

INSPECTION REPORT

RAVENFIELD PRIMARY SCHOOL

Ravenfield, Rotherham

LEA area: Rotherham

Unique reference number: 106873

Headteacher: Miss Wendy Jones

Reporting inspector: Mr Geoff Cresswell
22246

Dates of inspection: 10th - 13th February 2003

Inspection number: 246632

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

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 4 - 11 |
| Gender of pupils: | Mixed |
| School address: | Moor Lane North Ravenfield Rotherham |
| Postcode: | S65 4LZ |
| Telephone number: | (01709) 542678 |
| Fax number: | (01709) 532658 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Mr Tim Daniels |
| Date of previous inspection: | 3 rd November 1997 |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-----------------|----------------------|--|---|
| 22246 | Geoff Cresswell | Registered inspector | Mathematics Information and communication technology Physical education Educational inclusion | 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? |
| 19716 | Hilary Smythe | 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? |
| 18605 | Fred Ward | Team inspector | English Science Religious education | How good are the curricular and other opportunities offered to pupils? |
| 10144 | Mary Marriott | Team inspector | Art and design Design and technology Music Foundation stage Special educational needs | |
| 7465 | Richard Brent | Team inspector | Geography History Hearing impaired unit | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ravenfield Primary School, which serves the village of Ravenfield and surrounding area, is smaller than most primary schools, being currently attended by 185 pupils from four to 11 years old. Since 1998, the number on roll has been rising. All pupils are white and all but two are of United Kingdom heritage. Although there are almost equal numbers of boys and girls, there is some imbalance in Year 3 which has twice as many girls as boys. Five pupils are entitled to free school meals (well below the national average). Twenty-two pupils are on the register of special educational needs (average) with a range of difficulties including seven with statements of special educational need (above average), six of whom attend the specialist department for pupils with hearing impairment. There are six gifted and 10 talented pupils spread across the school. The attainment of pupils on entry to the school is average.

HOW GOOD THE SCHOOL IS

Pupils achieve well at Ravenfield and standards are good as a result of teaching that is good overall. Pupils behave very well and enjoy learning. The experienced headteacher, governors and senior staff work very well together, knowing what has to be done to make things even better. The school gives good value for money.

What the school does well

- Standards in English, mathematics, science, art, geography and history are above average in both Years 2 and 6.
- Pupils with special educational needs, including those with hearing impairment, make good progress.
- Pupils are very keen on school and behave well; relationships are very good.
- Overall, the teaching is good.
- The school gives pupils rich, varied and interesting learning opportunities in and beyond the classroom.
- Pupils' personal development and progress in English, mathematics and science are very carefully checked and any difficulties quickly tackled.
- Parents are very supportive and appreciative of the school and are kept well informed.
- The school is very well managed by committed governors and staff under the very effective leadership of the headteacher.

What could be improved

- The way pupils explore and develop their own ideas.
- Pupils' awareness of the contribution made by other cultures to British life.
- The library and the use made of the accommodation for the pupils with hearing impairment.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and has made good progress, completing all key issues raised:

- pupils' progress is checked thoroughly and the information used to help them improve;
- the curriculum is well planned;
- pupils are helped to develop their spiritual awareness; and
- parents are now kept better informed about their children's education.

Teaching is generally good and pupils generally achieve well. The school is well placed to continue improving.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on National Curriculum test results.

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

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

Three-quarters of the children in Year R will reach or exceed the Early Learning Goals¹ by the time they start Year 1. In 2002, Year 2 pupils achieved well above average results in reading and writing in national tests, both when compared to all schools and to similar schools; results in mathematics were above the national average in comparison to all schools but around average for similar schools. Teachers' judgements showed that standards in science were in the top five per cent of all schools. Since 1998, standards in all these areas have varied but, overall, have risen faster than the national rate. When comparing the performance of individuals in national tests for 11-year-olds in 2002 with their performance when they were aged seven, two-thirds made average or better than average progress in reading and writing and four-fifths did so in mathematics. Since 1998, standards have risen at the same rate as in most schools in English and mathematics but have been far better in science. The inspection found standards in speaking and listening, reading, writing, mathematics and science above average for pupils in Year 2 and Year 6. Improvements are as a result of changes to teaching based on a very thorough examination of the way pupils learn. However, pupils are generally not very confident in exploring and developing their own ideas, particularly when working on their own. Standards in art, geography and history are above average. Pupils are generally achieving as well as expected in other subjects. By the time they leave school aged 11, all pupils can swim 25 metres and are aware of how to keep themselves safe in water. Pupils with hearing impairment achieve well and communicate confidently. Other pupils with special educational needs achieve well as do the gifted and talented pupils identified by the school. The school has set suitable targets for the oldest pupils to reach in national tests in 2003 and 2004.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|--|
| Attitudes to the school | Very good. Pupils enjoy learning and are keen to take part in activities. There is no significant difference in the way pupils respond in Year 3 where there are twice as many girls as boys. |
| Behaviour, in and out of classrooms | Pupils behave well at work and play, helping create a friendly and happy atmosphere. |
| Personal development and relationships | Pupils are very caring and considerate. They show initiative and willingly take on responsibilities. However, at times, pupils are over-reliant on adults for help and are not confident in finding things out for themselves. |
| Attendance | Attendance is around the national average and unauthorised absence is about the same as in most schools. No time is wasted. Two pupils had fixed-term exclusions in the previous academic year. |

¹ Early Learning Goals are the nationally accepted standards pupils are expected to reach before they start Year 1.

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 - 2 | Years 3 - 6 |
|------------------------|-----------|-------------|-------------|
| Quality of teaching | Good | Good | Good |

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

Overall, the teaching of English and mathematics is good. The basic skills of literacy and numeracy are taught well in all subjects. Teachers plan interesting lessons, giving pupils first-hand experience wherever possible and managing their classes very well. They are good at checking how pupils are doing and helping them improve. Consequently, pupils enjoy and are involved in learning, are given the support they need and generally achieve well. New technologies are beginning to be used more to support pupils' learning. The teaching of pupils with special educational needs is good and pupils talented in sports, the arts and information and communication technology are encouraged and supported effectively. Sometimes, teaching does not provide sufficient opportunities for pupils to follow up their own ideas and work on their own.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|--|
| The quality and range of the curriculum | Pupils are given many rich and varied experiences in and beyond the classroom, often first hand, that include activities to develop their literacy and numeracy skills. Links with the local community are very good. Work for pupils with hearing impairment is well planned. |
| Provision for pupils with special educational needs | This is good. Pupils, including those with hearing impairment, are given good individual and small group support and are fully included in lessons. Provision for gifted and talented pupils is also good. |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Moral, social and spiritual development is very good and helps create the caring family climate so apparent in the school. Pupils' awareness of their own culture is well founded but there are insufficient opportunities to appreciate the contribution different ethnic groups make to British society. |
| How well the school cares for its pupils | Pupils are very well cared for. Staff keep a very careful check on pupils' personal development and progress in learning in order to help them overcome difficulties and improve. |

Parents and carers are kept well informed about their children's education but not to the same degree in all subjects. Parents are very appreciative of the school and raise significant additional funds from social events.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|--|
| Leadership and management by the headteacher and other key staff | The very good leadership of the experienced headteacher is very well supported by the deputy headteacher. Subject managers generally have a clear idea of what needs to be done to improve teaching and learning and are well supported. |
| How well the governors fulfil their responsibilities | Governors are very committed and interested and know the school's strengths and areas for development, as they are kept well informed. Generally, they carry out their role very well, visiting the school and meeting teachers. |
| The school's evaluation of its performance | Staff regularly check and improve their own and pupils' performance, especially in English, mathematics and science. Parents' views are regularly sought through questionnaires and informal contact. |
| The strategic use of resources | The governing body spends very carefully and makes sure funds are directed at the most important areas. |

Staff development has been managed well and has directly improved the quality of teaching and learning. Resources, including new technologies, are generally good. Overall the accommodation is spacious and well used, apart from the library and one of the rooms in the department for pupils with hearing impairment, which are unsatisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Children like school and are expected to work hard. • The school is well managed. • Teaching is good. • The school is approachable. | <ul style="list-style-type: none"> • The range of activities outside of lessons. • The amount of homework. • Information about pupils' progress. |

The inspection confirms parents' positive views and finds that the range of activities outside of lessons is very good and the amount of homework is suitable. However, information on pupils' progress is not always very specific in subjects other than English, mathematics and science.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Standards for pupils in both Years 2 and 6 are above average in English, mathematics, science, art and design, geography and history. Pupils with special educational needs, including those with hearing impairment, make good progress.

1. Standards in Year 2 and Year 6 are above average in English, mathematics, science, art, geography and history because of the consistently good or better teaching, the good attitudes to learning of the pupils and the many interesting and apt learning activities pupils enjoy in these areas. Standards are also above average in games for Year 2 pupils and in singing for Year 6 pupils for the same reasons. No Year 2 lessons for aspects of physical education apart from games and no Year 6 lessons for aspects of music apart from singing could be seen during the inspection and so no judgements about these other aspects could be made.
2. Standards for pupils in Year 2 and Year 6 in design and technology, information and communication technology and religious education are as expected, as are standards in music in Year 2. Only gymnastics out of the aspects of physical education could be observed in Year 6 where standards observed were as expected. Nearly all pupils can swim 25 metres and know the principles of water safety when they leave at 11-years-old.
3. Overall, this is an improvement since the previous inspection when standards were average in English, mathematics, science, geography and history. The limited judgements in music and physical education mean that a valid comparison with the previous inspection is not possible. Standards in all other subjects are judged to be the same as the previous inspection with the one exception of design and technology for Year 6 pupils, where some aspects were above average.
4. Overall, pupils' attainment on entry is average and has been similar for a number of years although there is some variation in the proportion of low and high attaining pupils. In the current Reception class half the pupils are attaining as expected with a quarter above and a quarter below expectations. Three-quarters of the children in Reception will reach or exceed the Early Learning Goals² by the time they start Year 1.
5. Pupils in Years 1 and 3 - 5 generally achieve well as most lessons are interesting and build appropriately on what has been learnt before. In a significant proportion of lessons, skilful teaching captures the pupils' imagination and gives them important skills for future learning. The good achievement is also due to the pupils' almost universally positive attitude to work and the way they apply themselves with a will. The only area where pupils do not extend their learning sufficiently is in using the skills they acquire to pursue their own ideas.
6. Pupils with special educational needs benefit from the good individual and group support given by classroom assistants and teachers. They are generally fully involved in lessons and overall they make good progress. The six pupils who have impaired hearing are very well supported, enabling them to progress well in all subjects. Those pupils identified by the school as gifted and talented achieve well because their particular needs are taken into account in lessons and in special provision obtained from outside agencies.
7. For pupils aged seven, 2002 test results show that standards in reading and writing were well above average in comparison both to all schools and to similar schools. The mathematics test results show standards to be above the national average for all schools and around the national average for similar schools. The small number of pupils involved with the consequent effect of individual variations in performance is sufficient to account for the discrepancy between the subjects. The test results from 2002, when taking the small number of pupils into account, give a similar picture of standards as was found in the current Year 2. When the results of individuals are compared to when they were aged five, almost all pupils make good or very good progress in mathematics and writing and all pupils make good

² Early Learning Goals are the nationally accepted standards pupils are expected to reach before they start Year 1.

or very good progress in reading. Teachers' judgements showed that standards in science were in the top five per cent of all schools.

8. For pupils aged 11, the 2002 test results show that standards in English and mathematics were around the national average in comparison to all schools and below in comparison to similar schools. Standards in science were well above average in comparison to all schools and above average in comparison to similar schools. The previous two years showed a similar disparity between science and English and mathematics results. This was not the case with standards observed in the current Year 6. This is because recent improvements in the teaching of English and mathematics are now having an impact on the standard of work in these subjects, bringing the quality of learning in line with science. When the results of individuals are compared to when they were aged seven, two thirds made average or better than average progress in reading and writing and four fifths did so in mathematics. These results were affected by the fact that a quarter of the pupils had statements for learning difficulties. Even so, the school targeted areas for improvement in the teaching of reading and writing and has put these improvements into practice.
9. Since 1998, standards overall for pupils aged seven have risen at a faster rate than in most schools. The most marked improvement has been in reading whilst the improvement in mathematics has only been slightly above the average school trend. For pupils aged 11, standards in English and mathematics have risen broadly in line with the national trend, whilst the rise in science has been better than average. This ties in with the well-established good teaching and learning in science whereas improvements in English and mathematics have been more recent. Boys' results over the last five years have been very similar to girls' results for seven year olds. With just the one exception of the English results in 2002, this is also true for 11 year-olds. This parity between boys and girls is different to the national picture, where boys do not do as well and is partly a reflection of the very good provision that ensures equal opportunity and provides stimulating and motivating activities for all pupils.
10. The school has set suitably challenging targets for 2003 in English and mathematics, agreed with the local education authority as appropriate for the current Year 6. They reflect the good standards observed in the inspection and have a suitable level of challenge.

Pupils' attitudes, values and personal development

Pupils are very interested learners, generally behave well in lessons and are very responsible. Relationships are very good. Two pupils have had fixed term exclusions. At times pupils lack confidence for developing their own learning.

11. Pupils have a very good response to their school experiences. Their attitudes, relationships and personal development are very good. This reflects the findings of the previous inspection. Behaviour is good. There is no significant difference in pupils' response in Year 3 where there are twice as many girls as boys.
12. The very good attitudes influence all aspects of school life. Almost all pupils have great enthusiasm for school, they enjoy taking part in the wide range of activities and are very keen to learn. This is a result of teaching that captures pupils' interest. The very good relationships give pupils the confidence to take part in lessons secure in the knowledge that their contributions will be valued. In a Year 3 English lesson a girl had enough confidence to sit in the 'hot seat' and answer questions from other pupils and all pupils achieved very well because of the very good teaching and relationships. Pupils respond thoughtfully to each other and to adults during discussions. This was observed in an infant assembly when pupils waited attentively and were sensitive to the atmosphere.
13. Overall, behaviour is good, with many examples of very good and, sometimes, excellent behaviour helping create the happy, friendly atmosphere. The school functions as an orderly community with pupils responding positively to the school's clear routines and well known rules.
14. Hearing and hearing impaired pupils mix in friendship groups, play happily together on the infant and junior playgrounds and work harmoniously in lessons. In classrooms, pupils behave well, listening attentively to teachers and settling quickly into their work.

15. Throughout the school pupils are courteous, polite and respectful to each other. They show respect to all staff, helpers and visitors. Pupils are very friendly and welcoming to visitors, eagerly talking about their school experiences. Pupils respect the school's property and are careful with resources. They handle books and computers with care. In a Year 6 science lesson pupils took turns, shared resources and handled equipment sensibly.
16. Pupils feel very secure as the atmosphere is one of warmth, care and consideration for others and there is no evidence of oppressive behaviour or bullying. Pupils of all ages enjoy taking on responsibilities such as returning the registers to the office, tidying the cloakrooms and helping the teacher prepare resources. All adults provide very good role models for pupils.
17. Pupils form very good relationships and there is a particularly strong bond between hearing and hearing impaired pupils. Hearing pupils value the presence of the hearing impaired and recognise the positive effect this has and will have in the future. A pupil in Year 3 said, "It's important to know how to communicate in case you meet hearing impaired people later in life". Nearly all pupils can communicate by sign-supported English and many attend the 'signing club'. Pupils identify with, and feel part of, the school community and older pupils are developing a sense of belonging to the wider community. They appreciate the importance of caring for the local environment and looking after living creatures. Pupils enjoy learning about other cultures and beliefs and value the differences but they have little understanding of the impact on their own culture.
18. Throughout the school pupils show initiative in relationships with others, comforting each other when upset and helping others during daily routines. This is evident in the care and support between pupils of all abilities and those with a specific learning or physical disability. However, many pupils do not show initiative and responsibility in learning because insufficient opportunities are provided.
19. Attendance and unauthorised absence is around the national average. Very few pupils arrive late, lessons start promptly and no time is wasted. Two pupils had fixed-term exclusions.

HOW WELL ARE PUPILS TAUGHT?

Overall, teaching is good and often very good, with a strong emphasis on literacy and numeracy. Teachers plan interesting lessons, have good relationships with the pupils and make good use of learning resources. New technologies are widely used to support pupils' learning. Pupils enjoy learning, are given the support they need and generally achieve well. Pupils are not always given enough opportunities to explore and develop their own ideas.

20. During the inspection, three quarters of the teaching was good or better and a quarter very good. There were no instances of unsatisfactory teaching. This is comparable with the previous inspection. Overall, the teaching and learning in English and mathematics were good. Not enough lessons could be seen during the inspection in the other subjects to report on the overall quality of teaching and learning apart from music where the quality was satisfactory overall. Teachers generally have good subject knowledge but some are less confident in dance. The recent training in information and communication technology has ensured that all teachers are competent in this area. Consequently, new technologies, such as the laptops, are used well to provide good teaching activities.
21. Teachers manage pupils very well. Good behaviour is expected and, in almost every case, demonstrated by the pupils. Teachers have established very good relationships with the pupils in a positive atmosphere where encouragement and challenge are used to get the best out of the pupils. As a result the pupils generally work at a good pace. They want to please the teacher and complete the work set. The few pupils with behavioural difficulties are handled sensitively with the skilful support of classroom assistants and they take full part in the lessons. The same is true for the pupils with visual impairment and also for those with hearing impairment and the attitude to learning of these pupils has a positive influence on the life of the school.
22. Staff are good at helping pupils learn spelling, punctuation and grammar in English lessons and also in building up their knowledge and understanding of words used in other subjects. The pupils with hearing impairment are taught well when they are withdrawn for specialised teaching. Teachers have provided good opportunities for pupils to use their skills in subjects other than English and the diverse and stimulating writing across a wide range of subjects is a feature of the school. Numeracy skills are also

taught well but teachers are not planning for ways to use these skills in other subjects as well as they are in English.

23. Teachers plan lessons well. They think of stimulating activities that are at the right level of difficulty for the different groups of pupils in the class and are often based on first-hand experiences. The pupils respond by showing interest in lessons and a very good level of involvement. This involvement is kept up by good questioning by the teachers. Their questions make the pupils think and check their understanding. Pupils concentrate well and work right to the end of the lesson. A common weakness in planning is the lack of opportunity for pupils to take what they know and explore their own ideas. Pupils are not coming through the school with the expectation of pursuing an idea for themselves and their view of themselves as learners is generally limited to receiving information from the teacher. Their creativity in this respect is also limited.
24. Staff are good at checking the progress of pupils in lessons and then adapting their teaching to help pupils overcome difficulties and learn from their mistakes. As well as giving individuals and groups appropriate support in these instances, they give short teaching sessions to the class. This ensures that the pupils are productive over the course of the lesson. Homework is used well to give pupils practice in reading and spelling. Some parents felt their children were given too much homework and others not enough. The inspection found the amount was appropriate.
25. Teachers have realistic and yet challenging expectations of what pupils can achieve. As a result, more able pupils and those pupils with special educational needs achieve well. The good management of skilled support staff contributes to this. In a few cases support staff are not usefully employed during whole class teaching sessions. The insufficient planning on these occasions means that pupils do not benefit as they should from the presence of adult support. Teachers have recognised gifted and talented pupils and provide opportunities for these pupils to excel. These pupils consequently have a positive attitude to learning and look for ways to use their abilities.
26. As a result of the generally good teaching, pupils are being well prepared for the next stage of their education when they move to secondary school at 11-years-old.

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

The school provides all pupils with many rich and varied learning activities, giving importance to their personal development and use of their literacy and numeracy skills. Pupils with special educational needs, including those with hearing impairment, are particularly well catered for. There are not enough opportunities for pupils to explore and develop their own ideas.

27. The school provides an interesting and exciting curriculum, endeavouring wherever possible to link these to pupils' first hand experiences and build on their previous learning. This is an improvement since the previous inspection when there were gaps in the programme of work.
28. The programme in Reception is suitable for children aged four and five and covers the recommended six areas of learning adequately. Throughout the rest of the school, teachers plan together in adjacent year groups covering a two-year programme. This has allowed staff to share expertise and help each other, making best use of time and resources. Planning is very thorough and makes sure literacy and numeracy skills are given importance, not just in English and mathematics but in all subjects. Increasingly, new technologies are being introduced. Every half term a special event is planned for each class to make their learning more relevant and interesting. This often occurs in art, history and geography, where the curriculum is especially rich.
29. Long and medium-term planning uses national and local guidance to make sure the National Curriculum and the locally agreed syllabus for religious education are covered. Teachers have found national guidance helpful, particularly in literacy but also in numeracy. However, teachers are aware that they have not given pupils enough opportunities to explore and develop their own ideas as they have concentrated on covering planned units of work.
30. The school does everything possible to make sure that all pupils are able to take part in activities in and beyond the classroom. Pupils with special educational needs, including those with hearing impairment,

are given a very suitable learning programme. Staff from the department for pupils with hearing impairment work very closely with class teachers and, as a result, individual learning plans for these pupils are detailed and helpful and are regularly reviewed in the light of the pupils' progress. The school goes to great lengths to provide exactly what individuals need. This is particularly apparent in the way staff sign for pupils but also encourage independence in communication. Other pupils with special educational needs also benefit and their individual educational plans are up to date, suitable and well used by staff. Gifted and talented pupils are identified early and given harder work to match their capabilities, including taking part in a special programme organised by the local authority.

31. Sex and relationships, drugs and health education are well covered in science and in a very well planned personal and social development programme involving visiting specialists, such as the school nurse. The requirements for a daily act of collective worship are fully met and assemblies make a valuable contribution to school life.
32. The range and number of activities organised outside of lessons is good, despite some parents' concerns. Pupils of all ages have opportunities to take part although older children have more choices.
33. The school's links with the community are very good. Pupils frequently visit the village and further afield, such as the local church and post office and also take part in special events. Pupils' art was displayed in the bus shelter as part of a national competition. Very good use is made of visiting specialists from the community, including the emergency services, football and cricket clubs and a sports coach funded by a national supermarket chain. These contacts broaden pupils' experiences and have a direct influence on raising achievement, as was seen in the hockey skills developed by the visiting coach.
34. There are good relationships with other schools in the area. Links with the village playgroup are particularly well developed. Staff meet together to help make sure children are prepared for school and there are plans to provide accommodation on the school site to house the playgroup. Senior staff meet with colleagues from nearby primary schools for professional discussions and training. Nearby secondary schools are actively involved in helping pupils make a smooth transfer at 11 years old to their next stage of education.
35. The school very successfully plans for pupils' personal development. This is an improvement since the previous inspection when the provision was good.
36. The school promotes pupils' spiritual development very well. All pupils are made to feel they are important and valued as part of the school family. Their self-esteem is consistently boosted in lessons and other activities by the use of praise and acknowledgement. There are many opportunities in all subjects when pupils are given time for their own thoughts and encouraged to share and respond sensitively. Assemblies, religious education and personal and social education lessons are used particularly well for this activity.
37. Provision for the pupils' moral development is very good. Staff frequently find opportunities to emphasise values of caring and respect and they set very good examples by their own behaviour. The school is very clear on the importance of good behaviour and adults are generally consistent in their expectations, which are reinforced through posters around the school. Pupils are also made aware of the difference between right and wrong with staff giving sensitive reminders and praise throughout the day. Pupils are readily made aware that they must take responsibility for their actions; older pupils understand and appreciate that they are expected to set good examples for younger pupils. The school is generous in support of charities and pupils are encouraged to initiate fundraising activities.
38. The school provides very well for pupils' social development. There is a caring and supportive climate where all pupils are aware of the needs of others. This is especially apparent in the way pupils with hearing impairment are made to feel so much part of the community, with many hearing pupils of all ages able to sign and communicate easily. In most lessons, there are opportunities for pupils to work together in pairs and small groups. The many educational visits help pupils, from an early age, learn to act sensibly and responsibly in larger groups and in public. The annual residential visit for Years 5 and 6, team sports and school productions give pupils very suitable opportunities to learn about co-operation, competition and fair play. Pupils are expected to take responsibility for a variety of duties in class and around the school to play their part in the community.

39. The provision for pupils' cultural development is satisfactory overall. Appreciation of local and regional cultural traditions is given a high priority and is very much part of the half-termly educational visits that classes usually take. Positive contributions come especially from English, art, geography, history, music and religious education lessons. The school also makes sure pupils' gifts and talents are recognised, shared and developed. This happens most in sport and music, where specialist tuition is arranged if possible. The school also joins in and celebrates local and national cultural traditions well, such as harvest festival and flower competitions. However, the school is aware that not enough is done to help pupils gain awareness of the rich and varied contribution other cultures make to British society and that present arrangements are unsatisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

Overall, the school takes very good care of pupils, doing all it reasonably can to protect them from harm. The tracking of how well pupils are doing in English, mathematics and science is particularly good and has improved since the previous inspection.

40. This is a very friendly, caring school community and all adults within the school help create the family atmosphere. Staff know pupils very well and are aware of their various needs, particularly those with special needs. The headteacher responds very quickly to any concerns raised and, when necessary, seeks professional advice. Child protection procedures are fully in place.
41. The positive and sensitive help from staff means the pupils feel secure and have confidence in the headteacher and others for advice and support. The school has very good formal and informal connections with the emergency services and a high priority is given to raising pupils' awareness on how to keep themselves safe, such as on the roads and for Internet use.
42. The school takes very good care of pupils with special needs, working closely with external support agencies, involving the parents and taking full account of the revised Code of Practice.
43. The school works hard to promote attendance and to discourage parents from taking holidays in school time. Registers are regularly checked and attendance statistics compared with those of other local schools.
44. The school is very good at making sure pupils behave well. Staff have very high expectations and the pupils know what is expected of them. The rules are deliberately kept simple, are discussed with pupils and, with few exceptions, are consistently reinforced by staff. As a consequence pupils have a very good knowledge and understanding of their school rules. Staff always respond quickly and sensitively to any incidents of unacceptable behaviour and bullying is not tolerated.
45. Staff keep a very careful check on pupils' personal development, giving very good support to help them overcome difficulties. The school works hard to make all pupils feel valued and to develop their own sense of worth. Staff regularly praise and reward pupils for their attitudes, behaviour and the effort they make.
46. The system of tracking pupils' progress from lesson to lesson in English and mathematics is working very well. This is a significant factor in the good achievement of pupils in these subjects. It is not as detailed in other subjects, where teachers form a longer term view of progress. These systems are still effective, such as in information and communication technology where the skills acquired by pupils are recorded on a class master sheet. Portfolios of work are also used well to judge what should be achieved by pupils and how individuals match up to this expectation. The pupils' work is marked thoroughly and carefully analysed. It is a strong feature of the school that the analysis of pupils' work is used to improve subsequent teaching and target individual pupils who need help. Examples abound, including the improvement to the way writing is taught following a detailed analysis of test results and the pupils' personal targets for improvement. This whole aspect has improved considerably since the last inspection.
47. The teachers have a clear understanding of how well pupils who have special educational needs are improving. Individual education plans are used effectively. They are regularly updated and prove valuable in making sure that these pupils make good progress in manageable steps.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

Parents are very supportive and appreciative of the work of the school. They find the headteacher and staff very approachable. A very small number of parents expressed some concerns, only one of which was found to be partly justified. The inspection found that the amount of homework is suitable and that the range of activities outside the classroom is very good. Information on pupils' progress in English, mathematics and science is good but is less specific in other subjects.

48. The schools' links with parents are good as shown by the high degree of satisfaction expressed by parents in the questionnaire, parents' meeting and during the inspection. The quality of the information provided by the school is good and regular newsletters keep parents informed of matters of interest and activities planned. Induction procedures for pre-school children and hearing impaired children are good. For those joining other than in Year R procedures are satisfactory although the written induction material is very limited. A personal development report is sent to parents at the end of each term. The prospectus has been revised to make it more user-friendly. However, the prospectus and governors' annual report to parents have minor omissions. Information is available for parents of infant pupils about topics being studied but as yet there is no formal way of advising the parents of the junior pupils.
49. Parents really appreciate the open door policy and know that they can talk to the headteacher and teachers about anything without having to make an appointment. They know that they will always be informed if their child is having problems.
50. Parents are well informed about their child's progress in English, mathematics and science; reports make clear to parents what their children can do well and what they need to do to improve academically and in their personal development. However, reports are not as specific in informing parents about other subjects. There are two formal opportunities for parents to meet with teachers.
51. Parents are interested in their children's learning both at home and at school. A limited number of parents give effective help in school and many support their children through shared reading at home and other homework. Parents of pupils with special educational needs are encouraged to be closely involved with reviews. The school seeks the views of parents through questionnaires and consults them about local issues. There is a very active Friends' group that raises funds and provides regular social events.

HOW WELL IS THE SCHOOL LED AND MANAGED?

The school is very well managed by committed governors and staff under the very effective leadership of the headteacher. Significant improvements have been made in the school because the leadership acts decisively on good quality information and makes sure that the most important issues are dealt with first. The good practice of most subject co-ordinators now needs to spread to all subjects. The school is managed efficiently enabling good teaching and learning in a supportive atmosphere and also ensuring that necessary changes to improve provision and practice take place. There is a strong commitment and will to raise standards higher.

52. The governing body has made a significant contribution to school improvement. A prime example is the way the Finance Committee made funds available to pay for an extra teacher for a short period in Key Stage 1. The impact of this move was tracked and standards in the core subjects of English, mathematics and science improved. Governors are well informed, with detailed information about current standards and with regular feedback about how their initiatives are progressing. The quality of the information received by governors is the consequence of astute analysis by the headteacher in partnership with the deputy headteacher. As a result, the development plan drawn up by the leadership is honed to the areas of greatest need. This occurred when the 2002 results in writing for Year 6 pupils in the end of year national tests showed progress to be not as good as in the previous year. The causes of this were identified and the subsequent development plan specified improvements in the way writing was to be taught. The standard of writing in the current Year 6 is now good.
53. The governing body has also developed its monitoring role with classroom visits. As a consequence, the governor who oversees numeracy has a clear view about the impact of recent improvements in the teaching of the numeracy hour. This practice has not yet been extended across the curriculum, although the leadership views this as an important development for the future.

54. The school is managed skilfully by the headteacher. She keeps a close eye on the teaching and learning going on. She has developed a very positive ethos in which views can be expressed and improvement is expected. In this she has great support from the deputy headteacher who not only models good practice but also gives valuable input in discussions about issues for improvement. A case in point is the need to improve the teaching of reading that was identified by the school. Extensive discussion took place and the resultant guided reading sessions work well in moving the pupils' learning forward.
55. Subject co-ordinators have a clear idea of their roles and what they need to do to improve teaching and learning in their areas of responsibility. They are thorough and systematic in their checking of pupils' attainment and progress, using tests and reviewing samples of work. This has been particularly successful in English, mathematics, science and information and communication technology where the progress of individual pupils is tracked and used to target extra help. The checking of pupils' work is strengthened in English and mathematics by systematic classroom visits to see what is working best in the lessons and what can be improved. This has been important in the recent emphasis on improving the use of the plenary session in the numeracy hour. The management of the majority of the foundation subjects, whilst improving the teaching and learning opportunities, has not developed as far and will benefit from co-ordinators seeing first-hand what is happening in lessons.
56. The checking of the performance of pupils at all levels would benefit from a greater concentration on how the pupils learn. Despite a large amount of time looking at pupils' performance, the lack of opportunity for pupils to develop and explore their own ideas was not picked up or acted on.
57. The headteacher is the lynchpin of the successful management of the school. She makes sure that initiatives are followed through to completion, organising non-contact time for staff involved, checking on pupils' progress, drawing information from parents and involving governors at every opportunity. She has devolved more subject responsibility to co-ordinators since the last inspection. She also takes the initiative in getting funding for improvements to the school. It is because of her intervention that funding was found to resurface the playground, a feature that greatly improves the games lessons. The school is run efficiently on a day-to-day level with the support of capable administrative and site supervision staff who take pride in their work.
58. Typical of the effective management is the way that performance management has been introduced. Teachers' targets included a common target to improve the teaching of numeracy. The effective implementation of the numeracy strategy reflects this concerted approach to staff development. The unified approach has now been applied to improving the teachers' expertise in the teaching of reading. The teacher in her first year of teaching has received good support to enable her to know what to teach and how to manage the class.
59. There are many adult helpers supporting pupils with special educational needs. In particular, all six pupils with hearing impairment have support from an adult who signs. These staff are generally managed well by teachers who ensure that they make a significant contribution to the good progress made by the pupils. The one weakness is that sometimes support staff are not involved during the introduction of the session or during class teaching.
60. Financial planning is clearly centred on raising standards and the need to manage the fluctuation in pupil numbers. The governing body spends very carefully to make the most of the budget. Financial planning takes a long-term view with a three year plan that costs future development, an example being new accommodation for Reception pupils to be shared with the local playgroup. Specific grants are carefully checked to ensure that the money is spent as intended. The finance committee uses a very helpful chart that maps expenditure against the purpose of each grant.
61. New technologies are widely used by staff to good effect. This has helped in lesson preparation, tracking pupils' progress, writing reports and school administration.
62. The school is very well looked after by the caretaker, who keeps the buildings and grounds in good order. The recently refurbished information and communication technology room has sufficient equipment and space for a class and lessons are regularly held throughout the week. The pupils with hearing impairment are well-catered for in a large, well-equipped room for small groups and individuals. However, the adjacent small room does not always meet the needs of the hearing impaired pupils well because of the

noise from the computer suite, the need to use it as a connecting corridor, the lack of space and the phone and fax in the room. With the exception of the Reception room that is soon to be replaced, the classrooms are spacious and well equipped.

63. The library facilities are unsatisfactory with poor access, organisation and classification for information books. There is insufficient range, quality and quantity of books. This has been recognised by the school and is a priority for future development. The shortcomings of the library limit the opportunities pupils have for exploring and developing their own ideas. There is a good supply of books, apparatus, equipment and materials of good quality in all other subjects.
64. The headteacher and governors are aware of how to apply the principles of best value. They are carefully considering all the options and consulting widely before taking decisions. For example, the quality of services provided by the local education authority (LEA) was compared carefully with other providers before service contracts were agreed. The value-added performance of similar schools is analysed with a view to making the school better. The Audit Commission website has been used to provide comparable data on how the school is using the budget.
65. Children enter the school with overall average attainment and by 11-years-old, most are confident and achieve well in English, mathematics, science, art, geography and history whilst pupils with special educational needs make good progress. This is as a result of the good teaching they receive demonstrating that the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

The governors, headteacher and deputy head should:

- i. help pupils explore and develop their own ideas by providing more opportunities where they can take responsibility for their own learning and use their skills creatively, particularly in mathematics, English and science;

(paragraphs: 5, 18, 23, 29, 56, 63, 85, 95, 98)

- ii. look at how topics covered in all subjects can be adapted to include a wider view than at present, raise pupils' awareness of the rich and valuable contribution different cultures and ethnic groups make to British society; and

(paragraphs: 17, 39, 141)

- iii. improve the accommodation for the library and the department for pupils with hearing impairment by reviewing existing arrangements and making better use of what is available.

(paragraphs: 62, 63, 72, 85)

Governors may wish to include these minor issues in their action plan:

- iv. improve the teachers' subject expertise in the teaching of dance;

(paragraphs: 20, 135)

- v. improve the quality of information given in reports to parents with respect to foundation subjects and newsletters about what junior pupils are learning; and

(paragraphs: 48, 50)

- vi. make sure that through careful planning, the generally good use of learning support assistants occurs in all lessons, particularly during whole-class teaching.

(paragraphs: 25, 59)

DEPARTMENT FOR PUPILS WITH HEARING IMPAIRMENT

66. There are six hearing impaired pupils and all have statements of special educational needs. The department is an integral part of both the school's and the LEA's overall inclusive provision for special educational needs. The school is clear about its approach to communication with its deaf pupils: it sees deafness as a difference in cultural and social experience rather than a disability. This is one of the reasons for the department's success.
67. Attainment at the end of Year 6 cannot be judged because the groups are too small for valid comparisons to be made. Additionally, because of the nature of their special educational needs, it is inappropriate to judge pupils' attainment against age-related averages. Therefore, judgements about achievement take account of information contained in pupils' statements and in annual reviews.
68. Achievement is good and many pupils are successful in their National Curriculum courses of study. In English, throughout the school, pupils make good progress in their communication and writing skills and attain good standards. Although language problems sometimes hinder their reading fluency, most make good progress over time and older pupils have a satisfactory appreciation of texts such as "The Iron Man". Standards are good in mathematics because of teaching which encourages them, for example, to be prepared to make estimates when solving problems. Standards are also good in subjects such as history and art, where good opportunities are provided for the development of communication and social skills. Above all, the school's ethos of valuing all individuals and respecting both the sign language of the deaf community and the spoken and written language of the hearing community, is most evident in the pupils. At Ravenfield, pupils are relaxed, know what is expected of them and develop their deaf identity and self-esteem. As a result, they learn to take on new challenges, such as taking on school responsibilities.
69. Teaching by both departmental and school staff, learning assistants and visiting therapists is good. The attainment of pupils on entry to the school is below average. However, the impact of this good teaching is seen in the good progress pupils make and the achievements they gain over their time in the school. Those with higher levels of attainment are stretched and many pupils achieve well. Pupils learn to communicate effectively in a variety of ways and there is particularly good teaching in language and communication. Teachers and assistants are skilled in the use of total communication to deliver their lessons and good examples were seen of Sign Supported English as they identified and described characters from a novel and introduced new words such as "scattered". All staff expect pupils to learn to be independent in what they do; for example, lunch is seen as an opportunity for pupils to learn both how to behave and how to face new situations. Personal and social education is taught well across the school and this leads to strong and effective relationships being established which motivate the pupils to concentrate and try hard so that their learning benefits.
70. The quality and range of learning opportunities provided by the school are good. An appropriate statutory curriculum is in place which is enhanced by a range of additional specialist features, including the expertise of therapists and extended support within the department. The breadth, balance and relevance of the whole curriculum are also good.
71. The department provides a good level of care for its pupils. The personal and academic development of each individual is well assessed, monitored and evaluated and arrangements for associated individual education planning are good. Adults take a genuine interest in the personal development of individuals and provide effective support and guidance to help them develop further.
72. The quality of leadership and management is good; necessary administration is efficient and staff are clear about priorities. Currently, however, the smallest of the teaching spaces is unsatisfactory because of its size, its proximity to a busy ICT suite and its use as an occasional corridor. Nevertheless, the department has a secure strategic grasp of the developments necessary for further improvement and all at the school and the LEA are committed firmly to its success. There is, therefore, a good capacity within the present systems for continuing improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

54

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

40

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 1 | 13 | 28 | 12 | 0 | 0 | 0 |
| Percentage | 2 | 24 | 52 | 22 | 0 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

YR - Y6

| | |
|---|-----|
| Number of pupils on the school's roll (FTE for part-time pupils) | 185 |
| Number of full-time pupils known to be eligible for free school meals | 5 |

Special educational needs

YR - Y6

| | |
|---|----|
| Number of pupils with statements of special educational needs | 7 |
| Number of pupils on the school's special educational needs register | 22 |

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 | 8 |
| Pupils who left the school other than at the usual time of leaving | 9 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.3 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.1 |
| National comparative data | 0.5 |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 10 | 20 | 30 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 10 | 10 |
| | Girls | 20 | 20 | 19 |
| | Total | 30 | 30 | 29 |
| Percentage of pupils at NC level 2 or above | School | 100 (88) | 100 (84) | 97 (91) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above | Boys | 10 | 10 | 10 |
| | Girls | 20 | 19 | 20 |
| | Total | 30 | 29 | 30 |
| Percentage of pupils at NC level 2 or above | School | 100 (88) | 97 (91) | 100 (88) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

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

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2002 | 15 | 12 | 27 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|----------|
| Numbers of pupils at NC level 4 and above | Boys | 10 | 12 | 15 |
| | Girls | 11 | 10 | 11 |
| | Total | 21 | 22 | 26 |
| Percentage of pupils at NC level 4 or above | School | 78 (89) | 81 (82) | 96 (100) |
| | National | 75 (75) | 73 (71) | 86 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|-----------|
| Numbers of pupils at NC level 4 and above | Boys | 8 | 11 | 15 |
| | Girls | 10 | 10 | 12 |
| | Total | 18 | 21 | 27 |
| Percentage of pupils at NC level 4 or above | School | 67 (n/a) | 78 (n/a) | 100 (n/a) |
| | National | 73 (72) | 74 (74) | 82 (82) |

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

Ethnic background of pupils

| Categories used in the Annual School Census |
|---|
| White – British |
| White – Irish |
| White – any other White background |
| Mixed – White and Black Caribbean |
| Mixed – White and Black African |
| Mixed – White and Asian |
| Mixed – any other mixed background |
| Asian or Asian British - Indian |
| Asian or Asian British - Pakistani |
| Asian or Asian British – Bangladeshi |
| Asian or Asian British – any other Asian background |
| Black or Black British – Caribbean |
| Black or Black British – African |
| Black or Black British – any other Black background |
| Chinese |
| Any other ethnic group |
| No ethnic group recorded |

Exclusions in the last school year

| No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|-----------------------------|--|---------------------------------------|
| 183 | 3 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 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 | 19.5 |
| Average class size | 26.4 |

Education support staff: YR - Y6

| | |
|---|-------|
| Total number of education support staff | 8 |
| Total aggregate hours worked per week | 172.5 |

FTE means full-time equivalent.

Financial information

| | |
|--|-----------|
| Financial year | 2001/2002 |
| | £ |
| Total income | 452,967 |
| Total expenditure | 434,814 |
| Expenditure per pupil | 2,338 |
| Balance brought forward from previous year | 3,724 |
| Balance carried forward to next year | 21,877 |

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 | 3 |
| Total number of vacant teaching posts (FTE) | 0 |
| Number of vacancies filled by teachers on temporary contract of a term or more (FTE) | 1 |
| Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE) | 0 |

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 185 |
| Number of questionnaires returned | 54 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 66 | 31 | 2 | 0 | 0 |
| My child is making good progress in school. | 49 | 42 | 3 | 0 | 3 |
| Behaviour in the school is good. | 51 | 41 | 0 | 0 | 5 |
| My child gets the right amount of work to do at home. | 44 | 37 | 10 | 5 | 2 |
| The teaching is good. | 51 | 44 | 0 | 0 | 3 |
| I am kept well informed about how my child is getting on. | 46 | 42 | 8 | 2 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 58 | 37 | 3 | 0 | 0 |
| The school expects my child to work hard and achieve his or her best. | 66 | 31 | 0 | 0 | 2 |
| The school works closely with parents. | 37 | 51 | 7 | 2 | 2 |
| The school is well led and managed. | 63 | 36 | 0 | 0 | 0 |
| The school is helping my child become mature and responsible. | 49 | 47 | 0 | 0 | 2 |
| The school provides an interesting range of activities outside lessons. | 37 | 24 | 25 | 3 | 7 |

Other issues raised by parents

None.

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

Strengths

- Children make a good start to school.
- Learning focuses on language and personal and social development.
- Parents are well informed about the organisation in the foundation stage.
- Links between the Early Learning Goals and the National Curriculum.

Areas for development

- Continue to develop the accommodation, including an outside play area.
- Develop resources including those for ICT.
- Develop an early years parent booklet.

73. The 30 children in the Foundation Stage are all in a single Reception class. Eight started school in September of this academic year and the rest began in January. Good induction procedures and very good relationships mean that the children settle very quickly into class routines. Attainment on entry is average and most children have had the advantage of pre-school experiences.
74. At the time of the last inspection, there were only five children under-five who were in the mixed Reception and Year 1 class. The inspection treated the class as a Year 1 class and therefore the last report does not contain evidence for comparison with the current Foundation Stage children.
75. All groups of children achieve well in all areas of learning, regardless of how much they know, understand or can do when they enter the school. This is because of the well planned curriculum that takes careful account of current national guidelines and because of the good teaching that predominates. However, children achieve very well in their personal and social development because of skilled planning and intervention by staff. More able children achieve well in language and literacy, with many being able to read when they leave the foundation stage. This is again because of the good teaching that gives these children challenging work based on a clear understanding of what the children need to know next.
76. The quality of teaching overall is good. Teaching is pitched at the right level to meet the learning needs of all pupils because there is a good system for checking what the children have learnt. Children enjoy a suitable range of interesting practical activities that stimulate their imagination. As a consequence, children learn at a good rate. Activities are carefully planned to introduce or reinforce important skills. The teaching of communication, language and literacy is good. An example of this is the way speaking and listening skills are constantly developed during the day as well as through specific activities specifically set up for this purpose, such as when the children are asked to talk about their work. The teaching observed was less effective when pupils were not given enough opportunities to take initiative in learning.

Personal and social development

77. All groups of children develop their personal, social and emotional skills very well because the teacher and classroom assistant have high expectation and foster very positive classroom relationships. Children settle very quickly at the start of each session, confidently selecting and carrying out their activities. Most children can dress and undress independently in physical education lessons, keeping their clothes neat and tidy. They welcome visitors to the classroom and are keen to show them their work. Children behave very well, sit quietly when expected to and adapt to different routines when they change from activity to activity. Most are on track to reach or exceed the Early Learning Goals in this area by the end of the Foundation Stage.

Communication, language and literacy

78. Most children are developing good speaking and listening skills. They confidently use a good range of vocabulary, speak clearly and listen with enjoyment to a range of stories. In one lesson pupils

demonstrated their skills well as they interviewed one child who was in role-play as a lion. Good questioning and answering were demonstrated by exchanges such as 'Where do you live, Mr Lion?' 'I live in the grass' 'Why do you live in the grass?' 'Because I like sunbathing'. The teacher teaches phonics appropriately and encourages the children to link particular sounds with letters of the alphabet. The more able children can use this skill and are starting to write simple sentences, using a capital letter at the start of a sentence and a full stop at the end. Their learning is extended as they begin to understand and to use question marks. For example, children imagine they are going to meet a lion and form a simple question to ask him, 'Where do you live?' In reading they show an understanding of the main characters in stories such as 'Animal Presents' and can comment on what happens in the story. More able pupils are able to read simple text fluently and with understanding. They can retell the story and predict what will happen next. Pupils who have special educational needs and lower attaining children achieve well because of the good teaching they receive. A letter of the week helps to focus their attention on its sound and how it is written. They know words go from left to right in pages in books and know that books have an author and a title. Books are taken home regularly and parents take an active part in helping their children to read. Most can write their own name and a few can write their surname. The majority are at an appropriate stage in developing their communication, language and literacy skills.

Mathematical development

79. Children have appropriate opportunities to develop their counting and mathematical skills. Most children are on course to achieve the expected standard by the end of the Reception class. For example, they can count confidently to 10 and beyond when prompted. They sing number songs such as 'Five little speckled frogs' and 'Five little ducks went swimming one day' to help with their counting. Most children are beginning to understand simple subtraction and a few higher attaining children are beginning to write simple subtraction sums, for example $3-1=2$. Children are given opportunities to develop an understanding of two and three dimensional shapes and are starting to use everyday words to describe position, for example when sorting objects by size. They are introduced to time and can sequence everyday events. When measuring, children can use 'biggest' and 'smallest' and can sort by size. They are beginning to know the value of coins we use, although they do not yet know how to use these to make amounts in different ways.

Knowledge and understanding of the world

80. The extent to which the children explore and investigate the world around them is good. They use all their senses to discuss as they investigate different objects and materials. They decide whether the textures are rough, smooth, fluffy or bumpy. They examine their finger tips through a magnifying glass and say what they can see. Children then print with their hand or finger. All children enjoy using the computer and the laptops from the computer suite. The teacher ensures that they are used well. Many children show confident use of the mouse and keyboard and use a range of software to help learn about numbers and letters. They write their name confidently and are introduced to caps lock and, with help, print out their work. Children are taught to be sensitive to the needs of others and to share a range of feelings when appropriate.

Physical development

81. The children enjoy being physically active and use their bodies confidently in outdoor play. They run and jump spontaneously and ride wheeled vehicles with appropriate balance and skill. Children show that they can move like an elephant, showing control and facial expression. All groups of children are developing more confidence in how to move and co-ordinate their actions such as when throwing and catching a ball. Many are making good progress in their hand-to-eye co-ordination skills, which they use in cutting, gluing and making activities. Most are in line to reach the Early Learning Goals in this area by the end of the Reception class.

Creative development

82. Children enjoy an appropriate range of creative activities that develop their imagination and give them opportunities to experiment with a variety of materials. For example, they use small world toys in the role play area and to act out 'Jungle explorers.' They paint, draw and develop techniques of cutting, sticking and gluing to make their own objects, for example, a jungle mask. Children paint the jungle and the animals that live there. They enjoy singing familiar songs and rhymes from memory and in their

music lessons they listen to 'The Carnival of the Animals' and move like an elephant. In this aspect of their development, most pupils are in line to reach the Early Learning Goals by the end of the Reception class.

ENGLISH

Strengths

- Standards in speaking and listening, reading and writing are above average in Years 2 and 6.
- Pupils enjoy communicating in a number of ways, including signing.
- Pupils with special educational needs and those with hearing impairment make good progress because teachers and assistants give them suitable work and individual support to develop literacy and communication skills.
- The teaching is good overall and pupils achieve well.
- Lessons are interesting and activities enjoyable.
- Teachers are very good at checking pupils' progress and helping them improve their work.
- The subject is very well managed.

Areas for development

- Pupils' research and study skills in following up their own ideas.
- The school library.

83. All pupils in Year 2 are eager to communicate and respond enthusiastically to questions. They listen well to each other and adults in large and small groups and when talking to each other. By the time pupils are in Year 6, they have become responsive listeners and confident speakers, giving well thought out opinions and contributing to discussions. They also speak well in large groups and enjoy taking part in drama and role-play. Pupils with hearing impairment are able to communicate easily by signing and lip reading and confidently converse with hearing friends and adults.
84. All pupils in Year 2, apart from one or two, read competently with obvious enjoyment and interest and are able to establish the meaning and pronunciation of new words, as they are skilled at using their knowledge of letter sounds. Most achieve well because of the frequent practice they have reading to adults at school and home.
85. In Year 6, all but two or three pupils are fluent readers who have read a wide range of books, including classic fiction. They have preferences and make careful choices based on comments by friends and their teacher and the 'blurb' on books. While most pupils are able to find the information they need from non-fiction books or the Internet, they have limited experience of using the school library as currently it is not well organised or very accessible. This lack of practice means pupils are not very confident at carrying out research and then following up their own ideas independently.
86. In Year 2 around three quarters of the pupils write easily for different purposes and, generally, spell familiar words correctly and put capital letters and full stops in the right place. They are acquiring basic skills well in literacy lessons and apply these when writing to support their learning in other subjects. They write legibly with around half the class joining their letters. They take great care when presenting written work for display.
87. Well over three quarters of the pupils in Year 6 write confidently and at length in different styles and genres. They use stylistic techniques and new technologies to catch the reader's interest. For example in history, they produced newspaper front pages with large, snappy headlines to sensationalise the rescue by Grace Darling as part of a residential visit to Northumberland, using an appropriate desktop publishing program. Pupils' written work is a feature of learning and they generally produce very well presented booklets as part of projects, particularly in science, geography, history and religious education. As a result, handwriting styles are varied to suit the purpose, such as when producing poems or posters and are well formed.
88. In the nine lessons seen covering each class and some group sessions, the teaching and learning were very good on three occasions, good in five and in one instance, satisfactory. The strength of teaching is as a result of the very interesting and varied planned activities that keep pupils interested and involved; also staff manage pupils very well so that pupils are well behaved and aware of what they have to do. In addition, teachers are also very good at keeping an eye on individuals and helping them overcome difficulties before they become frustrated. As a result, pupils get on with their work and are very productive. In a Year 3 lesson on writing a letter to a friend about Ted Hughes' 'Iron Man' appearing at a picnic, pupils were so well prepared for the tasks by the teacher's animated and graphic descriptions

that all the class eagerly and quickly wrote interesting and correctly presented accounts; these they enjoyed sharing with the class.

89. More able pupils and those just below the standard expected for their age are given opportunities to work in smaller groups with teachers and assistants outside the classroom. Pupils with hearing impairment receive similar support from specialist teachers in communication skills. These short intensive sessions allow individuals to be given more attention and for the work to be more closely matched to their style and rate of learning. In addition, the few gifted pupils in English have benefited from attending courses organised locally. As a result, pupils with special educational needs, including those with hearing impairment and more able and gifted pupils make good progress.
90. The subject is very well managed by two teachers, one on maternity leave but still giving voluntary help to her colleague. They know exactly what needs to be done as they rigorously and thoroughly check pupils' progress, identify shortcomings in learning and are very active in helping staff improve their teaching. They have plans in hand to improve pupils' study skills, reorganise the library and make more use of new technologies.
91. These findings are an improvement since the previous inspection when standards overall were average. The school reports that while teachers have benefited greatly from the National Literacy Strategy training, the importance given to making sure that speaking and listening and writing skills, in particular, are being regularly used and developed in other subjects has had a significant effect on raising standards.

MATHEMATICS

Strengths

- Standards in Year 2 and Year 6 are above average.
- Pupils work with a will and are eager to succeed.
- Teachers manage lessons skilfully choosing activities that work well.
- Checks on pupils' progress are used very well to improve teaching and learning.
- The subject is led and managed well.

Areas for development

- Opportunities for pupils to make up their own minds about how to use the skills that they have learnt.

92. All pupils in Year 2 can recognise common two dimensional shapes such as rectangles, squares and circles, naming them confidently. They can all apply this knowledge of shape to produce symmetrical pictures. All the pupils have some understanding of number up to 100. This is shown by the fact that they can round numbers to the nearest 10 and add two digit numbers successfully. Pupils can cut shapes in half and compare objects according to their weight. The more able pupils are articulate when describing what they have done, using mathematical language well. They are clear about place value in numbers up to 1000 and all know the two and 10 times table as well as the five times table up to 5x5.
93. In Year 6, all but three pupils can multiply a number by 100 mentally. These pupils can also make calculations that include the use of brackets. All pupils can find an equivalent fraction for halves, quarters, sixths and eighths and all but one can write a fraction equivalent to 0.5 and 50 per cent. Just over half of the pupils consistently succeed in work more difficult than that expected for their age. These pupils can find fractions and percentages of quantities, multiply 3 digit numbers by 2 digit numbers, measure angles to the nearest degree and plot co-ordinates in all four quadrants.
94. In five of the six lessons seen during the inspection, the teaching was good. The teaching was very good in the sixth lesson. Basic skills are taught well. A common strength of the teaching is the way the pupils are managed. High standards of behaviour are expected and in almost all cases the pupils rise to this expectation. This is shown by the way pupils listen attentively to explanations by teachers, such as in a Year 4 lesson where pupils paid close attention to ways of adding 2 digit numbers and were then successful in working through their own examples. Teachers are good at planning activities that motivate the pupils and are at the right level of difficulty. This was especially true of a Year 5 lesson where activities on angle were prepared for pupils involving the movement of a floor turtle for the less able pupils and an angle measuring program on laptops for the middle ability group. This good use of information and communication technology resulted in good gains in the understanding of how to measure angles. The effective planning also ensures that pupils with special educational needs make good progress.

Teamwork between teachers and learning assistants ensures that the pupils with hearing impairment take a full part in the lesson. Good relationships with the class teachers motivate pupils, such as in a Year 1 lesson where good encouragement from the class teacher ensured that a group of four average ability pupils persevered at a challenging task of finding odd and even numbers. The learning that resulted from the good teaching observed was also good. Particular common strengths are the way the pupils concentrate on their work and keep going until it is finished. They want to succeed and will try hard to do so.

95. A common weakness in the teaching observed was the lack of opportunity given for pupils to make up their own minds about how to use skills or equipment. Consequently, pupils do not readily think that this is part of learning in mathematics. The very good teaching observed was particularly strong in the challenge presented to pupils in a supportive atmosphere. This resulted in two gifted boys in Year 3 making very good progress in working out their own quick ways of adding 19 and 31.
96. In this subject, the school, well led by a co-ordinator who has carefully planned and targeted key areas for development, has worked hard to establish a very effective system of keeping track of how well pupils are doing. This was an important factor in the good progress observed. The fact that teachers know their subject well is also a consequence of the well-managed subject development. The improvements since the last inspection have raised standards and the school is in a strong position to continue to improve.

SCIENCE

Strengths

- Standards in Year 2 and Year 6 are above average.
- Pupils enjoy and are good at carrying out practical investigations.
- Teachers plan interesting lessons that also contribute very well to pupils' personal development.
- Pupils' learning is thoroughly checked and their difficulties identified and tackled.
- The subject is very well managed.

Areas for development

- Opportunities for pupils to explore and follow up their own ideas.

97. All but two or three pupils in Year 2 know that things can be moved by pushing and pulling and that the distance, speed and direction they go can be controlled. They are able to make a simple electrical circuit with a battery connected to a light bulb. They know that animals and plants need light, water and food to live. They recall the names and describe some domestic and wild animals found in Britain. They know the properties of some common materials. They are very careful in their observations and in recording what they see. They carry out simple experiments carefully and safely. They are aware of some of the common dangers in the home, such as when near fires and cookers.
98. In Year 6, all but one or two pupils are skilled in carrying out systematic scientific investigations, paying careful attention to making sure that observations and measurements are recorded accurately. They consider and discuss their findings and draw reasonable conclusions. However, they are not very confident at coming up with their own ideas and then using their scientific skills to explore and investigate further. They describe how materials can change, such as when heated or cooled or when mixed with others. They can make different electrical circuits and use switches properly. They understand the effects of forces, for example between magnets and how gravity affects objects. They have a good understanding of life processes as applied to themselves and plants and animals.
99. Only two lessons could be seen during the inspection, insufficient to make secure judgements about the overall quality of teaching and learning. The Year 2 lesson on similarities and differences between human beings was part of a well-planned unit and pupils were able to draw on their knowledge of what they had already learnt and achieved well. They carefully examined and measured their hand's span, recorded the results in a table and block graph and then investigated the connection between the order of size and individuals' heights. They were excited when they discovered a link. In Year 6, all pupils, including those with hearing impairment, were fully involved in the experiment to investigate the relationship between the temperature of water and the time for a sugar cube to dissolve because of the clear explanation and their own well developed skills. They worked well in small groups and generally shared and used apparatus and equipment carefully and safely.

100. The science is very well led and managed by the deputy headteacher. He has been very successful in checking and developing teaching and learning and putting together a programme of study based around the acquisition of investigation skills. As a result, teachers have good subject knowledge and plan interesting lessons with plenty of practical work. He is aware of the need to develop further pupils' enquiry skills so that they are more confident at following up their own ideas. Overall, science is in a far better state than at the previous inspection and pupils report that it is one of their favourite subjects.

ART AND DESIGN

Strengths

- Standards in Year 2 and Year 6 are good.
- Pupils study art and design in depth, developing skills and understanding systematically.
- The development of detailed observational skills throughout the school.
- The knowledge and understanding of the subject by the subject co-ordinator.

Areas for development

- The monitoring of teaching and learning.
- The use of information and communication technology in the subject.

101. During the inspection only two lessons of art and design in Year 3 and 6 were seen. This is not enough to report on the overall quality of teaching and pupils' learning. Based on these lessons, looking at displays around the school, portfolios of pupils' work and teachers' plans as well as talking to pupils and teachers, the inspection found most pupils' attainment in Year 2 and Year 6 to be above that normally expected. This was also the case in the previous inspection. The reason why standards are good is because pupils have many opportunities and are given time to study art and design in depth. Pupils systematically develop the skills and understanding needed to achieve the higher standards. All groups of pupils, including pupils who have special educational needs and more able and gifted pupils, achieve well in the subject. The work displayed around the school is of a consistently high quality as are portfolios of pupils' work.
102. Most pupils in Year 2 are able to use a range of materials and skills to express their ideas creatively. They use a range of resources when they work from memory, for example painting Conisborough Castle. Taking the geography theme of 'Katy Morag', pupils paint coral shells and use their observational skills well as they define detail of the texture and shape of the shells and coral.
103. Most pupils in Year 6 continue to improve their observational skills as they draw a pupil who is modelling clothes that would have been worn by Lady Catherine - linking well with their history studies of the Tudors. Pupils choose from a range of different papers and sketching tools, for example, graphite pencils, charcoal and pastels. Pupils explored different ideas as they organised line, tone and shape to represent Lady Catherine.
104. The co-ordination of the subject is good, enhanced by the extensive subject knowledge of the co-ordinator. She is developing a good understanding of the strengths and weaknesses in the subject, although her view of the quality of teaching is limited because she does not get a chance to see other teachers at work. There are good examples of the use of ICT, but the school has seen the need for more. Resources for the subject are good and are used well.

DESIGN AND TECHNOLOGY

Strengths

- Inclusion.
- Teachers' subject expertise.
- Links to other subjects.
- The resources.

Areas for development

- Use of information and communication technology in the subject.
- Monitoring the development of teaching and learning.

105. At the last inspection standards were average with some unspecified aspects above average at the end of Year 6. Standards remain average and pupils achieve as expected at the end of Years 2 and 6.
106. Most pupils in Year 2 are able to use tools safely and effectively. This was shown by the way they joined using Sellotape and used scissors and a small hacksaw to cut. All pupils successfully work from a design and select the tools and materials they need to do the job. They show a sound understanding of what they are doing when making machines and are able to explain this.
107. Year 6 pupils are able to generate designs by research. This was shown by the way the designs of William Morris were used to inspire the making of tiles. In the design phase, pupils illustrate their ideas using sketches, identifying clearly what is needed to make the design a reality. Work with clay showed a careful attention to the quality of the finished article.
108. It was not possible to give a secure judgement on the overall quality of teaching and learning as only one lesson was seen in Years 1 and 2 and one lesson in Years 3 to 6. The Year 2 lesson on designing and making a wind-up toy based on a simple manually-winch crane was very good. The topic, from geography, on 'Katie Morag' was used as pupils busily assembled their cranes using a range of junk materials. The crane was to be used to lift goods from the boat onto the island. All pupils including those with special educational needs and those with hearing impairment made very good progress because of the high quality of support they received from learning support assistants and the class teacher. In Year 4, pupils learned how to assemble a simple pneumatic system. Pupils worked well together in groups or in pairs using two pieces of card as they investigated which point was the best to create the maximum movement for an arm of the 'Iron Man.' The lesson was a very good example of inclusion as all pupils made very good gains in their learning because of the very high quality of support they received.
109. The imaginative links to other subjects made in planning are a strength and invoke a good response from the pupils. However, there is little evidence that information and communication technology is being used to make the pupils' work easier or more effective. The leadership and management and overall provision for design and technology are satisfactory and the correct priorities for future improvement have been identified. Checking of teachers' planning takes place but there is no monitoring of teaching and learning by the subject leader. This limits the ability of the co-ordinator when seeking to further improve staff expertise, which at present is good. Pupils' work is checked at the end of each unit and this assessment is used for future planning. The subject leader has begun to develop a skills' progression programme. This is an improvement since the last inspection when there was no clearly planned development for skills' progression. Resources are good.

GEOGRAPHY

Strengths

- Standards are above average in Year 2 and Year 6.
- Teachers' planning is good with a clear focus on how pupils learn.
- The curriculum is well balanced and covers the major Attainment Targets well.
- Pupils have good geographical and enquiry skills.

Areas for development

- Some pupils do not fully understand the location and contexts of places that they study and some significant other places.

110. Since school assessments show that pupils enter the school with average skills and knowledge, the above average performance of pupils in Year 2 and Year 6 represents good achievement and is the result of a number of factors. First, the geography curriculum reflects the important National Curriculum aspects well; for example, good attention is paid to the new requirement to develop an understanding of environmental change. Secondly, particularly effective use is made of visits to help the pupils' understanding of different places. Finally, the use of good resources helps the quality of learning for many pupils.
111. Strengths in Year 2 are the pupils' ability to ask and answer questions on why Struay in Scotland is different to Ravenfield and to give good descriptive observations about its features, such as cliffs and

beaches. Most pupils can see ways in which change can improve their own lives, as when carrying out a survey to make the road outside the school safer.

112. Careful organisation of the curriculum means that pupils achieve well as they move through to Year 6. A particular strength is most pupils' ability to make good comparisons between different places, such as Grimsby, Seahouses and Castleton and give reasons for the differences. Additionally, good teaching helps the development of skills when pupils go to Hooton Beck to measure its depth and flow; this is further reflected in the fieldwork done at the residential visit to Seahouses in Year 6. The area where most pupils demonstrate a weakness is in their knowledge of significant places in the United Kingdom, Europe and the wider world.
113. No lessons were observed during the inspection due to the timetabling of the subject and evidence was gained from an analysis of pupils' work, a study of planning and discussions with pupils and staff. No overall judgement on the quality of teaching and learning can be made, but evidence indicates that teachers' planning is good, helping pupils to make good progress. For example, environmental work completed in Year 2 is developed when Year 5 attempt to decide whether the High Street should be closed to traffic. Teachers promote learning through the use of good resources such as maps and diaries, as when helping younger pupils to understand the travels of Barnaby Bear.
114. Overall, the subject makes a good contribution to literacy development: good examples of descriptive writing were seen in work on settlements along the Severn and pupils also wrote persuasively on transport issues. Numeracy skills are developed satisfactorily with graphs, map-work and fieldwork measurements. Geography makes a satisfactory contribution to the development of information and communication technology. Through its emphasis on local studies and group-work the subject also makes a very good contribution to the social and cultural life of the school.
115. The co-ordinator has enhanced both the policy and the scheme of work; she offers good leadership. Standards have improved since the last inspection and there is a good capacity for further advance.

HISTORY

Strengths

- Standards are above average in Year 2 and Year 6.
- Teaching is good with a clear focus on how pupils learn.
- The leadership of history is very good. It produces commitment and enthusiasm.
- The subject makes a very good contribution to the spiritual and cultural development of pupils.

Areas for development

- Some pupils' grasp of chronology is weak.

116. Since school assessments show that pupils enter the school with average skills and knowledge, the above average performance of pupils in Year 2 and Year 6 represents good achievement and is the result of a number of factors. First, the history curriculum has been implemented imaginatively with regard to all the necessary skills and knowledge. Secondly, time allocations have been used well and blended constructively with other subjects. Thirdly, good assessment of pupils' progress helps teachers to plan effective lessons. Finally, the school works on the assumption that "good historians must muddy their boots" and arranges a comprehensive programme of interesting and relevant visits.
117. Strengths in Year 2 are the pupils' ability to recognise that their own lives are different from those of people in the past and also their knowledge and understanding of some important events and people from the past. For example, they receive "visits" from Samuel Pepys and Florence Nightingale, who talk to them about the Great Fire and what life was like for a well-to-do woman who wished to become a nurse in the nineteenth century. Visits to the tram museum and to Cusworth Hall sharpen achievement by bringing the past to life and allowing the pupils to see and handle objects used by their ancestors. This good work is built upon as pupils move through the school; in particular, their ability to use sources of information to answer questions about the past and to remember and present information in a variety of ways using specialist terms. For example, pupils in Year 4 understand that, as well as being warriors, the Vikings were also farmers, sailors and craftsmen. When studying the Egyptians, they know enough to be able to script a radio interview with an archaeologist about a range of artefacts in his possession.

Whilst most pupils in Year 6 realise that the past can be divided into different periods of time, they are nevertheless not entirely confident in their use of dates.

118. No lessons were observed during the inspection due to the timetabling of the subject and evidence was gained from an analysis of pupils' work, discussions with Year 6 pupils and staff and a study of planning. This indicates that the planning of teaching and learning is good because it is linked specifically to Attainment Targets. Very good use is made of assessment information to help teachers plan. It is clear that teachers focus well on promoting learning skills and use a variety of different methods. For example, some enthuse their pupils through planning stimulating activities such as the production of the "Greek News". Above all, there is a series of visits to historical sites and museums and a succession of visitors. This culminated for the work on Vikings in a full-scale authentic feast presided over by a Viking chief.
119. Overall, the subject makes a very good contribution to literacy development, as teachers give pupils many opportunities to enhance their writing. Pupils' work abounds with a variety of different types of writing from the narrative, through diaries to "The Potters' Poem". Numeracy skills are developed satisfactorily with graphs, details of diets from the past and map-work. As a result of some appropriate software and reasonable staff confidence, history enhances the development of information and communication technology. The subject also makes a very good contribution to the spiritual and cultural life of the school. Pupils are encouraged to reflect on a wide variety of problems and practices from the past, such as beliefs about death. The rich curriculum introduces pupils to both their local heritage and the development of British civilization, whilst not overlooking those from the early classical eras of Greece and Egypt.
120. The specialist co-ordinator is hard working, enthusiastic and capable. She offers very good leadership and has succeeded in making history a popular and rigorous subject that makes a significant contribution to the academic and social development of the pupils. The high standards noted at the time of the last inspection have been both maintained and consolidated and there remains a very good capacity for yet further development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Strengths

- Pupils' positive attitudes and good co-operation when working using information and communication technology.
- The range of activities planned for the pupils.
- Provision that ensures that all pupils have equal opportunity to benefit from the learning experiences.
- Meticulous and informative checks on pupils' progress.
- The subject is led and managed well.

Area for development

- Opportunities and equipment for pupils to use information and communication technology to follow up learning in the classroom.

121. Only two lessons were seen during the inspection, insufficient to make secure judgements about the overall quality of teaching and learning. However, talking to Year 2 and Year 6 pupils and looking at their recorded work indicate that standards for both of these age groups are average. The range of activities planned and carried out throughout the school is good.
122. Pupils in Year 2 can type up their work on a computer. They can change the size of print and have successfully changed the font they are using. They know how to print their work. They have downloaded information from the Internet - Samuel Pepys' diary, as part of the history project. They have used a graphic arts package to produce striking pictures of city skyscrapers. Pupils can successfully give commands to a floor turtle to make it cover a set course. They all know how to use a tape recorder and headphones and do so independently when given the opportunity.
123. In Year 6, pupils also use the Internet, but are able to use search engines to delve further, extracting and saving pictures in their own folders. They can apply skills in word processing to produce and present work in particular styles and for different audiences. For example, a newspaper front page was produced to report King Henry's visit to Gainsborough Old Hall and a PowerPoint presentation was put together

using the interactive whiteboard and used to show other pupils the attractions of Gainsborough as a place for an educational visit. Pupils can use a scanner to produce maps and posters.

124. The pupils, both in talking about what they do and during lessons, show a very positive attitude to information and communication technology. They clearly enjoy the subject and appreciate its value. In the lessons observed, pupils' behaviour enhanced the learning taking place. In a good Year 4 lesson, pupils made good gains in learning how to adjust font style and size to produce a newspaper front page describing the arrival of the 'Iron Man'. In a very good Year 3 lesson, pupils used their skills very well in the production of a St Valentine's Day card. In both lessons pupils worked co-operatively and enthusiastically. The teaching was characterised by motivating activities that developed the pupils' skills. The teachers themselves were competent in the skills that they were teaching. The pupils concentrate and persevere with a good heart. Their progress is enhanced by records that track their performance in detail. The pupils with hearing impairment take a full part in the learning because of skilful support from learning support assistants and good teamwork between staff.
125. The provision for teaching information and communication technology has improved since the last inspection and the prospect for further improvement is good. Significant in this is the way the enthusiastic co-ordinator plans for and implements improvements, such as the setting up of an ICT suite and organising the training of staff. The next step is to provide hardware in the classrooms so that pupils can easily use information and communication technology to present and develop ideas.

MUSIC

Strengths

- Most pupils' attainment in singing is above that expected for their age at Year 6
- The knowledge and understanding of the subject leader.
- Inclusion.

Areas for development

- Subject knowledge by some teachers.

126. A complete comparison with standards from the previous inspection cannot be made because, apart from singing, the Year 6 pupils were not seen learning music. Standards for Year 2 pupils are average, whereas this standard was above average in the previous inspection. However, the standard of singing of Year 6 pupils was above average, whereas it was only satisfactory in the previous inspection. The reason for this good standard in singing is because the music co-ordinator, supported by learning assistants who sign for pupils with hearing impairment, teaches singing to Years 3 to 6 on a weekly basis. All pupils benefit from her high level of expertise and achieve well.
127. In Year 2 pupils develop their skills of keeping a steady beat as they sing songs to well known tunes. For example, pupils sang 'Hot stone soup' to the tune of Hokey Cokey. They were able to clap the rhythm as they sang. In Year 1 most pupils, including those with hearing impairment, can clap the rhythm of their Christian name; this is because of the quality of the assistant who signs for these pupils and the positive encouragement and expectation of the class teacher.
128. Throughout the school pupils are given opportunities to acquire and develop new skills and apply them to their own performances. Pupils in Year 4, having listened carefully to their teacher play and compose her own music, worked in groups, using tuned and un-tuned instruments to compose their own rhythms. They co-operated very well and showed appreciation of each other's composition as they listened to each group's performance. They are able to compose and play their own rhythm and keep a steady beat. High expectations were made clear to pupils and these resulted in pupils producing a high standard of work. Pupils in all years sang tunefully and performed songs, singing in parts and rounds in singing practice and assembly.
129. The quality of teaching and learning is satisfactory overall with some excellent teaching seen. The very high level of expertise of the co-ordinator has a very strong impact on the learning of pupils in Year 4 and the singing of Years 3 to 6. All pupils are fully involved in lessons, including those with special educational needs and those who have hearing impairment. Lessons move at an appropriate pace and hold pupils' interest. Music is being used to develop an appreciation of musical traditions and development in different cultures. Pupils showed enthusiasm as they took part in singing practice

performing 'Glory land' and 'Alleluia'. They performed the songs in a way that reflected the meaning and held their part well in a two part round.

130. The subject leader has ensured that a range of quality resources with which pupils can make music is raising the profile of music in the school. The management of the subject is satisfactory. The subject leader has very good knowledge and understanding of the subject. However, she has not yet had enough opportunities to develop subject expertise within the school. The opportunities for pupils to make music in extra-curricular activities involve the playing of violins, clarinets and guitars in Years 4 to 6. The choir sings a range of traditional songs and performs at Christmas and the end of the summer term.

PHYSICAL EDUCATION

Strengths

- The standard in games in Year 2 is above average.
- The positive attitudes and very good behaviour of pupils taking part in physical activities.
- The opportunities given to all pupils to participate fully.
- The good facilities, both indoor and outdoor.

Areas for development

- Opportunities for pupils to refine their own skills by looking at the performance of others.
- Teacher expertise in dance.

131. Two lessons in gymnastics and three in games were seen during the inspection. The standard of gymnastics in Year 6 is satisfactory. The lessons seen provide insufficient evidence to make a secure judgement on teaching and learning in the different aspects of the subject or the standards apart from games for Year 2 and gymnastics in Year 6.
132. Almost all the pupils in Year 2 understand the need for a warm-up as they start games. They demonstrate an understanding of tactics in a four-a-side hockey game, passing the ball to team-mates and following the rules of the game. Their skills in controlling and passing the ball are well developed.
133. In Year 6 in gymnastics, pupils move confidently with an awareness of space and other pupils, changing speed, direction and height. Around two thirds successfully combine their ideas into a sequence of movements incorporating balance.
134. In all the lessons observed, the very good behaviour of the pupils enabled them to learn more. In a Year 4 hockey lesson they waited patiently for a turn to practise skills, enabling the activity to run smoothly. In a Year 3 hockey lesson pupils got changed quickly and efficiently to make the most of the time available and in a Year 5 gymnastics lesson pupils put out mats sensibly and carefully with due regard for safety. Pupils' positive attitudes are reflected in good learning, such as the enthusiasm and effort shown by pupils in Years 2, 3 and 4 hockey lessons where they concentrated well on improving their skills.
135. The teachers demonstrate a sound knowledge of the games and gymnastics taught, although they lack subject expertise in dance. Teachers work well with learning support assistants to ensure that pupils with hearing impairment take full part in the activities planned – in a Year 4 hockey lesson the teacher spent extra time with a pupil with hearing impairment to ensure that she understood how to hold the stick correctly. Apart from in the Year 6 gymnastics lesson, pupils were given little opportunity to improve their performance by looking at the performance of other pupils. The pupils identified as talented were catered for well in the lessons observed - in a Year 2 hockey lesson two talented pupils showed exceptionally quick ball control and were used by the class teacher to demonstrate good technique.

136. The spacious hall and recently resurfaced playground are good facilities and allow pupils freedom to develop skills on safe, smooth surfaces. The subject leader has rightly prioritised teaching expertise as the next step in the subject's development. The overall view of provision and standards in physical education is similar to that reported in the last inspection.

RELIGIOUS EDUCATION

Strengths

- Pupils enjoy discussing how they celebrate important family events.
- Teachers plan interesting lessons linked to pupils' experiences.
- The recommended curriculum has been adapted well to include visits and visitors.
- Religious education makes a good contribution to pupils' personal development and the caring family atmosphere in the school.
- The temporary subject manager has done well in the short time since her appointment.

Areas for development

- The range and variety of learning resources to support learning about world religions, other than Christianity.

137. Standards of work are average in both Years 2 and 6 and overall, teaching and learning in the infants is good. Only one lesson was seen in Years 3 to 6 and so no overall judgement on teaching and learning in the juniors can be made. Judgements on standards in Year 6 were made by looking at teachers' planning and pupils' work and by talking with pupils and teachers. Pupils are generally achieving what is required in the locally agreed syllabus. The curriculum is now well planned, an improvement since the previous inspection when the programme was unsatisfactory.
138. Well over three-quarters of pupils in Year 2 can retell Bible stories such as 'The prodigal son' and understand some of the teachings of Jesus. They know that his birth is celebrated at Christmas and his death at Easter. They have visited the village parish church and understand something about Christian worship. They appreciate that they belong to a family, the school and the local community. They have only limited knowledge of other world religions. They talk about their feelings, saying what makes them feel good and what to do when they are upset.
139. Around three-quarters of Year 6 know that Christians believe that Jesus is the Son of God and that during his life on earth he spread love and healing. They can recall facts about Jesus' life and know the names of important characters, such as his mother, father and his disciples. They have limited knowledge of other religions, mixing up facts and information within Judaism, Hinduism and Islam. They take particular pleasure in talking about their feelings and emotions and important events in their lives. They have strong views about the way humans behave towards each other and a well-developed sense of compassion and responsibility.
140. In the best teaching in the infants, teachers make very clear links to pupils' personal experiences and help them explore their own feelings. In this way, their interest is aroused and they gain greater understanding of how others like to be treated and how religious teaching encourages good behaviour. In Year 2, pupils were encouraged to describe an occasion when they had been ungrateful, felt sorry and then been forgiven, just as in Jesus' parable about 'The prodigal son'. They all could recount such happenings and worked hard to produce illustrated drawings with appropriate speech bubbles to describe their feelings. The strength of the teaching in the juniors is in the way pupils are given first hand experiences of finding out about religious practices through visits and visitors. Year 6 visited Holy Island and their recorded work showed how well they understood monastic life. Their written accounts were perceptive and detailed.
141. The subject is being temporarily managed by the teacher from the department for pupils with hearing impairment and in the few weeks in post she has worked extremely hard. There is now a useful collection of examples of recorded work, matched to attainment levels in the locally agreed syllabus, which is helping teachers become more accurate in their judgements when checking pupils' progress. She has also recognised the need to give pupils more direct experience of world religions and has begun enquiries on sharing resources and ideas with other local schools.

