

# INSPECTION REPORT

**MALTBY REDWOOD JUNIOR & INFANT  
SCHOOL**

Maltby, Rotherham

LEA area: Rotherham

Unique reference number: 106912

Headteacher: Mrs. Ann Whiteley

Reporting inspector: David G Collard  
11122

Dates of inspection: 25<sup>th</sup> - 28<sup>th</sup> November 2002

Inspection number: 246635

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 - 11 years

Gender of pupils: Mixed

School address: Redwood Drive  
Maltby  
Rotherham

Postcode: S66 8DL

Telephone number: 01709 812848

Fax number: 01709 790531

Appropriate authority: Governing body

Name of chair of governors: Mr. Marc Lally

Date of previous inspection: February 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11122	David Collard	Registered inspector	Science Information and communication technology Design and technology English as an additional language	The school's results and pupils' achievements. How well are pupils taught?
13450	Jenny Madden	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?
30745	Patricia Thorpe	Team inspector	Foundation Stage Geography History Physical education	
29995	Maureen Walker	Team Inspector	English Art and design Educational inclusion	How good are the curricular and other opportunities offered to pupils?
30773	Judith Whitehead	Team inspector	Mathematics Music Religious education Special educational needs	How well is the school led and managed?

The inspection contractor was:

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The Innovation Centre  
Europarc  
North East Lincolnshire  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Maltby Redwood Junior and Infant School is situated in Maltby on the outskirts of Rotherham. The catchment area of the school is very local and includes a mixture of private and local authority housing. There are 290 pupils on roll, including part-time nursery provision for 26 children aged from three years. The school buildings have recently been extended to provide extra accommodation. There are no pupils who speak English as an additional language, although there are two pupils from an ethnic minority background. This is low when compared nationally. Fifty-six pupils are on the register for special educational needs and five pupils with statements. This is broadly in line with the percentage found in schools nationally. On entry to the school at three years old, the children have standards that are typical for their age. At the end of the Reception year, the majority are ready to start work on the National Curriculum.

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

This school provides an acceptable standard of education. Initially, after the last inspection, there was a reluctance to embrace change but in the last two years the correct priorities, particularly in the management of whole-school development, have been tackled with greater urgency. This has had a positive impact on the progress that pupils are making. As a result, the trend of improvement in standards has risen broadly in line with that of other schools. Overall attainment is in line with that nationally for pupils in the present Year 2 and Year 6 even though the most recent national tests, in May 2002, for pupils in Year 6, did not reflect this in English as they were below the national average. Pupils' progress is at least satisfactory in all subjects, except religious education where progress is unsatisfactory in the juniors. There is a sound ethos for learning. The quality of teaching and learning has continued to improve since the last inspection and is good overall. Whilst there is still more that needs to be done to ensure that forward planning is fully established and so bring about further improvements in standards, the headteacher and senior staff do provide sound leadership and management. The governors now question and challenge decisions more closely. The school provides satisfactory value for money.

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

- Good standards in English at the end of Year 2 and in mathematics and science by the end of Year 6;
- The quantity of good teaching in the school;
- The promotion of pupils' attitudes to school and the very good relationships that exist between staff and pupils;
- Improved provision for pupils with special educational needs.

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

- The formulation of the school improvement plan to meet the aims of the school and to ensure its rigorous implementation to raise standards;
- Develop the role of the senior management team and subject co-ordinators
- Standards in religious education;
- The quality of information to parents.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Satisfactory improvement has taken place since the school was last inspected in February 1998. At that time, there were issues relating to the quality of the schemes of work for all subjects, the assessment of pupils' progress and school development planning. The national guidelines have been adopted for all subjects and there is better planning for pupils' work over each week that is now an intrinsic part of teaching. There are suitable systems for assessing what pupils know and understand in the core subjects of English, mathematics and science. In other subjects, manageable systems are being trialled. The school improvement plan is a better document and helps guide all the developments that take place. It is still not sufficiently robust to allow all co-ordinators and senior staff to make a full contribution into its formulation. As a result, developments are not related well enough to the major aims of the school. The building of new classrooms was undertaken thoughtfully and carefully and has ensured that the environment is better suited to the learning of all pupils. Developments in information and communication technology have moved forward very swiftly and are having a positive impact on the standards in this subject, as well as a number of others such as history, geography and science. Standards in religious education, in the juniors, have fallen because the subject has not been given a high enough priority.

## STANDARDS

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

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

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

The table above shows that the standards when measured against all schools nationally at the end of Year 6 in 2002 were below average in English, above average in mathematics and average in science. This has varied year on year, but over the last five years the trend of improvement has been broadly in line with all other schools. Standards in English, when measured against similar schools were well below average. This is because there was a very high proportion of pupils with special educational needs within that year group. Weaknesses in their language skills, particularly in reading and writing, did not allow them to achieve the nationally expected Level 4. However, in relation to their prior attainment at the end of the infants, this group of pupils made sound progress in English and very good progress in mathematics and science.

Pupils in the present Year 2 and Year 6 are achieving levels of attainment that are broadly in line with those found nationally in most subjects. Pupils in the present Year 2 have standards above those expected nationally in English and art and design and at average levels in all other subjects. In Year 6, pupils' attainments are above the expected level in mathematics, science, art and design, history and physical education. They are below the national level in information and communication technology because, until very recently, not all areas of the subject had been taught. However, progress has been very rapid since the new computer suite has been completed and pupils are achieving well in comparison to their prior attainment. In religious education, pupils' attainments are also below the expected level because the subject has a lower profile and pupils are not fully aware of the diversity of beliefs that they are studying. As a result, progress is below that expected through Years 3 to 6.

The overall level of attainment on entry to the nursery is broadly typical for three year olds, although a few children have above average standards in language development and in social skills. Children, including those with special educational needs, make good progress in their learning because of the consistently good teaching and the work of supporting adults. Most children achieve the nationally expected early learning goals in all areas of learning and a few exceed them.

Overall, pupils achieve satisfactorily in their time at the school. Infant pupils make good progress in English and art and design. Junior pupils make good progress in mathematics, science, art and design, history, physical education and latterly in information and communication technology. Attainment has been maintained or improved in all subjects, except in religious education, since the last inspection. Pupils with special educational needs make good progress against the targets set for them in their individual education plans. The school is starting to identify those pupils who show a particular flair in any subject and is trying to provide them with extra support to enhance their rate of progress.

The realistic targets, for the number of pupils to reach the nationally expected level of attainment, set for those pupils in the present Year 6 are likely to be achieved.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, they are keen, interested and motivated
Behaviour, in and out of classrooms	Good overall. Behaviour during lessons is very good but in the playground it is more boisterous.
Personal development and relationships	Sound. There are good relationships between pupils and with adults. Pupils are willing to take responsibility and respond well to any duties they are given.
Attendance	Below the national average.

Pupils enjoy school. They show real interest and excitement and have very good attitudes towards the work that they are doing. An example of this includes the way that work is presented. Behaviour is very good in the classroom and when pupils are closely supervised. The school fosters the development of self-discipline and the success of this can be seen in the way older pupils act more maturely. Attendance is below the national average. This is because, despite the efforts of the school, there are a small number of regular but persistent absences by a few pupils. In general, the vast majority of pupils are punctual and have good attendance.

## TEACHING AND LEARNING

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

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

Teaching is good throughout the school. This was confirmed in lesson observations and scrutiny of pupil's previous work. All pupils, including both higher and lower attainers, are challenged by the work that they do and good use is made of learning support assistants. The improved whole school systems have meant that this year there has been a better focus on improving the performance of pupils with lower attainment and the teaching methods now being used are helping to improve the overall progress of each class.

In the nursery and reception classes, teachers have a good understanding of the Early Learning Goals and plan appropriate work that ensures these children make good progress. All teachers have very good relationships with their pupils and insist on high standards of behaviour. As a result, pupils work hard, concentrate on what they are doing and get excited about the tasks they are set; for instance in the way that older pupils question and think about practical work they are doing. Effective teaching methods are used to harness this enthusiasm. The quality of independent work has improved as pupils are now given chances to choose their own resources and work out their own investigations in mathematics and science. The success of these methods can be seen in better levels of pupils' understanding built around the skills and knowledge that they have learned previously. The strong quality of teaching is not shared well between classes and this is a contributory factor in the fluctuating standards and progress in subjects. It has not been effective, for example, in religious education and, as a consequence, standards have fallen in Year 6. Day-to-day assessment and marking, whilst being satisfactory overall, is sometimes inconsistent. At best, it gives praise and gives advice about what can be learned next. Where it is only satisfactory, it is restricted to correcting errors and then finishes with superficial comments that do not help pupils to improve their work.

The skills of literacy and numeracy are taught well. The school has successfully adopted the national strategies and these are incorporated well into work in other subjects. The teaching of information and communication technology is much improved, as teachers have benefited from the new computer suite and a substantial training programme.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Sound. The school provides a broad and balanced range of learning opportunities. There are good secure foundations for literacy and numeracy and a high level of planning to ensure that all subjects have sufficient time given to them.
Provision for pupils with special educational needs	Good. Pupils have good, clear individual education plans and these are linked to planning in class lessons. After the disappointing results in national tests in English in May 2002, the management and teaching procedures have been strengthened so that this group of pupils are now achieving better.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Sound. Social and moral development is good. Pupils show real wonderment about the world around them but spiritual development, whilst satisfactory, does not link well to work in religious education. Cultural development is also sound and good links are made in art and history. More emphasis could be placed on promoting multi-cultural diversity.
How well the school cares for its pupils	Sound. There are good systems for managing behaviour and ensuring pupils' welfare. Assessment is better in English, mathematics and science, but different systems are being trialled across the whole range of subjects.



The school is careful to provide a wide range of learning opportunities that link well to real situations. Visits to places of interest take place and bring learning alive. Curriculum planning is now much better, although the role of co-ordinators is not sufficiently developed to ensure that they are able to make a full contribution to the work that takes place. All subjects meet statutory requirements. Suitable use is made of assessment to check the progress of pupils but more needs to be done to improve its use for defining the overall strengths and weaknesses within the school. The result is too much dependence on the individual expertise of teachers and subject co-ordinators. Parents are generally pleased with what the school offers. They believe there is a good partnership between home and the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Sound. The necessary momentum to effect change and manage the school on a day-to-day basis is secure. The roles of the deputy headteacher, newly formed senior management team, and subject co-ordinators are starting to have an impact in the better achievement made by pupils.
How well the governors fulfil their responsibilities	Sound. All statutory responsibilities are met. The governors make informed decisions from the information they receive.
The school's evaluation of its performance	Sound. Over the past two years there has been an increasing understanding about the need to evaluate the school's performance and link developments to improving standards but it was slow to start after the last inspection.
The strategic use of resources	Sound. Expenditure is used to support priorities formulated within the school improvement plan.

The school is calm and orderly and runs efficiently. Recently, much more concentrated effort has been made in developing the role of the senior management team and subject co-ordinators. As a result, improvements that often reacted to outside initiatives are now being developed from a thorough evaluation of this school's priorities and link standards to the progress in learning. It has resulted in better evaluation, the prioritising of developments and consequently more consistent achievements by different groups of pupils. Best value has been applied appropriately through careful analysis of bids and contracts. Grants for different groups of pupils are used well. The school has adequate resources, good buildings and a team of experienced staff.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school, make progress and behave well;</li> <li>• Teaching is good;</li> <li>• They feel comfortable to approach the school with problems and concerns;</li> <li>• The school is attractive, calm and orderly.</li> </ul>	<ul style="list-style-type: none"> <li>• The quality of information provided, including annual reports;</li> <li>• The number of extra-curricular activities.</li> </ul>

The inspection team agrees in general with the positive comments that parents make. The team also agrees that annual reports could be improved. However, the inspectors do not agree with the comments about activities for children outside lessons. The quantity is as would be expected in most primary schools but there is particularly good provision for sports clubs and teams.

## **PART B: COMMENTARY**

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

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

1. By the end of the Reception year most children achieve the nationally expected early learning goals in all areas of learning and a few exceed them. Pupils in the present Year 2 are achieving average standards in mathematics and science and good standards in English. Pupils in Year 6 are achieving average standards in English and above average standards in mathematics and science.
2. In most subjects, pupils have achieved satisfactorily over their time at the school although, as improved systems have been put in place, the progress seen in individual lessons has improved and is now good overall. Pupils achieve well in English through Years 1 and 2 and in mathematics and science through Years 3 to 6. In English, the pupils in Years 5 and 6 have not fully benefited from the more concentrated teaching methods in their infant years and so their accumulated literacy skills, particularly in writing, is only at average levels.
3. Pupils entering the nursery at three and a half years old have levels of attainment that are broadly typical for their age although in the present class there are some who achieve well. From the assessments taken on entry to the school this profile changes from year to year, as the number of pupils with lower ability fluctuates. At the end of the reception year, most children are ready to start work on the National Curriculum and have the relevant skills in social development as well as in literacy and numeracy, creative and physical development. A number have a good understanding and knowledge of the world around them.
4. Attainment in English is good at the end of Year 2 and satisfactory at the end of Year 6. This level of attainment is generally mirrored in the national test results although because of the number of pupils with special educational needs in the last Year 6 classes the results were below average when measured against all schools. The number with difficulties in reading and writing helped depress the numbers of pupils who achieved the average Level 4 and more importantly the higher Level 5. Despite this, as a group, they made sound progress against their previous test results at the end of Year 2. Observations from lessons indicate that this year's group of pupils have higher achievement because of the better focus on providing relevant work for all levels of ability and the lower number of pupils with special educational needs. Pupils' skills in spoken English are developed effectively year on year. In Year 6, they can express their ideas and listen carefully to other's views before replying. Reading standards are satisfactory. Younger pupils enjoy reading and teachers encourage this love of books. Older pupils find more difficulty extracting information from the texts that they are reading. Standards in writing are satisfactory overall with good standards achieved by the age of seven. Younger pupils progress well with their basic skills in writing. They quickly become confident in story writing and setting out accounts in other subjects and in spelling and handwriting. Older pupils are capable writers and there are good examples of letters, reports and poems. However, assessment is not so secure and this means that teachers cannot always be sure that the work they are setting is sufficiently challenging for each individual. Literacy skills are promoted and used well in other areas of the curriculum, such as in history and geography.
5. Attainment in mathematics has been rising slowly each year so that pupils in the present Year 6 are attaining standards above those found nationally. Extra 'booster' classes for various ability levels has helped to improve results in the juniors. Analysis of work from last year shows that

the consistently high level of challenge is not always the case throughout the year for the most able pupils. However, the school is addressing this through a better analysis of test results and by more challenging work.

6. At the end of Year 2, pupils are reaching standards in line with those nationally. Few reached a higher level of attainment. Skilful questioning used in many lessons helps pupils think about numerical facts that they already know and how to use these to help them solve mental arithmetic problems. Pupils in some year groups find solving written problems harder especially those who find written language difficult. Computers are used more readily now to help improve mathematical skills. This is helping to increase the number of pupils in the present Year 2 who are on course to achieve the higher Level 3. Mathematics skills are used in some other subjects, such as in computer work to compile graphs, and in science and geography.
7. In lesson observations, attainment in science is average at the end of Year 2 and above average at the end of Year 6. In national tests in 2002, for pupils in Year 6, attainment was well above that found nationally because pupils were good at using their understanding of scientific analysis to help them deduce an answer. The teaching seen during the inspection and the quality of questions and answers by pupils suggests that the present Year 6 are particularly adept at making deductions. Teachers place strong emphasis on developing investigation and experimentation in science and this contributes to the good standards.
8. In other subjects, standards at the end of Year 2 are in line with those expected nationally in information and communication technology, religious education, geography, history, physical education and music. By the end of Year 6 they are in line with those nationally in design and technology, geography, and music. They are below the national expectation in information and communication technology by the end of Year 6 because pupils have only been able to study all aspects of the subject since the beginning of this academic year. However, in the work they have been doing this term, progress is good. In religious education, standards are also below the expected level by the end of Year 6. Pupils do not have sufficient understanding about other world religions or opportunities to think about the diversity and similarities between different beliefs. Teachers' knowledge in the use of the locally agreed syllabus is not fully secure and as a consequence the progress made each year is unsatisfactory. Standards are good in art and design, at the end of both Year 2 and Year 6 because of the wide range of experiences that they are given. Teachers also plan well for the development of pupils' skills in aspects, such as colour mixing and blending and this ensures that pupils achieve well. Pupils' attainments are also good in physical education at the end of Year 6 because the subject has a high profile in the school and achievement is good. High levels of attendance at extra-curricular sporting activities enhances this attainment and progress. Standards are good in history by the end of Year 6 because of the good planning linked between each year group and consequently more consistent teaching. They are reaching the expected level in design and technology, geography and music. They are above that expected nationally in art and design, history and physical education.
9. Pupils with special educational needs make good progress, achieving well in relation to their everyday targets. They are also given additional support and encouragement that heightens their self-esteem. The actual standards reached by such pupils are often below average but this does not reflect the efforts they make or the progress they achieve over time. The needs of pupils with a statement of special educational need are met well and records show that most make good progress set against the targets in their individual educational plans.
10. The progress of more able pupils is good in many subjects and especially where the planning is more thorough. These include mathematics, science, physical education and history. Where the

whole school development has not been so strong, such as in religious education, then these pupils are not challenged so well. The use of assessment in all subjects is not secure enough for teachers to define where additional support can be best used or plan to meet particular needs carefully enough in some subjects.

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

11. Pupils' attitudes to school are now very good, an improvement on the previous inspection when they were good. Parents say that their children are happy in school, whilst pupils themselves are full of praise for the work of the school. The majority of pupils arrive on time, ready for the day's learning: the youngest pupils readily leave their parents and carers as they greet their friends. The start of the school day is efficient and organised with pupils soon settling to guided reading activities. In lessons, they readily answer questions and are proud to show their work to visitors. All pupils are keen to work and are motivated well by the positive atmosphere for learning in lessons. A clear example of this was a Year 5 and 6 science lesson when pupils left the class 'buzzing' about the work they had been doing. Pupils with special educational needs have good attitudes towards learning. Many are enthusiastic as they succeed in achieving the clear targets in their individual education plans. For example, two Year 2 boys excitedly requested to 'read the book again' at the end of the morning session. They work well in small groups and also within the class situation. They are well supported and take a full and enthusiastic part in lessons.
12. Behaviour in the school is good and appreciated by the majority of parents who returned the questionnaire. In the nursery and reception classes children work well together and are increasingly aware of sharing and waiting for their friends. In classrooms and around the school, pupils are very well behaved as a result of the teacher's very effective management of pupils. The revised behaviour policy emphasises consistency of response by teachers and respect for others. There were no signs of bullying during the inspection although behaviour in the playground can be boisterous at times. Pupils interviewed said there are amounts of rough play and bullying in the school but these are dealt with immediately they are reported. In the previous school year only one pupil was excluded.
13. Relationships in the school within peer groups and between the pupils and adults are very good. Pupils work well together and have positive and confidence building relationships with their teachers and learning assistants. They understand the impact of their actions on others and how praise can be used to build self-esteem. This was illustrated well in a Year 5 and 6 physical education lesson. All groups watched each other carefully, expressed appreciation and several pupils offered useful and perceptive comments to enhance the performance of their friends in a constructive way. Pupils with special needs are fully integrated into the social life of the school, whilst teaching assistants ensure they play a full part in the group activities in lessons.
14. Personal development is sound. Pupils, even in the youngest classes, take responsibility for the daily routines in the classroom and for their own resources that they tidy away at the end of each lesson. Assemblies provide a way of further improving these personal skills with careful consideration of the feelings of others. Pupils in Year 6 undertake extra responsibilities in the school, including telephone duty at lunchtime and acting as junior road safety officers after school. Pupils are keen to organise fundraising for individual charities. These have included the Blue Peter annual charity fund-raising initiative. With the introduction of the computer suite, pupils are, increasingly, seeking information for themselves and using the skills learned in school to undertake such activities as writing letters of complaint. Self-confidence increases as pupils

move through the school and is valued by parents. This is due in part to the effective use of praise by staff and the reward systems operating in the school.

15. Attendance is below the national average; it has fallen since the last inspection when it was above the national average. A small number of pupils are late for the start of the school day, but attendance has fallen because of the small number of pupils who are persistent absentees and parents taking extended holidays during term time.

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

16. The quality of teaching is good. During the inspection, sixty lessons were seen and of these over seven in ten were good or better and over three in ten were very good. These very good lessons were not confined to a small number of staff but were across all year groups and in a number of subjects. This showed that the depth of good teaching was not restricted to any one class. The quality of teaching has improved since the last inspection. No unsatisfactory teaching was seen, although work over time in religious education is not covered in the same depth as other subjects. A weakness, however, has affected the overall progress that the school could make. Despite the undoubted strengths within the quality of teaching there has, until recently, been a reluctance to share good practice in a consistent way. This has contributed to the fluctuating progress that pupils made each year. Improvements are evident from the establishment of a respected senior management team and from more willingness to take on responsibilities.
17. Teaching for pupils with special educational needs has improved since the last inspection. It is now consistently good. Planned activities ensure that pupils are effectively included in all class activities. They receive good planned support through the Learning Support Initiative. In a Year 2 class, using the Treasure Chest from this initiative, pupils are helped to develop confidence in reading new words by recognising the beginning sound. Teachers use pupils' individual targets well in planning activities so that they are able to make good progress. Pupils' contributions to lessons are valued and their active involvement is carefully planned through appropriate questions and strategies that engage their interest. For example, in a Year 6 class a special needs pupil took an active part in the 'Guess My Shape' game successfully responding to questions, and following the 'rules' correctly.
18. Teachers have good subject knowledge. Teachers in the Foundation stage have a good understanding of the various elements within the Early Learning Goals and how these should be developed as children move from the Nursery to the Reception class. Understanding has recently improved in information and communication technology, with the advent of a training programme when the new computer suite was built. There is a better understanding about the balance that has to be made between developing pupils' factual knowledge and the opportunities for pupils to think for themselves and make important decisions about their work. An example of this was seen in science, when pupils in Year 5 were working in groups to discover how shadows changed when they were nearer a light source. Pupils had been given the basic information, but the experiments were undertaken by pupils working independently. In this way, pupils became excited when they discovered that by changing the distance between the source and the light the shadows increased proportionately. Teachers' knowledge of the requirements of the locally agreed syllabus for religious education is not as thorough, particularly in Years 3 to 6, because there has been little staff training in its use or in the monitoring of its implementation.

19. The basic skills of literacy and numeracy are taught well. In the nursery class language skills are developed through role-play areas and physical activities outside. In the rest of the school, the national strategies for these two subjects have been incorporated well and work also links well to other subjects, such as history and geography. Regular opportunities are given to practise reading, writing and number work. In geography, for example, there is evidence of tallying and graphs and, in history, of presentation and writing skills being used on the computers. Other basic skills such as in art and design are also developed well. In a Year 1 class, the pupils were taught how to match colours and cut out shapes with care.
20. Planning for each lesson has developed well since the last inspection. Teachers in the Foundation stage use the nationally recommended Early Learning Goals and in other years they are using the nationally agreed guidelines for each subject. This ensures that understanding is built up each year in a continuous way. During the inspection, this was particularly evident, although it was not as clear in the work from last year. For instance, work studied in mathematics in Year 1 was sometimes repeated in Year 2, although it was already understood well. Clear objectives are written in the planning and these are referred to during the lesson. In this way, pupils become aware of what they have achieved. This, however, is not yet in the form of individual targets. This is also the reason why lessons in religious education do not build up well each year.
21. Teachers have good expectations about what pupils can do. Even the youngest children are expected to listen carefully to instructions and to carry these out to the best of their ability. Pupils respond well to the challenge. They are keen, interested and motivated by the work they are set. There is very little misbehaviour and teachers get through the work at a good pace. During the inspection, pupils were always managed very well in classrooms and show increasing levels of maturity.
22. Time is used well. Lessons start promptly, clear instructions are given and there is a sense of urgency about completing tasks. Learning assistants are well briefed about what is expected of them. They are often supporting pupils with special educational needs, but their expertise is used valuably to work with small groups. As lessons start, resources are at hand for practical sessions and in many cases pupils are able to make choices that also aid independent learning. In two Year 5 and 6 art and design lessons there were as many as six different activities going on at the same time. There was little or no fuss, all pupils were highly engaged in what they were doing and achieved a lot during the time they were given.
23. Teachers know their classes well. They talk knowledgeably about what individuals have done. However, more formal approaches to assessment are less well developed. Marking is good in the Foundation stage but inconsistent throughout the rest of the school. It ranges from good to sound, but is sometimes confined to ticking and general praise rather than to subject specific comment. In these cases, individual performance is not gauged against any common criteria and depends too much on the expertise of the teacher and their own personal strengths in any subject.
24. Homework, an area that some parents are unsure about, is given at regular intervals. During the inspection, pupils were asked to undertake a number of tasks at home that linked well to what had happened in the class lesson. The procedures are laid out clearly by the school and older pupils, particularly, are expected to complete it regularly.
25. Pupils acquire basic skills well. They are able to use these to develop better knowledge and the older pupils can then challenge their own thinking and understanding. All pupils work hard, are

conscientious and want to please the teacher. In one lesson, in the juniors the whole class became animated and excited when asked questions because they wanted to make sure that they were the one's to answer and give their views. The general high level of experience of teachers is the reason why the quality of teaching is good, although more needs to be done to ensure that these advanced skills are shared amongst all staff.

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

26. The school provides a satisfactorily broad and balanced curriculum that fulfils the statutory requirements of the National Curriculum. Religious education is planned in accordance with the locally agreed syllabus.
27. The curriculum for the Foundation Stage is both well-balanced and well-organised, building systematically on what children know and takes into account their progress towards the early learning goals. The curriculum is planned to provide many opportunities for children to explore and discover the world around them and it enables children to develop their personal independence well.
28. The strategies for learning in literacy and numeracy have been implemented well. They are established throughout the school, providing good solid foundations for the teaching of basic skills in both subjects and are helping to raise standards. The teaching of numeracy skills now has a sharper focus. The planned teaching clearly identifies the learning stages needed to develop mental methods of working as well as a sound understanding of mathematical concepts and knowledge of number facts. The teaching of writing throughout the school has been a recent focus of literacy work and has been beneficial in improving standards in writing. A new focus on reading, particularly through a planned programme of guided reading, is beginning to have a positive impact on children's understanding of their reading skills particularly in the infants. Skills taught well in the daily literacy hour are extended very effectively through work related to other subjects. For example, in Year 6, children used their knowledge of persuasive language well when writing letters applying to join Howard Carter's team in Egypt. Conversely, aspects of other subjects are used well to support the development of literacy skills. For example, in Year 2 children use their scientific knowledge of simple circuits to improve their understanding of how to write out instructions.
29. The development of pupil's personal, social, health and citizenship education has still to be fully considered as part of the school's curriculum. In some classes, circle time, when children listen to and support each other, makes a positive contribution to their personal development. In Year 5, pupils consider dilemmas that they may face in their lives and share their thoughts confidently, developing a really good understanding of the choices open to them. Through their work in science and other subjects, pupils are actively encouraged to think about a healthy lifestyle. However, the current provision for pupil's personal, social, health and citizenship education is not consistently planned or co-ordinated throughout the school. Sex education is provided through appropriate links to the science curriculum. It is taught to Year 6 pupils through a programme that is supported by the school nurse.
30. Curriculum planning was a key issue at the time of the last inspection report. This has improved with the established use of the National Frameworks for Literacy and Numeracy. Also, the more recent adoption of the national guidance for other subjects has provided continuity to the development of knowledge, skills and understanding in all subjects. The schemes of work provide a satisfactory structure to the long-term plans for each subject, to which teachers' medium term planning is now linked. Teachers plan good learning opportunities that link subjects. This adds much interest and stimulation to learning. For example, pupils' design and technology, art and design and computer expertise are all used to enhance the Year 6 historical study of Ancient Egypt. However, the school does not have strategies in place to formally monitor and evaluate the effectiveness of its current curriculum provision and this is one reason why the locally agreed syllabus for religious education has not had the impact it should.



31. The quality of curricular access and opportunity is good, creating a school community that is socially inclusive in its foundation. All children are genuinely valued and their responses and contributions to discussions in lessons are well respected by their peers and teachers alike. Skilled and appropriate questioning challenges the learning and understanding of pupils of all abilities. Teachers with similar age classes plan together successfully ensuring equality of learning experiences and expectations for all pupils in the age group but this is not always transferred between year groups. Achievement is beginning to be monitored more closely, raising awareness of attainment of different groups of pupils. Access to the curriculum for pupils with special educational needs is good. Careful consideration is given to the timing of the withdrawal of these pupils from lessons rectifying a weakness expressed at the last inspection. In Year 2, a group of children from both classes are withdrawn to receive very high quality support during the guided reading session, but take a full and active part in all other parts of the literacy hour. Specific support groups, such as the Learning Support Initiative are closely linked to the work in the classroom and takes place alongside others in the class.
32. Visits out of school widen children's experiences well and are used very thoroughly to enhance all children's learning in many subjects. Following a recent visit to Bridlington, Year 2 children have focused on the geography of the town and the coast. They also produced impressive coastal paintings, sea poems and made souvenir pebbles adding much to their learning. Residential visits to Whitby and Derbyshire form an integral part of the year's work for the older children inspiring good quality work across different subjects. The sound range of opportunities for children in the juniors to take part in extra-curricular activities has been widened since the last inspection. These include sporting activities, but also after-school craft and computer clubs as well as a lunchtime recorder group.
33. Resources within the local community are used appropriately to broaden and support pupils' learning in a variety of ways. Full time Foundation Stage children recently planted bulbs in Coronation Park, whilst older pupils find out about Maltby's Victorian past when they study that era of British history. The range of visitors is somewhat limited and does not include those who could valuably extend pupils' cultural experiences such as dancers, artists and authors. When visitors do come into school, they make a valuable contribution to children's learning. For example, an astronomer added expertise to a Year 6 topic about the planets and space. Participation in athletic and sporting activities, including a swimming gala, with local schools, is full and challenging for older pupils.
34. Effective liaison is firmly established with the comprehensive school to which the vast majority of the children transfer at the end of Year 6. A successful programme of visits, both by parents and children to the new school, is complemented well by contact with their new teachers and a valuable transition project that spans work in Years 6 and 7. Good links with the local playgroups facilitate smooth entry into the Foundation Stage.
35. The provision for pupils' spiritual development is satisfactory but has not moved forward since the previous inspection. The curriculum does not identify clearly enough planned learning opportunities to promote pupils' spiritual development. The good atmosphere created in the daily act of worship meets the statutory requirements and provides a special time for children to reflect on the day's theme or story. It is often enjoyed very much in the quiet darkness; so much so that pupils do not want it to end! When the Advent candles are lit the children respond in awe and they instinctively express wonder in many situations that occur in the lessons. In contrast, religious education does not make as good a contribution to the planned development of children's spiritual awareness particularly to their understanding of the religious values and

- beliefs of others. A high value is placed on valuing and celebrating each other's achievements, which is encouraged in the weekly "Special Mentions" assembly.
36. Provision for moral development is good and is well promoted through the school's positive code of behaviour encouraging honesty, truthfulness, respect and concern for others. Children respond naturally to teachers' high expectations of their very good behaviour in lessons and when moving around the school and this has a very significant impact on the pace and quality of learning. Knowing and appreciating both the differences between right and wrong and what is expected of them promotes respectful working relationships within lessons and has a significant influence on their social development. When considering dilemmas of trust and behaviour, children in Year 5 are very confident in the strength of their moral judgements of the issues.
  37. Provision for social development is good. All children are encouraged to take many responsibilities, to which they willingly and efficiently respond. In one lesson in Year 1, pupils instinctively collected alphabet cards to help members of their group in a writing activity that was much appreciated by other members of the class. Throughout the school children co-operate very well in their work; share their ideas in collaborative tasks and on many occasions support each other in their learning. Older children willingly accept responsibilities for school-based tasks, such as preparing the hall for assembly or acting as lunchtime telephone monitors. They often take the initiative in charity fund raising and suggesting and organising events to support causes, such as that for the New York fire fighters. Opportunities are not yet made available to them to share an active role in the school's decision-making process.
  38. Provision for pupils' cultural development remains satisfactory as at the last inspection. Although a variety of activities to support the development and appreciation of children's own cultural traditions are planned, there are weaknesses in the school's attention within the curriculum to the ethnic and cultural diversity of British society. Knowledge and understanding of ancient cultures is taught very effectively. Some opportunities to learn more about world religions, to appreciate festivals, music and art from different cultures, such as the importance of Rangoli and Mehndi patterns within the Hindu faith, are planned but these are insufficient to develop the children's awareness of the "multi-ethnic dimension of our society."

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

39. Overall, the school takes good care of its pupils. All staff have a very good knowledge of their needs. They are alert and responsive to individual needs and as a result pupils are challenged in a caring atmosphere. Pupils with special needs receive good provision at all levels in the school. Gifted and talented pupils are beginning to receive better provision by being provided with appropriate extension work. The recently introduced Code of Practice for pupils with special educational needs is securely in place, and teaching assistants are well trained and skilled in their role of ensuring that pupils are fully included in the work of the class.
40. Procedures for the assessment of pupils' academic progress throughout the school have improved since the last inspection. Children in the Foundation Stage are assessed shortly after they enter the school. Individual needs are targeted and children supported in their learning. Regular observations of the children are undertaken in the six areas of learning and progress is recorded. Assessments of progress are made in English and mathematics throughout the school. Teachers in Years 1 and 2 follow the same consistent format and make effective use of the results to plan future lessons. Procedures for the assessment of older pupils vary from class to class. However, the school has already recognised this inconsistency and has begun to rectify the situation. The assessment co-ordinator has led the introduction of a comprehensive

method of assessing pupils' writing that is now in use throughout the school. Other whole-school procedures for these particular curriculum areas are now being planned. Regular assessments at the end of each unit of work have been introduced in many subjects of the curriculum.

41. Analysis of pupils' test results at the end of Year 2 and Year 6 have been made by teachers and apparent weaknesses in the school's provision identified. This information influences teachers' future planning so that the situation is rectified. Much of this work has been very thoroughly undertaken but the findings have not always been shared sufficiently well with the teaching staff. As a result, the school's overall strengths and weaknesses have been difficult to identify and improvements have been based on insecure information. The result has been some fluctuations in performance and the progress of pupils has not built upon what has gone before. The situation is being remedied by the introduction of a more co-ordinated approach to assessment and linking the findings to the school improvement plan.
42. The school is a safe environment. A member of staff qualified in first aid is on duty at all times and there is a well-equipped medical area. A number of accidents occur during breaks from lessons. Interviews with pupils suggest that a contributory factor is that games take up a lot of room across the play areas. The vigilant supervision ensures that incidents are dealt with quickly and the school is working on finding ways of dividing the new play areas in a better way. The school promotes healthy and safe living through, for example, healthy eating in the school and the guidance given to parents on acceptable choices for lunches and snacks. The lack of an up to date personal and social education policy with an appropriate scheme of work does, however, detract from the impact the school could make in these areas of its pupils education. The arrangements to deal with child protection in the school are good and in line with the local authority guidelines. All staff have been trained but there is a need to update this in the near future.
43. The school's procedures for monitoring and promoting attendance are satisfactory. Registers are marked in line with local guidelines and those pupils who achieve 100 per cent attendance during the school year receive an award. A small number of pupils are late each day. The education welfare officer works closely with the school following up problem areas noted in the monitoring. However, attendance has fallen since the last inspection and the school still needs to find ways of encouraging a small number of parents to ensure their children do not take lengthy absences.
44. There are good procedures to promote and monitor appropriate behaviour in the school based on the newly revised behaviour policy. In classrooms, pupils are consistently managed very well. Pupils know classroom conventions well and teachers use praise consistently to encourage and congratulate pupils creating a really positive atmosphere for learning. The school makes consistent efforts to eliminate bullying through themes in assembly, guidance in the playground and discussions with small groups of pupils. In discussions with pupils, it was clear that they were well aware that they should go immediately to an adult if they were unhappy with the behaviour of others. Pupils are given their own opportunities to make their peace, but if this fails parents are involved at an early stage in eliminating problems.
45. The promotion of pupil's personal development is good despite the lack of a personal and social education policy. Teachers treat this area with a high priority and support all pupils in a range of different opportunities. There are a number of clubs held after school to encourage pupils' sporting and cultural aspirations. Classes visit galleries and museums to deepen their understanding of the artistic process. Residential visits encourage pupils independence and self confidence and in the lead up to the move to secondary school pupils spend time in their

prospective school, meeting and working with their new class mates. Responsibilities are somewhat more limited in the school, but pupils are responsible for their own equipment and the good order of classrooms and the general school appearance. Pupils are encouraged to take responsibility for their own learning through research and independent effort.

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

46. Parents are of the opinion that this is a good school and this is clearly reflected in the number of questionnaires returned, around 40 per cent, and the judgements made by parents on the quality of the school. The overwhelming majority of parents agreed that the school has high expectations for its pupils and they feel comfortable about approaching the school with concerns. They agree that the teaching is good. They also agree that their children like going to school and make good progress. Most parents say that the school is led and managed well and this is leading to good behaviour and a growing maturity in their children. Some parents are unhappy about homework and that the school is not working closely with them as parents. However, a more significant number, say that they are not well informed about their child's progress and that the school provides an insufficient range of activities outside school. The inspection team agrees with parents about the quality of information provided on pupils' progress, but not about the quantity of extra-curricular activities that are provided. The quality of homework is satisfactory.
47. The school's links with parents are satisfactory. These begin before children start school, with home visits made by the Foundation Stage co-ordinator and nursery nurse to ensure the school is as fully informed as possible before the child attends. All parents attend an induction meeting. The school prospectus is written in a formal way but could include more information about the curriculum. During the school year, there are curriculum meetings to keep parents abreast of changes in these areas. The school works well in partnership with parents of children with special educational needs. They can readily talk to teachers and the special needs co-ordinator or the governor responsible for overseeing the provision of special educational needs. Currently parents of pupils who have an individual education programme receive a copy of it so that they can help at home. Parents are invited to a review of their child's progress at the end the 10-week learning support initiative programme.
48. The written annual reports of pupils' progress are unsatisfactory, as they do not give parents a clear enough picture of their child's progress or potential. There is comprehensive detail about what has been covered in English, mathematics and science but a much briefer report on other subjects. Parents are given the opportunity to respond to the report in writing. There is an informal meeting in the autumn term for parents and teachers to exchange relevant information on the first few weeks at school. Formal meetings to review pupils' progress are held in the spring and summer term and are well attended by parents. Parents do have an opportunity to speak to teachers before and after school and many choose to talk to staff in the office.
49. The impact of parental involvement with the work of the school is satisfactory. A small number of parents help in the school; in the Foundation Stage, for example, two parents and a grandparent help whenever possible, and parents with special skills are encouraged to talk to pupils. The Parent Teacher Association is very active, arranging social activities to raise money for the school. The school has clear expectations, which are made plain to parents on the types and amount of homework expected as their children move through the school. Some parents make great efforts to ensure that homework is completed and that they keep up a dialogue with teachers.

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

50. The school is led and managed satisfactorily overall, although some areas of weakness have been slow to be completed and have only had an impact recently. Together with other key staff, the head teacher has provided an adequate educational direction and the necessary momentum to manage the changes required following the introduction of national initiatives, such as the literacy and numeracy strategies. The management of change during the development of the new building ensured that the school continued to run smoothly. Support from outside agencies has been used well but there has, in the past, been a lack of delegation of responsibilities to staff for subject areas and this meant that improvements started slowly after the last inspection. Improvements particularly linked to the progress that pupils make, are now more secure. An experienced senior management team is in place that has the expertise to support the headteacher and to make effective changes.
51. A positive move to use outside consultants in developing some curriculum areas has had an impact in improving the quality of education. For example, in mathematics there are now clear and effective systems for development to raise standards. Provision for pupils with special educational needs is managed well. The school takes due account of the recently revised Code of Practice. The school maintains very good working relationship with the learning support teacher and relevant outside agencies are contacted promptly when specialist advice or provision is needed. All learning plans and statements of special educational need are correctly reviewed in order to assess pupils' progress. The special needs co-ordinator is supported well by a recently appointed member of the governing body.
52. The school's aims are met satisfactorily on a daily basis. Together with staff and governors, the head teacher has created a happy school to which pupils can easily relate. There is a strong ethos of care and developing support. The priorities expressed in the current action plan are useful points of focus for the future development of the school, although efforts to raise standards should be more clearly expressed. Over time school improvement planning has focused on developing subjects one at a time. This has led to a very extended process and has contributed to the somewhat fluctuating picture of standards seen in the school since the last inspection. Development planning has not recognised the need to regularly review, up date and develop the school policies. Consequently, the majority of policies are out of date and do not underpin or support the work of the school. The development of other important areas, such as improvement planning and assessment has been too closely linked with specific subjects.
53. The governing body contains several new members and is overall a relatively new group just coming to terms with its responsibilities. There is a strong commitment to extend their skills through further training. Governors meet their statutory duties and currently work to a satisfactory level. Their working knowledge as to the strengths and weaknesses of the school and the contribution they make to the overall planning and in shaping the future of the school is developing.
54. The monitoring and evaluation of the work of the school is satisfactory although too much reliance is still placed on the good quality of day-to-day teaching. The need for co-ordinators to receive support in developing their subject was identified during the school's last inspection but there was limited action to begin with. The majority of subject leaders were not given enough responsibility for monitoring and evaluating the work in their subject area and even where this has happened it was not on a regular, planned basis. Although performance management has

raised the profile of teaching and learning, the actual monitoring of these areas lacked rigour and consistency so that the impact of good and very good teaching in one area was not effectively transferred to others. This limited the development of subjects and in some cases allowed standards to fall as for example, in religious education. Over the last two years, with the support of the local education authority, the school has begun to be more proactive, analytical and evaluative in its approach to studying data. This has enabled more success in using the information as a reference point for what needs to be achieved in the future. Good examples include the co-ordination of mathematics, where standards have improved and in information and communication technology where there has been a substantial improvement in the quality of the curriculum offered to pupils. There is now a much better understanding about the progress of individuals and what should be done to improve performance.

55. The school makes sound use of its annual budget including any specific grants and other funding. It makes very good use of grants to support targeted groups of pupils' and used building grants effectively during the building programme. The overall use of resources is satisfactory. Planned expenditure is satisfactory and is used to support declared priorities. An experienced and competent school secretary provides invaluable support to the head teacher and other staff. She makes sound use of technology as part of her every day work. The school also shows a sound understanding of the need to get 'best value' from its available resources and applies sensible, efficient principles such as the need to compete, consult and compare.
56. The range of highly experienced teachers in the school is good. Highly skilled classroom assistants are also available to support groups of pupils. Such measures have yet to be evaluated but many pupils respond well to the additional help available to them. Educational resources are satisfactory overall. They are used well by staff in everyday learning. Provision for the Foundation Stage is good, as is the provision for information and communication technology, physical education and guided reading. However, the resource provision for geography and the quality and content of books in the school library is unsatisfactory. The good quality accommodation is used well and the school values the flexibility of the large hall. The nursery and reception children have very good space and the outside facilities are very good, including play yards and a large field. These resources impact well on learning. The school provides an acceptable standard of education, the cost per pupil is at an average level, the school therefore provides satisfactory value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. In order to improve standards further the headteacher, staff and governors should:

**(1) Improve the quality of leadership, management and the whole school structures and procedures by:**

- Closely defining the specific roles of the senior management team;
- Putting in place a management training programme and developing the expertise of the whole management team;
- Ensuring all policies are subject to a regular and thorough review programme;
- Using the information that is gained to produce a school improvement plan that is more specific to the needs of the school and is formulated using analysis from all those with management responsibilities.

And by subject co-ordinators:

- Putting in place a programme of regular monitoring and evaluation.  
(See paragraphs: 23, 25, 30, 41, 50 - 56, 74)

**(2) Improve standards in religious education by:**

- Evaluating the strengths and weaknesses in the standards of pupils;
- Evaluating the quality of teaching;
- Producing a subject improvement plan that addresses the shortcomings;
- Evaluating the success of any new initiatives.

(See paragraphs: 8, 16, 18, 20, 30, 35, 38, 132 - 135)

**(3) Improving the quality of information for parents by:**

- Seeking the views of parents;
- Reviewing the quality of the annual reports;
- Improving the information within the school prospectus.

(See paragraphs: 43, 46, 48)

In addition to the key issues above the governors may wish to consider the following minor issues for inclusion in their action plan:

- The use of assessment across all subjects (*paragraph 10*)
- Insuring boisterous play does not cause any problems (*paragraph 12*)
- Checking all is being done to address the issues of attendance (*paragraph 15*)
- Improving the range of multi-cultural books (*paragraph 78*)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	30

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	19	25	16	0	0	0
Percentage	0	31	42	27	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*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	267
Number of full-time pupils known to be eligible for free school meals	0	18

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	3	56

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	9

### *Attendance*

<b>Authorised absence</b>	%
School data	6.6
National comparative data	5.4

<b>Unauthorised absence</b>	%
School data	0
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	24	25	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	23	24
	Girls	21	22	22
	Total	43	45	46
Percentage of pupils at NC level 2 or above	School	88 (78)	92 (92)	94 (81)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	23	24
	Girls	23	22	21
	Total	46	45	45
Percentage of pupils at NC level 2 or above	School	94 (84)	92 (78)	92 (86)
	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	18	19	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	14	17
	Girls	18	16	17
	Total	26	30	34
Percentage of pupils at NC level 4 or above	School	70 (73)	81 (78)	92 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	15
	Girls	17	16	18
	Total	27	27	33
Percentage of pupils at NC level 4 or above	School	73 (76)	73 (80)	89 (98)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils******Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	288	1	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

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

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

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	24.2
Average class size	24.2

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

Total number of education support staff	6
Total aggregate hours worked per week	170

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	1
Total aggregate hours worked per week	15
Number of pupils per FTE adult	12

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	2

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

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000 - 2001
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	£
Total income	674,971
Total expenditure	663,136
Expenditure per pupil	2,132.27
Balance brought forward from previous year	5,385
Balance carried forward to next year	17,220 *

*\* Includes money placed into declared savings*

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

### **Questionnaire return rate**

Number of questionnaires sent out	290
Number of questionnaires returned	114

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	4	1	0
My child is making good progress in school.	46	48	3	1	1
Behaviour in the school is good.	43	51	2	1	3
My child gets the right amount of work to do at home.	30	56	8	2	2
The teaching is good.	54	42	0	0	2
I am kept well informed about how my child is getting on.	23	55	19	2	0
I would feel comfortable about approaching the school with questions or a problem.	62	35	1	0	1
The school expects my child to work hard and achieve his or her best.	54	45	0	1	0
The school works closely with parents.	26	61	9	1	2
The school is well led and managed.	48	45	3	0	3
The school is helping my child become mature and responsible.	39	55	4	0	2
The school provides an interesting range of activities outside lessons.	26	43	16	2	11

## **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**

58. The satisfactory quality of provision for children of nursery and reception age has been maintained since the last inspection. The two classes, one for nursery children and the other for reception age children have recently been combined into one Foundation Stage Unit where children entering at the age of approximately three years four months will stay until they transfer into Year 1. The overall level of attainment on entry to the unit is broadly typical for three year olds although a few children are above average in many areas of learning particularly language development and in social skills. Children, including those with special educational needs make good progress in their learning because of the consistently good teaching and the work of supporting adults. Most children achieve the nationally expected early learning goals in all areas of learning and a few exceed them. Staff regularly assess and record children's achievements and plan work to meet the needs of all the children. Much teaching takes place in small groups and this, coupled with a good range of interesting activities, enables young children to develop the skills necessary for their future work. The nursery nurse and classroom assistants work with the teachers well and take an active part in the education of the children in their care.
59. Links with parents are good. Parents stay with their child throughout their first visit and other sessions if necessary. Some parents and grandparents use their particular expertise to help out in the classroom. Parents bring their child into the unit at the beginning of each session and watch while the children record their presence by writing their name on recording sheets.

#### **Personal and social development**

60. Children, including those with special educational needs, make at least satisfactory progress and it is often good. They are on course to achieve the early learning goals by the end of the reception year. The calm, secure atmosphere of the unit helps the children to settle quickly into the structure of school life. Children gradually become familiar with the daily routine and what is expected of them. The presence of older more established children has already begun to make this transition from home to school easier, and even the youngest children have very positive attitudes and are enthusiastic and eager to learn.
61. Teaching is good in both the nursery and reception. Staff emphasise the importance of greeting others correctly, being polite and caring. Teachers encourage children to become independent, make decisions and consider the effect of their actions on others. For example, children make their own decisions as to when and if, to have snack. Children of nursery age know where tools and other equipment are kept and get what they need for themselves. For instance, two children working in the writing went to get the scissors they needed off the shelf so that they could cut out their work. Children, take turns to feed the fish and water the seeds and bulbs that have been planted. All children are expected to help with clearing away so that the classrooms are neat and tidy. Children of reception age are expected to change their clothes and fold them neatly ready for physical activities in the hall. Staff promote children's social development well by providing activities that require children to work together in small groups, take turns and co-operate with each other. For example, during group number and language games or in the role-play areas they are encouraged to talk and share their discussions. Teachers frequently praise children for doing their best. This raises their self-esteem and motivates them to learn. Staff regularly make time to talk to children either individually or in small groups. As well as contributing to the development of their speaking and listening skills, teachers use these

occasions to talk about respecting the views of others. Religious stories are shared with all children and in this way they are able to start building their understanding of spiritual awareness. Staff work well together and provide good role models for the children.

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

62. Children make good progress and by the end of the reception year, most are on course to achieve the standards expected of them in this area of learning. Speaking and listening skills are good. Teachers interact very effectively with the children to develop language through discussion and play. Children of nursery and reception age respond to adult questions with varying degrees of confidence and are keen to volunteer information. Two nursery age children for example, in the midst of their construction work, suddenly offered their views on a current topical issue. Children of all ages chat confidently to each other during shared activities. They are developing language specific to all the areas of learning so that they can communicate effectively. For instance, during their dance lesson children understood that 'tempo' referred to the speed of the music.
63. Teaching is good. Teachers read stories in a lively and exciting way making children attentive and interested. When reading familiar stories, the nursery teacher often makes deliberate changes that keep the children concentrating and listening and they delight in being the first one to spot the 'mistake'. Reception age children share a book with the teacher or in a group before reading it on their own. Children take books home regularly to share with their family. This enhances their rate of progress in learning to read with confidence. Staff provide a stimulating environment to encourage early reading skills. For example, children see many words and captions displayed around the classroom. All children have a short period each day when teachers introduce the sounds that letters make and encourage the children to identify objects beginning with that sound. Nursery age children reinforce this learning by making letters in the dough, whilst reception children practise what they have learnt as they read a big book together with the teacher.

### **Mathematical development**

64. Children in the nursery make good progress so that by the end of the reception year the majority are on course to achieve the early learning goals in this area of learning.
65. The quality of teaching is good. Staff reinforce counting skills on every suitable occasion. They provide many interesting activities to develop children's understanding of number. Both nursery and reception children work with numbers up to ten on a daily basis. Nursery children are beginning to recognise the number symbol and relate them to the number of objects to five. Reception children, count in twos by saying the even number and think of the odd number in their heads. Children use two-dimensional shapes and reception children name them with confidence. Teachers plan activities to develop children's creative talents that often strengthen what the children are learning in mathematics. For example, modelling with clay often leads to opportunities for counting, as children aim to put a particular number of decorations on the cake. In design and technology children use two-dimensional shapes to make a -shape, taking care to make it symmetrical. Teachers make sure computers are available constantly. Children are rapidly developing information and technology knowledge and this enables the children to practise their mathematics skills on the computer. Children enjoy the number rhymes and songs their teachers sing with them to reinforce the skills they have learnt.

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

66. Most children make good progress in their knowledge and understanding of the world in which they live and are on course to reach the standards expected of them by the end of the reception year.
67. Teaching is good. Teachers plan for a good range of activities linked to the natural world. On discovering a shoot emerging through the soil, two reception children remembered the names of the bulbs they had planted. The children know what conditions are needed to make seeds and plants grow. Children are familiar with magnets and know that magnets attract some metals but not plastic. Teachers plan opportunities for reception children to make designs before starting a piece of work and so they are introduced to skills they are not familiar with. For instance, the children draw figures for the calendar they were going to make using two-dimensional felt shapes and then persevere with the task of attaching the shapes to a piece of material using a needle and thread.
68. Many reception children are making rapid progress in their information and communication skills by moving a mouse around a screen and responding to the prompts given by the program they are using. They have high levels of concentration and independence when working on the computers in the classroom or in the school's computer suite. Teachers introduce children to historical events in the past as they learn about the Christmas story and identify some present Christian beliefs.
69. Teachers plan visits to both the locality and further afield to give children different experiences to enhance their learning in several areas. For example, children go on a 'shape walk' to identify shapes on buildings and in the natural world. They visit the seaside and a farm to learn about the natural world and their local environment. These experiences also have very positive affects on children's cultural development and social skills.

### **Physical development**

70. Physical skills are developing well and children make good progress. Most children are on course to reach the standard expected of them at the end of the reception year in this area of learning.
71. Teaching is good. Many nursery children are already becoming confident in their larger physical movements and in meeting their own personal needs. Reception children undress independently for physical education lessons in the hall and store their clothes neatly. Teachers expect children to use space well and to control their bodies with due regard for the safety of themselves and others. Children respond well. Reception children are beginning to put two movements together as a basis for a dance although not all children do this. To improve the quality of movement, and to make it more challenging, the teacher uses percussion instruments to illustrate different speeds of movement. Both nursery and reception children have regular access to the outdoor area where they play with wheeled toys and construction materials sensibly. Most children are constantly developing finer movements and an understanding of their own physical ability. They take part in the many activities their teachers provide for them and are increasingly able to control paintbrushes, scissors, pencils and small construction pieces with some degree of skill.

### **Creative development**

72. Children make satisfactory progress in this area and most are on course to achieve the early learning goals by the end of the reception year. Teaching is satisfactory. Teachers introduce a range of songs to the children that are often linked to other areas of learning. For instance, number rhymes, songs about the natural world and or that tell the Christmas story enhance children's learning. In the reception class, children sing familiar songs and rhymes with confidence. Teachers set out a range of art materials to give children the opportunity to create their own pictures and designs in response to pieces of music. They encourage children to experiment with mixing colours together to discover other colours for themselves. Staff plan a good variety of different role playing areas where children can use and develop their imagination. Children use and extend their knowledge of the everyday world as they play and co-operate with their friends in the house corner, at the seaside and in the garage. Skills in drama begin to develop as children take part in these role-play situations.

## **ENGLISH**

73. Standards in English are good at the end of Year 2 and average at the end of Year 6. In the 2002 National Curriculum tests for seven-year-olds, the school's performance was above average with good results in writing. Boys achieved well and better than boys nationally, exceeding the national average for their gender for the first time. In the National Curriculum tests for eleven year olds the school's performance was below that of all school's nationally in 2002 and well below when compared to similar types of schools. This represents a decline after steady growth for several years. The cohort of pupils had a high proportion of pupils with special educational needs who did not have high levels of confidence when working independently. As a result, they underperformed when put in a test situation.
74. Teaching and learning in the infants is good, pupils achieve well and make good progress. By prioritising the development of writing skills, the school has improved standards. In lessons, pupils become confident writers. Teachers use effective methods, such as enabling pupils to talk about the sentence they want to write before writing it. This enables them to write down what they want to say more easily. In addition, teachers' skilful modelling of shared writing, and supportive writing plans assist children in the development of basic literacy skills. In the juniors, teaching and learning is satisfactory overall and children achieve appropriate standards. The quality of teaching on a day-to-day basis is often high and standards achieved in some aspects of writing, such as poetry, are ahead of those expected. However, because teachers in each year group have, in the past, worked too independently of one another, not all pupils have fully benefited from a consistent accumulation of literacy skills that were developed in earlier years. The issue was identified as a weakness two years ago and progress is being made. There is a much clearer understanding about the importance of whole school planning and how expertise needs to be shared. Unfortunately, the actions taken to remedy the situation did not impact quickly enough on the high number of pupils with special educational needs, and this was the reason for the disappointing 2002 National test results. Pupils in the present Year 6 are on line to do much better.
75. Although slow to start, good improvements have been made to the provision for teaching literacy since the last inspection. The National Literacy Strategy is well established and fully implemented throughout the school providing a good structure for teachers' planning that was not evident at the last inspection. The timings of the daily lesson are being used more flexibly in most classes and reflect the school's key priority to raise standards in reading.



76. Procedures for assessing and recording of pupils; progress throughout the school are improving. This is having positive effect on the quality of information available to support learning and hence children's progress. Targets for achievement in writing are set and in many classes routinely brought to the pupils' attention. Regular assessment of pupils' writing, with marking taking these targets into account, is beginning to monitor progress more closely. Pupils are becoming more aware of how to improve their work. The quality of marking, found in the work scrutiny was more variable. In some cases it was helpful and in others gave pupils little guidance on how to improve. There is a need to ensure a consistent and agreed whole school strategy.
77. Standards in speaking and listening are sound and often good. Good proportions of pupils are articulate speakers and avid listeners during lessons. Encouraged by their teachers to contribute their ideas, explain their answers clearly, they confidently discuss their work from the youngest age. In lessons, they listen attentively to their peers and adults alike. Contributing sensibly their thoughts on a range of moral dilemmas they may face, Year 5 pupils concentrate well on the opinions of others, showing maturity as they consider their responses. Opportunities that enable children to further develop their skills in discussions, debates and through drama activities, such as using different roles to extend understanding of issues and characters, are currently less well considered in the curriculum.
78. Standards in reading overall are satisfactory. To improve reading, is a school priority. The new guided-reading programme for the infants is providing a focus and structure to the teaching of reading. It is helping to widen the range of genre that pupils read, and is having a noticeable impact on pupils' fluency of reading aloud and understanding of the different texts. Pupils in Year 2 love to read, discussing their books, recalling events or facts from fiction or non-fiction books confidently and reading fluently with appropriate expression. Index and contents pages are used well to find information. For example pupils in Year 1 found information quickly as part of their research using the 'World's Largest Animals' and discussing the 'Story of Jeans' with their teacher. Strengthening home/school reading links, organising 'special interest book boxes' to inspire all readers, both boys and girls, and tracking reading progress are positive actions to raise standards. By Year 6, most children are fluent independent readers with a wide range of interests and preferences in their choice of materials. Analysis of test results indicates the ability to draw meaning from texts is less secure and is an area being addressed. Although the better readers are very familiar with accessing information quickly and selecting the most valuable sources for their needs, the library selection of books is not sufficiently up-to-date and multi-cultural books need to take on a higher profile.
79. Standards in writing are satisfactory overall with good standards achieved by the age of seven. Children write in response to a wide variety of purposes and audiences, developing their understanding of different styles and forms of writing well. Planning for writing begins with simple illustrated plans in Year 1. 'I lost - I looked - I found'. This establishes the structure of the whole story before pupils begin to write. In Year 4 and Year 6, when planning their poems of newspaper reports, pupils share words and phrases or headlines, before using the first drafts to record their ideas. Later they refine their choices before committing the final draft to a well-presented copy. Punctuation is taught well at all stages. Early handwriting activities are also taught well. In Year 1, pupils learn to form their letters correctly and space them regularly within sentences, developing a legible printed style by the end of Year 2. In the juniors, handwriting in the sample work, varies in consistency but a well-formed legible joined style is achieved by most pupils at the end of Year 6. Spelling is taught systematically in the infant classes and pupils' good progress is closely monitored. Spellings are constantly reinforced through activities and a daily 'Look Cover Write Check' practice in Year 2, forming a very solid

foundation to their knowledge. In the juniors, spelling is linked to the National Literacy Strategy spelling rules, but monitoring of progress is less consistent. Older pupils use dictionaries well and the work sample shows they spell most familiar words reasonably accurately in their writing.

80. The quality of teaching seen during the inspection was always good with very good teaching seen in half of the lessons in the infants and juniors. Pupils achieve well or very well in these lessons because of the strength of the teaching. This is a significant improvement since the last inspection, especially in the juniors. Teachers in the infant classes have a very deep understanding of the demands of teaching early literacy skills and make very effective links between reading and writing. Well-organised lessons where teaching and resources are very carefully planned, ensure smooth transition between the parts of each lesson without disruption to learning. Careful and precise explanations of tasks, with opportunities to clarify that everyone understands, usually move lessons on at a good pace. Where the pace of a lesson is less successful, pupils' learning is inhibited by the lack of awareness of the time they have to complete their work and the expectations being made of them. Successful learning reflects not only the high expectation teachers have of their pupils' efforts and behaviour, but also the good relationships they establish, the shared humour and easy rapport! As they suggested ideas for a winter poem, pupils in a Year 3 and 4 class responded eagerly to the teacher's challenge to improve their phrases. The pupils were buzzing with inspiration as the teacher modelled the poem, sharing reasons for her final choice of pupils' phrases. Skilful questioning challenged all pupils' understanding, and their responses and ideas were valued. For example, when *freezing* was mistaken for a powerful verb in a poem, the error was used sensitively to consider descriptive words.
81. Literacy skills are developed very successfully through many other subjects and this is a strength of the literacy work of the school, bringing purpose and meaning to many aspects of learning. Pupils in Year 1, wrote impressive information books that recorded their feelings after a visits to the Butterfly Farm. Year 6 pupils presented their information about gods and goddesses in Ancient Egypt well after considering successfully the criteria for non-fiction writing.
82. Classroom computers are used well to support learning in all age groups. Ordering their instructions for making a glove puppet, pupils in Year 2 compose their list efficiently by using their newly acquired word processing skills. As they prepare the first draft of their reports in the style of a journalist, pupils in Year 6 know they are working towards a final newspaper type report and include alliterative headlines such as *Dale grabs gala gold for Redwood!*
83. All pupils are included in literacy lessons and in all aspects of work in English. A programme of structured additional help is planned for those children who benefit from being taught in small groups, working with well-trained teaching assistants. Pupils with special educational needs are taught well and generally make good progress for their abilities. In lessons, teachers who monitor pupils' work carefully and provide tasks with a suitable level of challenge also support them very effectively. Well-informed teaching assistants clearly understand the balance between appropriate help and challenge. Careful consideration is given to the timing of the any withdrawal from lessons so pupils are still able to take a full and active part in whole class and group teaching.
84. High standards of behaviour and very positive attitudes to work are indicative of literacy lessons throughout the school. Pupils are very responsive and enthusiastic learners relating well

together, co-operating and sharing ideas and work independently when the task demands it. These attributes have a very clear impact on the quality of learning that takes place in lessons.

85. Co-ordination of English is generally effective and shared by two co-ordinators who are striving to raise the standards of literacy throughout the school. Having very thorough understanding of the needs of the subject priorities, particularly those in the year groups in which they teach, they maintain good continuity between the infants and the early age groups in the juniors. Even so, there are no clearly defined responsibilities for monitoring and evaluating the impact of teaching and quality of learning which are essential if the management of English is to be fully effective throughout the whole school.

## **MATHEMATICS**

86. Standards in mathematics are above average at the end of Year 6. The pattern that emerges from looking at national test results for pupils of this age over the past is that standards in mathematics are rising steadily, although they fell back slightly in 2002. This was due to the significant percentage of pupils with special educational needs within the group. The school makes very good use of 'booster classes' to enable a larger number of pupils to reach higher levels of attainment. Pupils' work samples show that the most able children are not always consistently challenged with hard enough work during the whole year. The rising standards are due to good teaching, with more emphasis on developing pupils understanding of what they are doing, brought about by the implementation of the National Numeracy Strategy. The use of information and communication technology in mathematics was limited during the week of the inspection and scrutiny of work did not include any examples of this. However, pupils successfully use data-handling and spreadsheets in other areas of the curriculum.
87. Standards are rising in the infants and are now similar to standards nationally pupils at the end of Year 2. The most recent national test results show significant improvement from the previous year. This is largely due to improved teaching through the introduction of consistent planning and assessment procedures. There is now a strong emphasis on teaching basic mathematical skills through the National Numeracy Strategy. Despite this, only a few pupils reached the higher Level 3. Pupils' work samples show that the most able children have not been challenged with hard enough work during the year, though they gained good grounding for the future. The work of pupils currently in Years 1 and 2 show that they are on course to maintain the satisfactory standards with the potential to improve as work is more closely matched to pupils' ability.
88. Most pupils make sound progress. Pupils with special educational needs make good progress. The work they receive is carefully matched to their learning needs. In a Year 2 class set of middle and lower ability pupils, well-matched activities help them to understand the importance of dividing shapes into equal parts as they learn about halves and quarters. The learning assistants and the teacher give them good additional support. More able pupils do receive harder work but on some occasions there is insufficient challenge. On others, this level of challenge is high.
89. Most pupils make good progress in the juniors. A significant improvement, across the school since the last inspection, is the well-planned, consistent teaching of basic mathematical skills and knowledge. Presentation of pupils' work is of a reasonable standard and they work accurately and quickly. Evidence from pupils' books indicates that they do their best and cover different aspects of mathematics each year. Pupils can calculate well during mental arithmetic sessions

and can use the knowledge that they have gained when presented with new word problems. They have an increasing understanding about how to measure accurately and to use these skills when working on other subjects such as science.

90. The quality of teaching is good overall with a higher percentage of very good teaching in the junior classes. All teachers have a very good understanding of mathematics and explain new ideas and methods clearly. Lessons are well planned and the aim of the lesson is usually discussed with pupils before hand. This ensures they know exactly what they are expected to learn. Lessons begin with a mental warm up, the most useful part of which is the way teachers involve all pupils. For example, in a Year 2 lesson pupils were asked to 'find my number' through a range of clues. Pupils thoroughly enjoyed this game. It is an effective strategy that actively involves pupils in thinking about number patterns and place value. They make good use of their developing number knowledge. Teachers have a very good knowledge of mathematical language and this is used well to help pupils understand and explain what they are doing. In a Year 5 class, for example, pupils learn successfully to describe the properties and dimensions of two- and three-dimensional shapes using the correct mathematical language.
91. Well-planned questions are the basis of good learning in many lessons. For example, in a Year 6 lesson about the perimeter and area of different shapes, very good questions helped pupils review what they already know. This helped them to identify formulae for working out the perimeter and area of standard shapes successfully. Pupils with special educational needs now make good progress against their individual learning targets through the good support they receive from learning assistants. In a Year 2 middle and lower ability set, pupils successfully explored dividing shapes into equal halves and quarters through well-matched tasks. Pupils with special needs within this group confidently cut playdough shapes into halves and quarters whilst others worked with paper shapes. The use of day-to-day assessment is inconsistent. In classes where it is used effectively teaching is matched well to pupils ability and they understand what they are doing. In a lower ability Year 3 and 4 set, pupils working on telling the time and solving simple problems make very good progress because teaching recognises the progress they make. They are motivated, active learners because of the clear feedback they receive about their progress from the beginning of the week. Although pupils receive good support during lessons this is not always reflected in the consistently good marking of pupils work. It sometimes gives limited information about what they need to do to improve their work.
92. Subject leadership and management are shared between two people who form an effective partnership in developing mathematics in the school. Monitoring of lessons across the school, following support from an external consultant, led to the current planning format that is supporting the teaching, and learning of mathematics through the school. Monitoring of pupils work is not yet planned as part of this role. The whole school policy is not up to date and needs reviewing in light of recent developments within the subject. Assessment and tracking procedures are in place. Useful information is being gathered that will enable an analysis of national test results and identify areas for development. This is being complemented by an analysis of units of work as they are completed. It is the aim to use this to build up more consistent whole school approaches to the teaching of mathematics and to make further improvements in standards.

## **SCIENCE**

93. Standards at the end of Year 2 are average and above average at the end of Year 6. This is similar to the National Curriculum test results from 2002 for Year 2 pupils but better for pupils in

Year 6. The subject has a high profile and is based around investigations and experiments that the pupils do for themselves. As a result, progress in learning through the school is good and this is an improvement since the last inspection.

94. Year 1 and 2 pupils understand about the world around them. They talk about some basic environmental issues during their biological studies. They know the different properties that materials, such as wood and plastic have and are starting to understand concepts such as the effect of temperature on liquids. The scrutiny of last year's work shows that a good depth of work has been studied, some of which is linked to future work in the juniors. Experiments include a hypothesis description of what has been done and some evaluation of the findings. Pupils are keen and enthusiastic learners and become excited about the prospect of undertaking experiments. Teaching is sound. The planning is thorough and shows good links between different areas and strands of the subject. It is connected well with other topics taking place in history and geography. Teachers use a wide range of different methods to keep concentration levels high.
95. Pupils in Years 3 to 6 build on the previous good start. In a mixed Year 3 and 4 class lesson, the teacher asked about how to test materials for hardness. A number of pupils were able to talk about ways that the test must be 'fair'. They suggested rubbing the materials for the same length of time. During their own experiments they were careful to ensure that this was carried out. Discussions were good and there was some scientific language used. The teacher encouraged this by suggesting key words to describe what they had found. In another good lesson in Year 5, the teacher was starting a topic about friction. He produced some good practical resources, such as figures and a globe to explain why people did not fall off the earth. Good progress had been made from the Year 3 and 4 work. Pupils used a wide range of very good vocabulary to express their ideas, such as when describing the laws of Newton. The teacher was ensuring a good balance of work by passing on knowledge and then using this to develop an experiment around a hypothesis. There was an expectation that the pupils could use their own initiative. For instance, he explained about the need to graph this information was needed but then left the groups to decide how best this could be achieved.
96. Teachers do their best to ensure that the work in each year is linked to a balanced plan that includes all the different aspects of the subject. Pupils progress at a steady rate in their knowledge in the infants and the pace of learning increases in the juniors so that they have better understanding about scientific matters. By Year 5 and 6, they are beginning to understand why experiments have to be constructed carefully and are developing their own hypotheses and tests. All pupils, including those with special educational needs progress at rates suitable for their own ability. The use of learning assistants helps this process. They are briefed well and are able to intervene appropriately. Computers are used to enhance learning in word-processing and evaluating charts produced from test results. There are few examples of mathematical graphs using spreadsheet programs in the work from last year but this has improved since September and is now incorporated well within both science lessons and through computer lessons.
97. The good co-ordinator is very aware of the strengths and weaknesses within resources and planning and how these can be improved. The lack of time for monitoring lessons means strengths and weaknesses in teaching are not as well known but from informal discussions she has an awareness of what improvements need to be made. Some training has been done to improve the use of investigation and experimentation and the benefits can be seen in the improved use of this area. Resources are sufficient, organised and easily accessible.

## ART AND DESIGN

98. Standards in art and design are good and continue to be strong in both painting and drawing at the end of Year 2 and Year 6. During the inspection it was possible to see only one lesson in the infants and one in the juniors. As a result, no overall judgement can be made about the quality of teaching and learning. Evidence to support the inspection findings was gathered from displays of pupils' work, samples of previous artwork and discussions with both staff and children.
99. Good improvements have been made to provision made for teaching art and design since the last inspection when both planning and assessment were considered to be unsatisfactory. The national subject guidance, t, has been adopted, together with new assessment procedures. More experiences of three-dimensional work using a range of materials are also included. This enables teachers to develop pupils' skills systematically. Awareness of the work of artists and craftspeople working in different times and cultures is still not represented as well as it could be. The use of computer software to fully explore visual elements, such as pattern or the Internet, to provide access to different styles of art is a further area for development. A new policy detailing current practice is currently is being written.
100. Pupils' progress overall, including those with special educational needs, is good. In a good Year 1 lesson, children explored a range of materials including paper collage. Weaving with great concentration they chose colours and textures carefully to achieve the desired effect for their New Year calendars. Painting pictures of a Christingle orange they mixed their own pastel shades learning how to show the texture of the fruit with thicker paint. Van Gogh's self portrait inspired them effectively as they used similar techniques in their own work. Following a visit to Bridlington, Year 2 pupils explained their choice of paint to represent the coast in their pictures whilst older pupils used different media when composing their 'Waterscapes'. Observational work, from the detailed owls drawn after a visit to the Butterfly Farm in Year 1, to the controlled line work and shade of still life in Year 6 show clearly that pupils progress well throughout the school. Art and design is used very effectively to enhance the work in other subjects, such as the high standards and variety of work in Year 6, achieved through the study of the Ancient Egyptians.
101. Evidence from discussions and pupil's work indicates many strengths. High expectations seen in the lessons are reflected in the standards achieved in learning. Very clear explanations of proportion, together with the skilful use of exemplar work enable pupils in Year 3 and 4 to do well in both in their pencil sketching and developing fine brushwork in their paintings of an old wooden chair. Extremely well planned activities in Year 1, enable pupils to be totally involved in their work, selecting their own materials and developing their skills in a range of techniques. Pupils are frequently encouraged to express their imaginative ideas and this strongly impacts on the learning that takes place.
102. Pupils really enjoy their artwork! In discussions, they talk confidently about achievements, recalling past experiences with enthusiasm, explaining the skills they use in their work. Older pupils in Year 6, explained in detail, their three-dimensional relief work and the range of materials they used to make everyday objects that would be used in an ancient civilisation. Working on an individual watercolour landscape, firstly sketching the scene or working collaboratively to create a class collage depicting the story of Osiris and Isis, gives a true sense of achievement. Younger children in Year 2 remember the fun they had in printing and making papier-mâché masks and models.

103. The co-ordinator has been successful in ensuring that good resources are well organised and easily accessible. She considers, informally, teacher's planning and children's work, but the full potential of her co-ordinator's role in monitoring the quality of teaching and learning in art and design and evaluating its impact on the children's progress throughout the school has yet to be fulfilled.

## **DESIGN AND TECHNOLOGY**

104. Standards are in line with those expected nationally by the end of Year 6. No judgment can be made about standards in Year 2, as it was not possible to see enough lessons to make a secure judgement about standards, teaching or learning although in those seen teaching was always at least satisfactory. Few lessons were timetabled during the week because the subject is conducted in half term units to enable more concentrated time to be given to it. However, discussion with pupils suggests that there are suitable opportunities to plan, design, make and evaluate models as part of other subjects. Improvement since the last inspection has been maintained.
105. Pupils undertake various projects as part of other subjects. The planning indicates that teachers are aware of the need to incorporate work so that pupils understand the relevance of the work that they are doing. An example of this was seen in a mixed Year 5 and 6 class, where the pupils were studying different types of food as part of their work on the Egyptians. Small groups, supervised by the teacher were testing different food types. They made some of the previously discussed recipes provided by the teacher and then tasted them for themselves. The pupils were excited and keen to carry out the tasks they had been given. They were organised well and had resources available to help them. Another group were evaluating pyramids. They discovered the need for accurate measuring and the use of right angles. In a Year 5 class, the pupils were evaluating slippers that they had made. The teacher's knowledge was clear when asking about why it was important to do this. They behaved well, were keen and interested and highly motivated by the task they were set. However, pupils were not given enough opportunity to ask or answer the questions and thus their inquisitiveness not challenged.
106. The curriculum for the subject is based around the new national guidelines although this has been interpreted to ensure that the tasks are related to specific work in other subjects. Co-ordination of the subject is adequate. The co-ordinator attended a course to develop his own skills and has started to pass on the information to other members of staff. Discussion takes place to ensure that there is progressive work in each year although as yet no use has been made of monitoring to ensure this is happening during lessons. Resources for the subject are adequate.

## **GEOGRAPHY**

107. Pupils achieve expected levels of attainment by Year 2 and Year 6. All pupils, including those with special educational needs, have equal access to the curriculum and make satisfactory progress. This is similar to the findings of the last inspection. Little direct teaching was seen during the inspection but scrutiny of teachers' planning, pupils' work and discussions with pupils and teachers indicate satisfactory teaching throughout the school.

108. Teachers in Years 1 and 2 make effective use of the local area to ensure that pupils gain first hand experience to develop their geographical skills. For example, pupils take walks to look at the style of houses and the types of shops in the neighbourhood and have a growing understanding of the features and characteristics of their locality. Teachers in Years 3 and 4 extend this learning by using a study of the island community of St Lucia to enable pupils to make comparisons to their own community. Pupils in Years 5 and 6 enjoy a four-day residential visit to Whitby where teachers plan a variety of activities that cover many areas of the curriculum. These range from investigating fossils to discovering the story behind Captain Cook. Such visits make a good contribution to pupils' cultural and social skills.
109. Teachers make sure that pupils in Year 1 regularly observe the local weather and record it with the appropriate symbol. In Year 2, teachers introduce pupils to grid references as they become familiar with maps of the British Isles and world maps when they identify their holiday destinations and explain how they travel there. Much of pupils' written work, however, is completing worksheets and there is little evidence of pupils' own opinions or independent work. The literacy skills of pupils in Years 5 and 6 are developed well in geography. For instance, following their visit to Whitby pupils are expected to produce a substantial booklet recording their investigations and to include a personal perspective as well. These are neatly presented and contain work of good quality. Pupils in Years 5 and 6 are acquiring considerable knowledge of the structure of our planet and learn facts often linked to their work in history.
110. Teachers do provide opportunities for pupils to research information. For example, pupils in Years 3 and 4 scan ordinance survey maps for examples of different types of roads and pupils in Years 5 and 6 use their information and communication technology skills to obtain the national weather forecast from the Internet and reproduce the information for fellow pupils. Nevertheless, pupils' independent learning in geography throughout the school is not as well developed as in other areas of the curriculum.
111. The co-ordination of geography is satisfactory. Schemes of work follow nationally agreed guidelines and the assessment of pupils' progress has begun to take place. The co-ordinator checks teachers' plans but does not monitor pupils' work or teaching. Resources for the teaching of geography are unsatisfactory.

## **HISTORY**

112. The school has been successful in maintaining standards in history that match those expected by the end of Year 2. Standards have improved for older pupils since the last inspection and are now above national expectations at the end of Year 6. This reflects the good quality of teaching that includes all pupils and enables them to develop their independent research skills. As a result, pupils in Years 1 and 2 make satisfactory progress and older pupils make good progress. Pupils with special educational needs generally make good progress and some challenging ideas are given to those who have more ability.
113. Teaching is good and sometimes very good throughout the school. A strength of the teaching comes from the many opportunities for pupils to gain first-hand knowledge of what life was like in the past. Teachers plan visits to museums and places of interest where pupils get the chance to dress up and act out everyday activities. For example, pupils in Years 5 and 6 visit the local Heritage Centre where they become 'Victorian pupils' for the day and experience life in a Victorian schoolroom. As a result, they deepen their understanding of children's lives in the



past and know how this compares with their own life today. Pupils in Year 2 recently enjoyed a class trip to Bridlington to experience the modern seaside atmosphere and way of life there now, in comparison to a seaside holiday in the past. These visits also play a part in promoting pupils' social and cultural development.

114. Teachers choose topics that are interesting to pupils. For instance, pupils in Year 1 were very keen to touch the very old and very new teddy bears shown to them. The teacher, by her expert questioning, encouraged pupils to discuss the similarities and differences between the two bears thus improving their observational skills to make accurate comparisons. They also increased their understanding of toys in the past and the materials they were made from.
115. Throughout the school, teachers expect pupils to find information about the topics they study for themselves from a wide range of sources, such as books, photographs, objects, television programmes, talking to adults and research on the Internet. However, teachers sometimes use the same textbooks for all the class and these are too hard for some pupils. As a result they are unable to gain all the information they need. Teachers use different starting points to stimulate the interest of pupils. For example, the teachers in Year 6 arranged for a visitor dressed in Egyptian costume to talk to the pupils at the beginning of their study of Ancient Egypt. Teachers often link work in history with other areas of the curriculum so that new learning in one reinforces learning in another. For instance, visits to places of historical interest also provide teachers with opportunities to introduce mapping skills in geography. Pupils in Year 5 and 6 used the poem 'The Mummy' by Jack Prelursky as an inspiration for their own poems and writing skills are practised as pupils' record their work in different ways.
116. The co-ordination of history is sound. The schemes of work are based on nationally agreed guidelines and the assessment of pupils' progress has begun to take place. The co-ordinator checks teachers' plans but does not monitor teaching at the moment. Resources are adequate and are enhanced as and when they are needed through individual teachers requests.

### **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

117. Standards are in line with those expected nationally by the end of Year 2 but below those expected nationally by the end of Year 6. This is because there have been very recent improvements in the provision for the subject that are impacting on standards in the infants. Junior pupils have not had, until very recently, enough opportunity to take full advantage of all areas of the subject curriculum. Despite the unsatisfactory standards at the end of Year 6, there has been good improvement, particularly in the progress in learning, since the last inspection. The recent building of the new computer suite has had a dramatic effect on the amount of time that pupils spend working on computers and this has been allied to a thorough training programme that has improved the expertise of teachers.
118. Progress during Year 1 and 2 is sound. Pupils are increasingly able to use a mouse, the keyboard and various simple programs. They have very high levels of concentration and are confident to make mistakes and then solve them, or ask the teacher for help. Pupils in Year 1 type simple sentences, use the shift key to produce capital letters and talk about the need to put in a 'finger space' between words. Their computer skills are better than their literacy skills so the finished sentences are sometimes not spelt correctly. Pupils in Year 2 build on this knowledge. They have better word-processing skills, and are beginning to combine pictures and words from different programs. They have an awareness of how technology is important in our lives and in discussion could talk about the purpose of remote controls and how to use switches

to time video programmes. Pupils with special educational needs make equally sound progress and are given appropriate support when it is needed. Those who show any special talent are encouraged to explain their ideas and discoveries.

119. Pupils in the juniors have, until recently, only made limited progress. However, since the start of this academic year progress has been very rapid. Classes are now timetabled for two lessons each week and, therefore, time spent on information and communication technology is in line with that recommended nationally. New skills have been learnt quickly. Word-processing skills are evident, as are skills in the use of programs, such as spreadsheets to compile graphs and charts. Presentation programs, are being studied this term. Pupils are linking their work to the Egyptians. They are compiling a presentation of animated slides and are now starting to refine the background and foreground colours to make them more interesting to the audience. These skills are all at a level that might be expected by the end of Year 6. However, pupils have had little practice at controlling models using computers, of using them to take temperatures, for instance, or of using the data that is collected. This is why progress over time is far more limited and attainment is unsatisfactory. Teachers are very aware that more needs to be done and there are plans to develop even more comprehensive coverage of work later this year.
120. The teaching and learning in all classes seen during the inspection was good. This was not the case last year. From the scrutiny of work it is evident that the subject had a low profile and there are very few examples of work using computers or links to other areas of the curriculum. This year the work sample is very different. There are examples of work linked to history, science, mathematics, English and geography. Pupils are keen to talk about how things have improved. They are excited at the prospect of lessons; they concentrate well and work hard. When working in pairs they discuss their ideas and take note of each other's views. The teachers plan and execute the lessons well. They now have suitable subject knowledge although a number admit to learning as each new topic arises. There is a willingness amongst staff to improve their own skills and this is impacting on the diversity of different experiences that are being undertaken. Assessment of work is still at an early stage of development although pupil's skills are being logged to match work to their increasing knowledge and skills and in preparation for an improved level of standards next year.
121. The new co-ordinator has been instrumental in the improvement that has taken place and co-ordination has been good. In nine months a fully functioning computer suite has been installed, teachers have been trained in its operation and all classes have access to a suitable range of software. Governors and senior staff have been kept fully informed of the progress and comprehensive and informative notes have been kept. Pupils and parents have not yet signed the Internet safety policy directing the use of web surfing although the process has begun.

## **MUSIC**

122. Standards in music are broadly at the level anticipated for pupils at the end of Years 2 and 6. The subject has improved since the previous inspection when it was considered that the provision was more variable. As a result, the majority of pupils make satisfactory progress overall. This is due to the supportive schemes of work that have been introduced. These make sure that pupils have experience of all areas of music including singing, listening and composing and developing musical ideas. The subject makes a sound contribution to the personal development of the pupils, including their spiritual development as they reflect on the impact music makes on their own lives and that of the world in general.

123. The quality of teaching and learning in the infant classes is sound. In a Year 1 singing session, pupils were helped to sing 'Jesus was a Baby' well through questions, which help them to understand the meaning of the song. They sing in tune and follow the syncopated rhythm well as they sing expressively. Teaching gives an effective lead in helping pupils learn and remember the words of new songs. Pupils in Year 2 are encouraged to sing well as they take turns in being a 'choir'. They enjoy performing in small groups or concerts, appreciate the applause and as a result their concentration and progress improves. Teaching makes good use of a visiting pianist in helping pupils listen to and recognise how the music changes. Curriculum planning shows that pupils also have opportunities to create and perform simple accompaniments. For example in Year 1, pupils developed an accompaniment to the story '*Peace at Last*' to perform to the Foundation Stage children.
124. During the inspection period it was only possible to observe one lesson in the junior classes. From an analysis of the planning and discussion with Year 6 pupils it is judged that teaching and learning is sound. In a mixed Year 3 and 4 class pupils were actively involved in singing the song '*Land of The Silver Birch*'. They used and understood the pentatonic scale as they played a simple 2 or 3 note ostinato accompaniment on the chime bars and xylophone. They enthused about the lesson and sang well to the accompanying CD. Pupils in Year 6, talk confidently about the music they enjoy and describe the impact of listening to '*The Planets*' music, particularly the way the section entitled '*Mars*' demonstrates war. They thoroughly enjoyed describing a Victorian Music hall from Year 5 when appropriate songs such as '*Daisy, Daisy*' were learnt and performed. Discussion also shows that they experience composing with a range of instruments, singing in parts, understand and use simple notation.
125. The subject leader has a clear over view of the status of music in the school. The introduction of supportive schemes of work for teachers without specific expertise in the subject, has ensured a more secure curriculum that increases teachers' confidence. Assessment is in place but this is not used well to reinforce the improvements that have been made. Resources are satisfactory overall but some instruments, for example chime bars, are rather old and in need of replacement. There has not been an opportunity to monitor the teaching and learning of music in the school.

## PHYSICAL EDUCATION

126. Standards in all aspects of physical education by the end of Year 2 are in line with those expected nationally. This is similar to the last inspection. Standards have improved for older pupils and by the end of Year 6 pupils achieve above national expectations particularly in aspects of team games and skills development. All pupils throughout the school are fully included. Pupils in Years 1 and 2 make satisfactory progress, whilst older pupils and pupils with special educational needs make good progress. This is the result of strong leadership and management of the subject and good teaching.
127. Teaching is good in the infants and juniors. Teachers plan lessons carefully to enable pupils to systematically develop their physical abilities over a wide range of skills. For example, pupils in Year 2 who were working on a series of movements, to include travelling and balancing, were continually encouraged to not only think how they could refine the quality of those movements, but also the connections between them. By observing each other's work and defining the next steps, pupils see how their work is improving. Teachers throughout the school expect pupils to extend their skills in a similar way and put much emphasis on how well the individual pupil can

achieve. Teachers also use physical education lessons effectively to enhance pupils' social development. For example, all pupils in Year 6 worked in groups to create a sequence of movements which fitted together. They divided the roles equally and co-operated well to include a variety of ideas and improve their work as a whole.

128. Teachers make relevant links between physical education and other subjects of the curriculum so that learning in one area enhances learning in another. For instance, pupils in Year 1 studying toys in history, carry their interest and knowledge into their dance lessons as they become 'toys' emerging from a toy box and try and move as they imagine toys would move. Pupils add to their personal and social education as they begin to explore the feelings the music inspires. Some of their movements were thought out very well and showed real excitement and motivation in what they were doing.
129. During activities, all teachers observe closely and their good relationships with the class in general enables them to spend time with specific individuals or groups needing extra guidance. They encourage, praise and develop the high levels of concentration and this ensures that the maximum time is spent on purposeful activity. Pupils respond very well to their teacher's enthusiasm. All teachers put appropriate emphasis on exercising carefully and making sure that pupils have some understanding of the effects of exercise on their bodies. Most teachers include a warming up period for pupils at the beginning of the lesson but on a few occasions more time could usefully be spent on showing the class the importance of cooling down after strenuous activity.
130. Provision for pupils age seven to eleven to take part in sport outside the normal school day is good. For example, matball and football take place after school and pupils also take part in sports matches and a swimming gala with other schools. Links have also been made with local soccer, rugby and cricket teams and help add to the improving standards.
131. Physical education is led well by the enthusiastic co-ordinator. Most staff have received 'Top Sport' training in football, cricket, gymnastics and outdoor athletics. As a result, teachers' skills with team games have improved with a subsequent rise in standards, particularly of older pupils. Pupils in the juniors have opportunities to develop their swimming through sessions at a local pool and the majority are able to fulfil the 25 metre swimming requirement. The school has recently implemented a nationally agreed scheme of work and pupils' progress is now assessed regularly. Resources for teaching physical education are good.

## **RELIGIOUS EDUCATION**

132. In Year 6, standards are not in line with the expectations of the local agreed syllabus. This is a weaker picture to that found at the previous inspection. Although medium term planning shows coverage of the Christian, Jewish, Hindu and Islamic faith in units of work over a two-year period the programmes of study are not taught fully. Discussion with Year 6 pupils shows that they do not have a secure knowledge of any religion and they have very limited opportunities to reflect on what they learn about religious communities and beliefs. Consequently, the subject does not make the expected contribution to pupils' spiritual development.
133. Although no lessons were seen during the inspection in the infant classes scrutiny of work shows that, in Year 2, standards of all pupils, including those with special educational needs, are in line with the expectations of the locally agreed syllabus. They know about important stories in the Christian and Jewish faiths. They write about the Ten Commandments confidently and

explore how there are differences between kosher and non-kosher foods. Work is presented well with a strong emphasis on writing the stories they hear. Pupils are keen to learn and know more as was seen in the good assemblies, and when discussing religious matters in small groups. More opportunities to consider feelings, special people and special days linked to their own experience would develop this thirst for learning.

134. Teaching and learning in lessons seen in the junior classes during the inspection was mostly satisfactory. Scrutiny of previous work indicates that this is not the case over time and that teaching in the juniors has been unsatisfactory over time. Teachers' knowledge is not secure regarding the requirements of the recently reviewed locally agreed syllabus and as a result not all areas of the subject are built up within each unit of work. This contrasts with a good lesson seen in a mixed Year 5 and 6 where the teacher helped pupils explore the feelings of the different characters in the story of Joseph through a role-play exercise. They used questions such as '*how did you feel when....*' as they began to explore the emotions of different characters in the story, reflecting on and empathising with their feelings. Pupils demonstrated clear understanding of the issues of jealousy for instance. The lesson contributed well to their personal development as they made clear links between the story and their own lives. However, generally this aspect of teaching is unsatisfactory within religious education as discussion with Year 6 pupils showed. They struggled to remember significant facts about the faiths they have studied and were unable to make any links with other faiths they have studied. In the Year 3 and 4 classes, pupils have learnt about the way Hindu people worship in the home. They looked at and learnt about the Puja tray. A focus on drawing the Puja tray limited the opportunities, particularly for Year 4 pupils, to understand fully its importance in worship in the Hindu faith or making links with other faiths.
135. Leadership in religious education is unsatisfactory. The subject co-ordinator has provided little guidance on the distinctive nature of religious education and any new implications from the locally agreed syllabus. The policy is in need of review to ensure that the two equally important strands of religious education, identified in the locally agreed syllabus 'Learning About Religion' and 'Learning From Religion', are taught in each unit of study. There is insufficient recognition of the important role the subject plays in helping pupils discuss, reflect and explore issues, which are relevant to them although there are some instances where this is handled very sensitively in individual lessons. However, because of the inconsistency overall, it weakens pupils' spiritual development.