

INSPECTION REPORT

ANSTON GREENLANDS JUNIOR AND INFANT SCHOOL

North Anston, Sheffield

LEA area: Rotherham

Unique reference number: 106921

Headteacher: Mrs. A. E. Jones

Reporting inspector: Mr. K. Williams
21074

Dates of inspection: 9th – 12th September 2002

Inspection number: 246636

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Edinburgh Drive
North Anston
Sheffield
South Yorkshire

Postcode: S25 4HD

Telephone number: 01909 550557

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Appropriate authority: Governing Body

Name of chair of governors: Mr. David Latham

Date of previous inspection: 31st January – 4th February 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20174	Mr. K. Williams	Registered inspector	Foundation Stage Geography History English as an Additional Language	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9511	Mrs. A. Longfield	Lay inspector		Pupils' attitudes, values and personal development. Spiritual, moral, social and cultural development. How well does the school care for its pupils? How well does the school work in partnership with parents?
11831	Mr. J. Brooke	Team inspector	Science Information and Communication Technology Design technology Educational Inclusion	
27385	Mr. K. Heakin	Team inspector	Mathematics Art Music	How good are the curricular and other opportunities offered to pupils?

21411	Mr. A. Portlock	Team inspector	English Physical Education Religious Education Special Educational Needs	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	22
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	26

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Anston Greenlands is a community primary school situated at the southern edge of the Metropolitan Borough of Rotherham. There are 248 pupils on roll, which is average in size. In all, there are nine classes in the school, each containing more than one year group. The pupils are admitted into the 'Early Birds' unit, which contains two classes of Reception and Year 1 pupils. The attainment of pupils when they start school is broadly average. Most of the pupils are drawn from North Anston, with a small number come from the town of Dinnington and local villages. Almost all of the pupils are of white ethnic background; one child has English as an additional language, but is not at the early stages of learning the language. Around four per cent of the pupils are eligible for free school meals, which is below average. Forty-six pupils are on the school's register of special educational needs. This is below average. Five pupils have a Statement of Special Educational Need, which is broadly in line with the national average. At the time of the inspection, the headteacher had been in post for just over a term.

HOW GOOD THE SCHOOL IS

Anston Greenlands is an effective school with many good features. The school has successfully addressed the areas of underachievement identified in its last inspection. The school is well led and managed and there is a clear view of what needs to be done to improve further. The pupils enjoy school, behave well and achieve sound standards. The teaching across the school is good and is helping standards to rise steadily. The school gives satisfactory value for money.

What the school does well

- The provision for children in the Foundation Stage is good and this enables them to make good progress.
- The new headteacher provides good leadership. She has a clear idea of the school's strengths and weaknesses and is strongly supported by the staff and governors in improving the school.
- The teaching is good, particularly in the Foundation Stage and upper Key Stage 2.
- The pupils' spiritual, moral, social and cultural development is promoted well. The pupils have positive attitudes to learning, their behaviour is good and they get on well together and with their teachers.
- The pupils are well cared for by the school. There are clear and rigorous systems for assessing pupils' attainment and tracking their progress.
- The identification of, and support given to, pupils with special educational needs is good.

What could be improved

- The standards attained by pupils in aspects of English and mathematics across the school, and in science in Key Stage 1, could be higher.
- Standards in religious education are below what is expected of pupils of this age.
- The way that work is marked, particularly in Key Stage 1, does not help the pupils to improve.
- The long-term planning for pupils in Year 4 does not take account sufficiently of the mixed age classes.
- Subject co-ordinators, particularly in the foundation subjects, have too little opportunity to oversee standards in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress in addressing the areas of weakness identified when it was last inspected in 2000. The headteacher has built upon the work of her predecessor and standards have risen steadily. The quality of teaching has improved since the last inspection and this has had a significant impact on reducing the areas of underachievement previously identified and securing good behaviour. Standards of reading and writing are satisfactory, although work still needs to be done on providing more opportunities for the pupils to write, at

length, in other subjects. The marking of pupils' work has improved overall, but there remain deficiencies in Key Stage 1. Standards in information and communication technology are now in line with what is expected, due to the improved curriculum, resources and teaching in the subject. The provision for pupils with special educational needs has improved significantly and is now a strength of the school. The governing body now fulfils its statutory obligations.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	B	B	D
mathematics	A	B	B	D
science	A	A	C	E

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

The table of results relates to the pupils who took the tests in 2001. Standards in English and mathematics were above the national average and they were average in science. These results could be better, however, as, when compared with similar schools, the results for English and mathematics were below average and, in science, they were well below average. At age seven, the results of the 2001 national tests were well above average in reading, writing and mathematics. The school set challenging targets for the number of pupils expected to attain at Level 4 or above and has set in place appropriate assessment and tracking systems to ensure that the targets are met. Compared with their prior attainment in Year 2, the pupils achieve well at age 11. The results for 2002 were generally lower, although it is not possible to compare these results with schools nationally. The attainment of boys and girls has been broadly similar, although in the 2002 tests, girls did better than boys at age seven, while boys did better at age 11. The results over recent years show that the rate of improvement has been above that shown by schools nationally.

The evidence of the pupils' work seen during the inspection indicates that, overall, standards are average in English, mathematics and science at the end of Key Stages 1 and 2. Although lower than that indicated by the test results for 2001, this judgement reflects the attainment of the pupils in the current Year 2 and Year 6 classes and those who took the tests in 2002. The children in the Foundation Stage are likely to achieve the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development by the time they start Year 1. They are well placed to exceed those goals in personal, social and emotional development. Standards in information and communication technology have improved since the last inspection and are in line with what is expected nationally at the end of Key Stages 1 and 2. In religious education, the standards attained by the pupils are below expectations at age 11. Above average standards are attained in art and design and design and technology in Key Stage 1 and in design and technology, music and physical education in Key Stage 2. In all other subjects, the pupils attain the standards expected for their age.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils are interested in their work and are keen to come to school. They work hard and respond well to the good teaching.
Behaviour, in and out of classrooms	Good. They are polite and respectful in lessons and show consideration for others on the playground.
Personal development and relationships	Good. The youngest pupils settle in very quickly and older pupils willingly take responsibility for jobs around the school.
Attendance	Good. Attendance levels are above average and the pupils are punctual.

The pupils take their responsibilities seriously and are proud to serve on the School Council. This enables them to take part in decision making in the school. Pupils of all ages work and play well together. This area has improved since the last inspection.

TEACHING AND LEARNING

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

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

The quality of teaching is good and has improved since the last inspection. This has made a significant impact on the rise in standards, on the pupils' behaviour and attitudes and on the progress they make. The pupils are well managed and, where the best teaching is seen, particularly in Reception and upper Key Stage 2, the activities are well matched and meet the needs of all pupils. The teaching is good in Reception, where the teachers and support assistant plan and work together very well and provide a stimulating and supportive environment in which the children settle quickly and make good progress. Across the school, the teachers have a sound knowledge of the National Literacy and Numeracy Strategies and these skills are taught effectively. In Reception, the children are given a good start in their language and numeracy development and the classrooms provide a rich environment for learning. Whilst the teaching of English and mathematics is generally good in Key Stage 1 and 2, the reinforcement of writing skills, including extended pieces of writing and developing specific subject vocabulary, is not sufficiently planned for, or taught, in other subjects. The pupils' basic skills in mathematics have been improved and now the emphasis needs to be on developing problem-solving skills.

Across the school, teaching is at its best when the teachers have a secure knowledge and understanding of their subjects and the pupils are clear about what they are to learn. In these lessons, the teachers' enthusiasm and clear planning sustain a high level of interest and pupils of all abilities make good progress in achieving their targets. Teaching is less successful where the same task is set for all pupils who find the activities either too difficult or too easy, or where there is too little active involvement of the pupils in their learning. Some day-to-day assessments are carried out through the marking of pupils' work, although this is not always used to analyse progress. At times the marking fails to inform the pupils about the next step in their learning, particularly in upper Key Stage 1, where some of the work is unmarked, unfinished or untidy.

Those pupils with special educational needs are well taught. The work is generally well matched to their needs and identifies the small steps needed for them to make appropriate progress. Across the school, a strong feature is the good support provided by the teaching assistants, who work closely with the class teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The Foundation Stage curriculum is good. In Key Stages 1 and 2, the school provides a satisfactory curriculum. There is a good range of extra-curricular activities and visits.
Provision for pupils with special educational needs	Good. The pupils receive good support from class teachers, visiting teachers and teaching assistants.
Provision for pupils with English as an additional language	The school has good procedures for assessing the language needs of newly-arrived pupils and providing appropriate support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral and social development is a strength. The school makes satisfactory provision for the pupils' spiritual and cultural development.
How well the school cares for its pupils	The school has good provision for child protection and the welfare of pupils. The arrangements for assessing pupils' attainment and tracking their progress are good.

The school has recently introduced a scheme of work for religious education that meets the requirements of the locally Agreed Syllabus. However, this has yet to have an impact on standards in the subject, which are below average. The long-term planning is not clear about how the school plans to ensure equality of access to the curriculum for Year 4 pupils, who are spread amongst five classes. The provision for pupils with special educational needs and assessment procedures for pupils of all abilities have improved significantly and are now good. The school has satisfactory links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher has a clear view of the school's strengths and weaknesses and what needs to be done to improve. She is well supported by the staff and the governing body.
How well the governors fulfil their responsibilities	Satisfactory. There is an appropriate committee structure. Good information from the headteacher and regular visits to the school ensure that they are well informed.
The school's evaluation of its performance	Good. The new arrangement for the assessment and tracking of the pupils' progress and for monitoring standards in English and mathematics enable the headteacher and governors to evaluate progress.
The strategic use of resources	Good. Financial planning and control have improved significantly and development planning is good.

The role of the governing body has improved since the last inspection. The governors are appropriately involved in monitoring standards and seeking improvement and they seek to apply the principles of best value when buying resources and services. The school is appropriately staffed and is adequately resourced. The accommodation is very good and the grounds are well used.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The standards of behaviour.• The good teaching.• The school is approachable.• The school is helping their children to become mature and responsible.	<ul style="list-style-type: none">• The amount of homework.• The school's information about how their children are getting on.• The approachability of the school.• The range of activities outside of lessons.

The inspectors agree with the parents' positive views of the school. Inspectors agree that the school should review its homework provision for older pupils in Key Stage 2. The programme offered to other pupils is appropriate. Inspectors found that parents receive a suitable range of information about their children's progress and that the change in leadership at the school is creating a more open approach to dealing with parents' complaints or suggestions. There is a good range of extra-curricular activities and visits.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children enter the Reception and Year 1 classes with a wide range of attainment but, overall, it is broadly average. The children make good progress and are likely to achieve the early learning goals in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development and creative development by the time they start Year 1. They are well placed to exceed those goals in personal, social and emotional development.
2. The results of the 2001 national tests at age seven were well above average in reading, writing and mathematics. At age 11, the national test results were above average in English and mathematics and they were average in science. Over recent years, the results have improved above that shown by schools nationally. These results could be better as, when compared with similar schools, the results for English and mathematics were below average and, in science, they were well below average. The results for 2002 were generally lower, although it is not possible to compare these results with all schools nationally. The results for boys and girls have been broadly similar, although in 2002, girls did better than boys in Key Stage 1, while boys did better at the end of Key Stage 2. Inspection evidence indicates that overall standards are average in English, mathematics and science at the end of both key stages. Although lower than that indicated by the test results for 2001, this judgement reflects the attainment of the current cohort of pupils and those who took the tests in 2002.
3. Standards of the pupils' speaking and listening are average at the end of both key stages and the pupils throughout the school make good progress. They listen attentively to instructions and many are keen to join in with group and class discussions or respond to questions. The pupils' listening skills are well developed through a wide range of opportunities to take part in well focused speaking and listening activities. Standards in reading skills are average. The more able pupils read with good levels of accuracy, fluency and understanding and most pupils develop the reading skills expected for their age. Most pupils have developed positive attitudes to reading and are beginning to use a range of ways of tackling unfamiliar words, including the use of phonics. This is a reflection both of the good teaching in many classes and the introduction of the guided reading time that is well-focussed in most classes in extending the pupils' skills and involvement in reading on a regular basis. By Year 6, pupils read from a wide range of texts and they talk with interest about favourite books and authors that they enjoy reading. Older pupils understand how to use the library to retrieve the information they need. Many pupils are conscientious about taking their books home to read regularly.
4. Standards in writing are average overall, but vary considerably. Whilst most pupils make satisfactory progress, they start from a lower level of attainment when they start school and standards need to be raised further for many of them. The school is working to overcome this by the increasingly more detailed assessment information that has been carefully analysed to identify what aspects of the work need to be improved. Clear targets have been set, based upon identified weaknesses, and the work is planned accordingly. The most able pupils make good progress and are enthusiastic writers who attempt a wide range of different forms. Most pupils' writing is becoming more organised with some imaginative pieces of work, whilst lower ability pupils have produced some briefer, interesting writing but with less accuracy in spelling, punctuation and grammar. The more able pupils carry out tasks confidently, carefully and with increasing independence. Other pupils, especially the less able, need continued support if their

writing is to be successful. In some cases, the pupils' writing is less successful where this support is insufficient. The pupils are given opportunities to write in other subjects but, in many cases, this is not appropriately structured in order to assist the pupils in writing extended pieces of writing of quality.

5. In mathematics, most pupils achieve average standards and make generally good progress. By the time they leave the school, the pupils use the appropriate mathematical vocabulary and higher attaining pupils can select the correct mathematical operations to solve problems involving money and measurements. Less able pupils use number lines and other resources to help sequence numbers and reinforce number facts. Most pupils have a reasonable understanding of fractions. They are able to name a variety of two and three-dimensional shapes and identify about the number of faces, edges and vertices. Most pupils can measure and calculate area and perimeter of regular shapes and can name and sort polyhedrons according to their properties. The pupils' basic skills have improved, but their problem-solving skills could be better.
6. In science the pupils achieve standards that are in line with those expected nationally and they make satisfactory progress. This represents a decline in standards since the last inspection, although the current findings are based on the work of a different cohort of pupils. By the end of Year 2 the pupils are able to use their experience to make a range of scientific predictions. However, there is an over-emphasis on prescriptive recording sheets and untidy, untitled and unfinished work, especially amongst the average and below average pupils. By the end of Year 6, the pupils are able to match their scientific knowledge with a range of experiments and judgements. They record accurately their predictions and findings during the practical sessions and use a variety of tables and graphs for this purpose. The presentation of work in Years 3 and 4 is more variable, where there are some examples of unfinished and, occasionally, copied work.
7. Standards of attainment in information and communication technology are in line with those expected nationally and the pupils make satisfactory progress. This is an improvement since the last inspection. In religious education, the standards attained by the pupils are below expectations at age 11, due to the pupils not covering the work outlined in the locally Agreed Syllabus. This situation has been addressed and a new policy and scheme of work is now in place that meets statutory requirements. In the lessons seen, the pupils are achieving standards that are in line with expectations. Above average standards are attained in art and design and design and technology in Key Stage 1 and in design and technology, music and physical education in Key Stage 2. In all other subjects, the pupils attain the standards expected for their age.
8. Pupils with special educational needs and those for whom English is an additional language make satisfactory progress. The work is generally well matched to the pupils' needs, identifies the small steps needed for them to make appropriate progress. The teaching assistants make a good contribution to the quality of education provided for these pupils.

Pupils' attitudes, values and personal development

9. The pupils' have positive attitudes to learning, their behaviour is good and they relate well to each other. These are strengths of the school. This is an improvement on what was found at the time of the school's last inspection.

10. In their responses to the parental questionnaire, and at their meeting, the majority of parents agreed that their children like school and inspection evidence supports this view. The pupils are eager to come to school, they show interest in their work and concentrate well. The children in Reception quickly show a willingness to listen to the adults with whom they work and, despite having been in school for only a few days at the time of the inspection, they show remarkable concentration and a willingness to persevere. Similar positive attitudes are shown in lessons in a wide range of subjects across the school. For example, in a physical education lesson in a Year 4, 5 and 6 class, the pupils worked hard to improve their performance in gymnastics.
11. The pupils' behaviour in lessons and around the school is good. There have been two exclusion. The pupils move around the school in a sensible manner. They show appropriate respect for adults and a good level of self-discipline in school and in the playground. Older pupils show a good awareness of the needs of the younger ones, particularly the Year 6 pupils, who volunteer to be 'Playground Friends' in the infant playground.
12. Relationships amongst the pupils and between the pupils and the adults in school are good. The staff provide excellent role models and the pupils respond by being polite and courteous. This mutual respect makes a significant contribution towards the positive atmosphere in the school and to the good progress made by most pupils. In one to one situations, small groups and in whole class situations the pupils with special educational needs are encouraged to volunteer answers to questions and to take part in school activities. They have very good relationships with adults who support them individually, when working in small groups and in whole class activities.
13. The pupils' personal development is good. A new programme of personal, social and health education lessons is being introduced successfully. Links with other curriculum areas, such as, science are well used, as are visitors with specialist knowledge. The pupils respond well to the many opportunities to develop their confidence and self-esteem. The representatives of the School Council take their responsibilities very seriously and the pupils in Years 5 and 6 readily accept opportunities to show initiative, for example through the 'Playground Friends' system. The pupils' awareness of conservation is developed through the 'Environmental Rangers' and they learn about personal responsibility and supporting others less fortunate than themselves in the daily assemblies. The children in Reception quickly learn to take responsibility for themselves by tidying away after their activities and throughout the school, the pupils are willing to accept responsibility and carry out duties. The pupils are proud of their school and are keen to keep the classrooms and playground tidy.
14. The pupils enjoy school and, consequently, their attendance is good and is above that found nationally. Unauthorised absences are below the national average and the pupils are punctual.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. Overall the quality of teaching is good and has improved since the last inspection. During the inspection, teaching was good or better in almost two-thirds of the lessons seen and there is very little unsatisfactory teaching. Teaching is consistently good in the Foundation Stage, and it is sometimes very good and excellent. Very good teaching is also seen in some lessons in upper Key Stage 2. Teaching in Key Stage 1 is satisfactory overall and is good in about a third of the lessons seen.

16. Teaching is good in the two Reception and Year 1 classes, where the teachers and support assistant plan and work together very well. They have a very good understanding of how young children learn and provide a stimulating and supportive environment in which the children settle quickly and make good progress. The 'brain gym' activities, which are a feature of many lessons, enable the pupils to warm up physically and mentally and set a brisk pace that is maintained throughout. A high priority is given to developing the children's personal, social, language and number skills. The teachers plan well together and all of the areas of learning are covered.
17. In Key Stages 1 and 2, teaching is at its best when the teachers have a secure knowledge and understanding of their subjects and plan activities that challenge all levels of ability. The pupils are clear about what they are to learn. This is seen to good effect in a very good English lesson in one of the mixed Year 4, 5 and 6 classes, where the teacher's enthusiasm and clear planning sustained a high level of interest and ensured that the lesson moved at a brisk pace. All pupils, including the higher attainers made good progress in achieving their targets. Good and very good teaching is a regular feature in lessons in this area of the school, where the teachers are faced with the challenge of planning for three year groups and a wide range of abilities. They meet this challenge with skill and commitment. Although it is too soon to judge the effectiveness of this new arrangement, the school needs to support the teachers by ensuring that its impact is monitored, particularly in relation to the long-term planning for the pupils in Year 4.
18. Teaching is less successful where the same task is set for all pupils who find the activities either too difficult or too easy or where there is too little active involvement for the pupils in their learning. Occasionally, lesson introductions are too long, which results in a small number of pupils becoming restless. This results in slow progress being made by some pupils.
19. Relationships in most lessons are very good and enable discussions to be carried out extremely effectively, for example in literacy or numeracy sessions. Standards of behaviour are good, due to the good levels of class control and high expectations of the pupils' behaviour. The teachers work hard to maintain these good relationships with the pupils and, as a result, the pupils waste little time, and work sensibly both in groups and also independently.
20. Some day to day assessments are carried out through the marking of pupils' work. However, not all marking is used to analyse progress and at times fails to inform the pupils about the next step in their learning. This is particularly evident in upper Key Stage 1. There is evidence of some unmarked work and the acceptance of unfinished and untidy work.
21. The teachers have a sound knowledge of the National Literacy and Numeracy Strategies and these skills are taught effectively. In Reception, the children are given a good start in their language and numeracy development and the classrooms provide a rich environment. Whilst the teaching of English and mathematics is generally good in Key Stage 1 and 2, the reinforcement of writing skills, including extended pieces of writing and developing specific subject vocabulary, is not sufficiently planned for, or taught, in other subjects. The pupils' basic skills in mathematics have been improved, but now the emphasis needs to be on developing problem-solving skills. Homework is generally used effectively across the school, but tends to tail off in the Summer Term for Year 6.
22. The class teachers and special educational needs co-ordinator (SENCO) plan the individual education plans of pupils with special educational needs. The work is generally well matched to pupils' needs and identifies the small steps needed for them to make appropriate progress;

the plans are carried out with close liaison between the class teachers, the support staff, the SENCO and, for some children, the Local Authority support teacher. The learning support assistants manage pupils well, they maintain good standards of behaviour, and effectively use a range of teaching methods. This enables the pupils with special educational needs to make consistently satisfactory progress, and to make good progress on the occasions when the work is particularly well matched to their needs.

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

23. The school has a broad and balanced curriculum which meets statutory requirements. The curriculum gives due weight to developing pupils' basic skills in literacy and numeracy whilst also providing a range of learning experiences to instil enthusiasm. Short and medium-term planning is a particular strength of the school. However the long-term planning for the current Year 4 pupils, who are spread amongst five classes, needs to be addressed to ensure that all pupils in the year group have access to a similar curriculum. There are policies for all subjects but some need updating. There are suitable plans in place for those subjects that do not yet have a scheme of work to support teachers in their planning and there is a clear timetable within the school development plan for all subjects to be reviewed. Resources are at least adequate for all subjects, but more are needed for religious education.
24. The school has effective strategies in place for teaching literacy and Numeracy. The school has worked hard to improve standards in these subjects but writing still remains a priority for development in literacy. Pupils' essential skills in mathematics have been improved, but now the emphasis needs to be on problem-solving skills. The pupils use their mathematical skills in other subjects when, for example, measuring accurately in science and creating bar graphs in ICT.
25. There are good procedures in place for the initial identification and assessment of pupils with special educational needs, and for the assessment of their progress against the targets set in their individual education plans. The pupils are taught in a mixture of small groups, individually and supported within the classes. This ensures that the pupils have good access to all areas of the curriculum. Their individual education plans are reviewed each term and targets set. These are generally well focussed and in small enough steps to enable sound progress to be made. The class teachers, learning support assistants and SENCO work closely together to ensure that pupils' individual needs are met.
26. The school provides a good range of extra curricular activities. Pupils are enthusiastic about the various activities provided. The many sports clubs make a good contribution to the standards attained in physical education and their learning is enhanced further by clubs for choir, recorders, ICT and a Book Club. Residential trips and day visits have a positive impact on the pupils' knowledge and understanding in subjects such as history and geography.
27. Links with other educational establishments are good. The school is a member of the Dinnington cluster of schools, which meets regularly to discuss relevant issues and arrange sporting fixtures. The school has close links with another local school, which has a higher proportion of ethnic minority pupils. These links include pen-pals, emails and exchanges between the two schools. There are good arrangements for the transfer of pupils to the local secondary school, including open days, parents' meetings, induction days and visits by secondary teachers to the school. An Athletics Challenge Quiz and a Techno Challenge enhance the transfer arrangements. Appropriate records and attainment data are transferred and bridging units in English and mathematics are being developed to improve curriculum liaison.
28. Links with the local community are good and successfully enhance pupil's learning and social development. Members of the local community take part in the annual Christmas and Summer Fairs, during which the Thornberry Animal Sanctuary provides ponies for the pony rides.

- Local supermarkets and shops also help to sponsor these events. There are good links with the local sporting clubs who help to provide sports coaching for pupils at school.
29. The school has improved its provision for pupils' spiritual, moral, social and cultural development since the last inspection. There is a positive and supportive ethos evident in all aspects of the school's work, and this underpins the good provision for this aspect of the pupils' development.
 30. The provision for pupils' spiritual development is satisfactory. The warmth of relationships, use of music and celebration of the pupils' skills are well reflected in celebration and worship. However, there is limited use of silent prayer and this means that there are fewer opportunities for personal reflection by the pupils during assemblies. Pupils are encouraged during religious education lessons to explore the values and beliefs of others.
 31. The provision for the pupils' moral development is good. The pupils have a clear understanding of right from wrong. Adults working in the school are good role models. Assemblies have been planned on themes of friendship, such as the awareness of strengths and weaknesses in personal relationships. There is a school Code of Conduct and each class has devised its own set of rules. The School Council has been responsible for the appointment of the Playground Friends, whereby pupils are supported during lunch breaks.
 32. The provision for the pupils' social development is good and, for children in the foundation stage, it is very good. The pupils assume helper's roles in all classes and take these responsibilities seriously. The pupils are polite and helpful around the school, as a result of the good relationships that exist between adults and pupils. The School Council plays an important part in promoting the pupils' social skills. The two Road Safety officers arrange for visits by the local Road Safety Officer and organise competitions to raise road safety awareness. Pupils are encouraged to think of others and to understand their role and place as citizens. For instance, they organise fund raising events to support the local Animal Sanctuary and Blue Peter Appeals. There are separate opportunities for pupils in Years 3 and 4 and in Years 5 and 6, to promote teamwork and co-operation and to experience adventure and challenge during their residential visits.
 33. The provision for the pupils' cultural development is satisfactory. The school uses visits to the local mosque to support pupils' learning about other cultures and religions. There is a wide range of visits and visitors to support the curriculum, including theatre visits to see Twelfth Night and Macbeth, and there are good links with Clifton Park Museum. Pupils in Key Stage 1 present a Nativity and, during the summer term, the older pupils take part in a school production. To celebrate the Golden Jubilee, pupils in Year 6 selected the contents for a time capsule, which they buried.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has maintained its strengths in this area since the last inspection. There are good procedures in place for child protection and for promoting the well-being, health and safety of pupils. The head teacher and deputy head teacher take the lead in setting the ethos of care, order and structure through their expectations for good behaviour and response in daily assemblies. The standard of care provided from the teaching and support staff is good. The school has a suitable policy for child protection and all staff are aware of their responsibilities. Necessary health and safety measures are in place and regular risk assessment inspections undertaken. Pupils are regularly reminded about road safety.

35. The pupils with special educational needs receive appropriate support from staff within the school. The class teachers and support staff are committed to helping the pupils achieve their personal targets and there are good procedures in place for monitoring the pupils' academic progress and personal development. All statutory requirements with regard to special educational needs are carried out. There are good arrangements in place to make effective use of support from external agencies, for example regular work in school from a Local Authority support assistant for special educational needs and a specialist teacher. The school appreciates the quality of this support and advice and it has a positive impact on the pupils' progress.
36. The school expects and receives good standards of behaviour from the pupils. Procedures for monitoring and promoting good behaviour are good and effective, since pupils' behaviour is good. Pupils, staff and parents know the rules and sanctions.
37. Procedures for monitoring attendance are good and, this shows in the school's high rates of attendance. The office administrator monitors the registers weekly; the educational welfare officer is contacted when any pupil's attendance or punctuality gives cause for concern.
38. The school is a warm, caring and happy place to be. There are good relationships between the pupils, teachers and other adults in the school because everyone knows that they are cared for and valued. The school encourages pupils to adopt a healthy life style through the 'Healthy School' initiatives and their environmental projects.
39. The school has good procedures for assessing the pupils' attainment and progress. This represents an improvement on the last inspection when these were satisfactory. In addition to the evaluation of pupils' performance in the national tests, Year 1 pupils are assessed against their base line information and the optional tests at Years 3, 4 and 5 are used to analyse general and individual pupils' weaknesses. The information gathered is also used to inform the school about pupils' achievements when forming classes, or deciding on ability groups for English and mathematics.
40. As pupils progress through the school their performance is carefully monitored against the national levels in mathematics, English and science. This detailed tracking of individual progress enables the teachers to pinpoint individual weaknesses and to consider ways to address these. Target setting for groups and individuals ensures that each pupil has one target to aim for in each core subject each half term. Pupils are made aware of these following discussions with the teachers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school's partnership with parents is satisfactory. Most parents who have responded to the questionnaire or attended the meeting for parents agree that behaviour is good and that their children enjoy school. Some parents identified concerns about the amount of homework, the range of extra-curricular activities and the quality of information about their children's progress. Inspection findings support the positive views of the parents and indicate that the range of homework for the older pupils could be improved, particularly during the summer term. The information received by parents about their children's progress is satisfactory. The school works well in partnership with the parents of pupils with special educational needs. They are invited to the regular reviews of the progress their children are making and are kept informed as to the targets set for their children. The staff and Local Authority specialist teacher willingly offer the parents advice on how to help their children at home.

42. The quality of information parents receive about the school is satisfactory. The prospectus presents key information in a straightforward manner and parents are kept up-to-date through regular newsletters and correspondence. Parents of new children receive a helpful information pack, which covers all aspects connected with their child starting full-time education. Pupils' annual Records of Achievement give a clear picture of their progress and suggest areas for improvement. There are two consultation evenings offered to parents to discuss their children's work and progress with teachers. In the summer term, the children are able, during the open afternoon, to escort their parents around the school and explain the displays and their work.
43. The school's links with parents make a positive contribution to school life. A number of parents and friends help in the classroom and on educational and residential visits. They provide valuable support at the annual Great Obstacle Challenge. The very active parent's association organises social and fund raising events and a considerable amount of money has been raised for the school.
44. Parents support their children's learning at home by supervising any homework set for them and listening to them read. The majority of parents have signed the home/school agreement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The school is well led and managed by the newly appointed headteacher, supported by the staff and governors. The governing body has improved its effectiveness since the last inspection, where they were judged to be not meeting their responsibilities fully and there were weaknesses in financial control. Appropriate committee structures, governors' visits to the school and good quality information from the headteacher ensure that governors are well informed and are able to fulfil their responsibilities. As a result of the impact of the headteacher's work and the improvements secured in the role of the governing body, they give the school a clear direction to its work. Parents report a high level of confidence in the school's leadership and they are well placed to improve still further.
46. The school has worked successfully to address the areas of underachievement identified in the last inspection and has responded well to the key issues for action identified in the report. The results of the national tests in English have shown a steady improvement over recent years. Standards in Information and communication technology are now in line with what is expected nationally, due to an improvement in the curriculum, resources and teachers' knowledge and confidence. The procedures for supporting those pupils with special educational needs have improved significantly and are now good. The Code of Practice is now implemented fully. The quality of teaching has improved, with a higher profile of good or better teaching and fewer unsatisfactory lessons, resulting in better behaviour across the school. Financial management has improved significantly.
47. The headteacher has a clear view of the school's strengths and weaknesses and, supported by the governing body and the local education authority, she has established rigorous procedures for monitoring teaching and learning, particularly in English and mathematics. There is a need to extend these arrangements to enable the co-ordinators of other subjects to monitor and evaluate the standards and learning in their areas of responsibility. Good progress is being made in developing the role of the deputy headteacher. The results of national tests are analysed carefully and reported to governors and this has a positive impact on the progress made by the pupils. The school now needs to monitor the impact of the new class

arrangement in Years 4, 5 and 6, to ensure that it is obtaining the benefits anticipated. The teaching and support staff work well as a team to secure school improvement and they have a common sense of purpose. This teamwork has a positive impact on the quality of education provided by the school and the standards attained.

48. The special educational needs co-ordinator has made significant improvements to the provision in the school and has a clear view of its development. She has completed a new policy that brings the school's procedures in line with the new Code of Practice and this will further enhance the provision, for example, by extending the involvement of parents. The school's overall approach to review procedures and documentation for the pupils' individual education plans is well organised, it ensures consistency in the recording, reviewing and reporting of special educational needs. All members of staff are aware of procedures for identifying, assessing and providing for the pupils with special educational needs and parents know who are their main points of contact in the school. The governing body is supportive of, and has a good over view of the work done by the school with the pupils with special educational needs.
49. The headteacher and governors have made significant improvements in financial planning and control, which were identified as weak at the time of the last inspection; they are now effective in their development and monitoring of resources, especially in the use of specific grants, and in strategic planning, where the governors seek to apply the principles of best value when buying resources and services. For example, when planning the development of the Foundation Stage area they visited various schools to identify what might be most suitable for the school and discussed the best way forward with a wide range of people before making a final decision. The school is very well supported by the local authority, for instance, in overcoming earlier budget difficulties. The school development plan has improved since the last inspection; it now clearly identifies the priorities and the means of achieving them are appropriate to the needs of the school. Most of the issues raised by the inspection have been identified by the school. The school's improvement planning is clear about raising standards in English and mathematics and developing effective performance management. The subject co-ordinators have begun to develop action plans for the development of their subjects. However, although resource needs are identified, the costing of these to inform the school improvement planning is underdeveloped. The day-to-day administration is carried out efficiently and supports the effective running of the school and the new administrative staff are being inducted well into the school.
50. The school has an adequate number of teaching staff to deliver the curriculum. Two of the classes operate as job shares and they co-operate well to ensure the continuity of education in the classes. All of the teachers are appropriately trained and have wide ranging experience. All of the permanent members of the teaching staff have additional responsibilities over and above their classroom duties. There is a satisfactory number of support staff, all of whom have received training and are very efficient in their work. All staff are involved in the performance management scheme. Targets, linked to the school development plan, are set and reviewed annually. There is an appropriate induction programme for newly qualified teachers and it is planned to extend this scheme to all staff new to the school. There is an extensive programme of in-service training planned for all staff to raise their expertise and continue to raise standards across all subjects. A staff handbook is being developed.
51. The school environment is good with a spacious field, environmental areas and wildlife gardens. It is a pleasant, safe and secure place for all to work. The caretaking of the school is of a good quality, resulting in a neat and tidy school. The accommodation is of a very high standard and includes a spacious hall, storage facilities, a new computer suite and two

interactive white boards¹. The facilities in the school library are good. It is centrally located and has a generous supply of fiction and non-fiction books. It also has a computer to extend access to databases. Resources are adequate throughout the school but more are needed for religious education. Improvements including carpets, blinds and internal decoration have created a bright and welcoming atmosphere in the class rooms and main entrance hall.

52. This is an effective school in which the headteacher, staff and governors work well together and are committed to continue to secure improvements in the school's performance. The school is well placed to continue to improve and, taking all factors into account, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to improve the quality of education further, the governing body, headteacher and staff should:
- (1) Raise further the standards in English, particularly writing, and mathematics in Key Stages 1 and 2 and science in Key Stage 1 by:
 - increasing the opportunities for pupils to extend their writing skills in other subjects;
 - improving the pupils skills of investigation and enquiry in mathematics;
 - improving the pupils' ability to record their findings neatly and in a variety of ways in science.(paragraphs 4, 5, 6, 21, 24, 67, 68, 69, 75, 78)
 - (2) Raise standards in religious education by:
 - continuing to implement the locally agreed syllabus;
 - monitoring and evaluating standards and progress.(paragraphs 7, 111, 114)
 - (3) Improve the quality of teaching, particularly in Key Stage 1, to the level of the best by:
 - ensuring that marking is used consistently to assess progress and identify the next step for pupils' learning;
 - continuing to implement the new arrangements for monitoring and supporting teachers;
 - raising the expectations of the pupils' handwriting and presentational skills.(paragraphs 20,69, 74, 75)
 - (4) Improve long term planning, particularly for the pupils in Year 4 by:
 - ensuring that they meet a progressive curriculum each year;
 - ensuring equal access to the curriculum for the pupils in Year 4 in different classes.(paragraphs 23, 47, 75, 100)
 - (5) Improve subject co-ordination by:
 - increasing the influence of subject co-ordinators on the monitoring and evaluation of standards and the pupils' progress;
 - extending the role into financial management.

¹ This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

(paragraphs 47, 49, 86, 91, 96, 106, 110)

Minor issue:

- Review and improve homework arrangements for pupils in Key Stage 2.
(paragraphs 21, 75)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

59

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

33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	9	27	20	2	0	0
Percentage	2	15	46	34	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	248
Number of full-time pupils known to be eligible for free school meals	10
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	46
English as an additional language	No of pupils
Number of pupils with English as an additional language	1
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.6

Unauthorised absence

	%
School data	0.0
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
	2001	13	24	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	12
	Girls	23	23	23
	Total	35	33	35
Percentage of pupils at NC level 2 or above	School	95 (91)	89 (91)	95 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	23	23	24
	Total	35	35	37
Percentage of pupils at NC level 2 or above	School	95 (88)	95 (97)	100 (94)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	12	15	27

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	10
	Girls	13	14	14
	Total	21	23	24
Percentage of pupils at NC level 4 or above	School	78 (80)	85 (80)	89 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	12
	Girls	13	13	13
	Total	22	23	25
Percentage of pupils at NC level 4 or above	School	81 (87)	85 (87)	93 (93)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	2
White	244
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	130.5

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	2	
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2001/02
	£
Total income	517748
Total expenditure	510096
Expenditure per pupil	1984.81
Balance brought forward from previous year	10761
Balance carried forward to next year	18413

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	190
Number of questionnaires returned	82

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	40	6	2	0
My child is making good progress in school.	35	54	10	1	0
Behaviour in the school is good.	26	70	4	0	0
My child gets the right amount of work to do at home.	18	46	22	9	5
The teaching is good.	39	50	4	1	6
I am kept well informed about how my child is getting on.	24	38	26	10	2
I would feel comfortable about approaching the school with questions or a problem.	51	39	6	2	1
The school expects my child to work hard and achieve his or her best.	46	43	5	2	4
The school works closely with parents.	26	46	20	5	4
The school is well led and managed.	27	56	4	0	14
The school is helping my child become mature and responsible.	35	54	9	1	1
The school provides an interesting range of activities outside lessons.	27	52	15	4	2

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

54. The 'Early Birds' Unit is made up of two classes, each with Reception and Year 1 children. Those children whose fifth birthday falls during the Autumn Term are admitted in September, whilst other children join in January. The provision for children in Reception has improved since the last inspection and they receive a good start to their learning. The two class teachers and the very effective teaching assistant work well together and create a calm, supportive atmosphere. As a result, most of the children, including those with special educational needs, make good progress.
55. Most of the children have attended one of the local nurseries prior to joining the school. The children enter the school with a wide range of attainment but, overall, it is broadly average. Inspection findings indicate that most of the children are in line to attain the early learning goals in all of the areas of learning and, in personal, social and emotional development, they are likely to exceed those goals. There are very good arrangements for ensuring the smooth admission of the children, including home visits and visits to school by the children before they join the school. These visits promote positive relationships between home and school and help to ensure that the children settle very quickly.

Personal, social and emotional development

56. The children enjoy their time in the Reception and Year 1 classes and are confident, friendly and very well behaved. The children make very good progress in this area and most will meet or exceed the early learning goals by the time they start Year 1. At the time of the inspection, the children in Reception had been at school for only a few days. They have already settled remarkably well into the routines of the class. The children quickly show a willingness to listen to the adults with whom they work and to other children and they show outstanding concentration and a willingness to persevere. They approach their activities with great enthusiasm and work well in a variety of groupings. The older and more experienced pupils in Year 1 are very supportive and seem to know when one of their younger classmates needs help. The children know where to find materials and equipment when they need them and are expected to clear up after they have finished. They do this well. The children take great delight in their efforts and enjoy the praise that they receive. They change quickly for PE lessons and fold their clothes neatly.
57. The quality of teaching in this area is very good overall and the children make very good progress. The staff have a good range of strategies to promote this aspect of the children's development. There are well-structured activities planned and good opportunities for the children to make choices and decisions about their work. The staff create a positive learning environment in which the children develop their independence and learn to co-operate with others.

Communication, language and literacy

58. Most of the children are making good progress in developing their language skills and are likely to achieve the early learning goals in this area of learning. They enjoy listening to stories, particularly those where they can interact with the teachers. As a result, their listening skills are good and they are keen to answer questions and join in with rhymes and sound activities.

They are gaining confidence in speaking in front of the class and to the adults in school. Speaking skills are extended through the many group and partner activities and through role play in the home corners. Every opportunity is taken to encourage the children to enjoy books and develop the early skills of learning to read. Most of the children hold books correctly, are developing the understanding that stories have a beginning middle and end and are beginning to use clues from pictures to support their understanding. They talk confidently about stories and have very good recall of a story they have shared with their teacher. More able children are developing a sound sight vocabulary. The children make good progress in their writing skills. They learn how to hold a pencil correctly and how letters are formed. A good feature is the way in which the children write their names as they come into the classrooms each morning, an activity often shared with parents as they drop them off. They experience a wide range of writing activities, for example writing captions for the pictures they have drawn and writing simple stories.

59. The teaching of this area of learning is consistently good and sometimes excellent. The teachers have a good understanding of how the children develop early language skills and create a classroom environment that is a rich source of language development. The children are introduced to the structure of the Literacy Hour and there are many informal opportunities to reinforce and develop these skills. They provide a broad programme of activities and cater well for the wide range of ability and experience brought by the children as they start school. The school has recently introduced a small suite containing computers and an interactive white board² and good use is being made of this equipment to support the pupils' learning. Many lessons begin with 'brain gym' activities in which the children warm up physically as well as mentally. This is effective and sets a brisk pace for the lessons.

Mathematical development

60. The children make good progress in developing mathematical skills and understanding and they are well placed to achieve the early learning goals in this area of learning. Through an interesting range of activities, the children develop the skills of counting, sorting and matching and counting skills are developed further through songs and rhymes. The children have a daily numeracy session during which they learn to recognise, order and use numbers, name and describe shapes and develop mathematical language such as 'more' or 'less than.' They describe the position of a programmable robot. Teaching is consistently good in this area of learning. The daily sessions are well organised, the activities are made enjoyable and the children respond well to this positive learning environment. The teaching assistant makes a good contribution to the progress that they make. Questioning is brisk and the staff have high expectations of what the children are capable of achieving. Computers are well used to practice the skills that they have learned. The teachers ensure that regular informal opportunities are taken to extend this understanding, for example when taking the register.

Knowledge and understanding of the world

61. Most of the children are likely to achieve the early learning goals in this area of learning by the time they start Year 1. They have an interesting range of activities, based on topics such 'Ourselves', and they make good progress in making sense of their world. The new Early Birds computer suite is enabling the children to develop keyboard skills and children were observed controlling the mouse confidently to work through programmes that help the

² This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

development of their literacy and numeracy skills. They can work independently or in pairs. The children also have access to programmable toys. They learn about the parts of the body and handle dolls carefully during 'bath-time'. They find out about the seasons and build models using construction kits, linked to their work on shape in mathematics. The children develop an understanding of how things change over time by investigating objects from a local museum, using their senses, and exploring how toys have changed. They have regular opportunities to explore the properties of sand and water and learn about their own culture, through festivals, such as harvest. The teaching is good and builds upon the varying experiences that the children bring to school. A broad, topic-based curriculum ensures that all of the early learning goals are covered. Good use is made of the school grounds and the newly created outdoor play area for the youngest children. There is an appropriate balance between adult directed activities and opportunities for the children to make decisions and choices.

Physical development

62. Overall, the children make satisfactory progress in developing their physical skills and are likely to achieve the early learning goals by the end of the Reception year. Both classes have access to the recently created secure outdoor play area, although there are no wheeled toys and the school is awaiting delivery of large climbing apparatus. At present the development of climbing and balancing skills is limited to the planned PE lessons in the hall, which limits their progress. They warm up appropriately before lessons in the hall, where they move confidently and safely, with increasing awareness of moving in time to music. They respond quickly to the teacher's instructions, by starting and stopping effectively, and have a good awareness of others during these sessions. The children learn about the importance of keeping healthy for their physical development. The teaching is good in the lessons seen. The teachers build well upon the manipulative skills that the children bring to school and they make good progress in developing skills such as painting, cutting, gluing, threading and constructing models and puzzles. The children can dress and undress for lessons quickly and without fuss.

Creative development

63. The children's creative talents are well developed through art, music and role-play sessions and they are making good progress in this area. Most of the children are well placed to achieve the early learning goals. They enjoy a wide range of opportunities to paint, print and make collages. When making collages using natural materials, many children are beginning to use wider vocabulary to describe the texture of the materials. Their skills of cutting and sticking are well developed and they take pride in their finished efforts. The children use paint confidently and are developing a sense of colour and design. Materials such as sand and water are available regularly. There are timetabled music and singing sessions, together with regular, less formal opportunities to sing and join in with rhymes. The children sing enthusiastically the songs they have learned and they handle and explore musical instruments sensibly and confidently. Role-play sessions provide the children with opportunities to play imaginatively and extend their speaking and listening skills. These activities are often linked to the work being carried out in other areas of learning. Teaching is good and is sometimes very good. The teachers and the teaching assistant achieve a good balance between intervening and allowing the children to experiment with the materials. They show that they value the children's efforts in the way that work is displayed.

ENGLISH

64. Inspection evidence shows that, by the ages of seven and eleven, standards in English are average. This is a similar judgement to the one made at the time of the last inspection. The results of the national tests for pupils in Year 6 in 2001 were above average and for Year 2 they were well above average. This is a significant improvement since the last inspection and standards have remained broadly in line with the national trend. The Year 6 pupils made very good progress overall, when comparing their test results with those they attained at the end of Year 2.
65. By the end of Year 6, the pupils' speaking and listening skills are average and the pupils throughout the school make good progress. They listen attentively to instructions and many are keen to join in with group and class discussions or respond to questions. Year 6 pupils discuss effectively with their partners in a drama lesson when they are planning and acting out a scene from 'Macbeth'. More able pupils do this independently, whilst some other groups are given adult support to carry out the task successfully. The pupils are challenged by the teachers to extend their ideas and the pupils demonstrate their understanding through the responses they make to the teachers' questions. In the best lessons the teachers develop the pupils' use of specific subject language, ensuring that they use words correctly. However, this is not the case in all lessons. The pupils' listening skills are well developed through a wide range of opportunities to take part in speaking and listening activities.
66. By the end of Year 6, the pupils' reading skills are average overall. The more able pupils read with good levels of accuracy, fluency and understanding. Most pupils develop reading skills expected for their age. Less able pupils are less confident and more hesitant in their reading. In a guided reading session, Year 5 and 6 pupils and some Year 4 pupils, read in five ability groups and are challenged well by the reading tasks. Most pupils have developed positive attitudes to reading and are beginning to use a range of ways of tackling unfamiliar words. This is a reflection both of the good teaching and the introduction of the guided reading time that is well-focussed in most classes in extending the pupils' skills and involvement in reading on a regular basis. The school could target more adult support to help those pupils who find reading difficult. Year 6 pupils read from a wide range of texts. The pupils in the older classes use a Shakespeare text to explore the use of words and phrases that have changed over time. Whilst the oldest, more able, pupils did this well, the teacher had to provide more support than anticipated to the younger and less able pupils. The pupils talk with interest about favourite books and authors that they enjoy reading. The newly developed library is well stocked and the pupils say that they enjoy using it. Older pupils understand how to use the library to retrieve the information they need. Many pupils are conscientious about taking their books home to read regularly and this is monitored effectively by the school.
67. By the end of Year 6 the pupils' standards in writing varies considerably. Whilst most pupils make satisfactory progress, they start from a lower level of attainment when they start school and standards need to be raised further for many of them. The school is working to overcome this by the increasingly more detailed assessment information that has been carefully analysed to identify what aspects of the work need to be improved. Clear targets have been set, based upon identified weaknesses, and the work is planned accordingly. The most able pupils make good progress and are enthusiastic writers who attempt a wide range of different forms. These include stories, letters, instructions, biographies, play scripts, and diaries. Most of the pupils' writing is becoming more organised with some imaginative pieces of work, whilst lower ability pupils have produced some briefer, interesting writing but with less accuracy in spelling, punctuation and grammar. Examples of effective poetry writing are displayed around the school. The subject range is wide and, at best, shows imagination, creativity and flair. The more able pupils carry out tasks confidently, carefully and with increasing independence.

Other pupils, especially the less able, need continued support if their writing is to be successful. In some cases, the pupils' writing is less successful where this support is insufficient.

68. The pupils are given opportunities to write in other subjects but in many cases this is not appropriately structured in order to assist the pupils in writing extended pieces of writing of quality. The school appreciates that this is an area for development, along with maximising the opportunities for extended writing in other subjects. The pupils have opportunities to practise these skills in a formal way before experimenting more creatively. The use of individual white boards and work sheets in this 'practice' situation works well. This was seen in a Year 2 lesson where the pupils used the white boards to write a story ending and selecting words from a range provided by the teacher for beginning each sentence. This worked well and resulted in all pupils producing an effective piece of writing matched to their ability. Whilst older pupils show care and determination with their handwriting and presentation, younger pupils in some classes are not challenged sufficiently to do so. Consequently, standards are below average and in some cases poor. The use of the computer is developing, but word processing is mainly used to support writing. In one lesson, Year 4, 5 and 6 pupils work in the computer suite on a page of text from 'Macbeth' to reinforce and extend their knowledge of using appropriate adverbs.
69. Whilst the quality of teaching is good overall in the lessons observed, the scrutiny of the pupils' work from the previous year shows that there are areas in which improvements are needed. The teachers plan English lessons well and most are beginning to make good use of the library as a learning resource. Reinforcing writing skills, including extended pieces of writing and developing specific subject vocabulary are not sufficiently planned for, or taught, in other subjects. The work prepared for the pupils is interesting and varied. It includes a careful sharing of each lesson's objectives. Because the work is well planned and taught, the pupils quickly become interested and have a clear idea of what they need to do to complete their work. In nearly all of the lessons, the teachers are skilful in helping the pupils to understand the main purpose of the work and what is expected of them. In most lessons, too, they are good at helping the pupils to review what they have learned. However, in some classes, the work is not well marked and gives the pupils little idea of what they need to do to improve. This has also led to unacceptable standards in handwriting, which are not properly checked, and some teachers' expectations in this aspect are too low. The very good relationships established within classes enable discussions to be carried out extremely effectively. Good standards of behaviour exist in the majority of lessons. The teachers establish good levels of class control because of their high expectations of the pupils' behaviour. They work hard to maintain good relationships with the pupils. As a result, the pupils waste little time, and work sensibly both in groups and also independently. Spelling, grammar and punctuation are taught systematically. Good support for less able pupils is provided by the learning support assistants, who ensure that the pupils are involved and can complete their work with reasonable success.
70. The management of the subject is good. The school, led by the co-ordinator, is clear about the need to raise standards in writing and is aware that the task is to raise and sustain the number of pupils attaining Level 4 and the higher Level 5 in writing. Planning and assessment procedures are good, with the information gained from assessments being used to produce targets for the pupils. Class libraries are developing well and the resources for guided reading are particularly well focused to give the pupils easy access to whatever is the particular focus of study in English. The co-ordinator is aware that there is a need to monitor the guided reading sessions to ensure that it is having the impact on improving reading that they expect it will have. The Local Authority support teacher and teaching assistant provide good support for pupils with special educational needs and the lower attainers who need specific help in

improving their work. The teacher is also beginning to work with parents on reading with their children to help raise standards. The school is aware of most of the areas that need to be improved and has identified these in action plans for development.

MATHEMATICS

71. Inspection findings indicate that standards in mathematics are average at the end of both key stages. In 2001, the results in the national tests were well above the national averages for both key stages. Most pupils, including those with special educational needs and those for whom English is an additional language, make good progress in relation to their prior attainment. The school has put into place appropriate, rigorous management and monitoring procedures which are beginning to have an impact on standards throughout the school. For example, the procedures for assessing and tracking the pupils' learning have improved since the last inspection and this enables the school to monitor the progress of groups of pupils more accurately and take effective action.
72. By the age of seven most pupils can recognise odd and even numbers and can add and subtract to 20. In one lesson seen during the inspection, the higher attaining pupils were able to identify missing numbers from a 100 grid square, whilst less able pupils used a number line. The mental agility sessions at the start of each lesson help to focus the pupils' attention and extend their mental skills. Pupils know how to measure accurately in centimetres, although their skills of estimation are not as well developed. They can use single-figure coordinates on a map, identify the hour on a clock and construct a bar chart to show their favourite bird after a visit to White Post Farm. Pupils have a good knowledge of shapes and can recognise many two and three-dimensional shapes. They can explain their work using appropriate mathematical vocabulary.
73. The pupils continue to extend their knowledge of numbers and measurement as they move through Key Stage 2 and, by the age of eleven, standards are average. Most of the pupils have a sound understanding of the value of the digits contained in a number. The more able pupils use this knowledge to select the correct mathematical operations to solve problems involving money and measurements, sometimes using brackets. Less able pupils, with the help of number lines and other resources, can sequence numbers and they use their mental skills appropriately. In one lesson seen, lower ability pupils received well-targeted help from a teaching assistant to enable them to multiply two digit numbers by ten and 100. Most pupils have a reasonable understanding of fractions but some become confused when using more complicated decimals and percentages. Most of the pupils have a satisfactory knowledge of two and three-dimensional shapes and can identify the number of faces, edges and vertices. They can calculate the area and perimeter of regular shapes and can sort them according to their properties. A feature of some of the lessons seen in Key Stage 2 is the practical nature of many of the activities carried out by pupils. In these lessons, the pupils are able to set out and record work for themselves, without reliance on commercial or teacher-devised worksheets. However, across the school, the pupils' skills of investigation and enquiry could be better. The pupils use the appropriate mathematical vocabulary when sharing their findings with their teacher or discussing calculations, which supports the development of their literacy skills.
74. The quality of teaching is good in both key stages and it is occasionally very good. As a result of this improved situation, the pupils in both key stages make good progress. All lessons begin with a short session of mental mathematics that motivates the pupils and stimulates their thinking skills. The teachers ensure that pupils of all abilities are involved in these sessions. In

some classes, white boards are used effectively to help the teachers to assess each pupil's answer. In the very good lessons, learning is effective because pupils of all abilities are well motivated and challenged by a brisk pace and high expectations of work set. Teaching is less effective where the pupils are insufficiently challenged and the teachers' expectations are inappropriately low. Planning is detailed. Learning objectives clearly identified in all classes and pupils of all abilities are catered for. The learning objectives are shared effectively with pupils at the start of the lesson and are often reinforced by being written on the white boards. Class management is good and positive relationships encourage and motivate the pupils to learn. The plenary sessions at the end of each lesson are well used by most teachers, although there are, occasionally, missed opportunities to review new learning and reinforce new concepts. Marking is of a good standard generally and there are helpful with comments to help pupils move forward in their learning. However, the scrutiny of the pupils' previous work revealed some unfinished and unmarked exercises in Key Stage 1.

75. Pupils in Key Stage 2 are taught in groups formed according to their mathematical ability. Most of the upper juniors in Years 4 to 6 are set together, although some of the Year 4 pupils are grouped with Year 3. Although it is too early to judge the impact of this organisational arrangement, the school needs to monitor its progress to ensure that it is having the anticipated impact on standards, and to ensure that the pupils in Year 4 have access to a similar, appropriate curriculum. Homework is used regularly to support the subject and extend the learning into the home, although, this is reduced in the upper juniors in the latter half of the year. The school has identified problem-solving as an area that needs developing to offer pupils more opportunities to use and apply their skills and knowledge. Information and communication technology is used to support the pupils' learning and there are examples of the successful use of computers. For example, lower ability pupils in Years 5 and 6, some of whom have weak literacy skills, create their own money word problems and pupils in Year 2 produce bar charts. However, there are no computers in classes and time has to be booked in the computer suite for mathematics work. This limits the capacity for support in mathematics lessons and there is little evidence of computers being used to present findings of investigations in mathematics.
76. Assessment and tracking procedures are very good and assessment is regularly used to inform the planning of future work. The school analyses rigorously the results of national tests to form ability groups. They are also used to set appropriate targets for all pupils, which are clearly displayed in all classes. The management of the subject is good. The co-ordinator gives very good support to colleagues and has many opportunities to monitor the teaching and learning of pupils in lessons, which has had a significant impact in raising the quality of teaching. The co-ordinator has identified appropriate areas for development, including improving the teachers' knowledge of problem-solving; reasoning, fractions and decimals and the use of ICT in mathematics lessons. Further work is also needed on developing the use of the plenary sessions. The quality and range of teaching resources are good and they are accessible to pupils and teachers.

SCIENCE

77. By the end of both Year 2 and Year 6, the pupils achieve standards in science that are in line with those expected nationally and pupils make satisfactory progress. When judged against the findings from the last inspection this represents a decline in standards although the current findings are based on the work of a different cohort of pupils.

78. By the end of Year 2 the pupils are able to use their experience to make a range of scientific predictions. They consider where a range of seeds will grow best and are pleased with the outcomes after recording that 'I think that the seeds on the window sill will grow best'. The pupils enjoy using the school grounds and record that the blackbird likes the grassed area and the long tailed tit prefers the playground when there are crumbs left after break time. They know that a ruler and card are bad conductors of electricity and are able to explain how a circuit works. They can explain why the track bed affects the distance a toy car will travel and record that a wooden floor is better than a carpeted floor for this purpose. The quality of the pupils' written work is, however, in marked contrast to their overall knowledge and the teachers' assessments. There is evidence of an over emphasis on prescriptive recording sheets and untidy, untitled and unfinished work, especially amongst the average and below average pupils. All attainment targets are covered but the pupils' recorded evidence is rather sparse.
79. By the end of Year 6, the pupils are able to match their scientific knowledge with a range of experiments and judgements. They use their knowledge of the sun's height at different times of the day to calculate the length of shadows produced by artificial light on a screen and record the results accurately in graphical form. They test the sound insulation qualities of a range of materials and are able to explain why screwed up tissue paper was the best. Although overall the work is satisfactory, many aspects of the pupils' knowledge and recorded work in Years 5 and 6 are good. They record accurately their predictions and findings during the practical sessions and use a variety of tables and graphs for this purpose. This evidence sits alongside the pupils' more variable presentation in Years 3 and 4 where there are some examples of unfinished and, occasionally, copied work.
80. The teaching is satisfactory overall with some good features in Key Stage 2. In one of the good lessons seen the teacher encouraged the pupils to question her about the properties of materials. This open-ended approach enabled the pupils to extend their thinking skills when discussing a range of terms to describe the properties of materials. The tasks set were explained clearly and the pupils were reminded to have 'a good try.' In a good lesson in a Year 4, 5 and 6 class, the pupils were also given the opportunity to use their thinking skills when testing their pulse rate after a range of outdoor activities. The teacher built development points into the exercises and was influential in ensuring the pupils knew exactly what was expected and remained on task. Where the teaching was less successful, the pupils had little opportunity to explore their own investigations and much of the information had already been taught in a previous Design and Technology lesson.
81. Planning in science is based on national guidelines and is delivered as part of a two year programme. Assessment tasks are carried out on a regular basis. The thoughtful and knowledgeable co-ordinator is eager to see the subject develop further and advises staff on appropriate in-service developments as well as attending regional science co-ordinators' conferences herself. Plans include the development of the wild area as a learning resource. Resources to support the subject are adequate and stored centrally in suitably labelled topic boxes, giving ease of access. The curriculum is further enhanced by visits to local interactive science museums and farms.

ART AND DESIGN

82. It was only possible to observe one lesson during the inspection. The evidence from this lesson, together with their previous work, the work on display and from discussions with pupils indicates that standards in art and design are above what is expected of pupils at the end of

Key Stage 1 and are in line with those expectations at the end of Key Stage 2. Compared with their attainment at age seven, standards in Key Stage 2 could be higher. Standards in Key Stage 1 have improved since the last inspection, due to the broader range of activities offered in the subject, an improvement in the quality of teaching and more rigorous assessment procedures. Pupils, including those with special educational needs, show good development of their basic skills in Key Stage 1 and make satisfactory progress in Key Stage 2.

83. The pupils in Key Stage one demonstrate a good level of skill in using a range of materials, tools and techniques. They are provided with a good range of opportunities to explore and use a variety of media and they produce finished pieces of two and three-dimensional work that are of a good standard. For example, the pupils created three-dimensional moonscapes using tubes and pots and natural sculptures using sticks, stones and other natural objects on a visit to Rufford Country Park. Their paintings demonstrate that they can mix colours to bring about a change in effect. A good example of this was work based on the poem "Peace at Last." The pupils illuminated the story with painted pictures, demonstrating a good link to literacy skills. Their paint mixing skills and brush techniques were further developed when painting pictures of faces. They did this after seeing similar work by famous artists including Modigliani, Van Gogh, Hockney, and Renoir. They have used two and three-dimensional shapes for printing and produced decorated collages using hessian.
84. Pupils in upper Key Stage 2 have used mainly paint, pastels and pencil work for observational drawings. There has been no scheme of work to support teachers' planning and, as a result, the pupils have not had access to a broad range of media. This was a weakness noted in the last inspection. A new scheme of work has now been produced and is ready to be implemented. The standard of the pupils' observational drawings is good and there are many examples of fine work on display in school. In particular, there are drawings of plants, flowers and footwear. In the art and design lesson observed, pupils were given good guidance on the use of a variety of pencils to produce depth and texture. Results produced were of a good standard. The higher ability pupils in this lesson were given more difficult fruit and vegetables to draw whilst the low attaining pupils had less complicated materials. There are links to other subjects, in particular history, where pupils had produced an Egyptian style painting of a boat on the River Nile, and portraits of Tudor monarchs. The pupils make good use of the residential trip to Whitby to sketch harbour scenes and natural objects on the sea shore. They are familiar with the works of some famous artists and have completed work in the style of Monet to produce pictures similar in style to "Monet's Garden." The pupils have used computers in a limited capacity in art and design, using a paint program to produce work using lines and colour.
85. The evidence seen in school indicates that the standard of teaching is at least satisfactory and, in the lesson seen, it was good. Appropriate emphasis is given to the direct teaching of the required skills and pupils were continually assessed during the lesson. The work was appropriately challenging to all pupils and the brisk pace of the lesson maintained interest and motivation. Assessment arrangements are now good. The pupils are assessed on their progress towards key objectives and the results are then recorded using a traffic light system on the pupils' records.
86. The new headteacher is the school's co-ordinator for art and design. Although new to the post, she has a good grasp of strengths and weaknesses in the subject. A programme of staff development is planned, which will support teachers' lack of subject knowledge. Monitoring has been a weakness in this subject, but there are plans to develop this aspect to have a positive impact on teaching and learning. Other areas identified for development include

three-dimensional work, printing and fabrics in Key Stage 2. There is an adequate range of resources for the work currently taught, but more will be needed to support the extended curriculum.

DESIGN AND TECHNOLOGY

87. Only one lesson, in Years 1 and 2, was observed during the inspection. However, on the evidence gained from the scrutiny of previous work and discussions with pupils and teachers, standards are judged to be above those expected nationally and pupils make good progress. This is a similar picture to that seen at the previous inspection.
88. In Year 2 the pupils design packaging for cereals and know that the information included on the packets is a good marketing ploy. When making their own cereal they evaluate their work with honesty and record, after making chocolate crunchies, that next time they would include more cocoa powder. They design and make attractive purses with draw strings and know that the quality of the sewing is crucial to their purses' effectiveness. The carefully made and imaginative winding mechanisms that the pupils produce are linked to the nursery rhyme 'hickory, dickory, dock.'
89. By the end of Year 6 the pupils are able to build on the work achieved in the previous years. They design accurately often with detailed measurements, and evaluate in great detail. This is particularly noticeable when they design and make a powered light for army use. A wide variety of musical instruments are successfully designed, made and decorated although a number of pupils are self critical when discussing their work. After making a drum, for example, one pupil believed that the design was "too ambitious". After considering different types of bread the pupils make decisions about their own recipes and report that wholemeal bread is the class favourite.
90. The quality of teaching is good overall. The pupils are provided with a good range of activities and clear expectations. During the lesson observed, the teacher provided the pupils with a good range of produce, many of the items coming from her own garden, and the pupils were able to sort the items into fruit and vegetables. They were encouraged to discuss when these would be eaten and the categories to which they belonged. The teacher's questioning and information guided pupils to make informed decisions although many were amazed to learn that a tomato is a fruit!
91. The subject is timetabled separately, but also linked to other areas of the curriculum when possible, and the work planned around national guidelines. Skills are taught in a progressive manner. The co-ordinator offers advice to colleagues, retains a record of work covered and is eager to develop the subject further by staff training through staff meetings and courses. There is a satisfactory range of resources available on a trolley and in the central store.

GEOGRAPHY AND HISTORY

92. Most pupils, including those with special educational needs, make satisfactory progress in geography and history and their attainment is in line with what is expected nationally. In relation to the previous inspection, this represents a fall in standards in Key Stage 2, where history was judged to be above average.
93. In geography, the pupils in Key Stage 1 draw satisfactory plans of the school grounds, which they compare to a map of the White Post Farm. Visits to places such as Rufford Park also

provide the opportunity to find out about the wider locality and to develop their art skills by painting pictures of their favourite parts. The pupils follow the travels of Barnaby Bear, who is taken on holiday to a number of locations. The places are plotted on maps of the UK and the world and this helps the pupils begin to know about places beyond their local area. In Key Stage 2, younger pupils study the features of a village. They learn about the origins of place names and find out that local stone was used to build the Houses of Parliament. They carry out surveys of how people spend their time at work or in recreational activities. They express their opinions of what they would like to see in their local area and find out people's views of the local high street and its facilities. They learn about recycling. Older pupils study the features of a river, using correct terminology such as 'source', 'tributary' and 'mouth' and they are able to describe each feature satisfactorily. Higher attaining pupils know about the stages of a river, and can name some of the main rivers of the world. Maps showing rivers and mountains are neatly presented. Comparisons are made between North Anston and Whitby, following a residential visit, including a survey of the views of local residents on their shops and other facilities. There is only limited evidence of the previous work carried out by the younger classes, as the school reports that much of the work was practical in nature and was not recorded. However, the work presented and seen in lessons, together with the evidence of discussions with pupils and teachers and a scrutiny of planning indicate that standards are broadly average.

94. In history, pupils in Year 1 and 2 find out about Florence Nightingale and they identify why she is remembered today. They are beginning to use sources of information, such as pictures, to compare clothing today with that of times gone by. This is developed further by observing and handling household implements from Victorian times, such as a dolly and tub and comparing toys then and now. They find out how the plague came to Eyam. In Years 3 and 4, the pupils study invaders and settlers, such as the Vikings. Linked to their work in geography, they find out which place names have Viking origins. In their work on the Tudors, the pupils use research skills to create booklets showing the main features of the life of Henry VI. They compare the life of rich and poor children and extend their understanding through visits such as to Leeds Armouries. In their study of Ancient Egypt, older pupils in Key Stage 2 learn to place this and other civilizations on a time line, helping them to develop a sense of chronology. They know about slaves in Ancient Greece and produce well-presented newspapers telling the news of the time. They begin to understand what it might have been like to live in these times by writing sensitively in the role of various people. Closer to home, they research Captain Cook and his links with Whitby. By the end of the key stage, most pupils are developing a sound understanding of the past.
95. Overall, the quality of teaching in these subjects is satisfactory. The teachers are generally enthusiastic and have a sound subject knowledge. They plan an interesting range of activities. Where the teaching is good, for example in a lesson in upper Key Stage 2, the teacher has high expectations and ensures that the work planned caters for all levels of ability. In this lesson there was a brisk pace and skilful questioning that involved all of the pupils. Teaching is less successful, for example in one history lesson in lower Key Stage 2, where the tasks are inappropriately challenging for some children, particularly those in the class who are younger or less able. When this happens, the rate of progress made by most pupils slows and this limits their attainment. Across the school effective use is made of artefacts, visits and visitors to make the work interesting and to enhance understanding. Good links are made between the two subjects, for example when the pupils study the origins of place names, linking their village study with that of the Vikings. The marking of work and day-to-day assessment are satisfactory, although some of the marking does not contain sufficient help to pupils in how they might improve their work.

96. The co-ordinators for geography and history provide satisfactory leadership. They provide help and advice to colleagues, organise resources for the subjects and draw up useful action plans to guide development in the subjects. However, the monitoring and evaluation of teaching and learning are underdeveloped and there is no specific budget for each subject. A suitable curriculum has been drawn up, based on national guidelines, which is based on a two-year rolling programme of topics. It is less clear how the school plans to cater for pupils in the classes that contain three year groups. There is a satisfactory range of resources in geography and history and good use is made of the local museum service. The pupils use computers to word process their work, but there are few software programs to support learning. This has been identified as a priority by the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. Standards of attainment in Information and Communication Technology (ICT) are in line with those expected nationally and the pupils make satisfactory progress. This judgement represents an improvement since the last inspection when the pupils' experience of ICT and its use across the curriculum was unsatisfactory.
98. By the end of Year 2 the majority of pupils have developed satisfactory basic skills. They are provided with a range of structured activities that ensure progressive skills development. The pupils log on without assistance, are able to demonstrate that they are confident users of the keyboard and mouse and are able to use aspects of the tool bar to edit their work. They enjoy experimenting with the paint, draw and erase features and know where to find these symbols. The pupils download pictures to illustrate their work and know how to set out their work in an attractive manner. They use a mathematics program to produce graphs from the information that they have collected.
99. By the end of Year 6 the pupils have a secure understanding of ICT. They use a wide range of techniques when presenting their work using the computer. They use the internet to cut and paste text and illustrations into their own projects and photographs from the digital camera are printed with the pupils' added text. The pupils know many short cuts by using the tool bar and produce highly detailed graphs and tables based on their own research. They are able to search for information and have a good knowledge of how ICT is used in the home and the environment. Almost all of the pupils in Year 6 are able to open a spreadsheet, add numbers as directed and analyse the total figures produced at the end of the exercise. They are then able to see the benefits of the use of spreadsheets in various walks of life.
100. The teaching is satisfactory in Key Stage 1 with some good features and good in Key Stage 2. In the best lessons seen the teachers displayed good subject knowledge and set the pupils tasks that match their ability and previous experience as, for example, in a Year 4, 5 and 6 class, when the teacher provided graded tasks for the pupils. In many of the lessons observed the teacher made effective use of the interactive white board³ and this is helping to raise the level of the pupils' understanding. However, in some lessons observed the introduction was too long and the activities were insufficiently challenging.
101. A key factor in the development of ICT in the school has been the improvement in the teachers' subject knowledge following the training that all staff have successfully completed,

³ This is a white board that is linked to a computer controlled projector. A large image is projected and the teacher, or pupil, is able to control the screen in much the same way as they would with a mouse.

staff training days, the hard work of the co-ordinator and the introduction of a computer suite. All this has also led to the effective use of ICT to support learning in other areas of the curriculum. A clear set of guidelines ensures that skills are taught in a progressive manner. Assessment and record-keeping systems have been developed and these now need to be used assiduously to ensure that pupils in the mixed age classes receive an appropriate match of work to their ability and experience.

MUSIC

102. The standard of attainment in music is in line with what is expected nationally at age seven and it is above average at age eleven. Pupils, including those with special educational needs, make good progress in Key Stage 2 and satisfactory progress in Key Stage 1. Standards have improved in Key Stage 2 since the last inspection, due to the specialist teaching by subject co-ordinator and an improvement in assessment procedures. In the lessons taken by the coordinator, the standards are very high but, where lessons are taught by other teachers with less secure subject knowledge, they are lower. A good contribution to the standards in the school is made by visiting music specialists who provide tuition on guitar, violin, cello and woodwind instruments. This is supported by extra-curricular lessons on recorders and a school choir, which enable the more able pupils to achieve well.
103. Singing by eleven and seven-year-olds is good, due to teachers' attention to posture and dynamics. The pupils sing enthusiastically and with obvious enjoyment. Seven year old pupils can distinguish between high and low sounds and most are able to control their voices. When singing, they practice rhythmic sequences, showing reasonable control and awareness of pitch and rhythm. They are familiar with the non-tuned instruments available in school and use them competently. Older pupils sing confidently in parts and demonstrate good control. Pupils have frequent opportunities to sing, and quickly learn the words of new songs. The pupils' singing is enhanced by the good opportunities for them to perform to outside audiences, such as the end-of-year musical productions. Their production of 'Joseph' was much appreciated by parents and the local community. This aspect was further enhanced by the production of a school CD 'Greenlands Extravaganza', which contained many songs and instrumental performances by the pupils.
104. The composing skills of pupils are satisfactory at the end of Key Stage 1 and good at the end of Key Stage 2. They know the instruments, can handle them correctly and are encouraged to use the correct musical vocabulary, such as dynamics, contrast and pitch. The pupils use both tuned and non-tuned percussion instruments to create their own compositions and accompany their singing. This was seen particularly well in a lesson based on the witches' scene from 'Macbeth.' The pupils composed and performed their accompaniment to the words. They were able to offer clear opinions on the work of other pupils and appraise their performance. The very good teaching in this lesson made successful links to literacy by encouraging the pupils to use new phrases to describe the atmosphere created in the performances.
105. Some use is made of graphical and pictorial notation for pupils but more work could be done to develop this aspect of the music curriculum in both key stages. Some of the work is recorded by the teacher. This enables the pupils to play the compositions back later and reflect on them and offer suggestions for improvement. The co-ordinator is aware of the potential use of these recordings to monitor the pupils' progress and achievement. Discussions with Year 6 pupils show their knowledge of music of other cultures is limited as is their knowledge of famous musicians past and present.

106. Teaching is satisfactory in Key Stage 1 and good in Key Stage 2, but is best where the teachers' subject knowledge is good. The teaching by the music coordinator is consistently very good. The lessons are well planned and carefully structured. The pupils in these lessons show good attitudes to music and are well behaved. Teachers' planning is satisfactory but there is no recent policy or scheme of work available to give support, particularly to those lacking knowledge and confidence in the subject. The co-ordinator is very enthusiastic and supports and guides colleagues. She is aware of the areas for development in music which include staff development to improve subject knowledge, resource organisation and the implementation of a scheme of work. The role of the music co-ordinator in monitoring teaching and learning in all aspects of music across the school is not yet fully developed. As a result there are notable gaps in pupils' development of some of the required musical skills, especially in Key Stage 1. Music makes a good contribution to the spiritual, moral, social and cultural development of pupils through encouraging group work and co-operation in lessons and experience of the music of their own and other cultures.

PHYSICAL EDUCATION

107. The standards achieved by the end of Year 2 are in line with national expectations and, by the end of Year 6, they are above those expectations. This is a similar position to that found at the time of the last inspection. During the inspection, lessons were observed in dance and games in Key Stage 1 and gymnastics and games in Key Stage 2. The pupils demonstrated skills that showed good progress across the school. The pupils of differing abilities are well catered for and all of the pupils, including the more able, are challenged well to improve. This is largely due to the good teaching and the well developed planning. Swimming is carried out at the local swimming baths and virtually all pupils achieve at least the national level.
108. When warming up, the pupils use well-controlled movements, bending, stretching and moving about at increasing speed. They listen attentively and follow instructions carefully. The Year 1 and 2 pupils are beginning to develop good co-ordination in their movements. In a dance lesson, the pupils use a variety of actions and gestures to develop control and expression when developing movements linked to the way people show their feelings. They are beginning to share their ideas about the work, although this is at an early stage. In a Year 1 and 2 games lesson, the pupils are extending their skills in hitting a ball. Most pupils are beginning to gain better control of the ball when striking it. Year 3 and 4 pupils develop skills and confidence in handling a rugby ball. They work hard and listen well to the instructions given, which ensures that they improve their control effectively. In a very good gymnastics lesson, the Year 5 and 6 pupils are developing a range of gymnastic sequences. They work well in groups on performing actions, shapes and balances and become more fluent and co-ordinated when carrying these out.
109. The teaching is good overall, which is similar to the last inspection. The teachers have secure subject knowledge and provide challenging and interesting work, which ensures that the pupils follow instructions well and work hard during the lessons. In the best lessons, the teachers' enthusiasm and active involvement in the work inspires the pupils to extend their performance. The pupils are well behaved and are aware of the need to improve their skills. The teachers support this effectively through the well-developed teaching points for improvement. They have a secure knowledge of how well their pupils are progressing but there are fewer opportunities for the pupils to evaluate their own and other pupils' performance.
110. The subject co-ordinator is enthusiastic and well informed. There is an effective policy and a scheme of work in place, which is based upon the national guidelines and has been adapted

appropriately to meet the needs of the school. The extra-curricular activities provided offer a wide variety of opportunities for the pupils to extend their skills and allow them to participate in a good range of activities. The monitoring of the subject is limited.

RELIGIOUS EDUCATION

111. Since the last inspection, the school adopted as its scheme of work the national guidelines but did not apply these to the locally Agreed Syllabus. This has meant that aspects of the work have not been covered appropriately or in sufficient depth. Since the appointment of the new headteacher, this situation has been addressed by the subject co-ordinator and a new policy and scheme of work is now in place that meets statutory requirements. However, the earlier deficiencies mean that the standards attained by the pupils are below expectations. In the lessons seen, the standards are in line with expectations, which is similar to the last inspection.
112. The pupils gain knowledge of different religions including Christianity, Islam and Judaism through regular lessons and daily assemblies. This was seen both in the work available and in the lessons observed. The Year 1 and 2 pupils find it easy to talk about Bible stories. They reflect on the parable of the Prodigal Son when thinking about why Jesus told stories. They suggest what it might have been like to be the people in the story and go on to provide sensible ideas about situations in their lives where there has been either unfairness or forgiveness. Year 3 and most Year 4 pupils are interested in discussing the importance of names. They understand that Muslims have special respect for the name of their God. They find out about books, such as the Bible and the Qu'ran, that are special to different religions, and the respect shown by the believers in these religions for these books. Year 5 and 6 pupils and some Year 4 pupils are beginning to understand the concept of 'guidance' and how this is seen in the Jewish faith. They consider the story of Moses and discuss the importance of the Ten Commandments to Jews. They compare their ideas of the relative importance of the Commandments. They explore the ways in which people need and receive guidance and support, for example those people who, because of a disability, rely upon a dog to help them.
113. The teachers have secure subject knowledge of the work being taught. Through effective questioning they ensure that the pupils are thinking more deeply about the concepts and knowledge being taught. Some examples of previous work show very high standards in the pupils' understanding of the work covered and their response to it. However, the work is not recorded in a form that shows the pupils how they are improving and developing their ideas over time. The resources are used well to support the pupils' learning. For instance, reference is made to the religious artefacts displayed. However, resources are limited, although they have improved since the last inspection, and this limits what can be done in some lessons. Many pupils respond well in discussions and can readily recall facts from the previous lesson. They are eager to ask and answer questions. Older pupils show respect and care for each other's feelings, offer their own point of view and have the courage to stick by it. Through discussion they show their understanding of the difference between right and wrong. Throughout school, they demonstrate these values effectively.
114. The subject co-ordinator is aware of the need to implement the new scheme of work and to provide a wider range of resources to meet the needs of the subject. She has produced a scheme of work that should provide good guidance but is aware that she and the staff will need more training in this subject to ensure that it is taught well. The school provides good opportunities for the pupils to visit the local community as part of their studies, including places of worship of different faith groups.