

# INSPECTION REPORT

**TICKHILL ST MARY'S C of E PRIMARY AND  
NURSERY SCHOOL**

Doncaster

LEA area: Doncaster

Unique reference number: 106777

Headteacher: Mrs J L Boaler

Reporting inspector: Mrs M Fitzpatrick  
24326

Dates of inspection: 30 September – 3 October 2002

Inspection number: 246629

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: Voluntary aided

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: St Mary's Road  
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Doncaster  
South Yorkshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mr P R Beavers

Date of previous inspection: 20 November 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
24326	Mrs M Fitzpatrick	Registered inspector	English History English as an additional language	What sort of school is it? The school's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9649	Mrs J Smith	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?
31175	Mr A Allison	Team inspector	The Foundation Stage Music Physical education	The school's provision for the spiritual, moral, social and cultural development of pupils
32261	Mrs K Dean	Team inspector	Mathematics Information and communication technology Art and design Education inclusion	How good are the curricular and other opportunities offered to pupils?

27591	Ms M Campbell	Team Inspector	Science Design and technology Geography Special educational needs	The assessment of pupils' learning
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is about average size, with 245 pupils aged three to 11. There is a Nursery which provides 60 part-time places. The percentage of pupils eligible for free school meals is below the national average. The attainment of pupils on entry to the school is about average and there are no pupils who speak English as an additional language. The ethnic background of pupils is mainly white European, with less than ten pupils from African and other heritages. The percentage of pupils with special educational needs is below the national average and there are two pupils with statements of special educational need, which is also below the national average. Most special educational needs are in literacy or for behaviour management support. The school has close links with the local church and the community. Since the previous inspection, a new headteacher and deputy headteacher have been appointed.

### **HOW GOOD THE SCHOOL IS**

The school is now well led and, overall, management is satisfactory. Pupils in Year 6 reach standards that are above the expectation for their age in most subjects, including English, mathematics and science. Teaching in the school is good overall in the Foundation Stage (Nursery and Reception classes) and in the juniors (Years 3, 4, 5 and 6) and it is satisfactory elsewhere. The school provides satisfactory value for money.

#### **What the school does well**

- The school is well led by the headteacher. The headteacher provides good, clear leadership and direction for improvement.
- Achieves good standards in most subjects by the time pupils are in Year 6.
- Provision in the Foundation Stage gives children a good start to their education.
- Teaching and learning are very good in Years 5 and 6.
- Good behaviour and good relationships are well promoted. Pupils now behave well and have good attitudes to learning.
- There is good provision for the spiritual, moral and social development of pupils. This helps create a caring and supportive ethos, which makes a good contribution to how pupils learn.

#### **What could be improved**

- Standards in Years 1 and 2.
- The quality of teaching, in areas where it is currently only satisfactory.
- The role and effectiveness of most subject co-ordinators in improving standards.
- The use of assessment procedures and the data collected from these to improve the rate at which pupils learn.

*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 satisfactory improvement overall since the previous inspection. There has been good improvement in the leadership of the school since the appointment of the new headteacher. Management is now satisfactory, though there is still scope for this to improve further. The pupils' behaviour and their attitudes to learning show good improvement, with learning in all classes benefiting from better behaviour management. This is because of very good improvement in the procedures for monitoring and promoting good behaviour that all teachers use, which has also led to good improvement for the moral development of pupils. There has been good improvement in provision for information and communication technology (ICT) and in the standards pupils achieve. While there has been satisfactory

improvement in the assessment procedures, there is still a need to make better use of these in order to raise standards. Provision for pupils with special educational needs has improved to include support for pupils with behavioural difficulties and better use of support assistants. All governors now have at least a satisfactory understanding of the weaknesses as well as the strengths of the school and this is a satisfactory improvement since the previous inspection. Given the leadership of the headteacher and the systems she has established to monitor the work of the school, together with the good level of commitment that staff now have to improvement, the school is in a sound position to improve further.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	A	B
Mathematics	B	C	B	C
Science	A	C	B	C

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

Results achieved by pupils in the national tests in 2001 place their performance well above all schools nationally and above schools in similar circumstances.<sup>1</sup> Results in the 2002 tests show a slight decline from these, reflecting the impact of unsatisfactory teaching when these pupils were further down the school and reported at the previous inspection. Results for the last five years show that the school has kept pace with the national trend of improvement. Standards in Year 6 are currently above the national expectation for eleven year olds in all subjects, except art and design, ICT, geography and music, where they are in line with the national expectation. This is because of the very good planning that teachers do; teachers' high expectations of pupils and the way they enthuse pupils with a love of learning. The results of national tests and teachers' assessments in Year 2 were below the national average in reading and writing and well below the results of schools in similar circumstances in 2001. In mathematics, in the same tests, pupils achieved well above the national average and above the average for similar schools. This year's results show a good improvement in reading and writing, with most pupils reaching at least the minimum expected level. Results in mathematics were similar to those of 2001. Teachers' assessments in science placed pupils above the national average in 2001. The 2002 results are about the same. These standards are not reflected in the work seen in Year 2 during the inspection. Pupils are now judged to be below the expectation for their age in English, science, and history. In mathematics, geography, ICT, music and physical education they are at the level expected for seven year olds. Art and design and design and technology not being taught, it was not possible to judge standards in these subjects. The main reason for these standards is the impact of unsatisfactory teaching and learning in the past for these pupils. Children in the Nursery and Reception classes are making good progress, especially in their mathematical development and their knowledge and understanding of the world. By the time they leave the Reception classes, the vast majority will have achieved the early learning goals in all areas of learning for children aged five. The school has set appropriate targets for English and mathematics in the national tests in 2003.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
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<sup>1</sup> Schools in the same free school meals category.

Attitudes to the school	Good. Pupils in all classes are now keen to learn; they are attentive and co-operative in lessons.
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Behaviour, in and out of classrooms	Good in all areas of the school and during all activities. There is still a few pupils whose behaviour needs firm management, but such pupils are no longer allowed to disrupt the learning of their classmates.
Personal development and relationships	Good. Pupils get on well together and are quick to volunteer for responsibility. They like and respect their teachers and most pupils work hard to please them.
Attendance	Satisfactory. About the national average. Punctuality is good and pupils make a prompt start to their learning in morning and afternoon sessions.

There have been good improvements in the attitudes and behaviour of a significant number of pupils since the previous inspection. This has greatly improved the school's moral ethos and the opportunities for learning.

### TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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 has improved considerably since the previous inspection. Two unsatisfactory lessons were seen. One was the result of inexperience with practical work on the part of the teacher and the other was because the teacher had planned work which was too difficult for the pupils. In the Foundation Stage and in the juniors, most teachers have good subject knowledge and expect their pupils to work hard. In the infants, teaching is satisfactory and teachers' expectations are not so high. The result is that pupils' learning is better in the Foundation Stage and in the juniors and they achieve well. The teaching of English and mathematics is satisfactory overall in the school. Pupils are taught the basic skills in literacy and numeracy most effectively where teachers make good use of assessment procedures to establish what pupils need to learn next. In some classes, notably Years 1 and 2, teachers have not clearly determined the impact of previous weak teaching on the children's learning in literacy, and are not currently planning sufficiently to meet pupils' needs, for example, in reading. In all subjects except geography, teaching in the infants is satisfactory, though pupils' methods of learning are restricted, with the result that they do not sustain the concentration or enthusiasm seen in other classes. Overall, pupils' achievements in the infants are satisfactory, but they need to learn more effectively if they are to make up lost ground. In the juniors, teaching is strong in English, mathematics, science, design and technology, history and physical education. The consequences are that pupils exceed the expected level for their age in these subjects and are enthusiastic about their learning. Pupils with special educational needs make satisfactory progress against the targets set for them, except in the juniors in literacy and numeracy, where they achieve well because of the quality of teachers' planning and the support they receive. In the Foundation Stage, learning is good because there are good assessments of children's progress to ensure they are given appropriate tasks to move them on.

### OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Provision for pupils with special educational needs	Satisfactory. There are improved procedures for identifying pupils with behavioural difficulties and improved use of external support agencies. Pupils now have appropriate support for the targets in their individual

	education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There has been improvement in the provision for pupils' spiritual, moral and social development since the last inspection and these are now all good. The provision for pupils to learn about the different cultures which make up their society is satisfactory.
How well the school cares for its pupils	Good. Procedures for monitoring and promoting good behaviour have greatly improved since the previous inspection and are creating a good environment for learning. Assessment procedures are satisfactory, but better use could be made of the information gathered from these.

The school has a satisfactory partnership with parents. They support their children's reading and homework activities.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and purposeful leadership for the school. She has improved staff morale and involves teachers in the management of school improvement. The deputy headteacher makes a sound contribution to the overall management of the school.
How well the governors fulfil their responsibilities	All governors now have a sound understanding of the weaknesses of the school and how the school's priorities for improvement will correct these. They ensure that statutory requirements are met.
The school's evaluation of its performance	The school is in the early stages of developing monitoring routines. The headteacher has developed the monitoring of teaching, but there is more to do with regard to pupils' learning, progress and the standards they achieve.
The strategic use of resources	There is better use of teachers and support staff than was seen at the previous inspection and this is having a positive impact on pupils' learning. Learning resources and accommodation are well used by most teachers.

Some co-ordinators are in need of training to gain a full understanding of their role in supporting improvements in the school. The school is careful to seek best value in what it buys. It is now developing systems to ensure best value in what it does through planned monitoring.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• That their children like school.</li> <li>• That the teaching is good.</li> <li>• That behaviour is good.</li> <li>• That their children are expected to work hard.</li> <li>• That the school is helping their children to develop mature attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount of homework their children are set.</li> <li>• The information they receive about their children's progress.</li> <li>• The way the school works with them to support their children.</li> <li>• The range of activities provided.</li> </ul>

Inspectors agree with parents' positive views about the school, though there is still room for improvement in teaching. The concerns they express are not supported by inspection evidence. For instance, the school provides about the same amount of after school activities as is found in most schools of this size; provision for homework is satisfactory as is the amount and quality of information parents receive about their children's progress. The school could consider ways of improving how it works with parents, as about a fifth of those who returned questionnaires wanted closer involvement with the school.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Children enter the school with average attainment. By the time they start Year 1 they have achieved the early learning goals for children aged five and a few have exceeded them, particularly in mathematical development and knowledge and understanding of the world. Learning in the Nursery and Reception classes is good and children achieve well.
2. In the 2001 National Curriculum tests for seven year olds, the school's performance in reading and writing was below the national average and well below schools in similar circumstances.<sup>2</sup> Results in mathematics were well above the national average and above that of similar schools. The school's performance in the teacher assessed science tests was above the national average at the expected level. Boys' performance in all tests was better than girls'. Results in the most recent tests in 2002 show an improvement in reading and writing, with most pupils achieving the expected minimum level or above in reading and all pupils reaching the expected minimum or above in writing. No pupil achieved the higher level. Results in mathematics and science in 2002 are similar to the 2001 results.
3. In the National Curriculum tests for 11 year olds in 2001, the school's performance in English was well above the national average and above that of similar schools. In mathematics and science it was above the national average and about the same as similar schools. Boys' performance in the English and mathematics tests was above girls'. Over the last five years, the trend of improvement in test results has been similar to the national trend. Results in the 2002 tests show a dip in performance in all tests with fewer pupils achieving the expected or higher levels. The school attributes this to changes in the cohort following the previous inspection, when numbers of pupils left the school, and to the impact of poor behaviour management on pupils' learning in the past. The group of pupils who sat the national tests in 2001 made progress well above average in English and above average in mathematics and science during their time in the juniors. This judgement is based on their results when they were seven compared with the results they achieved by the time they were 11.
4. Standards in reading and writing in the current Year 2 are below the national expectation for seven year olds. The main reason for this is the impact of weaknesses in their previous learning. Many have a poor understanding of reading strategies, such as knowing their letter sounds to sound out new words. They have had too little experience of writing earlier in the school and, consequently, have not developed good letter formation and spacing. For many, the task of writing simple sentences is onerous, they lack confidence to work independently and work at too slow a pace to improve their skills. Higher attaining pupils read with understanding and are able to write legibly and with meaning on a number of topics. Pupils respond to questions by speaking clearly and audibly, though answers are often brief. Standards in listening are below what is expected of seven year olds, with many not able to listen attentively for the time they are being taught directly by the teacher. Standards in Year 6 are good in all aspects of English. This is because pupils learn well and rise to the challenges of very good teaching. They listen well to teachers'

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<sup>2</sup> Schools in the same free school meals category

explanations, to class reading and to each other when sharing ideas and opinions. They are confident speakers who are able to present ideas clearly, making good use of their learning to illustrate their meaning. All pupils read and write well because they have been given good opportunities to develop and refine these skills.

5. Standards in mathematics for pupils in Year 2 are at the expected level for seven year olds. Strengths in their learning are their knowledge of number and place value. Higher attaining pupils use multiplication and division when doing calculations, but there are still lower attaining pupils who are not secure when adding and subtracting. In Year 6, pupils are working above the expected level for their age. They have a good understanding and can apply fraction notation to mixed numbers. Lower attaining pupils can change improper fractions into mixed numbers and higher attaining pupils can place decimal fractions in order. Pupils' learning is good and pupils of all abilities achieve well. This is because teachers have made good assessment of their needs, placed them in appropriate teaching groups and enthused them with challenging and achievable tasks.
6. Pupils in Year 2 are not achieving the standards expected of seven year olds in science. This is due, in part, to previous teaching, which has left gaps in pupils' knowledge, but also is a result of lack of practical activity which would allow them to learn by observation, investigation and discussion. They know the names of parts of the body and have learned about push and pull forces. However, their ability to recall or apply this learning to new situations is limited. Pupils in Year 6 achieve well in the subject and have a good breadth of knowledge and understanding as well as a good understanding of and active use of scientific terminology. They are able to make predictions based on their existing knowledge when learning about the functions of different parts of plants. They show good understanding of the effects of diet, tobacco and alcohol when learning about healthy bodies.
7. Pupils in Year 2 are achieving the expected standard in geography, information and communication technology, music and physical education and their learning is satisfactory. Standards in history are not as high as they were at the previous inspection because of the impact of unsatisfactory teaching and learning in the subject when the pupils were younger. No judgement is made about standards in art and design or design and technology because pupils had done no work in these subjects so far this year. By Year 6, pupils are achieving above the expected level in design and technology, history, and physical education; and at the expected level in art, geography, information and communication technology and music. In nearly all lessons learning is good because of the careful planning by teachers, which takes into account pupils' earlier learning and builds well upon this. Pupils also learn well because they have established good work habits and have developed skills which help them to learn independently and pursue ideas that interest them.
8. Pupils with special educational needs make satisfactory progress in Years 1 and 2 in literacy and numeracy and in Years 3 to 6 they make good progress. The main reasons for the better rates of learning are the high quality planning by teachers and learning support assistants, the good use of assessment to determine what pupils should learn next and the very good quality of instruction and support that learning assistants in the juniors give to their pupils. Analysis of national tests at the end of Year 6 show that pupils with special educational needs make similar progress to others in their class during their time in the juniors. In Years 1 and 2, there is not enough joint planning between teachers and learning support assistants, nor is enough use made of pupils' prior learning to set small step targets to help pupils improve.

9. Pupils' learning is more secure now than it was at the time of the previous inspection. This is because of the improvements in pupils' behaviour, the teachers' consistent use of agreed strategies to support good behaviour, which allows effective learning to take place, the improvements in teaching and pupils good attitudes to learning. Although there is a need to focus on raising the achievements of pupils in Years 1 and 2, it is within the scope of current staffing, with support, to make good the gaps in pupils' learning and ensure that they reach the expected standard in all subjects by the end of the current school year. The targets set for the national tests in 2003, which are based on good assessment of what pupils can do, are appropriate and achievable.

### **Pupils' attitudes, values and personal development**

10. Pupils' attitudes to learning, which, at the time of the previous inspection, were judged to be satisfactory, are now good. Parents agree that their children enjoy school and a group of Year 6 pupils spoke enthusiastically to inspectors about all aspects of school life and were clearly proud of their school.
11. Good attitudes to learning begin in the Nursery where children become enthusiastically involved in a wide range of interesting activities. Well-established routines help them to feel secure and four weeks into term they have settled in very well. They choose activities sensibly, become absorbed in what they are doing, play cooperatively and listen attentively to their teacher. Children in the Reception class are equally responsive to their teachers and keen to learn.
12. In both key stages, pupils listen carefully to their teachers, display a good level of concentration, cooperate with each other sensibly and are keen to answer questions and participate in activities. In a physical education lesson in Year 3, pupils worked eagerly in pairs to act out the pushing and pulling movements of a machine. They responded well to their teacher's guidance, behaved sensibly and, as a result, made good progress. Attitudes to learning are particularly good in Years 5 and 6, where pupils rise to the challenging work they are given and to teachers' high expectations. Pupils in these classes are given more opportunities to think and work independently and, as a result, are developing mature attitudes to their learning.
13. At the time of the previous inspection, the behaviour of a significant number of pupils was unsatisfactory. Behaviour is now good overall and, often, very good. Parents commented on how pleased they were by the improvements in behaviour. Throughout the school, pupils observe the school rules and respond to the school's high expectations of good behaviour with a good level of self-discipline. For example, mealtimes are calm and orderly and behaviour during worship is excellent. At playtime, older pupils play enthusiastically with the new equipment and, in both playgrounds, play is energetic and good natured. Discussions with staff, parents and pupils and the school's behaviour log book show that incidents of aggression and bullying are no longer a problem. In lessons, pupils respond well to teachers' high expectations of good behaviour and the very few incidents of poor behaviour seen occurred when pupils were given inappropriate work to do, or became restless when having to sit still for too long. There have been no exclusions in the last year.
14. Relationships, which two years ago were described as unsatisfactory, are now good. They are based on the mutual respect which staff and pupils show to each other and on the caring and considerate relationships between pupils. Pupils are polite and friendly to visitors and are good at holding doors open for adults. In the Foundation Stage and the upper part of the school, relationships are particularly good and help to

support the good learning which goes on there. Many aspects of the school's work contribute to pupils' good level of personal development. For example, in a good personal, social and health education (PSHE) lesson, Year 5 and 6 pupils were guided to extend their understanding of wrongdoing by considering the feelings of victims and all agreed that they felt better about themselves when they owned up to their mistakes. The school also promotes personal development well by giving pupils responsibility. Younger pupils have jobs to do, such as watering plants, looking after pets and holding open doors at break time. A significant proportion of Year 5 and 6 pupils participate in the running of the school by helping to look after younger pupils at lunchtime, both at the table and in the playground. Helpers take their responsibilities seriously and the younger pupils clearly value the help and friendship of older ones.

15. Attendance, as at the time of the previous inspection, is satisfactory and close to the national norm. Pupils arrive punctually in the morning, registration is done correctly and efficiently and the day gets off to a prompt start.

### **HOW WELL ARE PUPILS TAUGHT?**

16. The quality of teaching and learning is good in the Foundation Stage and for pupils aged eight to 11. For pupils aged five to seven the quality of teaching and learning is satisfactory. This marks a considerable improvement in teaching since the time of the previous inspection, when teaching was judged to be unsatisfactory in the school overall, with about a third of the teaching unsatisfactory for pupils aged five to seven. The improvement in the quality of teaching and learning are the result of a number of changes in the school. Most importantly, the leadership of the school changed. This led to a very prompt and positive response to behaviour management, with teachers being trained and supported to manage their classes more successfully, where this was needed, and to a consistent whole school approach to pupils' behaviour and attitudes to learning. The new headteacher has undertaken a rigorous programme of monitoring teaching and has set targets for teachers to help them improve. The local education authority has given good support in assisting with monitoring and in providing training for teachers where this was required. The majority of teachers have responded very well to this programme and its benefits are obvious in the improvements seen. The tiny amount of unsatisfactory teaching seen was the result in one case of inexperience in managing practical work and the other of planning work that was too difficult for the pupils.
17. In the Nursery and Reception classes learning is good overall and in the Nursery it is often very good. This is because of the high quality planning that guides the teaching. Teachers work closely to ensure that they provide good opportunities for the children in the three classes and the leadership of the Nursery teacher, who has considerable expertise, greatly benefits the less experienced teachers in the other classes. For example, the importance of thorough knowledge of how children are progressing in all areas of learning is stressed. This means that teachers have a good idea of what children need to learn next and can plan to meet these needs. This results in children finding the tasks set for them both interesting and achievable. Consequently, they work with great concentration and enjoyment as well as making good progress.
18. For pupils in the infants, aged between five and seven, the quality of teaching and learning is satisfactory. Teaching in English and mathematics is satisfactory, though the provision and use of learning support assistants is not always adequate. The teachers' management of pupils is successful in maintaining their attention during whole class teaching, when they use appropriate questions and involve pupils directly in their learning. There are occasions when, because the topic being taught is not

well explained, or fails to interest the pupils, behaviour begins to deteriorate and pupils' concentration falters. This reduces the rate at which pupils learn and sometimes makes it difficult for them to recall what they should be doing when they set about individual tasks. This was seen in a geography lesson where the teacher presented too much new information at too high a level for the pupils to understand, which resulted in unsatisfactory learning for the majority. Teaching is best in the infants when the topic interesting and teachers ensure that the pace of learning is good, as in a physical education lesson when they were given a variety of activities to develop their throwing and catching skills.

19. Teaching for pupils aged eight to 11 in the juniors is good in the majority of lessons and in the two older classes it is more often very good. One excellent lesson was seen in games. The impact of this quality of teaching has been to accelerate the rate at which pupils learn, so that their progress is at least good and they achieve standards above the expectation for their age in most subjects. Teaching in English and mathematics is good overall and, in half the lessons seen, it was very good. Teachers' plan challenging activities so that pupils are keen to work and succeed. The organisation of classes into sets of different ability in English and mathematics for pupils in Years 5 and 6 supports good progress because the teachers plan very well for the needs of pupils in each class. The result is that they are able to adjust the pace of lessons so that all pupils are able to keep up and succeed with the tasks set. This was well illustrated in the English lessons where both classes were learning how to turn story text into playscripts. In each case, the text chosen was appropriate for the reading level of the pupils in the class; the higher attaining pupils were able to rise to the demands of "Alice in Wonderland". All pupils in both classes made good progress, enjoyed their learning and felt pleased with their successes.
20. Teaching in mathematics is good overall in the juniors, with very good teaching seen in Years 5 and 6. Teachers make good use of well directed questions during mental agility sessions and this captures pupils' interest and makes them concentrate hard, never sure when they will be called on to give an answer or explanation. Teachers plan well to meet the different needs of pupils in their classes and the tasks they set are both interesting and challenging to pupils. Where a teacher is less experienced, the absence of up to date assessment information prevents the sharp planning that is seen in other classes in this part of the school.
21. In Years 3 to 6, pupils look forward with enthusiasm to lessons because the teachers provide a range of activities and use a good balance of different methods in their teaching. For example, in a science lesson pupils learned at a good rate about the growth of plants and how light affected this, because the teacher had provided a good range of activities and observations for them to undertake and was strict about the time allowed for each one. This ensured that pupils had good opportunities to find out for themselves while being aware that they had to work at a good pace and keep moving with their learning. In a physical education lesson in Years 5 and 6, pupils' dance skills were enhanced by the teacher's skilful planning which had provided a visual demonstration of dance on video and extracts from the cat poems of T.S. Eliot on which the dance had been based. They were able to rise easily to the challenge to interpret the world of the poet and translate these into movement because they had been so well prepared for the task. They worked extremely hard throughout the challenging session and were delighted with their efforts.
22. The contribution made by learning support assistants to pupils' learning is good overall and, in some classes, it is very good. The learning of pupils who have special educational needs is directly related to the quality of this support and reflects how well

the teacher has planned for their needs. In the juniors, all learning support assistants work mainly with identified pupils in specific classes and the quality of their work is consistently very good. They plan their work well with the class teacher, take note of pupils' individual targets and make good use of time when there is direct whole class teaching, either by encouraging pupils to volunteer answers or to ensure that they are actively listening. When they teach small groups directly they ensure good progress by planning tasks in detail, giving good explanations and through forming good relationships with the pupils that make them confident to rise to challenges. In the infants and in one Reception class, the contribution made by learning support assistants is satisfactory, but there are occasions when they are not purposefully employed in helping the pupils to learn and this is unsatisfactory. In the Nursery and in the other Reception class, the work of the support assistants makes a good contribution to children's learning.

23. Teachers' use of assessment is satisfactory overall, with very good use made of assessment in the Nursery and in Years 5 and 6. In these classes, the teachers are careful to note how pupils are learning each lesson and to adapt their following lessons to either revisit topics to consolidate learning or to move pupils on to challenging new work. They also make good use, in Years 5 and 6, of regular short tests to check that pupils have not only understood but have retained and can apply new learning. From this use of assessment teachers are able to provide very good learning opportunities especially in English, mathematics and science. The impact of this is seen in the good and often very good progress pupils make in these subjects in their last two years in the school. In Years 1 and 2, the use of assessment is not rigorous or regular enough in English and mathematics. This leads to a lack of specific planning for different groups in the classes and, too often, there is not enough challenge for some pupils; others of lower ability are sometimes confused about what they are doing. The rate of progress in these classes is visibly slower than in other classes in the school and the use of assessment here is the key to helping pupils regain ground lost by weak teaching in the past. Most teachers are not using marking effectively to assess pupils' learning or to encourage and support pupils to improve. This is an area for improvement.
24. The use of homework varies across the school and is satisfactory overall. Children up to the age of seven have regular reading and number homework. As they grow older and enter the juniors, pupils are set tasks of a more complex and independent nature. For example, they are expected to learn the notes of the scale for music or do research into topics in history, geography and science, as well as keep up with regular reading and mathematics tasks. By Years 5 and 6, the provision for homework is good and prepares pupils well for secondary school.

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

25. Overall, the school provides a broad and balanced range of learning opportunities in all subjects in the National Curriculum and meets statutory requirements, including the daily act of worship. English and mathematics are taught in line with the National Literacy and National Numeracy Strategies, although sometimes, too much time is spent on these for younger children. For example, a sixty-five minute mathematics lesson was observed when the recommendation is forty-five minutes. All other subjects are planned in line with government schemes of work, although the school has not yet adapted these to meet the needs of all pupils effectively enough, as for example, in science,. Since the previous inspection, the ICT suite is used much more effectively in promoting pupils' skills and their application in other subjects. The

library facilities are not yet in full use, but the school is in the process of re-ordering and cataloguing books so that it can soon be used. Year 6 pupils are taught French once a week in preparation for their residential trip to Northern France. Pupils in the school have access to specialist music provision.

26. Children in the Foundation Stage (Nursery and Reception classes) work towards the nationally expected early learning goals. The learning opportunities provided for these classes are stimulating, interesting and of a good quality, so that all children, including those with special educational needs, are motivated to learn well. All children in the Foundation Stage have a rich experience in every aspect of development that provides a very solid basis for their learning, including the use of information and communication technology.
27. There is effective whole school planning for subjects which includes two-year programmes for mixed age classes. In English and mathematics, Year 5 and 6 pupils are taught in classes which are set according to ability. This works well due to the strong teaching that ensures that curriculum content matches pupils' needs, challenging higher attaining pupils and supporting those with special educational needs. The time allocation for art and design and design technology needs reviewing in order to provide appropriate opportunities for progress in these subjects.
28. The provision for pupils with special educational needs is satisfactory. Since the last inspection procedures have been put in place to assess and support pupils who have special needs and the school has adapted its procedures to meet the new Code of Practice. Individual needs are assessed as soon as possible after entry to Nursery or school so that individual education plans (I.E.P.) can be formulated. The targets in these plans are clear and specific and suitably challenging for pupils' educational, social and personal development. There has been improvement in the provision for pupils with special educational needs since the previous inspection, especially for those pupils with emotional and behavioural difficulties.
29. The school provides a satisfactory range of extra-curricular activities, including football, netball and bell ringing, although younger children do not have access to these. There is an art and craft lunchtime club, but this did not meet during the inspection. Pupils have good opportunities for visits, including two residential trips. The school makes good use of local museums and has invited visitors, such as the music service, an artist and a theatre group into school. A coach from the local football club provides excellent support in physical education. Pupils are very positive about these opportunities, which broaden their experience and enrich the statutory curriculum. There are good links with the local community, including the church, local societies, police and local Day Care Centre. Volunteers come into school to support teachers and pupils. Pupils from local secondary schools come regularly to the school for work placements and the school benefits from linked relationships with primary and secondary schools in the locality.
30. Provision for personal, social and health education is satisfactory. The school's draft policy includes the school's implementation for emotional health and citizenship. These elements need be developed further so that there is consistency throughout the school. The governors have a policy in place for sex education. Parents are involved in this programme and have access to curriculum materials. The programme for drugs education is under review, although many aspects of the draft policy are covered across the curriculum, in particular in science lessons. Timetabled 'Circle time' sessions extend pupils' confidence and personal skills. The

school has race equality standards in place and has a strong understanding of the need for all pupils to have access to the entire curriculum.

31. The curriculum for PSHE is good. It has helped bring about improvements to the way that pupils behave and to their attitudes towards learning and one another. Teachers work hard to build pupils' self-esteem and are successful in developing their confidence and independence. Every class has time in the week when pupils discuss issues of life that are relevant to their age and maturity and these are followed up in assemblies.
32. The school provides good opportunities for pupils' spiritual development through assemblies, lessons and the day-to-day life of the school. Worship begins when a pupil lights a candle, saying reverently, 'We light this candle as a sign that God is with us as we worship.' This establishes the religious nature of the act of worship well. Pupils are given time to reflect on prayers and readings. For example, in a whole school assembly, pupils reflected, whilst thinking about 'Harvest', how God loves us all and wants us to share things. In PSHE lessons pupils learn to respect each other's feelings, such as, in a Year 3 lesson, where pupils sat in a circle and explored ideas about right and wrong. The whole climate of the school promotes personal growth and respect for themselves and one another well.
33. Provision for moral development is good. This is a significant improvement since the previous inspection when provision for moral development was judged to be unsatisfactory. The school's code of conduct emphasises the care and respect that pupils are expected to show one another. All staff expect good behaviour from their pupils. High standards of behaviour are very quickly established in the Nursery and this helps to create a calm learning culture. Pupils have a clear understanding of the rewards and sanctions procedures. As a result, behaviour is good in the classrooms, the dining hall and in the playground. Teachers provide planned opportunities to discuss moral issues, for example in 'Circle time'. Pupils know right from wrong and are set a very good example by all staff. The expectation that pupils and staff will respect the views of others pervades the school.
34. Pupils' social development is good. Social values are promoted well by adults throughout the school and pupils are encouraged to care and take responsibility for others. Pupils often work in pairs or in small groups in class, for example, in a Year 5/6 physical education lesson. Pupils willingly accept responsibilities, such as distributing materials in lessons and tidying up at the end of lessons. Year 6 pupils help Reception class children in the dining hall. Assemblies to celebrate pupils' achievements when the 'Team of the Week' rosette is presented, helps to raise their self-esteem when the school shows how much it values their efforts. Activities that take place after school encourage pupils to work and play together. The residential education opportunities for older pupils make a strong contribution to personal growth and social development. The inclusion of pupils with special educational needs in these areas, supports the pupils' social development and promotes positive attitudes to those pupils who have special needs.
35. The school's provision for pupils' cultural development is satisfactory. This is similar to the previous inspection. The school policy promotes teaching that provides opportunities for pupils to encounter and understand the traditions and values from different cultures in music, art, history and geography. Older pupils learn French. Cultural development is supported by visits from artists, musicians and theatre groups. In religious education, pupils learn about other faiths, such as Judaism and Islam. However, the emphasis is on western cultures and pupils have few

opportunities to explore the contribution of people of non-western cultures to advances in science. Pupils learn something of the cultural and ethnic diversity of British society through daily contact with the very small number of such pupils within the school.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

36. The level of pastoral care and support, which was judged to be satisfactory at the time of the previous inspection, is now good. A particular strength is the sensitive care which all adults in the community show towards the pupils. In the words of the headteacher, "children feel loved and cared for".
37. The good partnership between Nursery staff and parents, as well as the home visits made by the Nursery teacher, help children to settle confidently in the Nursery. Parents also commented on the smooth transition between Nursery and Reception class. The good caring relationships seen between midday supervisors and children help to make the lunch break a happy time. All learning support assistants have completed a first aid course and there are good procedures for dealing with any accidents or incidents.
38. There are both strengths and weaknesses in the school's health and safety procedures. The school's health and safety policy is out of date and, although the headteacher has been working to update it, the present document is unclear and confusing. The school is alert to matters which concern pupils' safety. Regular checks are made on electrical and other equipment, risk assessments are carried out before visits, old fire extinguishers have been replaced and a governors' risk assessment sub-committee has recently been formed. In lessons, teachers show a good awareness of health and safety issues. However, formal assessments of possible hazards in curriculum areas, such as science and design and technology, have not been made and this is unsatisfactory. The headteacher and two governors make regular checks of the premises, but there has not been a recent, systematic and formally recorded risk assessment of the premises.
39. There are satisfactory child protection procedures in place, but the school's child protection policy needs to be reviewed and brought up to date. The school should also ensure that staff receive some up-to-date training in child protection issues and procedures.
40. Procedures for monitoring and promoting good behaviour, which were unsatisfactory at the time of the previous inspection, are now very good. In the words of some Year 6 pupils, "people used to get away with things, but they don't anymore". There is a good behaviour policy which places emphasis on the positive encouragement of good behaviour and includes appropriate sanctions. In addition to five simple school rules, individual classes draw up their own behaviour contracts. The consistent application of the behaviour policy by all staff helps to create a good learning environment. There are effective measures to deal with bullying and harassment, although these are now rare occurrences. The strong ethos of care and good moral education help to prevent the occurrence of bullying.
41. There are good procedures for monitoring attendance. The secretary rings parents on the first day of an unexplained absence. The headteacher contacts parents whose children's attendance rate is under 90 per cent and she also warns parents of the impact which extended or repeated holidays have on their children's education. The

school correctly refuses to authorise absence after more than ten days holiday taken in term time. Prizes are given to pupils who achieve full attendance over the year.

42. Procedures for monitoring and supporting pupils' personal development are satisfactory. The personal development of children in the Foundation Stage is well monitored and recorded. Pupils with behavioural or other difficulties are also monitored and supported effectively. Pupils' achievements are celebrated in reward assemblies. PSHE lessons and circle time make a useful contribution to pupils' personal development. Residential visits made by pupils in Years 5 and 6 foster independence and pupils talk enthusiastically about how much they learn from these. Opportunities for pupils to express their views or exercise initiative, for example through a school council, are at present limited.
43. The school has satisfactory procedures for assessing pupils' academic progress. In the Nursery and in Years 5 and 6, there are very good procedures for assessing and recording pupils' progress. In these classes, teachers make good use of the information from assessment to help them plan appropriate work for pupils. The school carries out non-statutory tests for pupils in Years 3, 4 and 5, but the results of these are not sufficiently well analysed to allow teachers to set targets for pupils' future learning. Other procedures include regular reading and mathematics assessments for all pupils from Year 1 to Year 6. Once a term writing assessments are about to begin later this term. The school is beginning to analyse the data from statutory tests to discover strengths and weaknesses in teaching and to compare its performance with other schools. This work is at the early stages of development and there is a need for staff training before the school can make best use of such procedures.
44. There are considerable variations in the way the information gathered is used to guide the curriculum and to raise standards. While the use of assessment is satisfactory in the school overall, in Years 1 and 2 its use as a tool to raise standards in literacy is unsatisfactory. Not enough attention is paid to the results of reading assessments to direct teachers' planning for the teaching of reading or to help them devise strategies to support pupils to improve. Where assessment information is very well used, as in Years 5 and 6, teachers are alert to the needs of individuals and groups within their classes and plan accordingly. The very effective use of assessment in these classes allows teachers to place pupils in the appropriate sets for English, mathematics and science. The result is that pupils in these classes are making the best progress and often achieve higher than expected standards.
45. The use of assessment to identify pupils with special educational needs is working best in the junior classes, where pupils are known to their teachers and receive appropriate support for learning. Currently, there are not enough pupils identified in Years 1 and 2 who need additional support as a result of some weak teaching and poor learning since they joined the school. This is one of the areas that the school needs to address urgently if these pupils are to reach the expected standard by the time they are seven.
46. Currently, the standards achieved by different groups of pupils reflect the range of assessments used to guide teachers' planning and how effectively teachers use this information to support pupils to improve. Pupils in the Foundation Stage and in the juniors achieve well, while the achievements of pupils in the infants are satisfactory. The school needs to transfer its best practice through training and monitoring to ensure that all pupils benefit from this.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents' confidence in the school has greatly increased since the time of the previous inspection. At the parents' meeting and in conversations with inspectors during the inspection, parents talked about how the school has improved. The significant increase of numbers in the Reception classes also reflects parents' increased confidence in the school. Parents' strong support for most aspects of the school's work is reflected in the parents' questionnaire, which was returned by almost half of parents. Most parents agree that their children like school and are expected to work hard. They value the good teaching and leadership and the way the school is helping their children to become mature. Parents feel comfortable approaching the school and are confident that the school will contact them if there are concerns. The inspection endorses these positive views. The area of school life which had the lowest level of parental satisfaction in the questionnaire was the range of activities provided outside lessons. However, the inspection judges this to be satisfactory. In addition to the after-school clubs, which are similar to those provided by many other schools, the school enriches pupils' experience through field trips, residential and other visits and also French lessons.
48. Overall, the school continues to have a satisfactory partnership with parents, as it did at the time of the previous inspection. The school is concerned that the questionnaire shows that 21 per cent of parents do not think that the school works closely with them. This indicates that there is scope for improving communication and consultation and the school recognises that this is an area which needs further development. Parents were pleased that the school consulted them about the behaviour policy. A significant minority of parents expressed concerns about homework. Inspectors consider that the quality of homework varies within the school, but is satisfactory overall. The school agrees that this is one of the areas where it should consult parents and keep them better informed.
49. The quality of information provided for parents continues to be satisfactory. The school's prospectus fulfils statutory requirements. Parents value the weekly newsletters, which keep them informed about school activities and invite parent help. Parents appreciated the mathematics workshop held in May, when they were given hands-on experience of the kind of work their children are doing. However, the school provides parents with insufficient information about the curriculum, the topics their children are studying and about how they can support their children's reading and other work. The school recognises that this is a weakness.
50. Links between parents and the Nursery are good. Nursery staff make home visits before children come to the school, taking an album of photographs so that children and parents can see what the Nursery is like. In the course of the first term parents are shown photographs of their children playing and the teacher explains how the activities are related to early learning goals. This is an example of good information and partnership.
51. Annual written reports on pupils' progress are satisfactory and include targets on how pupils can improve progress in literacy and numeracy. Reports on academic progress in mathematics, literacy and science are compiled using computer banks of statements describing levels reached in the National Curriculum. Reports are not consistently written in language which can be easily understood by all parents and many have an impersonal feel. Some parents at the parents' meeting said that they attached most importance to the handwritten comments at the end of the report.

52. Parents' involvement with the work of the school is satisfactory overall. Most parents hear their younger children read regularly and value the recent introduction of reading record books which enable parents and teachers to communicate. Examples of these record books being well used were seen in the Reception class. Parents support their children's homework well, but, as mentioned above, the school needs to clarify its expectations about homework through consultation with parents. The school greatly values the work of the active Parent Teacher Association, which organises regular social and fund-raising events. Parents assist in the classroom by helping with sewing, baking and by hearing readers. One parent gives useful help in design and technology classes and parents also run the girls' football club.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

53. The headteacher provides strong and purposeful leadership for the school. Since her appointment, at the start of the previous school year, she has successfully tackled the challenges which were contributing to low standards for children aged five to seven years. To do this she has given a strong and effective lead in establishing good standards of behaviour for every class, which has improved the climate for learning where it was urgently needed in the Reception and Year 1 and 2 classes. The headteacher has also been effective in monitoring and improving the work of teachers, especially those who were found to have weaknesses at the previous inspection. Through the setting of targets and by providing training for teachers, the quality of teaching has improved considerably. The key issues arising from the previous inspection have all been successfully tackled. The headteacher is supported in her work by a deputy headteacher, appointed since the previous inspection, and by the co-ordinators of mathematics and information and communication technology. However, further improvements to the management structure of the school are needed if it is to manage successfully the monitoring of pupils' learning and the standards they achieve, in order to raise standards even further.
54. The headteacher has won the support of all staff to a stable learning environment so that standards can be raised. Teachers and support assistants now feel included in the work of the school and show a strong commitment to improvement. Despite this, improvements are still needed to ensure that the school works effectively to meet its targets. Currently, the headteacher carries temporary responsibility for the co-ordination of English, assessment and art, owing to either staff absence or pending the appointment of full-time postholders. While this has been satisfactory in the short term, a review of delegated posts and training for the role of co-ordinator is needed. The legacy of a weak management structure in the school in the past has resulted in some teachers having little understanding of the full scope of a co-ordinator's responsibilities. However, there is good expertise in the work of the Foundation Stage co-ordinator and the ICT co-ordinator who are particularly effective, upon which the school could build to train all co-ordinators to fully develop their role.
55. The management of the provision for pupils with special educational needs is satisfactory. Since the previous inspection the assessment of pupils' needs has improved and the deputy headteacher, who manages special needs, has ensured that there is a greater involvement of external agencies to support teachers' planning and pupils' learning. This is a good improvement which has led to better provision for pupils who have behavioural difficulties. Pupils who have behavioural problems are now supported in class effectively and are able to make at least satisfactory progress, because the provision of support assistants means that their needs are now met. Weaknesses in the management of provision for pupils with special educational needs, which were identified at the previous inspection, have been remedied.

56. The governors' knowledge of the weaknesses of the school was inadequate at the time of the previous inspection and they played little part in the monitoring of standards. These weaknesses have been redressed by more comprehensive reporting about the challenges facing the school from the headteacher and a higher level of direct involvement in monitoring the work of classes through visits by the governors. The governors now have a sound understanding of the school's strengths and weaknesses and why certain priorities have been set. The chair of governors in particular has been closely involved in monitoring the work of some teachers and in supporting the headteacher to bring about improvements. As at the previous inspection, the governors are aware of how to get best value for money and they are now more aware of comparing the school's performance with that of similar schools. They ensure that all statutory requirements are met.
57. The school now has an appropriate number of teachers with the correct balance of knowledge and expertise to teach the curriculum in all classes. The allocation of learning support assistants has improved since the last inspection. They are now allocated to support pupils whose behaviour gives cause for concern and help teachers to ensure that all pupils in each class are able to learn. Teachers who are new to the school are given satisfactory induction and newly qualified teachers are supported by their mentors in the development of their skills and the extension of their understanding of whole school procedures. The quality of teaching seen in some areas of the school indicates that the school is capable of offering effective training for new teachers. Procedures for performance management are satisfactory, with all staff, including learning support assistants, having targets which relate to improving standards and supporting the school's priorities.
58. The school's accommodation is very spacious and is used well for pupils' learning. Provision for outdoor play for Nursery and Reception children is good. Teachers make very good use of the large playground and playing fields and the recent introduction of toys for break times means that these facilities are fully used by the children.
59. The provision of resources for learning is uneven and, in some subjects, lack of appropriate resources restricts what teachers can do. This is the case in art, design and technology, mathematics and science. In all other subjects the resources for teaching and learning are adequate and in all subjects the resources available are well used. The library is currently being refurbished. The stock of books is low, following the withdrawal of many out of date and dilapidated volumes. This means that there are not enough books to give pupils sufficient scope for research or selection for reading for pleasure.
60. The school's financial planning is sound and is linked to raising standards. The school is currently devising and improving methods for monitoring the effectiveness of its planning and spending decisions. Day to day administration is of good quality, ensuring that the headteacher is well supported and that the school functions effectively. Taking into account the improvements in teaching and learning, behaviour in the school and the provision for spiritual and moral development, the school is now judged to give satisfactory value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

61. In order to raise standards and improve the school further the headteacher, staff and governors should:

- (i) Raise standards in English, mathematics and science in Years 1 and 2 by:
- thoroughly assessing pupils skills, knowledge and understanding in these subjects to determine what they need to learn next and, where necessary, revisit aspects of their learning;
  - providing enough support for literacy and numeracy to ensure that pupils are helped to make good progress;
  - ensuring that teachers make effective use of support assistants by involving them in the planning and assessment of pupils' learning; and by ensuring that their time in the classroom is used for the direct benefit of pupils' learning.  
*(paragraphs 2, 4, 6, 74, 75, 82, 89)*
- (ii) Improve the quality of teaching (especially in Years 1 and 2) by:
- improving the quality of teachers' planning to ensure that it takes account of prior learning and gaps in it;
  - raising teachers' expectations of the pace at which pupils can learn and of what pupils can achieve;
  - monitoring the pupils' work and its marking;
  - reducing teachers' dependence on worksheets so that pupils learn to write independently.  
*(paragraphs 18, 22, 23, 77, 79, 92, 97, 109, 113, 127)*
- (iii) Expand the role of co-ordinators so that they play a more significant part in monitoring the standards and provision in their subjects and make a greater contribution to school improvement by:
- reviewing and reallocating current roles and responsibilities to relieve the headteacher of the many roles she currently discharges;
  - expanding the existing senior management team to make use of the considerable expertise of experienced teachers to contribute to the development of the school;
  - refining their job descriptions to include monitoring the work of teachers and the standards that pupils achieve as part of a programme of regular monitoring activities;
  - requiring them to report to the headteacher regularly on the results of their monitoring;
  - monitoring teachers' planning in those weeks that subjects are being taught to ensure that any weaknesses or resource requirements are picked up;
  - ensuring that managers at all levels in the school have training to help them discharge their responsibilities effectively and are given time away from their own class to carry out monitoring activities.  
*(paragraphs 56, 80, 87, 96, 106, 110, 114, 125, 130)*
- (iv) Improve the use that teachers and the school make of assessment by:

- ensuring that all teachers have up to date information on the assessments of pupils in their classes;
- setting targets for improvement in all classes based on current assessment information in reading, writing, mathematics and science;
- monitoring the progress that pupils are making towards these targets (for example after termly assessments are completed) and offering support where they are not being met;
- developing teachers' understanding of the role of assessment in monitoring the school's performance and its rate of improvement.  
(paragraphs 45, 46, 48, 87, 94)

Governors should also consider the following for inclusion in their action plan:

- Revise and rewrite the Health and Safety Policy  
(paragraph 40);
- Update the child protection policy and arrange child protection training for staff  
(paragraph 41);
- Make improvements to the curriculum by reviewing time allocations and improving resources where they are deficient  
(paragraphs 28, 61, 95, 100, 106).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	26

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	16	20	2	0	0
Percentage	2%	26%	30%	38%	4%	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 two 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)	25	220
Number of full-time pupils known to be eligible for free school meals	0	10

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	1
Number of pupils on the school's special educational needs register	1	14

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	5.5

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	14	12	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	12	14
	Girls	8	10	12
	Total	20	22	26
Percentage of pupils at NC level 2 or above	School	77 (97)	85 (97)	100 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	14	14
	Girls	10	9	11
	Total	23	23	25
Percentage of pupils at NC level 2 or above	School	88 (97)	88 (100)	96 (100)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	11	18	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	9	11
	Girls	15	12	15
	Total	26	21	26
Percentage of pupils at NC level 4 or above	School	90 (78)	72 (72)	90 (85)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	11
	Girls	12	10	14
	Total	19	18	25
Percentage of pupils at NC level 4 or above	School	66 (76)	62 (72)	86 (80)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

### ***Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	164	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	5	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: YR - Y6**

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	25.9
Average class size	27.5

#### **Education support staff: YR - Y6**

Total number of education support staff	8
Total aggregate hours worked per week	107

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25
Total number of education support staff	2
Total aggregate hours worked per week	43

### ***Financial information***

Financial year	2001-2002
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	£
Total income	552,128
Total expenditure	549,548
Expenditure per pupil	2,252
Balance brought forward from previous year	41,838
Balance carried forward to next year	44,418

Number of pupils per FTE adult	8.3
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*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	245
Number of questionnaires returned	116

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	34	3	2	1
My child is making good progress in school.	52	41	4	3	0
Behaviour in the school is good.	35	57	3	2	3
My child gets the right amount of work to do at home.	20	44	22	1	13
The teaching is good.	49	41	4	0	5
I am kept well informed about how my child is getting on.	31	46	17	5	1
I would feel comfortable about approaching the school with questions or a problem.	54	34	4	4	3
The school expects my child to work hard and achieve his or her best.	56	40	4	0	0
The school works closely with parents.	32	47	16	5	0
The school is well led and managed.	38	42	5	2	13
The school is helping my child become mature and responsible.	53	37	7	0	3
The school provides an interesting range of activities outside lessons.	13	35	35	9	7

## **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**

62. Children in the Foundation Stage (Nursery and Reception classes) work towards the nationally expected early learning goals. The learning opportunities provided for these classes are stimulating, interesting and of a good quality so that all children, including those with special educational needs, are motivated to learn well. All children in the Foundation Stage have a rich experience in every aspect of development that provides a very solid basis for their learning. Assessment on entry to the Nursery shows the overall level of attainment is average. Children attend the Nursery on a part-time basis, either morning or afternoon. They make good progress and are slightly above average in some aspects of their learning by the end of the year. Attainment on entry to the Reception classes is about average. The Nursery serves a wide area and approximately 30 per cent of the children transfer to other schools and a similar percentage join the school.
63. Teaching in the Foundation Stage is good overall. The quality of teaching ranges from satisfactory to very good, with nearly half of teaching being very good. Teaching in the Nursery class is consistently of a high order. Teachers in the Nursery and Reception classes make very good use of the good indoor and outdoor facilities. The teachers have a good understanding of how young children learn. Teachers and teaching assistants interact very well with children, for example, by careful questioning and by developing vocabulary. Planning is very good and ensures activities are well matched to children's learning needs. Other key strengths of the teaching are the consistently high expectations of all teachers and their skilful management of the children. A good range of good quality resources further enhances the learning opportunities that children have. The leadership of the co-ordinator and the teamwork of teachers and teaching assistants are key factors that help to make the Foundation Stage a strength of the school.

#### **Personal, social and emotional development**

64. This aspect of learning is fostered well. Children are encouraged to take responsibility for their own learning. All interact very well with adults and share and work with others. This is because of the opportunities provided and the high expectations of the teachers and the teaching assistants. They know and understand ongoing routines and take turns well. Almost all children are very secure and confident, the children in the Nursery impressively so, considering they have been in school for only three weeks. Children have many opportunities to explore, experiment, imagine and initiate their own learning to enable them to make good progress. Reception children are included in whole school collective worship. They are on course to achieve the early learning goals for this aspect.

#### **Communication, language and literacy**

65. Communication, language and literacy are taught very well in the Nursery and well in the Reception classes. The whole of the Foundation Stage area is rich in language stimuli. Staff interact very well with children, asking questions, widening vocabulary and encouraging talk at all times. Children listen well to class stories, such as 'My Grandparents'. They also enjoy listening to stories such as 'The Three Little Pigs' using headphones attached to a listening centre that they operate themselves. They

use the book area independently to 'read' books and are developing a good interest in books and stories. All Reception children recognise letters such as 'a', 'b', 'c', 'd' and 'g' and know the sound associated with the letter. Sound recognition is reinforced by singing songs such as 'Guinea pigs giggling'. Above average attainers recognise the sound 'g' at the end of a word as well as at the beginning. Outside the literacy lessons teachers provide many well-chosen experiences for children to enhance their skills, particularly in listening and speaking. Children take books home to read or share with adults. Children make good progress in the Nursery class and maintain this in the Reception classes. They are on course to achieve the early learning goals by the time they leave Reception.

### **Mathematical development**

66. Mathematical development is supported well by very good teaching in the Nursery and good teaching in the Reception classes. Teachers use strategies to consolidate learning such as asking the children to count to five when celebrating a child's fifth birthday. In one class there were twins. The teacher used this circumstance well to help children to count to ten and see that five and five makes ten. By the end of the year, children in the Nursery count accurately to and back from ten and the more able children count to 38. In the Reception class, children count on and back in twos, make ten from two numbers and recognise coins to do simple money sums. The good progress made by children in the Nursery and Reception classes is because teachers ensure that children know what it is they will learn during the lesson and use the concluding part of the lesson to review this learning. Also, teachers and teaching assistants have high expectations, manage the children well and challenge children's thinking with questions and activities that build on their previous learning. This motivates the children and they work with a high level of concentration. By the end of Reception, the majority of children are on course to reach the early learning goals for this area of learning and a few will be working at a higher level.

### **Knowledge and understanding of the world**

67. Children learn about the world around them in a variety of ways. The water tray contains dolls and they learn how to bath babies. They experiment in the wet and dry sand trays to find what happens when, for example, they lift up a sieve they have filled with sand. The current topic in the Nursery and Reception classes, 'Families', helps them to develop a sense of place and an awareness of other cultures. The role-play area supports their learning in this topic as well as enabling them to practise their speaking, listening and writing skills. They develop their ability to control a cursor confidently on a screen by using a 'mouse' to manipulate objects on the screen. For example, when Nursery children use the 'Goldilocks' program with the support of a learning assistant. They select and manoeuvre different sized chairs onto the floor in the picture and then put the bears on the appropriate chairs. This also reinforces their mathematical development by helping them to understand about different sizes. All children benefit from direct teaching and from the good opportunities to explore and initiate their own learning. Most of the children are likely to achieve the early learning goals in this aspect of development by the end of the Reception year and some will be working at a higher level.

### **Physical Development**

68. Children in the Nursery and Reception classes benefit from the very good, secure outdoor play areas and the use of the hall. Children in the Reception class also use the main playground for outdoor physical education lessons. In a satisfactory outdoor

session, the Reception children were able to extend their skills of catching and throwing because the teacher ensured that the resources were appropriate for this activity. The teachers constantly stress the importance of being aware of space and of other children to avoid accidents. Outside the Nursery there is provision for climbing and balancing, role-play in a log cabin and for imaginative play with large toys, such as tricycles. The Reception classes have access to a smaller outside play area, with similar equipment. The children benefit from this provision by being taken out regularly to use this area under adult supervision. In the classrooms many opportunities are provided to develop children's co-ordination skills when manipulating small items, such as paste and paint brushes, making items with 'play-doh', completing jig-saws, manipulating a mouse to control a cursor on the screen, to construct models and 'writing' in the writing area. The vast majority of children are on course to meet the early learning goals in this aspect of their learning by the end of Reception.

### **Creative development**

69. Teachers provide many opportunities for creative development and there is evident enjoyment in the way children respond to these opportunities. They use their imagination frequently in the Nursery, for example, when playing with trains, construction equipment and in the role-play area. Similar opportunities are provided in the Reception classes. Musical opportunities are provided through singing and exploring sounds made by musical instruments, enabling pupils to sing *nursery* rhymes and songs such as 'Peter hammers with one hammer' from memory. They do this as they move hands, feet and head with good control. Children explore colour, texture and shape when playing in the sand tray, when painting or making bubble patterns. They mix paints to make other colours. Children are on course to meet the early learning goals expected of children at the end of the Foundation Stage.

### **ENGLISH**

70. Pupils in Year 2 achieved results in the national tests in 2001 that were below the national average and well below the results achieved by pupils in similar schools. This year's results show an improvement in both reading and writing, with more pupils achieving at least the minimum expected level. Pupils in Year 6 achieved well above the national average in their test in 2001 and above the average of similar schools. Results for 2002 show a slight dip in the number of Year 6 pupils reaching the expected level, but an increase in the percentage of pupils achieving the higher level. National test results for the last five years indicate that there are no significant differences between the performance of girls and boys in the tests.
71. Pupils currently in Year 2 are achieving standards that are below those expected for their age. Many pupils in each of the two classes have gaps in their knowledge and understanding of reading and writing as a result of weak teaching and interrupted learning in the last two years. While they are now making satisfactory progress in their learning, much work remains to be done if they are to reach the standards expected by the end of Year 2. The school has recognised this and has increased the support for literacy in order to help children catch up.
72. Standards in speaking in Year 2 are at the expected level, with pupils answering questions appropriately and sharing their ideas clearly with the class. Listening skills are not at the expected level, with many Year 2 pupils unable to concentrate and listen attentively for the expected time during whole class teaching. Teachers are aware of this and are drawing pupils into listening by directing questions at them, especially

when they see that their concentration wanes. Standards in reading are below the expectation for seven year olds. While higher attainers are able to read independently and extract meaning from what they read, other pupils have difficulty in sounding out words because they have a poor knowledge of letter sounds or how to sound out words. In a lesson about instructions, lower attaining pupils were unable to complete the task because they could not read the instructions. Their ability to make independent progress in the acquisition of basic skills is hampered because of a lack of knowledge of reading strategies.

73. In all aspects of writing, the majority of Year 2 pupils are below the expected standard. Their ability to write legibly is hampered by poor letter formation and lack of systematic spacing between words. While they are able to write about the life of Florence Nightingale in simple sentences, the quality of their work is reduced by weak spelling and punctuation. Too many pupils, especially those whose writing is underdeveloped, are given worksheets to record their learning and this reduces their opportunity to improve through the practice of writing continuous prose.
74. Pupils in Year 6 are reaching standards above those expected for their age. Their skills in both speaking and listening provide good support for their learning in this and all subjects. They sustain listening very well, either to teachers' instruction or to lengthy passages from difficult texts. One class extracted much information and meaning from a chapter of 'Alice In Wonderland' for their work on playscripts because of their good listening. Similarly, pupils in another class were able to express their stage directions for a scene with clarity because of their good oral skills. Standards in reading are good. All pupils read with understanding because they have good strategies and teachers are careful to present them with texts that are at the correct level of difficulty. Writing skills are well developed by Year 6. Teachers take care to plan a wide range of writing opportunities both in English lessons and for other subjects, such as geography, science and history. Handwriting and spelling are thoroughly taught and, because teachers have high expectations, pupils present their work neatly and take care to check their spelling. Samples of writing from the current and previous Year 6 pupils shows that they are able to plan extended pieces of writing and are able to select a style and words to suit their purpose. Pupils have opportunities to write in a wide range of forms, such as diary, narrative, persuasive and informative, and to redraft their work in order to improve it. Higher attaining pupils are given good scope to develop their ideas independently, while lower attaining pupils and those who have special educational needs are very well supported to write clearly and well by grouping arrangements, by teachers' careful planning and by the support of classroom assistants.
75. The quality of teaching and learning in English varies from satisfactory to very good across the school. In Years 1 and 2 it is satisfactory. Teachers of this age group have sound subject knowledge, though their planning for different groups in their classes needs to be improved through a better knowledge of the pupils' needs. Teachers in Years 1 and 2 make sound use of appropriate books, which interests and motivates their pupils, but are less imaginative about the tasks they set, with too much dependence on completing work sheets or cutting and pasting, to the detriment of developing writing skills. This has the effect of reducing pupils' enthusiasm and their learning lacks the excitement to fully absorb them for extended periods. Teachers in this part of the school need to plan in more detail and with more thought for what will engage and interest their pupils if they are to raise standards quickly.
76. By contrast, pupils at the top of the school, in Year 6, are fired with enthusiasm for the subject because their teachers plan so skilfully to meet their needs. Teachers are

careful to select books and stories that will interest and challenge them. They provide a range of exciting activities which places great responsibility on pupils to work independently and at a fast pace. Year 6 pupils, preparing a playscript from a scene in 'Alice in Wonderland', were required to work under pressure to summarise the chapter from the book in a given time. They worked hard and with great concentration and were delighted that they impressed their teacher with how well they had completed the task. A strength of the teaching in both Year 5/6 classes is the detail of planning for groups and individuals, for a range of activities and for tight time scales to work to. Pupils in Year 3 have a similar response to learning in English lessons. This is because of the very good relationships the teacher has with her class, as well as the thorough planning that underpins her teaching. In a poetry lesson, pupils learned at a fast rate because they were eager to please their teacher. They followed instructions and responded to questions quickly. They were able to write some very good poems because of the thorough and memorable preparation they were given by the teacher. This was evident when a boy recalled the definition of onomatopoeia later during assembly and delighted himself and his teacher by recognising this kind of word in a hymn. Overall, for pupils between eight and **11**, the quality of English teaching is good. Teachers make good use of assessment of what pupils needs are to ensure that they plan work that challenges them while allowing them to succeed.

77. The provision for pupils with special educational needs is satisfactory overall in the subject. Teachers in Years 3 to 6 work closely and effectively with learning support assistants to prepare work that matches pupils' needs. Learning support assistants in these classes are well skilled and give very good support to pupils. The result is that they make good progress. In Year 1, the assessment of pupils' needs and the planning of work to meet them is not so sharp and they make only satisfactory progress as a result.
78. The headteacher currently co-ordinates the subject, as a result of releasing the previous co-ordinator to concentrate on improving standards in ICT. While this has been successful in the short term, it is time for this considerable responsibility to be given to a teacher who can give leadership and training where it is needed in the school and release the headteacher to concentrate on other priorities. During her time as acting co-ordinator, the headteacher has improved resources to support teaching and learning and she has established assessment procedures for reading and writing. She has been thorough in her monitoring of teaching and has enlisted good support from the local education authority to help improve teachers' skills.

## **MATHEMATICS**

79. In national tests in 2001 the performance of pupils in Year 6 was above the national average. This is due to the high percentage of pupils achieving level 5, which is above national expectation. However, the attainment of the current Year 5 and 6 pupils is good, indicating that standards are higher at present than those reflected in both the published 2001 tests results and the school's latest test results. National test results for the last five years indicate that there is no significant variation in the performance of girls and boys. The standards currently achieved by pupils aged seven are about those expected for their age. Most pupils make satisfactory progress and some pupils achieve well. Standards in mathematics for pupils aged 11 are above the expectation for their age.
80. By the age of seven, most pupils have acquired a good knowledge and understanding of basic number work. They read, write and order numbers to 100 and beyond. Some pupils are already working with much larger numbers at the time of the inspection.

Pupils demonstrate a growing understanding of place value and recognise that the position of a digit signifies its value. They make good progress in their calculations, using subtraction and addition processes accurately, for example, when calculating change from a given amount using the fewest coins. Many pupils are using multiplication and division symbols correctly, although some are still not secure in their understanding of subtraction and addition. Pupils in Year 2 revise multiples of two and five, with some pupils also using multiples of three. Pupils with lower attainment are given appropriate support through additional resources and effective intervention and support from the teaching assistant.

81. By the age of 11 pupils have made good progress in their number work. They use fraction notation, including mixed numbers and the vocabulary “numerator” and “denominator”. Lower attaining pupils recognise equivalent fractions and can change improper fractions into mixed numbers. Higher attaining pupils in both Years 5 and 6 use decimal notation for tenths and hundredths and are able to order decimal fractions. They can give a decimal fraction lying between two others.
82. Pupils make satisfactory progress in work related to shape, space and measures. Effective use of practical learning activities supports pupils’ understanding and they are able to describe features of both two and three-dimensional shapes, using mathematical vocabulary such as “faces” and “corners”. Pupils are at the early stages of handling data, for example, making a simple pictogram depicting the class birthdays. In Year 3, skilful teaching enables pupils to build on their understanding of shape and start identifying right angles in shapes and in the environment. Pupils in Year 4 make satisfactory progress in reading, writing and using centimetres and millimetres, with higher attaining pupils using calculation methods to solve measurement problems. Pupils age 11 know how to find perimeters and can draw two-dimensional diagrams to represent three-dimensional shapes.
83. Older pupils make good progress in using and applying their mathematical skills in a range of situations. Where opportunities do arise, pupils can organise their work and present their findings. However, an over-emphasis on using worksheets limits the opportunities pupils have to present their working clearly and systematically and presentation can be erratic and careless. Marking of pupils’ work is inconsistent and does not support pupils’ progress.
84. Overall the teaching is good, with the best lessons in Years 5 and 6. Where the teaching is good or very good, lessons are well planned with detailed information on activities for all groups of pupils, including those with special educational needs. Learning objectives are shared with pupils and reviewed at the end of the lesson. The oral and mental work is lively and involves pupils well. Good use is made of whiteboards, which pupils use quickly and effectively. These enable teachers to make on the spot assessments of pupils’ understanding and progress. The classrooms are organised effectively and good use is made of both chalkboards and overhead projectors, which keeps pupils’ interest and attention. Clear explanations and questions from the teacher promote pupils’ learning and challenge higher attaining pupils. The plenary element of the lesson is used well throughout the school to consolidate and assess pupils’ learning. Good use is made of learning support assistants, particularly with older pupils. They make a valuable contribution to pupils’ progress and support pupils with special educational needs well.
85. Standards and teaching have improved since the previous inspection. The co-ordinator has monitored teaching and areas for development have been identified. The school has started tracking progress and has introduced targets for pupils, which

should help improve standards further. Closer links could be made between areas for development and improving teaching strategies, through a closer analysis of assessment information, particularly for younger pupils. This is recognised by the school and the co-ordinator is receiving further training in this area. Improvements need to be made in the presentation of pupils' work with less reliance on worksheets. Marking needs to be more consistent and support the progress of individual pupils.

## SCIENCE

86. The results of the teacher assessments for 2001, at the end of the infants, indicated that the standards were slightly above the national average. At the end of the juniors, attainment in national tests was above the national average. Early analysis of the 2002 results indicates a slight fall in attainment in the juniors. This can be explained by the behavioural difficulties that this particular cohort experienced. The science coordinator has identified areas for development to further improve teaching and learning. National test results for the last five years indicate no significant difference in the performance of girls and boys.
87. The standards achieved by pupils aged seven are below those expected nationally. Learning is not well consolidated in the infants and pupils do not make the expected progress. Year 1 pupils know the names of parts of the body. They are introduced to work on forces and recognize pushes and pulls. Year 2 pupils consolidate the work on 'Ourselves' and relate it to their own experiences of illness, accidents and the use of medicines. There is little evidence of practical, investigative work and the infants need to begin to develop the ability to plan and undertake observations, investigations and fair tests. Recording is dominated by the use of work sheets and pupils get little opportunity to gain experience of scientific writing. Where this did occur presentation was poor and some pupils took little pride in their work.
88. Standards achieved by pupils aged 11 are above those expected nationally. Pupils are able to make predictions based on their scientific knowledge and understanding. The older pupils use scientific vocabulary to describe their work and can discuss osmosis and photosynthesis. They understand the stages in the life cycle of a flowering plant. They undertake the study of health and our bodies, including the effect of diet, smoking, drugs and alcohol. Scrutiny of books reveals some investigative work, but it is apparent that opportunities for this are limited. Pupils in Years 3 and 4 are unused to practical work due to a lack of experience of this when they were in Years 1 and 2. For instance, pupils in Year 4 were unable to cope effectively with planning and carrying out an investigation because of this lack of experience. Year 3 pupils study Our Bodies and look at the form and function of teeth. They use correct terminology such as molars, canine and incisor. Recording is worksheet based and pupils are given the opportunity to tabulate findings. At present, planning in these classes is not detailed enough to deliver effective science teaching and the pupils need to be supported in their practical work, developing appropriate skills and attitudes in small, secure steps.
89. The government scheme is used throughout the school, but this needs to be supported by other materials. Pupils need the opportunity to relate their learning to the world around them and staff need support to develop a variety of teaching approaches to make learning more accessible to the pupils. The use of practical work needs to be developed in the infants and consolidated throughout the school. The high quality science teaching that is apparent in the upper juniors needs to be disseminated throughout the school. This should include the development of an appropriate

scientific vocabulary, high standards of presentation of work and a moving away from dependence on worksheet recording.

90. Teaching and learning range from unsatisfactory to good and is satisfactory overall. Most teachers displayed and shared the learning objectives, but not all staff revisited these at the end of a lesson to evaluate the learning that had taken place. Due to timetable blocking, only one Year 2 science lesson was seen and this was satisfactory. In this lesson, the teacher decided to make the session more practical than was originally planned and involved pupils using life experiences of medicines and doctor's visits to carry out role play and prescription writing. Less able pupils were supported by the class teacher and by the learning support assistant. Powders were examined and observed. However, the pupils' lack of an appropriate scientific vocabulary was apparent. Such practical work needs to be introduced from the outset in the infants in order that the pupils can become confident with procedures and routines. The upper junior teachers work very hard to improve standards in science. However, there is a limit to what can be achieved in two years and standards among younger pupils need to improve so that there is less work to be done to catch-up in Years 5 and 6. Where teaching was good, staff had planned thoroughly, made the learning exciting and continually brought the lesson back to the pupils' own experiences. The teachers had high expectations of the pupils in terms of behaviour, presentation of work and a mutual respect was apparent. Where teaching was unsatisfactory, pupils' prior learning was not considered, planning was unfocused and the tasks were inappropriate for a group of pupils who had little experience of investigative work. Behaviour in this class was at times challenging and the pupils found it difficult to work together and share equipment.
91. Learning support assistants work with pupils with special educational needs who work at similar tasks at a lower level of demand. They help pupils make at least satisfactory progress. In all teaching, staff ensure that health and safety procedures are observed and by the end of the juniors, pupils are able to work together collaboratively.
92. Assessment is carried out half-termly at the end of units. However, not all teachers take account of the results of these assessments to plan the next stage of learning for their pupils. There is little use made of information and communication technology in science and this is an area yet to be developed throughout the school.
93. The science coordinator has identified targets for development, which include the urgent improvement of resources, particularly for investigative work. Much of the existing equipment was left over from the previous middle school and most of it is inappropriate for use in a primary school. At present, such equipment restricts the development of the science curriculum.
94. The coordinator does not monitor the teaching of the subject or standards of pupils' work. She is aware that her own subject knowledge may not be sufficient to support colleagues in the upper junior department. The existing policy document is in need of revision and updating and needs to take into account such issues as inclusion, health and safety, ICT and the social, cultural, moral and spiritual aspects of science. Pupils are taken on educational visits to support their learning. These include a trip to participate in science workshops at Elsecar Centre and a residential trip to Robin Hood's Bay by older pupils.

## **ART AND DESIGN**

95. The standards achieved by pupils aged seven and 11 in art and design are in line with those expected nationally. From the few lessons observed, the teaching is satisfactory or better. Pupils make satisfactory progress and the programmes of work meet statutory requirements. Pupils' achievements are satisfactory, but, with more challenging tasks and more opportunity for sustained work, could be even better.
96. The pupils use a range of media, tools and techniques, although there is little evidence of work using textiles and mixed media. Displays demonstrate that pupils in Year 1 had made observational drawings of features within their local church and the building outside. They used both pencil and pen, paying close attention to the use of line, shape and pattern. Pupils in Year 2 have a portrait gallery of themselves where they have looked closely at facial features and drawn them using pencil and pastel. Another display, depicting the Victorian era, includes drawings of Victorian artefacts. Pupils also make use of visits and trips to develop their artwork. Following a visit to Elsecar Heritage Centre, photographs, writing and paintings illustrate their experiences and younger pupils have painted pictures based on their trip to Cleethorpes.
97. As part of a unit on still life, pupils in Years 5 and 6 have been studying pictures from a range of artists. They are able to describe the features of this genre. They worked collaboratively making their own still life arrangements which they photographed using a digital camera. In an effective follow-up lesson, pupils examined and discussed the work of Patrick Caulfield. Prompted by skilful questioning from their teacher, pupils discuss ideas about the artist's intentions and methods and explain what they think and feel about the pictures. They use vocabulary such as "cartoonish", "romantic", "dull" and "contrast" to describe Caulfield's pictures. As a result of good teaching in this class, pupils are enthusiastic and animated in their discussions and express their ideas confidently. Pupils engage in three-dimensional work, such as tiles from a local monument and wire work figures. Pupils in Year 4 use papier-mâché techniques to produce the features of a face. Pupils' sketchbooks and display work on perspective and shading show a growing understanding of methods needed for drawing and designing. Older pupils talk about using ICT in their artwork, such as when studying the work of Van Gogh and use software to produce pattern and designs, for example, when designing biscuit packaging for younger children.
98. Since the previous inspection, standards in art have been maintained. Both younger and older pupils have been on trips to museums, which have provided valuable first hand opportunities to study both art and design. Pupils in Year 5 have had access to the support of an artist in school. Teachers use government schemes of work for art and design, which supports their planning, and assess pupils' progress at the end of each unit. However, the schemes of work and the timetabling of the subject need to be reviewed in order to provide a progression in skills and challenge for more able pupils. The subject continues to lack leadership due to the prolonged absence of the art co-ordinator. The school plans to address this issue. The previous inspection highlighted the lack of evidence of art from a range of cultures. The school has made little progress in this area and should take action to introduce this element into the art and design curriculum.

## **DESIGN AND TECHNOLOGY**

99. The following judgments are based upon one lesson observation, in Years 5/6, scrutiny of pupil's work, school displays, the scheme of work, and discussions with the subject coordinator. As there was no teaching of the subject during the inspection, there is no evidence from which to make a judgment about the quality of teaching or of standards in Years 1 and 2.
100. Standards for pupils aged 11 are above national expectations. In Year 6, pupils are able to put their previous knowledge and experience of materials and processes to good use. They design, plan and make products. During the one very good lesson seen in a mixed Year 5 / 6 class, pupils designed a hedgehog shelter, where the animal could hibernate safely. The pupils used previous knowledge of joining materials and investigated the best materials to construct the shelter. Most pupils were working at a level above that expected. The Year 5 pupils in this class had appropriate challenges and were given less demanding joining materials to work with.
101. In the juniors, pupils make good progress because the teaching is well planned. In the one upper junior lesson seen, teaching was very good. It was well planned, although different tasks for different age groups were not identified, even though they happened in practice. The class teacher had high expectations of all pupils in terms of tasks, behaviour, vocabulary and feedback. Pupils were expected to evaluate their work at the end of the session, and the learning objectives, which were made clear at the outset, were re-visited and assessed.
102. Throughout the juniors, teachers develop and use an appropriate subject vocabulary. Pupils use such terms as 'canopy', 'porous', 'water-resistant', 'dowel' and 'secure join'. Pupils are taught specific skills, such as how to use split pins and Velcro and are expected to meet the high expectations of the class teacher, who is also the subject coordinator. High quality displays around the school indicated previous food technology work and pupils discussed using electric sewing machines to make textile P.E. bags. Some Year 6 pupils also participate in an Industry in Education initiative. In the Design and Technology Challenge 2002, pupils had to design and make a cable-stayed bridge using balsa wood and thin wire.
103. The coordinator informally monitors the work that is undertaken, but she is very aware that she has little knowledge of the quality of teaching and learning in the infants, because of a lack of planned opportunities to monitor the work there.
104. The coordinator is aware that the policy document needs major modification and updating and needs to take inclusion, social, moral, spiritual and cultural aspects and health and safety in the subject into consideration. As yet, no time has been allocated to the coordinator to scrutinise planning or to monitor the teaching and learning that takes place across the school, especially in the lower school and this reduces the impact of her work. The development of ICT in the subject is needed and resources are in urgent need of updating and revision. Many of the tools left from the merged middle school are inappropriate for primary school use.

## **GEOGRAPHY**

105. Standards in Year 2 and Year 6 are in line with what is expected nationally. Pupils achieve satisfactorily and sound progress is seen in the displays in the infants and in the older junior classes.
106. Pupils in Year 2 draw on their own experiences of travel as they study distant places using 'Barnaby Bear.' They observe how far destinations are from Tickhill and how the bear travelled. They learn about forms of transport as Barnaby travels by car and narrow boat. The pupils in the infants make some progress in their geographical understanding, but there is a need to consolidate Foundation Stage learning in the subject. In Years 5 and 6, pupils work with a variety of maps, they undertake sustained writing in the subject and, by the end of the juniors, the quality of presentation is high. Throughout the juniors, pupils develop their subject knowledge. Year 4 pupils study the village of Tickhill, using copies of old photographs to see how it has changed, whilst Year 6 pupils use the Internet to research mountainous regions of the world, finding out about the nature of the landscape and how the local people work and live in such an environment.
107. The quality of teaching varies from unsatisfactory to very good and is satisfactory overall. Where the teaching was very good, prior learning was consolidated, pupils were given responsibility for their own area of research and they were clearly focused on the task. Learning objectives were made clear at the outset and then evaluated at the end of the lesson and a plenary session demonstrated that all pupils had made progress in their learning. Where teaching was unsatisfactory, planning was unfocused, the lesson lacked pace, with children sitting listening for too long. Learning resources were poor and pupils became restless as they became bored. The classroom learning support assistant was not used effectively, a waste of a valuable resource.
108. The subject is managed well. The co-ordinator is enthusiastic and knowledgeable and has developed the subject appropriately. Resources have been improved and are well organized and managed. She has produced good quality supportive materials for mapping units and has taken her release time to identify needs within the school. Although the school follows the government scheme, the coordinator has made arrangements to ensure curriculum coverage in mixed age classes. She is aware that enquiry skills still need to be developed, as does the use of the environment. Year 5 pupils undertake a residential experience each year to Robin Hood's Bay to contrast with the village of Tickhill. Time away from the classroom is needed to monitor the subject across the school, including the quality of teaching and learning and the standards pupils reach.

## **HISTORY**

109. Standards for pupils in Year 2 are below the expectation for their age because of the impact of weak teaching in the past and the poor recall that pupils have of their previous learning. This marks a decline in standards since the previous inspection and reflects the impact of some weak teaching and unsatisfactory behaviour noted at that time. Pupils learn about the lives of famous people, such as Florence Nightingale, from video and the stories that teachers tell. In a Year 2 lesson on this topic, many pupils had difficulty recalling information from a video they had watched a week before. The higher attaining pupils were able to write about the famous nurse's life in their own words. Average and lower attaining pupils found difficulty in placing events in the correct order and writing suitable sentences to describe Florence Nightingale's

life. Discussions with pupils showed they had little recall of their past work in history. Samples of work from the previous school year showed little written work beyond odd words written to complete sentences on work sheets.

110. Standards for pupils in Year 6 are above those expected for their age. This is an improvement since the previous inspection when standards were judged to be at about the expected level for Year 6. Pupils have broadened their knowledge and understanding of the past through the study of different topics. Pupils in Year 3 and 4 learned about the wives of Henry VIII and were suitably shocked that some had been executed. In a good lesson in Year 4, pupils were keen to discover why Henry needed so many wives and the teacher extended their learning through a well-managed discussion of the reasons. This allowed pupils to use their knowledge and consolidate their learning in a lively and interesting way. Year 3 pupils thoroughly enjoyed a follow up lesson in which they used role-play to recreate the meeting between Henry and Anne of Cleves. In Years 5 and 6, where pupils have good reading and research skills, much independent work helps them develop a good understanding of past civilisations, such as the Ancient Greeks, and changes in Britain since the thirties. They are given very good opportunities for writing in different ways to record their work. Samples of work showed diaries and letters from Greek soldiers, thorough accounts of events at the Olympic games and well written advice to King Darius on how to defeat the Athenians. All of this work showed very good detail, reflecting careful research by the pupils. High standards of presentation were another hallmark of quality in this work.
111. Teaching is satisfactory in the infants and good in the juniors. Teaching in the juniors shows thorough planning, which takes care to link the study of the subject to others such as art, drama, writing, ICT and design and technology. This enriches the subject greatly for pupils who are able to learn in a variety of ways and have many opportunities to consolidate their knowledge and understanding of different topics. Teaching in the infants would benefit from this varied approach, as it would provide a better range of recording opportunities than they currently enjoy and would help make their learning more memorable.
112. The co-ordinator provides satisfactory management for the subject in the way of ensuring the correct topics are taught to classes and that there are resources available to support teaching and learning. However, there is much room for development in the range of monitoring activities that are undertaken to discover what improvements are needed. Currently, this is restricted to the monitoring of planning and this is not done at the time that subjects are being taught. This is a weakness. Resources for the subject are not stimulating. More objects from the past and much more visual material are needed to fire the imagination of younger pupils and give them a sense of excitement when learning about the past.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

113. By the time pupils reach the ages of seven and 11, standards are in line with national expectations. This represents a significant improvement since the previous inspection when standards were unsatisfactory for both groups of pupils. Overall, pupils at all levels of attainment make satisfactory progress in relation to prior attainment, but progress is good for older pupils.
114. Pupils aged seven can use the mouse well and retrieve and save work. Most pupils can edit a piece of text using the arrow and backspace keys. A few pupils are able to explain why it is preferable to edit text on the computer rather than by hand. Pupils at

this age have also used ICT to paint and draw and make simple pictograms. They have had experience of using simple control devices and digital photography.

115. In Years 3 to 6, well-planned lessons enable pupils to build progressively on previous learning. They develop word processing skills, use control technology, such as screen turtles, and organise and save data. Pupils in Year 4 organise and edit their text, using 'delete' and 'insert', 'cut and paste'. In Years 5 and 6, pupils edit text proficiently, changing font, colour and can insert graphical images quickly and confidently. Building on their prior knowledge, they use graphical modelling software, such as "Aspex Draw" to produce designs. Pupils in Year 6 are very positive when talking about their learning using a multimedia software package and early experiences with control technology and sensors. Older pupils show appropriate skills in entering, refining and retrieving information from the Internet. They know how to refine their search and add web sites to their list of favourites.
116. There are good examples of pupils using ICT to support learning in other subjects. Pupils used the Internet to research mountain ranges, weather and climate in a geography lesson. In art and history, pupils undertake research on key people and use it to produce posters and information sheets which include both text and graphics. Due to technical problems, pupils have had limited access to email and this is an area which remains underdeveloped.
117. The quality of teaching has improved considerably since the previous inspection and is now of a good standard overall. Teachers are increasingly confident in the subject and all are undertaking specialist training through government initiatives. Access to the ICT suite enables teachers to introduce skills to the whole class and some use the interactive whiteboard effectively to demonstrate skills and highlight errors. Class management is strong, promoting good behaviour and efficient use of time. Pupils are reminded of health and safety issues and appropriate behaviour when using computers. Good provision and use of learning assistants mean that pupils have a good level of support in ICT and pupils with special educational needs are given the help they require. Teachers make good provision for all pupils, meeting the needs of girls and boys and pupils of different abilities and ethnic origin. Assessment information is recorded at regular intervals. Pupils will shortly begin using their own log books to record their progress with the supervision and support of staff.
118. The subject co-ordinator has worked very hard to improve standards in ICT and promote teachers' confidence and expertise. She provides good leadership for the subject. One of the learning support assistants has been trained specifically in this area and her expertise is used well throughout the school. The strength of this team has been a key factor in the improvements in this subject area. The school has clear safety and access policies in place, which are agreed by parents.

## **MUSIC**

119. Standards of attainment are broadly average by the ages of seven and 11. This judgement is based on observation of one lesson in each key stage, listening to singing in collective worship and discussion with Year 6 pupils. This is similar to the judgements that were made in the previous report.
120. Teaching and learning is satisfactory across the school. This reflects a growing competence and confidence of the teachers and the advice given by the co-ordinator. Lesson plans are clear and include required elements from the National Curriculum. Teachers provide suitable opportunities for pupils to extend their singing skills, for

example when a Year 5/6 class learned the round 'To Portsmouth'. This linked well with their history studies of Tudor England. As the teacher pointed out, the accompaniment was played on Tudor instruments. When listening with great delight to Rossini's 'Cat' duet in the same lesson the teacher enabled all pupils to understand the difference between concordant and discordant music.

121. Pupils in Years 1 and 2 sing rhythmically and, for Year 2 pupils, the pitch is developing accuracy, as was shown when singing in collective worship. Years 1 and 2 pupils, including those with special educational needs, also listen attentively to music such as Schubert's 'Marche Militaire' at the beginning and end of collective worship and in class. When using untuned percussion instruments, they are able to reflect moods, such as sad or happy. Most pupils in Year 6 sing with confidence, with accurate pitch, good phrasing and clear diction, as shown when singing 'Autumn Days' in collective worship. They know about different genres of popular music, such as 'Rock', 'Country' and 'Blues'. When listening to songs they sometimes analyse the song to learn about the structure using A, B and C to identify the verse, chorus and instrumental sections. Older pupils also know the different clef signs and how music is recorded on a staff. They have experience of playing instruments that originate in other cultures. Average and above average pupils are able to talk a little about composers such as Mozart and Beethoven. All pupils, including those with special educational needs, make satisfactory progress.
122. Extra-curricular activities enrich the music curriculum, for example, when a group of pupils had the opportunity to work with a professional composer on a song for a day. The song was then broadcast on a local radio station. Visits by groups such as 'Travelling Tubas' provide enrichment for the curriculum. Pupils also have the opportunity to learn the violin and clarinet through the music service. Two clarinet pupils were well organised and ready for their lesson. They played to a piano accompaniment the pieces they had prepared. With guidance from the visiting teacher they improved the phrasing and dynamics of the pieces and were pleased with their progress. Pupils also perform in a local day-care centre. A display of photographs taken with a digital camera exemplified how pupils are given the opportunity to perform for the rest of the school. This helps to engender an interest in music and music making.
123. The co-ordinator manages the subject satisfactorily within her designated job description. However, opportunities to work alongside colleagues would increase their confidence and so help to raise standards. Guidance is provided to ensure that teaching meets all National Curriculum requirements and that there is continuity and progression. Use of information and communication technology to support and enhance learning is satisfactory. Some opportunities to extend learning by using search engines are available to pupils, for example when researching the genres of music. Increasing these opportunities will enhance learning and help to raise attainment. Good quality tape and CD players are used in lessons and when pupils enter and leave the hall for collective worship. However, the school does not inform the pupils of the name of the composer or title of the music. This is a missed opportunity to extend pupils' knowledge and understanding of composers.

## **PHYSICAL EDUCATION**

124. Standards in games match those expected nationally by the age of seven. Standards in games, dance and swimming are above those expected by the age of 11. All pupils in Year 6 can swim 25 metres and a number swim much further, using recognised strokes. All are confident in the water and the teaching fosters their personal survival

skills. It is not possible to make judgements about pupils' skills in gymnastics because no lessons were seen in this aspect of physical education. These standards reflect an improvement since the previous inspection when standards were judged to be typical of pupils of their age at both seven and 11, except in swimming, where standards were judged to be above those expected nationally.

125. Standards in games in Years 1 and 2 are average, because teaching and learning are satisfactory. In lessons all pupils make satisfactory progress, for example, when they learn how to control a ball and move with it at their feet and to pass the ball with feet to a partner. They learn to use space safely, both indoors and outdoors, by watching where they are going, so that they avoid collisions with other pupils. They also know why their hearts beat faster after activity. However, the planning and organisation by the teachers pays insufficient attention to providing activities that build skills in small, sequenced steps and this limits progress.
126. There are several reasons for 11 year olds attaining above average standards in games and dance. Teaching and learning in Years 3 to 6 is very good overall, enabling all pupils to make good overall progress. This is an improvement since the previous inspection. This is because teachers have a very secure knowledge and understanding of the subject. They plan and organise the lessons well, have high expectations of the pupils and teach at a brisk pace. One games lesson with Years 5 and 6 was excellent. This was because the school makes very good use of a professional football coach, who, in conjunction with the teacher, taught an exemplary lesson in the skill of controlling and passing a ball, building up the skills with very carefully sequenced activities. This was done at a very rapid pace with all pupils – girls and boys – concentrating and applying themselves at a very high level and enjoying every minute of it. In a Year 5/6 dance lesson the teacher enthused the pupils by focusing on how cats move, using as the inspiration the poems of T. S. Elliot – Mungojerrie and Rumpleteazer – which were discussed at the beginning of the lesson. Previously, the pupils had watched a video excerpt of the musical 'Cats' that had whetted their appetites for this lesson. A strong feature of this lesson, in addition to the planning, management and organisation, was the way the teacher selected pairs of pupils, including mixed gender pairs, to demonstrate the sequence of movements they had devised to encapsulate particular lines of the poems. This strategy successfully enabled all pupils to improve on the quality of their work.
127. Another reason for the higher standards is that the National Curriculum requirements are more fully met because the time allocated to physical education has been increased. Teachers make some use of information and communication technology, but more opportunities could be used. The school should consider the use of a digital camera to record attainment.
128. The management of the subject is good. The co-ordinator is keen to improve the learning opportunities provided for all pupils. She audits the resources and has taken unsuitable and surplus resources out of use and this has improved aspects of health and safety. The accommodation and resources for the subject are good. The co-ordinator has good leadership potential. When she is enabled to monitor and observe teaching the school will be in a good position to continue to raise standards through improving the quality of teaching and learning.