the school part-way through their education are all given the extra help they need to make the same good progress as others. Learning support assistants and teachers ensure that they know what to do and understand technical terms. If pupils have some catching up to do then they are given the time to practise. In lessons, teachers ensure that the work pupils are given is matched to their ability. As a result, they often achieve the levels expected for their age and sometimes surprise teachers with what they know. This happened in a class in Year 2, when a pupil who has special educational needs rapidly reeled off each step of the process for accessing a paint program.
117. In recent years, the co-ordinator has made some wise decisions that have led to improvements in the quality of teaching. All teachers have a laptop computer to use in lessons and have had training to help them do this successfully. The end result is a staff who are familiar with the programs they use, are competent at using the school's hardware and are confident when using peripheral equipment such as projectors, control and sensory equipment. All of this ensures that the curriculum is sufficiently broad and is a good balance of all aspects of information and communication technology.
118. A strength of the teaching is that teachers have a good knowledge of computers and the subject. This shows in the clear, step-by-step directions they provide for pupils when they are first learning new skills. For example, pupils in a class in Year 5, quickly grasped the idea of a what a spreadsheet could do because the teacher took the time to explain in detail how it worked and demonstrated this so that they could see for themselves how it computes information in groups of cells.

119. Teachers make good use of homework to carry out preliminary tasks before lessons. Pupils in classes in Year 4 were asked to make up a questionnaire that helped them gather data, which would eventually be entered into a computer database. Almost everyone had completed the task and thought carefully about the fields they would use and about the importance of phrasing questions carefully. This meant that there was far more time spent working on computers during the lesson. It also ensured that pupils were enthusiastic about the work because they understood the functions of a database.
120. With clear direction from the co-ordinator, teachers are reviewing the way that they incorporate information and communication technology into other subjects and are doing this successfully. By the end of Year 2, pupils use word processing to draft and publish work in all subjects and older pupils use CD ROMs and the Internet to research facts in history and geography. Teachers also make good use of new technology in their teaching. For example, they use a computer and projector to provide stimulating visual aids in some lessons and make good use of digital cameras to record pupils' work.
121. As a response to criticisms in the previous report, the co-ordinator and teachers have worked productively to bring about improvements to the way that they assess and record work. Teachers' day-to-day marking is exemplary; they give each pupil the sort of comments that help them understand where they have gone wrong and what they need to do to get better. Comments such as *Now try to do that quicker* and *You did that easily* motivate pupils and they try hard and behave well in lessons. In some years, teachers involve pupils in assessing their own competence. This works very well and, as with the marking, ensures that pupils know how well they are doing.
122. Very good leadership and management and the continued commitment of staff means that the quality of teaching and learning continue to improve. There have been substantial changes and advances since the previous inspection and the school is in a good position to continue to raise standards.

MUSIC

123. Standards have been maintained since the previous inspection and continue to match those expected by the end of Year 2 and Year 6. The quality of pupils' singing has improved because they have better guidance from teachers and more opportunities to practice their skills in lessons and assemblies.
124. Satisfactory teaching ensures that pupils learn at a steady rate. There is no significant difference in the achievement of boys or girls, or of pupils from different backgrounds or abilities. Although no pupils are identified as gifted or talented, a number play musical instruments to a good level and benefit from the additional tuition that the school provides.
125. A sound feature of the teaching is that teachers plan many opportunities for pupils to listen to music and consequently they have a wide enough knowledge of music from other periods and cultures and talk a little about their favourite tunes and composers. Pupils enjoy listening to music of all kinds, whether it is songs from the musical *Grease* at lunchtime, Chinese music to mark the new year or classical music they show their appreciation by smiling, nodding and singing along. Teachers are good at encouraging pupils to respond to the music they hear. For example, skilful questioning helped pupils in Year 3 get behind the thoughts of the composer. For instance, in response to *Why is the music slow?* one pupil replied *Because it's about a lazy summer's day at the seaside*. The teacher successfully developed this further by asking pupils to suggest

particular actions for different elements of the music. Pupils were able to suggest where the composer was building a picture of waves and fairground rides.

126. Teachers ensure that the curriculum is broad and that pupils have opportunities to create and compose music. They have begun to use computers to do this with older pupils and they know how to access musical programs with which they are familiar.
127. Throughout the school, teachers have a reasonable knowledge of how to teach the subject and several teachers play instruments. This often adds to pupils' learning. For example, in a good lesson pupils in Year 5 quickly grasped the idea of making chords because the teacher demonstrated on a keyboard. However, teachers do not always demonstrate singing or playing techniques to pupils. For example, most lessons begin with singing and while good teaching points are often made about posture and expression, teachers are not always specific about the pitch or dynamics of the songs. Similarly, pupils in Year 3 were provided with a good range of instruments to play their own piece of music about the seaside. However, because they were not given any examples of how to go about this they tended to play instruments randomly, with no clear idea of what they were trying to create. Throughout the school, pupils often sing or play music but rarely reflect on the success of their performance or improve it through a second performance.
128. There are some areas of the school's provision that require improvement. Gaps in the teaching have not been identified by the co-ordinator because at present the quality of teaching is not monitored rigorously or systematically. In addition, without agreed systems for assessing and recording what pupils know and can do teachers cannot be sure that they are pitching lessons at the right level for the wide range of talents within classes.
129. The co-ordinator has brought about several changes and improvements to the way the subject is taught. A good feature of the leadership is that the co-ordinator has increased the number of visiting teachers to the school and so, widened the range of instruments that pupils learn to play. She has also created more frequent opportunities for the choir to perform. As a result of these initiatives, a significant number of pupils in Years 3 to 6 are either learning an instrument or form part of the choir.

PHYSICAL EDUCATION

130. Levels of attainment are above average by the end of Year 2 and Year 6 in the aspects of physical education observed. This maintains the good standards seen at the time of the last inspection. Pupils respond well to the high expectations that teachers have for the amount of work that will be completed and the quality of the performances. They show their enjoyment of the lessons through their sustained efforts and progress is now good for most pupils in both Years 1 and 2 and Years 3 to 6.
131. The quality of teaching and learning is good overall through the school and at times it is very good. Lessons are carefully planned so that there is a smooth sequence of activities and best use is made of the time available. For example, in some lessons the movements and stretching chosen for the warm up exercises provide a recap of previous work and formed a good foundation so that the class could move straight into the main lesson activities. Throughout the lessons the focus remained on developing and practising key skills. The brisk pace kept pupils physically active and ensured that they spent a high proportion of time on developing their performances.

132. A strength of the teaching is the emphasis given to the element of control within a performance and to the smoothness of movements. By Year 2, pupils show a good understanding of this and can hold a range of balances well and incorporate them into a sequence. Older pupils apply these principles successfully to work on apparatus. Standards in games skills are also good. Younger pupils develop good catching, passing and dribbling skills, so that they can make good progress, when they begin their sessions with a basketball coach in Year 3, and later with coaches from the local football club. In Years 4 to 6 much of the emphasis is on developing key skills that can be applied to team or individual sports, such as anticipating the movement of the ball or an opponent, feinting and marking. When these are practised in small side games, pupils show good teamwork and use the challenge of competition to improve their individual performances. This determination to do well transfers itself to the swimming sessions held in Year 5, when most reach the expected standard and many achieve further awards.
133. A further strength in many lessons is the involvement of pupils in commenting on performances. Through observing others carefully in partner, group and whole-class situations, pupils consider the strengths in the work of others and what might be improved. They apply these ideas well to their own performances. Pupils' observations about others' performance are shared in a constructive and helpful manner that reflects the supportive and co-operative atmosphere fostered by the teachers. All pupils are integrated well into lesson activities and both boys and girls from different ethnic backgrounds work happily together as partners. Often the tasks that teachers set enable pupils to include an element of personal interpretation. This allows each to be challenged at an individual physical level and also encourages imaginative responses. Pupils show good appreciation when others are performing at a level that is challenging for them.
134. The clear instructions from teachers and the use of regular routines contribute to the good management of activities, equipment and apparatus. Pupils are reminded of health and safety points regularly. They are aware that if they do not follow instructions carefully, they will have to sit and watch for part of the lesson. Occasionally, so many pupils are eager to demonstrate the good progress that they have made in a performance that there is insufficient time for a warm down session to conclude the lesson.
135. The co-ordinator has worked effectively in collaboration with the local authority to introduce a new scheme of work for physical education. This provides a clear framework for the development of skills and concepts as pupils move through the school. However, while teachers assess pupils' performances well in lessons and use this to help pupils to improve, there is no whole-school system for recording their progress over time. The co-ordinator has not yet had the opportunity to monitor the quality of teaching and learning. Older pupils have satisfactory opportunities to participate in inter-school sporting activities and in outdoor pursuits. The quality and range of equipment are both good. The quality of accommodation is satisfactory overall. The spacious and well-equipped hall provides a good area for physical education but there are many other demands on the use of this space. The school has access to a playing field on the adjacent recreation ground but, because it is open to the public, the pitch is sometimes unfit for use.

RELIGIOUS EDUCATION

136. Standards in religious education have been maintained since the last inspection and, by the end of Years 2 and 6, meet those prescribed by the locally Agreed Syllabus. Pupils increase their knowledge and understanding of Christianity and Islam as they get older and pupils in Years 3 to 6 gain a sound understanding of Judaism.

137. The quality of teaching is good, overall. The co-ordinator teaches religious education throughout the school with the exception of Years 5 and 6, who are taught by another teacher. Teachers' secure knowledge and understanding of the subject enables them to provide pupils with valuable insights into religious beliefs, moral values, feelings and behaviour. This in turn makes a strong contribution to pupils' spiritual, moral, social and cultural development. In Years 1 and 2, the teacher makes good use of stories that focus on values, relationships or religious teachings so that pupils consider the relevance of these to their own lives. Pupils in Year 2, for instance, know that telling a parable was Jesus' way of teaching about God. After listening to the parable of *The Prodigal Son*, pupils gained a greater understanding of what it means to feel sorry and regretful and the importance of being able to forgive. The teaching in Year 1 is good at developing pupils' awareness of the basic concepts necessary to the understanding of religions, such as feelings of belonging and being precious. One pupil described a precious gift as *Holding hands because my sister wants me to hold her hand*.
138. Pupils are encouraged to look for similarities and differences between world faiths and consequently they are aware that festivals, places of worship, special books and rituals of prayer are shared by more than one religion. In a Year 6 lesson, pupils discussed possible similarities and differences between their school and a *Qur'an School*. They went on to raise a number of relevant questions in preparation for the forthcoming visit from a member of the Muslim community. Questions included *Are boys and girls separated?* and *Is English or Arabic spoken?*
139. A strength of the teaching is the way in which teachers use the relationship between subjects to deepen pupils' knowledge and enable them to make connections in their learning. For example, in the history topic, The Victorians, pupils in Year 6 experience faith in action through studying Victorian entrepreneurs such as George Cadbury and William Lever and their kindness to their workers at a time when conditions in most factories were extremely harsh. Pupils in Year 5 use their information and communication technology skills to research the work of the Christian Aid organisation and, in particular, the way in which it strives to improve the life of black South Africans. Conversely however, there are occasions when there is not enough emphasis on the religious aspect of the lesson. Teachers show that they value pupils' work by the comments they write when marking their books. This is particularly strong in Years 5 and 6 and encourages pupils to reflect further and justify their responses.
140. Management of the subject is satisfactory. At present no one is monitoring the quality of teaching in a systematic way, which means that the teachers involved have no way of knowing how they could get better or raise standards. However, since the previous inspection the co-ordinator has implemented the new locally Agreed Syllabus concurrently with national guidelines for religious education. She has also introduced the local education authority's eight-level scale for assessing pupils' achievements. Plans to monitor and evaluate the new scheme of work and review the time allocated to the subject are in hand.