

INSPECTION REPORT

EDLINGTON VICTORIA PRIMARY SCHOOL

Doncaster

LEA area: Doncaster

Unique reference number: 106758

Headteacher: Ms J Middleton

Reporting inspector: Mr A Portlock
21411

Dates of inspection: 19 - 22 May 2003

Inspection number: 246626

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Victoria Road Edlington Doncaster
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs E Curry
Date of previous inspection:	23 - 26 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

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21411	ADRIAN PORTLOCK	Registered inspector	Design and technology	What sort of school is it?
			Physical education	The school's results and pupils' achievements.
				How well pupils are taught.
			Educational Inclusion.	What should the school do to improve further?
	ROY WALSH	Lay inspector		Pupils' attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
	MICHAEL BEALE	Team inspector	Mathematics	How well is the school led and managed?
			History	
			Religious education	
	JOHN BROOKE	Team inspector	Science	
			Geography	
			Music	
	MARJORIE GRAHAM	Team inspector	Foundation stage curriculum	
			Art	
			English as an additional language.	
			Special educational needs	
	ANDY LANE	Team inspector	English	How good are curricular and other opportunities offered to pupils?
			Information and communication technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Edlington Victoria Primary School is larger than most primary schools and caters for pupils aged 3 to 11. It is situated to the west of Doncaster in Edlington village. There has been a decline in pupil numbers since the last inspection and there are now 346 full-time pupils and 40 part-time nursery pupils on roll. About 25 per cent of the pupils are eligible for free school meals, which is above the national average. Only a small number of pupils are from ethnic minorities; 3 pupils are at an early stage of English language acquisition. These pupils are mostly from Pakistani and Indian families. The pupils' attainment on entry is varied but is well below average overall. There are 30 per cent of pupils on the register of special educational needs, which is above the national average and two per cent of pupils have Statements of Special Educational Need, which is broadly in line with the national average. Twenty-seven per cent of pupils have left or joined the school at times other than at the normal times. Nine pupils had fixed-term exclusions last year.

HOW GOOD THE SCHOOL IS

This is a good school, with many very good features. The headteacher provides strong and effective leadership and it is well managed. By the time that the pupils leave the school, they have made good progress overall. Standards in English, mathematics and science have improved in line with most schools over the last three years and standards are average overall. The school gives good value for money.

What the school does well

- The very good start provided in the Foundation Stage and for pupils joining the school at other times.
- Good teaching overall ensures that the pupils are making good progress.
- The very good provision for pupils with special educational needs and those learning English as an additional language.
- The very good provision for the pupils' social and moral and their very positive attitudes and behaviour.
- The strong and effective leadership by the headteacher ensures that the school is meeting the needs of all pupils and is welcoming and supportive.
- The very good quality and range of learning opportunities, including excellent extra-curricular activities.

What could be improved

- The use of assessment information to support pupils' learning.
- The role of the senior management team and subject co-ordinators in monitoring and evaluating how well the pupils are achieving.
- The marking of pupils' work.
- The pupils' attendance.

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 made good improvement since the last inspection in 1998. Standards in English, mathematics and science have risen in line with the national trend. The provision for information and communication technology (ICT) has improved significantly. The school has maintained, and in many cases extended further strong aspects of its work, for example, the provision for Foundation Stage pupils.

The school has improved well in the areas identified at the last inspection: the provision for developing the pupils' speaking and listening skills has resulted in standards, which are average by the time the pupils leave the school and they make good progress.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	C	E	D
mathematics	C	C	E	E
science	B	B	C	B

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

The percentage of pupils reaching the average standard in English, mathematics and science has improved between 1998 and 2002 and it is similar to most schools. The results in science are generally above average. The national test results in 2002 were lower than those in 2001 and were against the trend because of a number of factors: a high number of pupils joining and leaving school and a higher than usual number of pupils with special educational needs. Overall, the pupils make good progress when compared with their attainment on entry. Boys achieve better results than girls: the school has identified some reasons for this and is working to improve the situation. The national test results for seven-year-olds show that standards are well above average in reading and writing and above average in mathematics when compared with similar schools. However, from the work seen during the inspection, standards are judged to be average in these subjects. The school acknowledges that the difference between the test results and the inspection judgements is partly explained by higher than expected assessment of the pupils' work that arose from previously used published standardised assessment procedures and partly by the high number of pupils leaving and entering school. Also Key Stage 1 pupils have received significantly more teacher assistant support than Key Stage 2 pupils. Most pupils in school for at least three years achieve or exceed their individual predicted targets by the time that they leave school.

Standards in the work seen show that by the age of seven and by the time the pupils leave the school they attain average standards in English, Mathematics and science. This is in line with the improving school trend and with the standards found at the last inspection. The pupils' work shows that they are making good progress throughout the school and the standards that they are achieving are good enough. In nearly all other subjects, standards are similar to those found at the last inspection. In physical education standards have risen largely because of the quality of teaching, particularly for older pupils and because of the wide range of after school clubs that are helping to raise standards and the interest of the pupils. Standards in ICT are improving and there is a much greater competence and confidence in both teachers and pupils.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils display a good level of interest and enthusiasm for their work and school life. They take a pride in their work.
Behaviour, in and out of classrooms	Very good. The pupils are responsive and courteous to adults and other pupils. They are very attentive in class. They co-operate well together in lessons and play well with each other.
Personal development and relationships	Very good. The pupils are aware of how their actions affect others and respect each other; relationships are very good. Opportunities for the pupils to take initiative and responsibility in their learning are satisfactory but could be improved.
Attendance	Attendance levels are well below average, although unauthorised absences have improved significantly and are now in line with the national average.

The pupils overall very good attitudes, behaviour, personal development and relationships have a positive effect upon the good quality of learning and the good progress that they make.

The school is working to improve the rate of attendance and has identified further measures to be undertaken but it is not getting sufficient support from some parents, although it has been successful in reducing the number of unauthorised absences.

TEACHING AND LEARNING

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

The quality of teaching is good overall. This is similar to the last inspection. The teaching of speaking and listening, that was raised as an issue at the last inspection, is now effectively taught throughout the school and standards have improved significantly. The teaching of literacy and numeracy skills is good. The overall quality of teaching of those pupils with special educational needs and those learning English as an additional language is good. In most lessons, the teachers have very good class management skills and have developed very positive relationships with the pupils. The teachers generally have good subject knowledge, their planning is good and they are consistent in carrying it out. In some lessons, teaching is less effective in ensuring that all pupils know clearly what they need to do to improve their work. For example, in some less successful physical education lessons, the pupils were not given sufficient guidance on what to do to improve their work and were not given opportunities to evaluate how well they and other pupils were performing. In some classes, the limited marking of the pupils' work added to this problem. The support given by teaching assistants in many literacy and numeracy lessons, as well as other lessons, is effective and well used by the teachers. The teaching in most other subjects is good overall; it is satisfactory in history, geography and religious education. Teaching of ICT has significantly improved.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The school provides a very effective curriculum, particularly for Foundation Stage children and Key Stage 2 pupils, including an excellent range of extra-curricular activities. The school provides a very broad range of learning experiences, including the creative arts, such as music. All areas of the curriculum meet statutory requirements.
Provision for pupils with special educational needs	Very good. The school ensures that all the pupils have access to the full curriculum and makes very good provision for pupils with special educational needs, which ensures that they make good progress.
Provision for pupils with English as an additional language	Very good. The co-ordinator and the support teacher ensure that the needs of those pupils learning English as an additional language are very well met and provide the parents with advice and support about becoming involved with their children's learning and the assessment of their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is reflected in the very good attitudes that the pupils have to school, the respect that they show for each other and the relationships between the adults and pupils. Social and moral development are very good and spiritual and cultural development are good.
How well the school cares for its pupils	Very good. The school provides a high standard of care for its pupils. The children's welfare is central to the school's ethos and all staff work hard to maintain a safe and happy environment.

The school works hard to maintain and strengthen its very positive links with parents and the community. The parents have a high regard for the school; they particularly appreciate the easy accessibility of staff and the progress their children are making. The community is encouraged to play an active role, for example, in ICT and supporting extra curricular activities.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and committed leadership. She has a clear vision for the school, including the raising of standards and plays a very visible role in the daily life of the school. Subject co-ordinators manage their subjects well but do not have a sufficiently firm grasp on standards.
How well the governors fulfil their responsibilities	Satisfactory. The governors are dedicated and supportive and are kept well informed by the headteacher but need to be more actively involved in decision making.
The school's evaluation of its performance	Satisfactory. The headteacher and other senior staff monitor test results and keep a critical eye on how well the pupils are doing, however, they need to improve the use of assessment information to support pupils' learning. There is some observation of lessons and monitoring of the pupils' work.
The strategic use of resources	Very good. Available funds are used prudently to support the school development plan. There is a clear focus on ensuring high quality provision.

The school has worked hard to improve its facilities. Staffing levels are very good, the accommodation is spacious and the school is well resourced. The school applies the principles of best value very effectively.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The progress their children make. • The leadership of the school. • The high standards of behaviour in the school. 	<ul style="list-style-type: none"> • No significant issues were raised by parents.

The findings of the inspection fully support the parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to the nursery, the children's attainment is well below that which is expected. By the time they move into the reception classes, most children have made good progress towards the early learning goals, largely because of the provision and the good teaching. They continue to make good progress in reception and just under a half of the children will reach the early learning goals in most areas and standards overall are below average. Over the last few years boys have attained better than girls, which is against the national picture. The school has been aware of this and has put in place procedures, which are improving the girls' attainment. The inspection found that there is no significant difference in the attainment between boys and girls.
2. The results of the 2002 national tests for the pupils at age 11 show that standards are well below average in English and mathematics and average in science. When compared with similar schools, they are well below average in mathematics, below average in English and above average in science. However, the 2002 results were out of line with earlier results, which showed standards improving annually in line with the national trend but accurately reflected the abilities and performance of the particular year group. Year-on-year, except for 2002, the number of pupils attaining average standards (Level 4) significantly increased in mathematics, science and particularly in English. The lower 2002 results can be accounted for largely by the higher than usual number of pupils with special educational needs (35%) and the greater number of pupils joining and leaving the school during the school year (33%). Inspection findings show that in the present Year 6, the pupils' attainment in English, mathematics and science is average. Overall, the pupils achieve well and they make good progress throughout the school.
3. Standards in the 2002 national tests for the pupils aged seven were above average in reading, well above average in writing and average in mathematics. There has been a picture of high attainment over the last few years. However, the inspection evidence is in line with the findings of the last inspection, which shows that standards in reading, writing and mathematics are average. This difference between the test results and the inspection judgements is partly explained by the higher than expected assessment of the pupils' work in Key Stage 1. Overall, the pupils make good progress when compared with their attainment on entry to the school.
4. Overall, the pupils make good progress in developing their speaking and listening. Teachers in the nursery and reception classes lay a firm foundation in encouraging the children to speak and listen to each other more confidently. This is continued in the infants and into the juniors, where the pupils are challenged to express their ideas more clearly and with greater variety of language. The pupils are encouraged to listen carefully in order to be able to contribute to a discussion more successfully. As they get older, the pupils have increased opportunities to talk about what they are doing and many pupils respond, using well-structured and often complex sentences. Teaching assistants are used effectively in supporting the teacher by recording which pupils are joining in with class discussions.
5. The school has established effective strategies for teaching literacy and numeracy, both in English and mathematics lessons and in many other situations in other subjects. The pupils get a very good start in nursery and reception in establishing the basis for learning to read and write and by the end of Year 2, the pupils are becoming confident readers. This development continues, and by Year 6 well over three-quarters of the pupils are reading at an average or better standard. The more able pupils read very fluently with good expression and enjoy reading the work of a variety of authors. In writing, the pupils make good progress throughout the school. They are given many interesting opportunities to write for a variety of purposes both in English lessons and in other areas of the curriculum. ICT is particularly well used to enhance the teaching of writing in all classes. By the end of Year 6, most of the pupils are able to write effectively. Spelling and punctuation are used consistently in the pupils' writing, with the more able pupils making effective use of speech and paragraphs.

6. Some pupils enter Key Stage 1 with a very limited understanding of mathematics and very few pupils are well advanced in their mathematical development. The pupils make good progress in the infants and by the age of seven their attainment overall is average. Many pupils have a good recall of number facts to 20, can identify a quarter of various shapes and understand the place value of numbers to 100. The pupils make satisfactory progress in Key Stage 2 and by the age of eleven, the overall attainment of the pupils is average. The pupils make most progress in the acquisition of number skills and their mental recall of number facts is good. The progress the pupils make quickens as they move through Key Stage 2, although few pupils are achieving at the higher levels. Many pupils are becoming confident enough to develop and apply both their own ideas and previous learning to new situations. Standards in science are average and the pupils make satisfactory progress. By the end of Year 2, the pupils develop an understanding of how heating and cooling can change materials, They have an understanding of a simple electric circuit and have an understanding of how some foods are likely to be healthier choices. By the age of 11, the pupils investigate the speed that sugar dissolves in liquid and when carrying out experiments can evaluate their findings against what they expected to happen.
7. The pupils with special educational needs make good progress and this has been maintained since the last inspection. The school is committed to inclusion and to ensuring that all the pupils have access to the full curriculum and make very good provision for pupils with special educational needs. The pupils who have English as an additional language make good progress and learn to speak, read and write English effectively.
8. Above average standards are achieved in design and technology and physical education by the time the pupils leave the school; other subjects are in line with expectations. Standards by the end of Year 2 are in line with expectations in art, design and technology, history, ICT, music physical education and religious education but below average in geography.
9. In nearly all subjects, standards are similar to those found at the last inspection. In physical education standards have risen largely because of the quality of teaching, particularly for older pupils and because of the wide range of after school clubs that are helping to raise standards and the interest of the pupils. The school continues to offer a broad curriculum but there is a need to identify what the pupils need to do to improve further and to plan the lessons and resources accordingly and to ensure that the pupils are clear about what they need to do to improve. Standards in ICT are improving and there is a much greater competence and confidence in both teachers and pupils; with the provision now in place and with the increasing use of ICT in other subjects, the potential for further improvement is strong.

Pupils' attitudes, values and personal development

10. The pupils' attitudes to learning are good and the majority of pupils are eager to learn. They settle to work quickly and most pupils try hard in lessons and so make good progress. In well structured lessons, the teachers are able to capture the pupils' imagination and enthusiasm. This was demonstrated in a successful history lesson when the teacher and teaching assistant demonstrated how children would be taught in a Victorian school. The pupils worked hard throughout the lesson responding well to and the constant praise and support given by the teacher and the teaching assistant. In such lessons, the pupils' participation and concentration are high and the pupils work happily with one another, sharing help and equipment. All of the parents returning the pre-inspection questionnaire agreed that their children enjoy the experience of being at school.
11. Standards of behaviour throughout the school are very good. This represents an improvement since the last inspection when they were judged to be good. The pupils are aware of the very high standards of behaviour expected of them and of the clear and simple school rules, which they do their best to follow. Very good behaviour is also evident in the playground where some lively activities are enjoyed, and lunchtimes are calm and orderly. Although some incidents of aggressive behaviour have been recorded, staff have dealt these with quickly and effectively. There have been a small number of fixed term exclusions over the past year for problem behaviour, which were used to preserve the safety and learning of the majority. The consistently

very good behaviour displayed throughout the school enables the pupils to move forward with their learning.

12. The pupils' personal development is very good. They have very good relationships with each other and with all adults in the school. This is a result of the school's very caring attitude to all its pupils and its consistent promotion of confidence and self esteem. In class, the pupils work well together and support each other; for instance in a singing lesson, the more able pupils helped and encouraged others to produce creditable solo efforts. The pupils respond well to the very clear and effective rewards system, proudly showing off their team points before posting them in the team box. They are also pleased to celebrate the achievements of others at the special weekly assemblies. The pupils are friendly and courteous, learning from the very good examples set by all the adults around them. They play well together in the playground where many take part in purposeful activities backed by support staff and lunchtime supervisors, who encourage them to share equipment and take turns. Some older pupils volunteer to help with the reception children during lunchtime play and this benefits the social development of both groups. The school development plan proposes setting up a School Council over the next year to give the pupils more responsibility and a more effective voice in the school.
13. The overall level of attendance is well below the national average, This is due in part to: pupils leaving without informing the school; pupils going on holiday during term time and others not letting the school know the reason for an absence. However, the school has been successful in reducing the number of unauthorised absences, which has brought about a significant improvement and is now in line with national averages. The school is not satisfied with the amount of absences and is rightly looking at other ways to improve the situation. For example, looking at the benefits of employing a part-time attendance-support assistant to help persuade parents of the importance of attendance and the effect this has on learning and progress. Registers throughout the school are well maintained and staff treat latecomers seriously, with any disruption being kept to a minimum. At the start of sessions the pupils settle to work quickly and lessons usually start and finish on time. Some teachers use the registration process to enhance the pupils' confidence by getting them to answer the registers in a foreign language, for example French or Spanish.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching is good overall, with only one lesson judged to be unsatisfactory. This is an improvement since the last inspection. The teaching of speaking and listening, that was raised as an issue at the last inspection, is now effectively taught throughout the school and standards have improved significantly.
15. In most lessons, the teachers have very good class management skills and have developed very positive relationships; these aspects of teaching encourage the pupils to concentrate well and complete their work. The teachers generally have good subject knowledge, their planning is good and they are consistent in carrying it out. In some lessons, teaching is less effective in ensuring that all pupils know clearly what they need to do to improve their work. For example, in some less successful physical education lessons, the pupils were not given sufficient guidance on what to do to improve their work and were not given opportunities to evaluate how well they and other pupils were performing. In some classes, the limited marking of the pupils' work added to this problem. The support given by teaching assistants in many literacy and numeracy lessons, as well as other lessons, is effective and well used by the teachers.
16. The quality of teaching of English and mathematics is good overall; it is satisfactory in mathematics at Key Stage 1, but some of the teaching lacks challenge. The quality of teaching in science is satisfactory overall.
17. In the more effective lessons, particularly in the Foundation Stage and older junior classes:
 - the teachers have high expectation - lessons are brisk and all pupils are challenged well.
 - the teachers have good subject knowledge.

- the teachers develop the pupils' literacy and numeracy skills well, not only in English and mathematics lessons, but also across the curriculum, for instance, through data handling and graph work in science and geography and some good extended writing in history,
 - the pupils' work is well differentiated so that their individual needs are met very well,
 - the increasingly effective use of ICT.
18. Where teaching is less effective in both Key Stage 1 and Key Stage 2:
- not all work is well matched to the pupils' needs,
 - the quality of marking is inconsistent and does not show pupils what they need to do next to improve,
 - limited use of day-to-day assessments to modify their lessons to take account of how well the pupils have performed in their previous work.
19. The overall quality of teaching of those pupils with special educational needs and those learning English as an additional language is good. The pupils with special educational needs are supported well by specific learning programmes and benefit from a balance of whole class teaching, small group work and individual attention to their areas of difficulty. The teaching assistants play a significant part in this support. This has a positive impact on the pupils' learning and enables them to make good progress. Overall progress is reviewed half-termly and the school has been developing procedures so that the pupils and parents are involved with the target setting process. The school has used effectively the National Literacy Strategy intervention programmes such as Early, Additional and Further literacy support materials and methods. Provision for the pupils who have or who are learning English as an additional language is good and well organised. The teachers, support assistants and visiting support teacher work well together and share the planning and delivery of the lessons. When they work with individuals or small groups they consolidate the work that has been covered in the lessons and quickly identify any misunderstandings. The pupils' home language is used in discussions about the events and characters in shared reading books. All the adults are involved with monitoring the pupils' use of English in class discussions and small group work. The class teachers and the headteacher, who is also the co-ordinator, use this information to help with planning for the next stage of learning and to review the level of the support needed by each pupil.
20. The teaching in most other subjects is good overall. In art, design and technology, ICT, music, and physical education it is good. In ICT, teachers' knowledge and skills have improved considerably and this is supporting the good progress being made by the pupils. In music, the school is very well supported by visiting specialist teachers. In history, geography and religious education the quality of teaching is satisfactory. In art and physical education the pupils are not always given opportunities to evaluate their own work. In geography and religious education, whilst some good opportunities are available to involve the pupils in their own learning, there are insufficient opportunities for them to record their work in some classes. Some work in geography and history is copied and does not develop the pupils' own ideas or writing skills.
21. The teachers mark the pupils' work regularly, but the quality and effectiveness is variable. In the best practice, teachers write constructive comments, setting future targets for the pupils. But in some classes the comments do not indicate how well the pupils have done and what they need to do to improve their work.

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

22. The quality and range of the curriculum is very good overall. The curriculum for Foundation Stage children is very effective in providing the children with a wide variety of appropriate and interesting learning experiences. For the infant and junior pupils, the curriculum offers a wide range of learning opportunities. An excellent choice of extra curricular activities, mostly for junior pupils enhances the curriculum provision. The Year 6 pupils also have an introduction to learning French, which is planned with the local secondary school and its feeder primary schools. The school meets the needs of the National Curriculum by providing a curriculum that is broad, balanced and relevant to the needs and interests of all pupils. There are good strategies for

teaching the basic skills of literacy and numeracy that have a positive impact on the pupils' achievements. In other subjects, the school makes good use of the national guidelines for each subject and has adapted these to meet the needs of the pupils in the school.

23. A strong feature of the school's curriculum is the way that close links are made between subjects, for example, the use of ICT in history and the use of art work to support geography. This provides the pupils with opportunities to use their basic skills in a wide range of situations. All pupils play a musical instrument and the school makes good use of visiting specialist teachers during the school day to enrich the opportunities that are available for creative work. The level of available resources, for all areas of the curriculum, adds value to the pupils' learning. The school makes good use of resources from local institutions, such as the museum, to provide artefacts that support particular areas of study. In the same way visits and trips are used well to provide additional interest and experiences, including a residential visit for the older pupils: these make an appropriate contribution to pupils' understanding of the responsibilities of being a member of a community.
24. The school provides an excellent range of activities outside of lessons; these enhance the curriculum and make a very good contribution to the personal and social development of the pupils. Sporting activities feature strongly, with many excellent opportunities for the pupils to take part in local competitions between schools. The pupils are very proud of their achievements, particularly their success in rugby. During the inspection, the girls' football team won a local competition and was able to celebrate and share their success with the other pupils and their teachers. These opportunities help to build the self-esteem of the pupils. Other activities, such as the homework clubs, effectively support learning in school and provide very good opportunities for the pupils to practise their skills; while others provide excellent avenues for the pupils to develop their personal interests, such as the orchestra, choir, ICT, gardening and dance clubs. All these activities are available to both boys and girls, and the school is currently increasing the range of opportunities for the younger pupils.
25. The school is socially inclusive and ensures equality of access and opportunity for all the pupils. It ensures that all the pupils have access to the full curriculum and make very good provision for pupils with special educational needs and those pupils learning English as an additional language. The links with the parents contribute to the pupils' learning. The co-ordinator and the support teacher for those pupils learning English as an additional language provide the parents with advice and support about becoming involved with their children's learning and the assessment of their progress.
26. The school makes good provision for pupils' personal, social and health education through class and whole school assemblies, weekly class discussion groups (circle time), and the science and religious education curriculum. Good opportunities exist to promote drugs awareness and sex education in the science curriculum. The school nurse and community policeman are fully involved in support of these programmes. The time put aside for pupils to discuss their feelings and anxieties is highly beneficial in enabling them to understand the needs of others and make sense of the rapid changes taking place in the local community. There is a very strong commitment to promoting citizenship and this will be greatly enhanced by the introduction of a School Council.
27. The school is continuing to forge very good links with the local community, which are effective in supporting the pupils' learning. The school plays an active part in helping with the regeneration of the local area. Local residents are welcome to join the weekly computer group run by the school, which helps to improve their computer skills, so that future job opportunities can be taken and help can also be provided with pupils' homework. Local companies also use the very good computer facilities after school to enhance the computing skills of their employees. A number of local businesses sponsor the successful school football and rugby teams and also provide help as well as a vehicle for the school float in the local village gala each year.
28. The school makes very good overall provision for the pupils' spiritual, moral, social and cultural education. This is reflected in the very good attitudes that the pupils have to school, the respect

that they show for each other and the relationships between the adults and pupils. This is a similar picture to that seen at the last inspection.

29. The provision for the pupils' spiritual development is good. The school gives them opportunities for the sharing of thoughts and feelings, including during collective worship. Visits by the local clergy do much to support the work of the school and this contribution was further enhanced by a recent visit to school by the Bishop of Doncaster that did much to encourage both the staff and pupils. Visits to the local churches develops their spiritual awareness and support the religious education curriculum. On a recent visit to the Anglican Church, the pupils were amazed to see names of family and friends in the Baptismal register. On a visit to a nearby disused, but preserved, church they were moved to record that "the church makes me feel different, strange and poor". The pupils are also given the chance to express their thoughts in art when they produce careful work painted in the style of famous artists.
30. The school's provision for social and moral education is very good. The five simple school rules and the very good relationships developed between all the staff and the pupils, raises the pupils' awareness of their role in achieving a calm, orderly environment. The pupils are rewarded at a weekly assembly for being helpful, polite and responsible. There is a strong feeling that they know that they can make a difference to the way the school works as a community. The pupils are encouraged to discuss a range of moral issues, and this was seen in their writing on fox hunting, and on the recent war in Iraq. The fox hunting issue produced some powerful and differing opinions, such as, "Fox hunting is the cruelest thing I have heard of in the whole of my life" and, when asked to take the opposite point of view, "Foxes are killers. I spoke to a shepherd last week".
31. The work of the school in encouraging the pupils to act in a socially acceptable and responsible manner is supported by a range of visits to local places of interest, and these give the pupils the opportunity to mix with others in the wider community. Their social awareness was clear when they were observed in an English lesson discussing how they have a responsibility towards the school when outside, especially when wearing school uniform. Within school, older pupils are responsible for helping younger pupils at lunchtime and all pupils are encouraged to take responsibility for the care of their classrooms and the school environment. Their involvement in the gardening club helps to enhance the appearance of the corridors. Clubs and teams give pupils many opportunities to develop their social skills and to work as a member of a team or group.
32. Cultural education is good. The school works well to promote the pupils' knowledge and understanding of their own culture and provides opportunities to consider those not represented in the school. Food from different countries is served at lunchtime once every half term and during the inspection pupils' enjoyed a range of Indian food. The pupils are taught a few words from the country concerned and are able to share these with the lunchtime staff, who also practise the phrases! A range of musicians visit the school and these have included a percussionist, a tuba duo and the local authority music groups. The work of many artists is displayed around the school and the pupils have used many of their pieces as a basis for their own work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. This is a very caring school and the provision for the pupils' welfare is very good overall. The positive atmosphere existing throughout the school helps to promote effective learning. The staff and the governing body work effectively together in ensuring that the personal needs of the pupils are fully met. The very good relationships promoted by all the staff, show that all pupils are valued. The pupils are carefully supervised at playtimes and lunchtimes and teaching assistants and lunchtime supervisors handle any problems that occur well. Very good provision is made for pupils with special educational needs who are able to make good progress throughout the school.
34. The school promotes the personal development of pupils very well. All staff take opportunities to praise pupils and promote self esteem. A very good example of this was observed during a music lesson in which pupils were asked to sing a familiar song. A pupil who lacked confidence in this area was paired with a more competent pupil and the outcome was a melodious rendition, which

was praised by the class teacher and the rest of the class. Discussion groups (circle time) are used most effectively throughout the school to encourage good social and communication skills and this also enhances the pupils' confidence and self-esteem. Personal development is monitored on an informal basis, relying on the knowledge of the class teacher and other staff. Older pupils at present are not given sufficient opportunities to take responsibility, except as class monitors or for minor activities around the school, although pupils do take the initiative to organise and promote such activities as class discos, which they find tremendously rewarding. One pupil brought to school a business plan for running an activity and was funded by the school to carry it out. The computer club has just finished piloting a school newspaper, which has been well received, and they now intend to start work on the first issue.

35. There is an effective child protection policy in operation with the designated member of staff being fully trained and experienced. The remaining staff are aware of their responsibilities and know the procedures to be followed. However, staff who have recently joined the school have not yet received appropriate training. Health and safety arrangements are good with regular risk assessments and safety audits taking place. Safety is stressed in lessons, such as, physical education and design and technology. There are clear procedures for evacuation in the event of fire and regular fire drills take place. Minor accidents are handled competently by fully trained staff and fully documented in the school's accident book.
36. The Code of Practice for pupils with special educational needs has been implemented successfully. The pupils' needs are identified early and structured work programmes set up for them. They attain standards that reflect their individual targets. Their individual education plans are called target sheets and are produced as a result of the close collaboration of the headteacher who is the special educational needs co-ordinator and the class teachers. All these plans have individual targets and are used in lesson planning so that the teachers can support and extend the pupils' learning. There are currently a number of pupils with statements of need and there are careful arrangements for the preparation of appropriate programmes of work designed to fulfil the aims of a statement.
37. Considerable thought is given to the most effective ways of supporting pupils who have or who are learning English as an additional language. The pupils' individual needs are carefully assessed and the teachers' plans have well defined, short term targets. The teaching assistants and the support teacher work in close collaboration with the class teachers to ensure that the help they provide allows the pupils to have access to the full curriculum and enables them to take a full part in lessons. This support is viewed as an integral part of the work of the school. It enables the pupils to grow in confidence and make good progress with the development of their language skills.
38. There are very good systems in place for monitoring behaviour and combating bullying with clear and simple rules, which the pupils understand and know well. All adults have high expectations that the pupils will behave appropriately both in and out of the classroom and pupils receive consistent messages on the standards expected of them. The pupils who have problems with behaviour receive very good support throughout the day and on returning to school after short periods of exclusion. The school's emphasis on the promotion of good behaviour is very successful with the result that the vast majority of pupils behave very well.
39. The school monitors attendance electronically and regularly monitors absence patterns both for individuals and specific groups of pupils. Although the school tries hard to promote good attendance and punctuality, some parents take their children out of school for holidays or do not notify the school at all when their child is absent. The Educational Welfare Officer supports the school well but not enough emphasis is placed by the school on the necessity of good attendance for maximum pupil progress.
40. The school's procedures for assessing the pupils' academic progress are good overall, although more use needs to be made in identifying groups, or cohorts, of pupils who are not reaching their predicted levels. The recently updated policy, which covers assessment, planning, target setting and reporting, is a well written document. There are good procedures for teachers to pass on information to the pupils' next teacher at the end of the school year that involve a series of

meetings between teachers, when current standards and predicted attainment are discussed and recorded. Teachers also carry out assessments by analysing the work of pupils regularly and colleagues moderate their judgements. Using a national web site that holds examples of pupils' work, and the use portfolios developed by the school, helps the teachers ensure that their judgements are accurate. The way that the results of assessment are recorded has been developed by the school and, and is providing useful information. A new pupil tracking system, using data supplied by the Local Education Authority is also being used, which predicts and tracks pupil attainment. However, the school acknowledges that the assessment procedures used in the Foundation Stage, that were in place previously, gave a higher than expected overall assessment of the pupils' attainment and this influenced subsequent judgements, particularly those at the end of Key Stage 1. The school's assessment procedures that are in place now show that the pupils' standards are broadly average by the end of Key Stage 1.

41. The use of day-to-day assessment by teachers across the school is inconsistent. In the best examples teachers use the information that they have gained to modify their lesson plans, so that areas that the pupils have not understood are reinforced. This does not happen in all classes with the result that, in these classes, the teachers' lesson plans do not reflect what the pupils have learnt previously. This is also seen in the quality of the teachers' marking, which often does not give the pupils an indication of what they need to do next to improve their work. As a result of these weaknesses not all children are sufficiently challenged in all their lessons.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The parents have a high regard for the school and particularly appreciate the easy access to staff, which allows them to discuss any concerns they may have regarding their children. Whilst only seven parents attended the pre-inspection parents' meeting and forty-nine responded to the questionnaire, all the replies were very supportive of the school's work. Unanimously positive responses from the parental questionnaire were obtained for children liking the school, the school being well led and managed, the good behaviour of the pupils, and the high expectation that the school has for their children. No significant concerns about the school were raised in the questionnaire at the parents' pre-inspection meeting or by parents during the inspection. Although parental involvement in school on a regular basis is difficult to secure, the school is constantly trying to increase it, and some of the strategies it is currently employing are proving successful.
43. The good information provided to parents by the school has a positive impact on the school's efforts to include them in the life of the school. The prospectus is clear, comprehensive and informative and is written in a friendly style. This is supplemented by class information sheets that provide an overview of the topics being studied each half term. Booklets are also sent to parents of each year group to help with improving their children's reading and literacy skills. The Governors' Annual Report to Parents fulfils all its statutory requirements but is rather formal and for example, lacks newsworthy items and examples of children's work and achievements. The recently constructed school web site is informative and easy to navigate and should prove a worthwhile communication to parents and the community. The annual reports to parents on their children's progress provide a clear picture on how their children are improving and includes targets, both academic and personal, for future development. The pupils' progress and development can be discussed with class teachers at a formal meeting each term and many parents take up these opportunities. The school has been successful in developing individual contracts with parents (Home/school agreements) to the extent that the majority of parents and pupils have agreed to them.
44. At present a small number of parents regularly help in school with after school clubs, listening to readers and helping to supervise out of school trips. Although there is no formal parent teacher association, when help is asked for the parents respond generously; for example parents help to design and decorate the school float for the village gala each year. Parental attendance for in school activities involving their children is high. During the inspection a large number of parents attended the whole school assembly provided by the reception children. They were rightly proud of their children who all took part in an excellent presentation of the varied work they had

recently completed. The school also encourages parents and the local community to attend in-school computer skills training classes, which are very successful in helping participants to improve their job opportunities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher provides strong and effective leadership. She is deeply committed to the school, the pupils and the staff and works tirelessly in improving the quality of education for all pupils in the school. She has a clear vision for the school, including the raising of standards and plays a very visible role in the daily life of the school. Her positive approach and determination contribute markedly to the good team spirit found in the school.
46. A dedicated governing body supports the headteacher. Governors, including those newly appointed to the position, show great commitment to the school but do not always maintain a close enough oversight of developments in the school nor take the active, critical role they should. Governors are fully involved in budget making decisions and have committees available to cover all aspects of school life. These committees aim to ensure that the Governing Body discharges its duties well but some do not meet regularly or are only convened when it is thought necessary. This limits the Governing Body's ability to grasp a clear overall picture of the school.
47. The quality of management in the school is good and has enabled the school to make good progress since the last inspection. Apart from the lower results in 2002, the school has been generally successful over this period in increasing the percentage of pupils attaining the expected level (Level 4) in the national tests taken by eleven-year-olds.
48. The issues raised in the last report have been clearly addressed. In this respect the school has developed clear working policies to improve the pupils' oracy skills and the success of the approach can be seen in lessons across the curriculum.
49. The deputy headteacher, key stage leaders and co-ordinators carry out their duties effectively and provide good support to their colleagues. Where appropriate they take the lead in staff meetings and professional development activities. However, the monitoring of classroom practice, effective screening of teachers' planning and scrutiny of pupils' work is not well established. Accordingly co-ordinators do not have a complete and up-to-date understanding of standards in their subjects and are not able to ensure there is a consistency of approach throughout the school. Whilst the school does provide all co-ordinators with time to carry out their duties, most have not yet used it to undertake and accurately record a wide range of observations and evaluations and then to use the information to help improve standards further.
50. The school development plan provides a brief evaluation of developments over the previous year and effectively outlines proposed developments for the current year. Planning beyond this period is described in outline and gives some indication of priorities and timescale. It details specific targets and procedures that will be followed to achieve them. The plan promotes a shared approach to decision making and shows high expectations of all those involved in the life of the school. It encourages senior staff and co-ordinators to take a greater lead in their areas of responsibility and recognises the need for subject leaders to undertake observations of teaching and use the results of evaluations to improve standards.
51. The school analyses in detail the performance data from National Curriculum tests and its own internal assessments. It uses the outcomes appropriately to inform the target setting process, which is progressively being refined.
52. The headteacher is an effective special educational needs co-ordinator and has a clear understanding of her role and responsibilities. She deals with the administration and maintains close links with the parents and outside agencies and discusses the pupils' needs with them. She monitors the teaching and the learning to ensure that the lessons include work that is specific to the pupils' individual targets. She works closely with all staff and the pupils' individual education plans are based around realistic targets. Specialist support teaching is organised effectively. The

headteacher is also the co-ordinator for pupils who are learning English as an additional language. She is knowledgeable and enthusiastic. She has devised an assessment and record keeping system so that pupils' progress can be tracked and teachers can identify the next step that will help them to make progress. The implementation of national strategies for literacy and numeracy are kept under close review particularly in the context of the pupils' English language needs. The co-ordinator's management successfully utilises the outside support staff to meet the requirements of pupils' individual programmes of work. She monitors the quality of teaching and learning by looking at the teachers' plans and the pupils' work.

53. There is a good number of teaching and support staff who are appropriately qualified and experienced to meet the demands of the broad curriculum taught by the school. The current system of allocating extra teaching support to classes is very effective. Members of staff work closely together to share their expertise and wide range of experience.
54. Very good support is provided by teaching assistants and this has a very positive impact on pupils' learning. They complement the work of class teachers very effectively and many teach groups of children in imaginative and effective ways. The site supervisor and secretarial staff perform their duties very effectively and contribute well to the smooth running of the school.
55. There is a good programme for the professional development of all staff that is linked to the priorities identified in the School Development Plan and also to individual training needs. The school has successfully implemented a scheme for the Performance Management of Teachers that links with school and national priorities. There is a comprehensive induction programme for staff new to the school and very good systems are in place to support newly qualified teachers.
56. Financial planning is good. The school successfully links spending to the School Development Plan in providing financial support for the school's key priorities. There are clear budgeting procedures and forward planning is carefully undertaken. Good financial records are kept and all the recommendations made in the last audit report from the local authority have been addressed. The school maintains some financial reserves to cope with variations in its pupil numbers and to continue to develop planned improvements. However, the governors rely too heavily on the headteacher to provide them with a full strategic view of the financial implications of their educational decisions and do not always evaluate fully the effectiveness of expenditure decisions in terms of the improved or sustained educational performance of pupils. Procedures for obtaining value for money are good and the school makes appropriate use of various regional purchasing organisations.
57. The day-to-day control of finances and school administration is very good. The administrative staff are very efficient. The financial reports provided to the headteacher and governors are of a very good quality.
58. Learning resources to support all areas of the curriculum are very good. The school's accommodation is very good. The school has two excellent information technology suites housing a network of modern computers. The school's internal accommodation is generous, with large classrooms, providing ample space for storage and group work. There are two large halls, which allow whole class activities such as physical education and dance to take place simultaneously. The school makes good use of project loans to supplement resources. The library is efficiently organised and there is an excellent range of artefacts to support subjects, such as history and religious education. Very good use is made of educational visits to enhance the curriculum.
59. Outside there are two good-sized playgrounds with adjacent fields for team games and sports. There is a completely enclosed safe play area for the nursery and reception children. This area contains some excellent play equipment, which has been configured into a small village complete with main road, bus stops, zebra crossings, garage, shops and emergency services buildings. This facility not only provides a great deal of enjoyment for the children but is also a marvellous learning resource. There is also an environmental area, which contains a pond and some planting, and outside the main building is a larger wild area. These areas are used effectively to enhance

learning especially the science, art and geography curricula. The caretaker and cleaning staff keep the building well maintained and very clean and show obvious pride in their work.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. The school should:

- (1) Improve the use of assessment to support pupils' learning by:
 - teachers more effectively using the information gained in lessons and pupils' work to modify their lesson plans, so that areas that the pupils have not understood are reinforced;
 - the school using all assessment data more effectively to identify groups, or cohorts, of pupils who are not reaching their predicted levels.(paragraphs 18, 20, 40, 40, 106, 113, 118)
- (2) Improve further the role of the senior management team and subject co-ordinators in monitoring and evaluating how well the pupils are achieving by:
 - improving the monitoring of classroom practice;
 - more effective screening of teachers' planning and scrutiny of pupils' work;
 - improving subject co-ordinators knowledge of standards in their subjects.(paragraphs 49, 101, 106, 113, 118, 127, 132, 145)
- (3) Ensure that the quality of marking is as effective in all classes as it is in the best by:
 - ensuring that all the teachers are making pupils' work in line with the school policy.(paragraphs 18, 31)
- (4) Continue to improve the pupils' attendance. (paragraphs 13, 39)

Minor issues

- Provide more opportunities for pupils to take greater initiative and responsibility. (paragraphs 12, 20, 34, 61, 67, 108, 121, 126, 139, 143)
- Improve the governors' strategic overview of how well the school is doing. (paragraphs 46, 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	40	26	1	0	0
Percentage	0	18	49	32	1	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	326
Number of full-time pupils known to be eligible for free school meals	0	87

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	4	96

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	57
Pupils who left the school other than at the usual time of leaving	55

Attendance

Authorised absence

	%
School data	7.3
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	19	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	15	14
	Girls	24	24	26
	Total	40	39	40
Percentage of pupils at NC level 2 or above	School	87 (82)	85 (96)	87 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	13	14
	Girls	22	22	23
	Total	36	35	37
Percentage of pupils at NC level 2 or above	School	78 (96)	76 (80)	80 (96)
	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	29	39	68

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	27
	Girls	24	22	35
	Total	40	41	62
Percentage of pupils at NC level 4 or above	School	60 (79)	60 (68)	91 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	20	26
	Girls	25	27	33
	Total	42	47	59
Percentage of pupils at NC level 4 or above	School	63 (54)	70 (81)	89 (83)
	National	73 (72)	74 (74)	82 (82)

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

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	49
Percentage of questionnaires returned	14

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	76	22	0	2	0
Behaviour in the school is good.	61	39	0	0	0
My child gets the right amount of work to do at home.	50	40	6	0	4
The teaching is good.	78	20	2	0	0
I am kept well informed about how my child is getting on.	65	27	6	2	0
I would feel comfortable about approaching the school with questions or a problem.	82	16	2	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	65	22	8	0	4
The school is well led and managed.	73	27	0	0	0
The school is helping my child become mature and responsible.	63	35	0	2	0
The school provides an interesting range of activities outside lessons.	67	21	2	0	10

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

61. The children are admitted to nursery on a part-time basis at the start of the second term that follows their third birthday. Before they start there is a very thoughtfully planned programme of visits where the children are introduced to the nursery routines and activities. The nursery teacher visits the children at the playgroups and at home so that they become more confident about embarking on this very important stage of their life. They transfer to reception in the September of the year in which they become five. Although there is a wide range of children's attainment on entry, on the basis of the assessments carried out soon after they start nursery, their attainment is well below average. Standards amongst boys and girls are similar. All the children, including those with special educational needs and those who have English as an additional language, make good progress in all the areas of learning. This is an improvement since the last inspection. All the staff have a good knowledge of each child's stage of development in all the areas of learning and this enables them to provide activities to support and extend their learning. Assessment at the end of the Foundation Stage indicates that about half are likely to attain all the expected goals for early learning and a few are likely to exceed them. These standards are achieved by the overall good teaching with some very good teaching observed in nursery and reception. This is an improvement since the last inspection. Major strengths of the teaching are the use of assessment to inform the planning and the range of methods and strategies employed to take account of the children's individual learning styles to meet their individual needs. There is careful linking of all the areas of learning with a range of opportunities for independent learning, decision making and considered choices. Some opportunities are missed to develop independence, for example, there is no system for the children to register their own attendance.
62. There are very good procedures for assessing, recording and keeping the parents informed about the children's progress. The children's education is regarded as a joint responsibility and staff are respectful of the role of the parents. They plan a variety of ways of involving them in their children's learning. This partnership is effective and makes a very good contribution to the children's learning. There is careful recording of the small steps in learning and the parents and the other children are involved in celebrating them.
63. The Foundation Stage is managed well by the nursery and reception teachers. They are knowledgeable about the children's stages of development, their individual needs and their styles of learning. The teachers are well supported by the teaching assistants. They are well briefed and clear about their roles and responsibilities. All the staff provide very good support for the children and are involved with assessing their progress. There are regular meetings to ensure that the assessment information is used in the planning of activities to meet the children's individual needs. All the staff have high expectations of themselves as well as of the children. These expectations pervade every aspect of the Foundation Stage and have resulted in a stimulating and secure environment that successfully supports and extends the children's learning and their positive attitudes.

Personal, social and emotional development

64. The school makes very good provision for the children's personal, social, and emotional development. This area of learning is managed well and the children make good progress. By the end of the Foundation Stage about half are likely to attain and a few to exceed the expected goals. The teaching is good overall with some very good teaching seen in nursery and reception. All the staff understand the needs of young children, promote their self-esteem and encourage their confidence. During the inspection, the reception children invited their families and the other pupils to an assembly in the school hall. Through dramatising a story, singing, reciting and playing percussion instruments, they reported on their studies of butterflies and mini beasts. This was an effective way of demonstrating to the children and to the parents the ways in which the school values them. The children develop positive attitudes to their learning because the adults successfully create the ethos and the conditions that they need to become

effective learners. They give them opportunities to discuss what they have been doing but they do not always give them opportunities to talk about their learning.

65. The children settle quickly into the carefully organised routines because they are secure and know that the staff will listen to them and help and support them. Because many of the children find it hard to communicate, emphasis is placed on times when they can sit in small groups with adults. These activities cater well for children who are slowly gaining confidence to explore or to participate. They are encouraged to voice their likes and dislikes, share and take turns. They learn through listening, talking, investigating and exploring. They are confident about approaching adults for help and support because they show them that they are valued. The children respond well because there is consistency in the adults' high expectations of their work and their behaviour.
66. The children learn to work together and they persevere with their activities. They become aware of and sensitive to the other children's feelings and in understanding the difference between right and wrong. They begin to understand the consequences of their actions and most develop the self control needed to wait for a turn and to share the equipment.
67. They take responsibility by helping each other with outdoor or protective clothing and choosing many of the daily experiences in all the required areas but opportunities are missed to allow them to register their attendance.

Communication, language and literacy.

68. The school makes very good provision for the children's development in this area of learning and they make good progress. By the end of the Foundation Stage about half are likely to attain and a few are likely to exceed the expected goals. The teaching is good overall with very good teaching seen in the nursery and reception classes. This area of learning is managed well with carefully planned and supervised activities as well as opportunities for independence. The reception teachers introduce elements of the National Literacy Strategy into this area of learning. The teaching plans identify what the children are expected to learn so that they understand what is expected of them. The staff provide work that is challenging and give the children opportunities to talk about what they have been doing but they do not always give them opportunities to talk about their learning. However, they do focus on what the children are learning and this enables them to assess what has been achieved and to plan the next steps to be taken
69. The skills of speaking and listening are developed well in adult directed activities. This is evident in discussion times when the children are encouraged to ask and answer questions about topical and personal issues. They listen carefully to the adults and other children and express their point of view. During imaginative play they adapt their speech and mannerisms to the roles of the characters they are portraying. All the rooms have role-play areas set up with a very good range of clothes and equipment and currently in use as a café, a shoe shop and a Post Office. There is also a good range of small world equipment, such as dolls and model vehicles, which provide opportunities for the children to use their own words to act their favourite stories. In these activities many of the children play alongside their classmates rather than being involved in conversations with them.
70. The children are keen to learn to read and their early reading skills are developed through the sharing of books and stories. The staff make careful assessments of the children's progress. They take their books home every day and the teachers provide suggestions and advice for the parents. This makes a positive contribution to the children's learning. When they are looking at books they handle them carefully. They know that an illustrator provides the pictures and an author provides the words and many explain that they can get information from the words as well as from the pictures. When they share the reading with the adults they predict events, how the characters might react and what they might do in similar circumstances. When they finish the story some re-count the events in sequence. Through the phonics sessions the children learn the letters of the alphabet and the sounds that they make. Some use this information when they meet unfamiliar words. They build a vocabulary of familiar words and by looking at the sense

of a whole sentence some guess the meaning of unknown words. Some are reading simple texts on their own.

71. The staff provide a very good range of activities to develop the children's hand-eye co-ordination and the pencil and crayon control needed for early writing skills. The children learn to trace and copy letters. The reception children learn the correct formation of letters and many are keen to write down their ideas. The staff plan imaginative activities for writing and the children form letters with crayons, sand and modelling materials. Many reception children know that words are made up of letters and that they have to leave a space between words. When they write captions for their drawings they explain that the marks they make are descriptions. They write for a range of different purposes and explain that the layout of the writing is different depending on what is being written. Some explain that when they are writing a story or a letter they have to write from left to right but that they have to put the words underneath each other when they write a list. The teachers encourage the children to write independently or to produce drawings for display. In reception the skills necessary for the more formal aspects of writing are developing successfully. The children have reached the stage of knowing what they want to write and some of the higher attaining children are at the stage of independent writing.

Mathematical development

72. There is very good provision for the children's mathematical development. The children make good progress and by the end of the Foundation Stage about half are likely to attain and a few are likely to exceed the expected goals. The reception teachers introduce elements of the National Numeracy Strategy with a daily mathematics session. Throughout the Foundation Stage there are numerous individual opportunities for developing and consolidating mathematical skills. The teaching is good overall with some very good teaching seen in nursery and reception. All the staff are clear about what they want the children to learn. There are numerous opportunities for them to talk about how they work things out but they are not always provided with opportunities to discuss what they have learned.
73. There is a very good range of practical activities to promote the children's understanding of numbers. Some reception children count accurately to 20 and a few beyond but most work more confidently with numbers up to five. Higher attaining children, with adult support, work out the difference between two numbers and they know that addition means the combination of sets of objects and that subtraction means that objects are removed. They improve their knowledge of mathematical language when they are counting how many bottles can be filled from one jug and when they check this by refilling the jug from the bottles.
74. The children learn mathematical language in stories, rhymes and games and enjoy using it as they count, match, sort, and order objects according to shape, size, weight and colour. The staff do not take advantage of the opportunities to use registration and milk time to involve the children with identifying any difference in the daily totals.

Knowledge and understanding of the world

75. There is very good provision for this area of learning with well thought out opportunities that give the children the confidence to investigate the school environment and the local area. The children make good progress and about half are likely to attain and a few to exceed the expected goals. Their learning is supported by good teaching with some very good teaching seen in nursery and in reception. All the adults are skilled at questioning and make effective use of the children's answers to assess their understanding. They extend this effectively by giving the children the support they need to develop the confidence to think for themselves. The children are encouraged to use all their senses and compare similarities and differences. They demonstrated this effectively when they commented on the texture, smell and taste of various sandwich fillings and cake decorations at the nursery party to celebrate the school's ninetieth birthday. They make good progress in learning about why things happen, how things are made and why changes occur. The youngest nursery children explain that when powder and water are mixed then paint is made. The adults make good use of this time to develop the children's

language skills and increase their vocabulary but they do not always provide them with opportunities to discuss their learning.

76. The children become keen observers and extend their understanding through activities that build on their experiences. During their walks they collect information about plants and mini-beasts which they observe through magnifying glasses and magnifying containers. The children are investigating the germination of seeds and the conditions they need for growth in the classroom and in their garden.
77. They learn about people who work in and around the school such as the nurse, fire officers, police officers and ambulance drivers. Through visits and talking to visitors the children know about local shops, farm and pets' centre and the work of the RSPCA. The current theme of the Post Office is also used to introduce them to the ways in which letters and parcels are sorted and delivered and decisions are made.
78. The daily routine includes recognising and ordering days of the week and how the school days are organised. They understand that the weather changes with the seasons and that this brings changes to their daily lives. The teachers are sensitive about family arrangements when they encourage the children to talk about family events and celebrations both now and in the recent past. The birth of a baby and the children's birthdays are treated as special events. By listening to stories, looking at photographs of themselves as babies and talking about relatives the children begin to understand the changes that occur to people over time. The current celebrations for the school's ninetieth birthday have introduced the nursery children to past pupils who have talked about the changes to the style of lessons as well as changes to the building.
79. The teachers provide the children with opportunities to learn about people who live far away and those who lived long ago and they begin to develop an understanding of the past and an appreciation of the wider world. Through taking part in events such as Christmas and harvest celebrations, listening to stories, looking at clothing and objects and eating food from a range of cultures, they begin to understand the variety of religious and cultural beliefs and celebrations.
80. The children solve simple problems by making and modifying models. They use a variety of construction kits to make decisions such as the ways of joining parts to make garages and railways and the journeys taken by toy cars. They learn about safety procedures and how some equipment is powered by electricity and some by batteries. The children operate the computer mouse and the printer. They become increasingly confident in clicking on icons when using programs related to matching objects and numbers and objects with the initial letter. They are also confident when using the art programs and printing their work. When they are investigating switches they explain how to control the buttons on the tape recorders. When they create collages and models from recycled materials they are conscious of the safety rules for using scissors and glue.

Creative development

81. There is very good provision for the children's creative development. They develop their observational skills through what they see, hear, smell, touch, taste. They make good progress by expressing their feelings in creative activities such as drawing, painting, modelling, role play and music making. By the end of the Foundation Stage, about half are likely to attain and a few to exceed the expected goals.
82. The teaching is good overall with some very good teaching seen in nursery and reception. This area of learning is managed well. The activities are worthwhile and carefully planned and supervised. The staff ensure that the children learn how to use and control the materials well. This good teaching helps the children to gain an awareness of shape, pattern and colour. The adults have good questioning skills and they make effective use of the children's answers to assess what they understand but they do not always provide them with the opportunity to talk about their learning.

83. The children make drawings from observation and their imagination. There is a high degree of individuality in their work as the adults value their imagination and creativity. They learn to choose and control the materials to create their desired effect and the techniques of mixing paint and creating pictures with fabric and paper of different textures.
84. The children enjoy stories and listen carefully to them. They enjoy the opportunities for imaginative play and they have been provided with a good range of small world equipment, costumes and equipment for the café, shoe shop and Post Office. When they use the small scale figurers they create imaginary conversations between the car owners and the mechanics. These activities are a rich source for language development and the children adopt the voices and mannerisms of the characters, although the many of them play alongside the others rather than being involved with them.
85. The children are given frequent opportunities to sing and the songs are often chosen to indicate times of the day such as snack time and tidy up time and to support other areas of learning such as number rhymes for mathematics and action rhymes for physical and creative development. They clap the beat and identify the sounds that are high, low, loud or soft. During the school's birthday celebrations, the adults dressed in Edwardian clothes and the nursery children dressed as nursery rhyme characters and played games and sang rhymes appropriate to the time and the place. In the well resourced music room the children have opportunities to use a range of percussion instruments to create accompaniments to their singing.

Physical development

86. There is very good provision for the children's physical development and they make good progress. By the end of the Foundation Stage, about half are likely to attain and a few to exceed the goals for early learning. The teaching is good overall with very good teaching seen in the nursery and reception. The activities are carefully planned and the staff challenge the children effectively. The children have direct access to their own exceptionally well-equipped outdoor area and the hall. There is a wide range of equipment that is well organised for the children to gain control over their bodies. The adults make very effective use of these facilities and the children perform large scale movements confidently. They run, climb, push, pull and balance and when they use the wheeled toys they demonstrate control as they change speed and direction.
87. Most of the children learn to move confidently and imaginatively. They learn to be aware of space and of their own safety and the safety of other children. The children develop the skills of throwing, catching and kicking and also the use of mathematical language as they talk about over, under, high and low. They use the tools carefully as they dig and fill containers in the sand trays. They develop their manipulative skills when they use small equipment, such as scissors and brushes when they paint, cut, fold and glue and when they connect and assemble jigsaws and construction kits. They have the physical skills to control the computer cursor and the quality of their drawings demonstrate that they develop the hand-eye co-ordination and pencil control needed to write letters and numbers.

ENGLISH

88. Standards are in line with national expectations at the end of Year 2 and Year 6. When taking into account the pupils' attainment on entry, they make good progress in reading, writing, speaking and listening. Those pupils with special educational needs make good progress, as do those with English as an additional language.
89. The last inspection report identified the teaching of oracy as a key issue for development. This has been well addressed by the school through staff training and, in particular, by the development of an oracy skills checklist that is used effectively. The role of teaching assistants in analysing which pupils contribute to class discussion provides valuable information for teachers. Teachers work effectively to encourage the pupils to express their ideas clearly, often by asking them to explain their thoughts. The pupils listen well to their teachers, and other

children, during lessons. In Year 2, the pupils are able to speak confidently about their work; in one good lesson, for example, the pupils took it in turns to play the part of the teacher to explain and give examples of synonyms to the class. In Year 6, the pupils are given many good opportunities to discuss their work. They listen attentively to others and are beginning to develop debating skills, alongside their confidence in presenting an argument. The pupils speak in a well-structured way, often using complex sentences, especially when discussing their ideas with an adult.

90. Reading is taught consistently throughout the school, both as part of the Literacy Hour and as a separate activity. Teachers and teaching assistants regularly hear the pupils read and provide good support, especially during guided reading sessions as part of the Literacy Hour. The pupils write short reviews of the books that they have read, which show good understanding of the characters and stories. By the end of Year 2, the pupils are becoming confident readers. They read with expression and good understanding, with the result that they are able to talk clearly about their books. The pupils have good strategies for reading unfamiliar or more complex words, by “breaking the words down” for example. In Year 6, the more able pupils read very fluently with good expression. They are able to engage in high quality discussions about the works of their favourite authors, such as Jacqueline Wilson or Roald Dahl, and can describe well why they find a particular book interesting. One pupil, when talking about a book that they were currently reading said, “It’s an easy read because it flows well.” Those pupils who find reading more difficult are supported well, so that they are enthusiastic in their efforts and have a good range of strategies to help them establish meaning. Many pupils read at home, but often without the support of an adult, so that the time spent in school guiding their reading makes an important and effective contribution to their learning. The older pupils have good library skills; they understand how the school libraries work, and can use the classification system to find books on particular subjects. The library catalogues are too simple for the needs of the more able pupils, who would benefit from a more complex breakdown of the classifications.
91. In writing, the pupils make good progress throughout the school. They are given many interesting opportunities to write for a variety of purposes both in English lessons and in other areas of the curriculum. ICT is particularly well used to enhance the teaching of writing in all classes. By the end of Year 2, most of the pupils are able to write simple stories with a beginning middle and end. Their spelling of simple words is good and they use good phonic skills to help them write unfamiliar or more complex words. The pupils write interesting poetry that contains good descriptions, of Spring for example. In Year 6, most of the pupils are able to write effectively for a variety of audiences and purposes. They understand the key features of different styles of writing and use these well; when writing replies to a newspaper article about a fear of spiders, for example, they were able to express their opinions in a well-structured way. The use of “genre cards” by teachers to remind the pupils of the style that they are using makes an effective contribution to the pupils’ work. Spelling and punctuation are used consistently in the pupils’ writing, with the more able pupils making effective use of speech and paragraphs.
92. The quality of teaching is good overall. Routines are well established and the pupils are confident during their lessons because their teachers manage them well. The teachers have good subject knowledge, so that they are able give clear explanations and instructions. In the best lessons the pupils’ work is well differentiated so that their individual needs are met very well, but this is inconsistent across the school with the result that not all teachers provide work that is well matched to their pupils’ needs. The pace of lessons is a strong feature of the teaching of English, which helps to keep the pupils’ level of concentration and effort high. The teachers have high expectations of both the amount of work that the pupils will do, and of the way that it is presented so that, during most lessons, they work hard with good results. The quality of marking in English is inconsistent across the school because all teachers do not write comments that help the pupils know what they need to do next to improve. In the same way most teachers do not use day-to-day assessments to modify their lessons to take account of how well the pupils have performed in their previous work. These are areas that the school should address so that it can continue to improve.

93. The management of the subject by the two co-ordinators is satisfactory. They have good subject knowledge, which they keep up to date by attending regular training sessions organised by the Local Education Authority's literacy team. The information gained at these meetings is carefully cascaded to other members of staff. They have been very effective in introducing some new ideas, such as writing frames, across the school. The co-ordinators, however, have little knowledge of standards in the school because they do not regularly monitor the quality of teaching and learning, or analyse samples of the pupils' work. They are not aware of the performance targets that the school has agreed with the Local Authority, so cannot clearly judge the impact of their work. Resources for English are good and are well managed by the co-ordinators, although they do not yet have a budget responsibility.

MATHEMATICS

94. Standards of attainment are average at the end of both key stages. This represents good overall progress from the very low attainment levels of pupils on entry to the school. This year, for example, most of Year 6 pupils are on course to achieve the standard expected for their age. Key Stage 2 national assessment results were disappointing in 2002 but accurately reflected the abilities and performance of the particular year group. Standards are higher this year. A strong feature of teaching in the school is the many opportunities pupils have to discuss their ideas about how to solve problems. Many pupils are becoming confident enough to develop and apply both their own ideas and previous learning to new situations. This is clearly helping to raise standards still further.
95. When the pupils enter the infants, they have a very broad range of attainment. Some have a very limited understanding of mathematics but a broadly similar number of pupils are average. Very few pupils are well advanced in their mathematical development. The pupils make good progress in the infants and by the age of seven their attainment overall is average. Many pupils have a good recall of number facts to 20, can identify a quarter of various shapes and understand the place value of numbers to 100. Less able pupils can add number facts to 10, recognize and sequence numbers to 100 but although they recognize two-dimensional shapes and know their properties not as many can do this with three-dimensional shapes.
96. The pupils make satisfactory progress in the juniors and by the end of Year 6, the overall attainment of the pupils is average. The pupils make most progress in the acquisition of number skills and their mental recall of number facts is good. By the age of eleven, the more able pupils have a good recall of multiplication tables, can reduce a fraction to its simplest form and calculate the percentages of many different quantities.
97. The progress the pupils make quickens as they move through the juniors, although few pupils are achieving at the higher levels. Most pupils have a reasonable range of mathematical strategies at their command, which they use enthusiastically to solve interesting problems. In one very good Year 6 lesson, the pupils eagerly began their tasks and worked productively throughout the lesson. They confidently shared their knowledge of decimals and used this knowledge to explain their calculations to each other.
98. The quality of teaching in the infants is satisfactory overall. However, some teaching is carried out at too slow a pace and the work provided for the most able pupils occasionally offers too little challenge. The quality of teaching for the junior pupils is good overall. In the better lessons, the teacher ensures that lessons are conducted at a brisk pace and that pupils of all abilities are provided with challenging tasks. The teachers' good subject knowledge, lively approach and the provision of stimulating work, enthuses the pupils and enables them to make good progress. Very good use of praise and encouragement in all classes has a strong impact on pupils' learning. Some very good teaching was observed in classes of older pupils. In a Year 5 lesson, the teacher ensured that the lesson on fractions was conducted at a very brisk pace. A particular feature of the lesson was the very effective working atmosphere created by a combination of the teacher's confident, lively approach and the pupils' enthusiasm and eagerness to succeed. The interactive whiteboard was very well used by the teacher and the pupils and ensured all pupils were motivated, learning well and making very good progress.

Teachers develop the pupils' mathematical skills well, not only in mathematics lessons, but also across the curriculum, for instance, through data handling and graph work in science and geography.

99. The curriculum is generally broad and balanced and there is an appropriate emphasis on the development of number skills. The National Numeracy Strategy has been successfully implemented with most lessons well planned to include all the recommended aspects. In lessons, the learning objectives are always shared with the pupils and there is sufficient instruction and support to enable pupils to carry out their tasks successfully. Good opportunities are used to draw the class together to overcome common problems or to assess the progress being made. The pupils are organised into ability groups across each year group and this system works well in providing work for pupils of differing ability.
100. The teaching assistants play an important role in supporting individuals and groups of pupils. Their support is particularly valuable in enabling pupils with special educational needs to make good progress towards their targets. Homework is used effectively to support and develop the activities taking place in the classes. Resources are generally used well but there is not sufficient use of ICT in some classes to support the teaching of mathematics.
101. The mathematics co-ordinator advises teachers on their planning but does not have the opportunity to monitor standards of work or teaching. This limits her knowledge of current standards. However national tests are regularly used to set useful long-term targets. There is a simple and consistent method of recording individual pupils' attainment as they move through the school. However, the information is not always used to guide teachers with their planning or to assist them with the monitoring of pupils' progress.

SCIENCE

102. Standards in science are average and the pupils make satisfactory progress. This judgement is based on scrutiny of work, lesson observations and is in line with the results in the 2002 national tests for 11-year-olds.
103. By the end of Year 2, the pupils have a clear idea about how heating and cooling can effect changes in materials, and that some of those changes cannot be reversed. They know how to build a simple circuit, that electricity is power that moves along wires, and record that a battery has electricity inside it. They are able to make the right choices when choosing a selection of healthy food.
104. Younger junior pupils are able to explain clearly the reasons why their experiments result in different or unexpected outcomes. In Year 3, they explain why the beans that they have planted are growing at different rates, or not growing at all, after providing them with a variety of growing conditions. They display a sound knowledge of the parts of a plant and recall, for example, that a sepal protects the flower when in bud. They were observed making attractive sketches, with suitable labels, of the plants that the teacher had provided. In Year 4, when testing materials for friction, pupils are successful in most cases when predicting the surface that is most difficult to drag objects along. By the age of 11, the pupils know, after conducting an experiment, that many factors relate to the speed that sugar dissolves in liquid such as the number of stirs, the size of the grain and the temperature of the liquid. They display a scientific honesty after testing materials to assess which would be best for keeping the light out of their bedroom when they comment that "my prediction was wrong" or "I didn't find the results very reliable".
105. The quality of teaching overall is satisfactory. The teachers display a sound knowledge of the subject and this was particularly noticeable in a Year 6 lesson dealing with drug and alcohol abuse. The subject of addiction was handled thoughtfully and with tact. The pupils are informed clearly about the dangers of drugs and that they come in many forms. This enables the pupils to make some thoughtful and well considered comments and to understand how substances that enter the stomach affect the brain. In the one very good lesson seen, in Year 4,

the teacher provided the pupils with clear guidance, good resources and challenging questions in relation to the lesson on friction. The pupils were then allowed to conduct their own experiments and to record the outcomes in their own words. This experience contrasts sharply with some other lessons where, from the evidence gained from scrutiny of work, pupils have less opportunity for individual or group work and much of the recorded information is copied from the board or from a sheet provided. The marking of pupils' work is variable and in some cases little information is passed on to the pupils about how well they are doing or how they could improve their work.

106. The planned curriculum is appropriately balanced and follows, with modifications, national guidelines. The study of living things is supported by a splendid wildlife garden with pond, and the school is developing a science room linked to this area. The co-ordinator is enthusiastic and provides good support for colleagues, but has had only a few opportunities to work alongside or to monitor their teaching. The progress of pupils is monitored through the assessment procedures in place. These now need to be used more by the teachers to inform their planning in relation to the work of the different ability groups within the classes. The subject is timetabled on a regular basis throughout the year. However, consideration needs to be given to the full afternoon sessions in the juniors that last for two hours. Even when the lesson is interspersed with practical work, there is evidence that pupils begin to lose interest.

ART AND DESIGN

107. The standards reported at the last inspection have been maintained and are in line with those expected nationally at the end of Year 2 and Year 6. All the pupils, including those with special educational needs and those who have English as an additional language, make good progress. Standards amongst boys and girls are similar.
108. The quality of teaching is good overall and this is an improvement since the last inspection. The lessons are managed well and the resources are prepared carefully. The teachers' explanations are clear so that the pupils understand what they are expected to do and how they are expected to behave. Through the planning and in discussions it is evident that the teachers have a good knowledge of the subject and this enables them to provide appropriate guidance about the techniques and suggest how the work might be improved. The pupils are encouraged to develop independence in terms of the techniques and materials used. They are not always given opportunities to express their opinions about the work completed in the lessons or to discuss what they have learned or how they might improve their own work. At the last inspection it was reported that the pupils' ability to evaluate their own work was less secure than other aspects of the lessons.
109. The teachers give the pupils a wide range of experiences to develop their knowledge and their skills. They successfully encourage the pupils to explore and develop their own ideas. The pupils investigate and use a variety of tools, techniques and media such as pencils, paints, clay, weaving, sewing, printing and fabric collage to communicate their ideas. There are many examples of the pupils' work displayed around the school. This often supports their work in other subjects and they use their skills to illustrate their work in other subjects, such as the drawings of Jewish and Aboriginal artefacts connected with their religious education and history and geography lessons. The pupils develop their observational skills by drawing and painting portraits and buildings. They make good progress, successfully build on their skills and improve their pencil control and representational drawings such as those of still life compositions.
110. The teachers ensure that the pupils develop their knowledge of colour, texture, pattern, line, tone, shape and form and how to combine them in different ways. They show increasing attention to detail and experience a wide range of media. They have investigated printing techniques and uses of clay to create pots and tiles in connection with their history lessons. Through their lessons they are developing their knowledge of the possibilities and limitations of different types of paints and techniques. Their sketches demonstrate their understanding of proportion and perspective.

111. The teachers' make appropriate use of art and design to promote the pupils' cultural development. Much of this is through studying the work of famous artists, such as Van Gogh, Picasso, Seurat, Lowry and Pollock and producing their own pictures and collages in their styles. The school has a suitable collection of books, prints and posters to develop this aspect and to extend the children's understanding of a wider range of cultures.
112. Most of the pupils are enthusiastic about their work and take pride in the finished product. In the lessons they are very well behaved, share the resources and show appreciation of the work of the other pupils. The subject promotes their personal development well by providing them with the opportunities to explore values and interpret and express ideas.
113. The co-ordinator has written the policy after consulting the staff about the National Curriculum guidelines. There is no system for assessing the pupils' work or the development of their skills against the expectations in the national guidelines. The co-ordinator has no opportunities to observe lessons but she manages the subject well by providing advice and resources and by checking the quality of teaching and learning. She does this by looking at the teachers' plans, the pupils' work and compiling a dated and annotated photograph album of work from each class.

DESIGN AND TECHNOLOGY

114. Standards are average by the end of Year 2 and above average by the end of Year 6. All the pupils, including those with special educational needs and those who have English as an additional language, make good progress in most aspects of the work but progress increases for the older pupils, largely because of the quality of teaching. This is similar to the last inspection.
115. Younger infant pupils are developing their cutting, planning, measuring and shaping skills when making a front of a house. They talk about what they are doing with interest and explain why they are using particular tools and equipment. Some demonstrate good cutting skills, whilst others are given support by the teaching assistant, who works well with the group. Year 3 pupils are researching what makes a secure package and what they will need to consider when designing and making a box to hold the jigsaw that they have already made. They investigate the materials, construction and suitability of various commercially made packages as a whole class. The pupils have produced a computer generated picture for the jigsaw and is to be used as part of the cover for the box. Year 4 pupils are designing their idea for a stick puppet that will be part of a play. They produce clear drawings with appropriate labels to identify the materials to be used and begin to record initial information on the planning and evaluation sheet that pupils complete for each piece of work. Some Year 6 pupils talk about the vegetable soup that they had made earlier. With their teacher they had carried out an in-depth research into soups, with information supplied by a well-known company. The pupils demonstrated a good knowledge and understanding of the processes that they had used to complete their work: research, planning, making and evaluating.
116. The quality of teaching and learning is good overall; it is very good in Year 6. The teachers are mostly confident and plan effectively. The school has adapted the national guidelines to suit the needs of the school and the co-ordinator has produced an effective school scheme and policy. The teachers have sound subject knowledge, plan the work well and ensure that the pupils clearly understand what they have to do and what is expected of them. The tasks set are interesting and appropriate for the pupils; the pupils enjoy the tasks and persevere to complete them within the given time. The teachers set high standards, including behaviour. Some planning, designs and completed work indicate that teachers are structuring the work too much and need to ensure that the pupils have opportunities to research, explore and follow up their own ideas. The teachers encourage pupils to evaluate their completed work but the pupils need to be given opportunities to reflect more on their designs as they develop, modifying them as necessary and recording their ideas as they work. There are limited opportunities to develop work using resistant materials and control, although the use of ICT is developing well.

117. When discussing their work, the pupils are interested, enthusiastic and knowledgeable. They are keen to explain how they produced their products and what they needed to take into consideration when designing and making. They talk about the processes involved and take a pride in their work.
118. The subject manager is enthusiastic and informed. She has worked hard at establishing the scheme of work, which ensures that planning is consistent across the classes She gives teachers good support if it is needed. Various portfolios of photographs and guidelines for each unit of work are useful support for teachers in carrying out the planned work. The co-ordinator believes that the work is of a high level but does not monitor or evaluate how well the pupils are achieving.

GEOGRAPHY

119. By the end of Year 2, standards are below average, although by the time that pupils leave school at the age of 11, the standards achieved are in line with those expected nationally. All the pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress.
120. By the age of seven pupils have had the opportunity to learn about the world from postcards sent by a mythical bear when on holiday. They enjoy plotting the places that he “visits” on a map of the world. They understand that many other countries have a different climate to their own, and that people have, therefore, often to wear different types of clothes. They are able to find the key places in their own area on a large-scale map and follow their route when they explore the streets near school. The pupils in Year 3 use simple map references and are able to explain clearly a journey between two places on a large scale map of the area. These skills are extended in Year 6 when the pupils use six-figure references when planning a walk to a nearby village. By the age of 11, the pupils have gained an awareness of life in another country and been able to compare it with the United Kingdom. They understand that the world has many mountainous regions and, when researching, for example, regions in Britain, they record that “if you take a helicopter around the Lake District it will certainly take your breath away”.
121. Teaching overall is satisfactory. In two good lessons seen, in the juniors, the teachers gave the pupils the opportunity to become involved in their own learning. In a Year 6 lesson, the teacher introduced the pupils to a wide range of maps of different scale. The challenging tasks set and the support given enable the pupils to make good progress. In a Year 4 lesson, good use was made of a resource book that explores a local scene through a window, and pupils were able to consider the comparisons with New Edlington and to understand how development occurs. This evidence contrasts sharply with that collected during the scrutiny of pupils’ work. In a number of classes pupils are given insufficient opportunities to record their own evidence. There is little recorded work in the infants and throughout the school, in certain classes, evidence of work produced by the teacher and copied by the pupils.
122. The co-ordinator displays an enthusiasm for the subject and has developed a scheme of work around national guidelines. Resources for teaching the subject are satisfactory and a good range of large-scale local maps has recently been bought. A range of visits is made to local places of interest to support the teaching. The walks around the area, and to other local communities by all year groups, do much to support the curriculum.

HISTORY

123. The standards achieved at the end of Year 2 and Year 6 are average and the pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress. Standards are similar to those found at the last inspection. History has a strong place in the curriculum of the school. The good quality displays of pupils’ work alongside stimulating and interesting murals and school-built museums ensure that the subject’s development has a high priority.

124. By the age of seven, the pupils know that artefacts can give us clues about life in the past. They know about many famous people from the past and are able to describe some of the main events of their lives. They talk with confidence about the domestic items found in different rooms in Victorian houses. When learning about famous people or other historical themes, the pupils write about them in their own words and record their work carefully. They are able to use a wide range of evidence including photographs to compare their lives with times beyond living memory. Their contributions to timelines in the classrooms help them acquire a sound knowledge of chronology.
125. By the age of eleven, the pupils know about life in many different times and can describe, for example, some of the main events from the Tudor period. Year 4 pupils have a good understanding of what life was like on Tudor ships. During one particularly informative lesson, the pupils looked closely at a model of one such ship and used their observations to make hypotheses about how sailors might have spent their time. Careful questioning by their teacher and the use of good quality books allowed them to test their ideas and report back to classmates. Year 3 pupils study the Anglo-Saxons and know the reasons why the invasion of Britain took place. The pupils demonstrate their knowledge about houses, gods and burial customs and some extend their writing skills, by writing as if they were part of the invading army.
126. Teaching overall is satisfactory with some good teaching observed in Year 6. In one carefully constructed lesson the teacher used a wide range of materials, including photographs and contemporary postcards to introduce pupils to the changes in British holidaymaking since 1948. The pupils discussed the importance of evidence in the study of history and the careful use of probing questions helped them to make thoughtful and reasoned suggestions about the reasons for change. They established a good understanding of cause and effect and developed specific skills of historical enquiry as they devised their own research questionnaires. Most teaching allows pupils the opportunity to discuss, investigate and respond well to historical questions. At times, in a small minority of classes, the tasks set require little involvement and do not challenge pupils or develop historical skills. A few tasks require pupils to nothing more than copy notes or add missing words to a given text.
127. The range of visits that have an historical theme adds positively to the curricular experiences of the pupils. Nationally available plans are fine-tuned for individual lessons and this is very effective. There are very good cross-curricular links with geography and an impressive range of historical artefacts and secondary sources has been built up by the knowledgeable and enthusiastic co-ordinator. She evaluates planning and examines elements of pupils' work but has yet to implement a systematic approach to observation of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards are in line with national expectations at the end of Year 2 and Year 6 and the pupils, including those with special educational needs and those who have English as an additional language, make good progress. The school has made good improvement since the last inspection through the introduction of a very good range of equipment, the close links that have been established with an e-learning project and the local business community.
129. By the age of seven, most of the pupils use word-processing as an effective means of communicating their ideas. They are able to use simple cut and paste techniques well to insert pictures into their work and are beginning to design pages that suit particular audiences, for example when writing reports of the Mary Celeste. By using drawing and painting programs they are able to produce good quality artwork, which they can save and retrieve from the school network. The pupils show a high level of confidence when using computers and are able to log on to the network independently. Their control of the computer mouse is particularly well developed.

130. By the age of eleven, the pupils have consolidated and developed their skills. Newspaper reports produced at part of a study of the Second World War are a good example of the way that they use desktop publishing to produce a well-designed page that contains a good range of pictures and fonts. They demonstrate good research skills, such as in an English lesson when a group of Year 6 pupils used the Internet to investigate the work of an author, using search engines and dedicated web sites. The pupils are able to use spreadsheets effectively, to calculate the costs of a school trip for example, and are beginning to understand when to use a computer, rather than more traditional methods. Control and monitoring was used well as part of a sequence of science lessons, and the pupils have a basic understanding of the way that computers can monitor events such as changes in temperature.
131. Computers are used well across the curriculum because the teachers make very good use of the school's two computer suites and the classroom based resources. The quality of teaching is good overall and very good in almost half the lessons seen. The teachers use the skills that they have developed in New Opportunities Fund training to good effect in their lessons. They show confidence in their personal use of computers, which sets a good role model for the pupils. In many lessons, the teachers make effective use of an interactive white board and projector to demonstrate what the pupils need to do and use this technique at intervals throughout the lesson to help the pupils understand their work. Those pupils with special educational needs are well supported both by the adults working with them and by other pupils. The teachers encourage co-operative working, so that discussions between pupils enhance the quality of their work and help develop their social skills.
132. The management of the subject is very good. The two co-ordinators have very good knowledge of the subject, provide good support to their colleagues and are enthusiastic about developing their work further. They have the capacity to implement their plans. Although they do not yet monitor the quality of teaching and learning through observations they have a sound knowledge of standards through the analysis of pupils' work and teachers' planning. The school has invested in excellent resources and exceeds the national targets for the number of pupils per computer. These resources are very well managed with the result that the school's network and Internet access are used effectively.

MUSIC

133. Standards achieved are in line with those expected nationally. The provision for music is a feature of the school and the good quality of the teaching results in the pupils, including those with special educational needs and those who have English as an additional language, making good progress.
134. The pupils' learning is supported by a number of features and they have access to an interesting range of musical activities. All pupils in the juniors have the opportunity to play the recorder, and throughout the school the pupils play a wide range of exciting tuned and untuned percussion instruments with confidence. They understand high and low pitch and fast and slow tempo. In Year 6, the pupils use a tape recorder and percussion instruments to record an imaginary aeroplane journey, and then make a variety of recurring doodle patterns to represent the sounds created. The pupils in both the infants and the juniors sing with enthusiasm in assembly, and in lessons, and know a wide range of songs. They respond well to music lessons, handle instruments with care and play them with a freshness and sensitivity that produces a pleasing melodic sound.
135. The lessons seen during the inspection were all of good quality. In the infants, the percussion lessons were particularly rewarding. In a Year 1 lesson, the pupils followed a set tempo on untuned percussion instruments and adapted well to the changes in speed and mood created by a piece of well chosen classical music. Similarly in a Year 2 lesson, the pupils re-created a variety of weather conditions in a most thoughtful and sensitive manner using the wide range of percussion instruments available to them. In both these lessons, the pupils responded well to the teachers' advice and appreciated the importance of expression and tone in making the appropriate sounds. The enthusiasm of the teachers is passed on to the pupils in singing lessons

and in Year 1 they enjoy “catching the pulse”, and in a Year 2 lesson they take note of the teacher’s suggestions related to control and posture. The pupils, including the less confident ones, were encouraged to take a solo role in some of the songs with the rest of the class joining in the chorus. In the one lesson seen in the juniors, in Year 4, pupils reacted well to the introduction of the pentatonic scale and the opportunity to compose in pairs using tuned percussion. On hearing some of the pieces, the pupils remarked that they were reminded of better known tunes with comments, such as, “that sounded like ‘Beauty and the Beast’ “

136. The school uses the very detailed scheme of work and plans produced by the knowledgeable co-ordinator, who also sets a good example with her own teaching of the subject. At the previous inspection she taught music throughout the school and, although there is still a small amount of specialist teaching of classes in the infants, the curriculum is now delivered by the class teachers. The music curriculum is supported by visiting instrumental specialists, who teach brass, woodwind, cello and violin. A former teacher at the school provides guitar lessons on a voluntary basis. Additionally, all pupils in the juniors are taught to play the recorder by a visiting woodwind teacher. During the inspection approximately 100 pupils were observed, in half class groups, benefiting greatly from the experience and style of the visiting teacher. Resources to support all the music teaching in school are very good.

PHYSICAL EDUCATION

137. Standards are average at the end of Year 2 and above average at the end of Year 6 and the pupils, including those with special educational needs and those who have English as an additional language, make good progress. This is an improvement since the last inspection for junior pupils. Boys and girls achieve equally well and the pupils make good progress by the time that they leave the school. There is a comprehensive programme of work to meet all aspects on the National Curriculum and an excellent range of activities provided outside lessons mostly for junior pupils enhances this. Year 4 pupils have swimming lessons at a local swimming pool; older non-swimmers also have opportunities to learn to swim. Nearly all pupils attain the expected level of competence by the time that they leave the school.
138. In the infants, Year 1 pupils are finding different ways of curling and stretching when using different levels and types of apparatus. They repeat and explore a variety of ways of moving, mostly with satisfactory control and co-ordination and make satisfactory progress. Year 3 pupils are developing, in small groups, ideas for a dance sequence. They are effectively supported in listening carefully to the music and finding different ways of moving together. They repeat and explore increasingly more complex actions with control and co-ordination. They work well to the music. Year 6 pupils achieve good standards when practising throwing, bowling and catching. The pupils work hard to improve their performance and develop their understanding and use of different techniques. They understand the need for exercise and are clear about how to warm-up appropriately before different activities. The pupils made very good progress, largely because of the very effective teaching points provided by the teachers.
139. The quality of teaching and learning in the lessons seen was good overall; it is satisfactory in the infants and good in the juniors. Where the teaching is successful, the teachers have good subject knowledge, plan thoroughly and have high expectations of the quality of the work and make very clear to the pupils what they are doing. This allows the pupils to feel comfortable to explore and develop their own skills. Overall, the pupils enjoy their work and get involved well in the wide range of activities. However, whilst all lessons seen were at least satisfactory, there are some areas that need development in some classes: provide more teaching effective points to improve the pupils' performance; provide sufficient opportunities for the pupils to think about how well they or other pupils are achieving.
140. The subject is very well managed and there are appropriate and useful plans. The school is rightly proud of its sporting provision and achievements, which have been recognised in the Active Mark Gold Award. Whilst the subject leader does not at present have opportunities to monitor lessons, he is able to gain an awareness of standards through the pupils attendance at clubs. The extensive out-of-lesson activities and the additional support sort by the school and

given by outside organisations is a strong feature of the school's provision. At present there is sufficient teaching time allocated overall, however, the shorter lesson often is not long enough for the teachers to develop the pupils' skills appropriately. The school has a full programme of out-of-school activities for pupils of all abilities and ages from seven to eleven. The subject co-ordinator has been active in establishing more clubs, including some for younger pupils, and at encouraging more pupils to attend. These programmes are organised and carried out by the teachers and local coaches, many of whom are parents that the school encourages and supports to undertake coaching courses. The school takes part in a variety of sporting events and competitions, for example, rugby and football.

RELIGIOUS EDUCATION

141. Standards are in line with the locally agreed syllabus and all the pupils, including those with special educational needs and those who have English as an additional language, make satisfactory progress.
142. In addition to gaining knowledge from within the school's main focus on Christianity, the infant pupils are beginning to understand some basic aspects of customs and beliefs of other major religions such as Judaism. The pupils have a good knowledge of Bible stories and state their views clearly about what makes our world special. They are familiar with the local church and talk with confidence about the things they have seen on their visits. They know of many of the key festivals, such as Harvest.
143. The junior pupils talk with interest about Christian festivals, such as Christmas. By the end of the key stage, they have acquired a good knowledge of Christianity and a sound knowledge of other faiths. Year 4 pupils have a good understanding of the early life of Muhammad and write interesting recounts of his childhood, work experiences and marriage. The pupils readily answer questions in class and show good subject knowledge when doing so. However, in a small number of classes the work covered is too narrow and there is insufficient in pupils' books that records the work done. The lack of consistency in approach in different classes determines that some pupils are not given enough opportunity to relate ideas to their own experiences or to explore values. Some pupils undertake too much copying of notes from worksheets or the whiteboard. This contrasts sharply to the work in most classes that encourages pupils to write in a wide range of interesting and imaginative styles.
144. The pupils have good attitudes to the subject. They are quiet, well behaved and respectful when listening to stories and are eager to join in with discussions.
145. The quality of teaching is satisfactory overall. The school follows the local authority's agreed syllabus. There is a good collection of books covering a range of moral issues and a variety of artefacts relating to the major faiths studied. The new co-ordinator is working hard to monitor the subject but has not yet had the opportunity to observe her colleague's teaching. Accordingly she has not yet established a secure understanding of standards in the subject. A new pupil self-assessment sheet due to be implemented soon should help her gather much more information in this area. Collective acts of worship during assembly make a satisfactory contribution to the school's teaching of religious education, allowing pupils time to think about and reflect upon some serious and intense issues. The involvement of a local vicar in school life and pupils' visits to the local church augment the curriculum significantly.