

INSPECTION REPORT

WINTERTON JUNIOR SCHOOL

Winterton, Scunthorpe

LEA area: North Lincolnshire

Unique reference number: 117787

Headteacher: Mrs G Vernau

Reporting inspector: Julian Sorsby

14042

Dates of inspection: 9th – 11th June 2003

Inspection number: 247808

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	West Street Winterton Scunthorpe
Postcode:	DN15 9QG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Dr D Grant
Date of previous inspection:	2 nd March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14042	J Sorsby	Registered inspector	Citizenship	Information about the school The school's results and pupils' achievements How well are pupils taught? How well the school is led and managed What the school should do to improve further?
9052	H Barter	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents? How well does the school care for its pupils?
23390	M Blackband	Team inspector	English Art and design Physical education Religious education	
22139	L Brewster	Team inspector	Science Geography History Music	
18065	S Dutson	Team inspector	Mathematics Information and communication technology Design and technology Provision for pupils with special educational needs Educational inclusion	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Winterton Junior School is located in the town of Winterton, south of Scunthorpe. It is of average size, with 251 pupils between the ages of seven and eleven. Two pupils are not of white British descent, but speak English as their first language. Thirteen per cent of pupils are eligible for free school meals, which is lower than most schools. Twelve per cent of pupils joined or left the school at a time other than normal last year, which is about normal. One in five pupils have special educational needs, which is average. Of these pupils most have moderate learning difficulties while a small number have emotional and behavioural problems and two are physically disabled. Just over three per cent of pupils have statements of special educational needs, which is well above average. Pupils' standards in English and science when joining the school are average. Standards in mathematics have varied. The 2002 Year 6 pupils had average standards when they joined in Year 3, while the current Year 6 pupils were below average.

HOW GOOD THE SCHOOL IS

This is good school. Pupils' attitudes are very good and they behave well: they achieve well in approximately half their subjects, in which they reach above average standards as the result of good teaching. The quality of the school' leadership and management is good. The school is providing good value for money.

What the school does well

- The quality of teaching is good.
- The school provides well for pupils with special educational needs.
- Because all pupils are valued and respected, it successfully encourages very positive attitudes, good behaviour and very good personal development and relationships between all members of the school community.
- It provides a rich experience in music and art and design, good learning opportunities in ICT and a very good range of opportunities in physical education, contributing to the good standards achieved.
- It provides very well for pupils' moral and social development and well for pupils' spiritual and cultural development.
- The school works well with parents and carers.
- The leadership and management by the headteacher and senior management team are good.

What could be improved

- Procedures for the regular measuring what pupils know, understand and can do and for using this information to meet the needs of individual pupils, particularly those who are more able, in accordance with the school's current development plan.
- The influence of subject coordinators on the work of the school, and the quality of co-ordination of English, mathematics, art and design and religious education.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998, since when there has been good improvement. Standards have improved in ICT, art and design, music and design and technology. The school has always recognised that the standards of the current Year 6 pupils are somewhat lower than those of the 2002 Year 6. In 2002, the most recent year for which comparative data is available, standards in mathematics showed an improvement since the last inspection, and those in English were unchanged. While satisfactory, standards in English in Year 6 are now slightly lower than at the time of the last inspection. The quality of teaching has improved, as have pupils' attitudes, behaviour, personal development and

relationships. There is a better curriculum and improved provision for pupils' spiritual, moral, social and cultural development. Leadership and management have improved, as has the school's work with parents. The attendance rate is slightly lower. All key issues from the last report have been successfully dealt with except procedures for measuring what pupils know, understand and can do and the use made of that information. This is presently being addressed.

STANDARDS

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

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

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

To appreciate what has been happening to standards in the school, one has to go back one year further than the above table, to 1999, the year after the last inspection. In that year, standards were average in English and well below average in mathematics and science. English standards have wavered slightly since that time, between being average and above average. Standards in the current Year 6 are average. The school identifies the current Year 6 pupils as being overall less able than the 2002 Year 6. Standards in mathematics improved dramatically in 2000, and the improvement has been maintained up to 2002. As with English, standards are now average. Standards in science improved dramatically in 2000, and have been average since 2001. They remain average. Standards in ICT, art and design, design and technology, music and physical education are above average and in all other subjects they are average. The school fell short of its English target in 2002 by just one per cent and exceeded its mathematics target. It is likely to achieve its slightly less ambitious targets in 2003, recognising circumstances in the current group of Year 6 pupils. Given their standards on joining the school, current Year 6 pupils have achieved well in mathematics, ICT, art and design, design and technology, music and physical education and satisfactorily in all other subjects. Pupils with special educational needs have also achieved well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils display very good attitudes to school and to their lessons.
Behaviour, in and out of classrooms	Good. Pupils behave well. Only one pupil has been excluded for a fixed period of time in the past two years.
Personal development and relationships	Pupils are polite, thoughtful and display considerable maturity for their age. Their personal development and relationships are very good.
Attendance	Satisfactory, although parents taking their children on holiday in term

	time is becoming an increasing problem.
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TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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 and pupils' learning of English, mathematics, ICT, religious education, art and design, history, geography and physical education are good and in music they are very good. The quality of teaching and learning of science is satisfactory. Too few lessons were seen for a judgement to be made concerning design and technology. Literacy and numeracy skills are well reinforced through the teaching of English, mathematics and a range of other subjects. Teachers have good knowledge of the subjects they teach, and a good range of ways of teaching. They use time, learning resources and their classroom assistants well and manage their pupils very well. Consequently, pupils acquire new knowledge and skills well, work hard and at a good pace, and show interest in their lessons. Because teachers know their pupils well they are successful at meeting the needs of individuals, except, in some lessons, more able pupils. This is particularly so for pupils with special educational needs. However, accurate regular measurement of what pupils know, understand and can do is of variable quality with each teacher using his or her own methodology in some subjects. It is standardised in some subjects, but not between subjects. Consequently, variable benefit is derived from such measurements, the information is not always used to best meet the needs of each pupil, in particular more able pupils, and most pupils have only a satisfactory understanding of how well they are doing and what they need to learn next.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school teaches a curriculum that meets all statutory requirements, and religious education in accordance with the locally agreed syllabus. Particular strengths are art and design, music and physical education.
Provision for pupils with special educational needs	Good. Lessons are well adapted to meet their needs and they receive good support from classroom assistants and teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision for pupils' spiritual and cultural development and very good provision for their moral and social development result in pupils' very good attitudes, their maturity, personal development and relationships between them and their good behaviour.
How well the school cares for its pupils	This is a caring school where the welfare of pupils has a high priority. However, the quality of procedures to regularly measure what pupils know understand and can do, and the consistency of use made of this information to help meet individuals needs, are unsatisfactory.
How well does the school work in partnership with	Good. The school values parental input and involvement in children's education and works well with parents.

parents	
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher and senior management team provide strong and purposeful leadership and management, focusing on the well being of pupils and the standards they achieve.
How well the governors fulfil their responsibilities	Good. Overall, governors play an effective role, while those newer to the school are developing their knowledge and their ability to be supportive of the headteacher and senior management team.
The school's evaluation of its performance	Satisfactory overall. Strengths and areas for development of the school are identified promptly and receive appropriate action.

The school considers and plans the use of most of its resources well. However, the library is under-utilised. Good learning resources and an adequate number of teachers and support staff contribute to pupils' progress and the standards they achieve. Because part of the school is open plan, sound travels between class areas and is sometimes disruptive for some pupils. The school compares many aspects of its work, its results and costs with other schools and ensures money is spent wisely. The school consults well with parents, pupils, staff and governors.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The school has high expectations• Children like coming to school• Children make good progress• Behaviour is good	<ul style="list-style-type: none">• The range of activities outside lessons• The amount of homework set• The closeness with which the school works with parents.

Inspectors agree with parents' positive comments but disagree with the negative observations of a small number of parents. Inspectors judge the range of activities outside lessons to be good, the amount of homework set to be appropriate and the school's work with parents to be good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, standards at the end of Year 6 are satisfactory. This time last year they were good, and the school attributes the lower standards now to pupils in the current Year 6 being less able than their predecessors. In the national tests for Year 6 pupils in 2002, standards achieved in English and mathematics were above the average for all school and for similar schools. Standards in science were average in relation to both groups. The relative proportion of the school's Year 6 pupils who achieved the expected Level 4, the lower than expected Level 3 and the higher than expected Level 5 in science was almost exactly the same as the national proportions. In mathematics, less pupils achieved Level 3 while more than average achieved Level 4. In English, less pupils achieved Level 3 while more pupils achieved the higher than expected Level 5. This was a good set of results demonstrating pupils achieving well in English and mathematic and satisfactorily in science.

2. Pupils now in Year 6 have sat the 2003 test, but the results are not yet available. The school is anticipating lower results than last year, and this tends to be confirmed by inspection findings. In English, mathematics and science, pupils are working at average levels as opposed to above average level in English and mathematic last year. This alone is not significant, but how well pupils are achieving is. In science, pupils are achieving as well as last year, that is, satisfactorily. In mathematics, because pupils attainment on entry was below average (as demonstrated by the Year 2 tests they took in their previous schools), they have achieved similarly to last year, that is, well. In English they have not achieved as well as last year, their achievement being only satisfactory.

3. These differences may be accounted for partly by the school's contention that pupils are less able this year than last. However, a further contributory factor is the lack of a standardised system for regularly measuring what pupils know, understand and can do and variations in the use teachers make of the information they do collect. At best, such information would lend itself to teachers planning lessons that accurately met the needs of all individuals in their class, such needs possibly varying from subject to subject. Such is the case in many lessons. However, it was evident that in some lessons observed, the needs of the most able pupil in the class were not being met, and such pupils were not being set work that challenged them to achieve as well as they might. The school, is aware of this problem and has begun to address it.

4. In English, mathematics and science, standards rose significantly in 2000, since when they have been more or less constant, wavering between average and above average.

5. Standards in religious education, history and geography are as expected at the end of Year 6 and pupils have achieved satisfactorily. In ICT, design and technology, art and design, music and physical education, standards are above expectations and pupils have achieved well. Overall, as with all other pupils, those with special educational needs have achieved satisfactorily overall.

Pupils' attitudes, values and personal development

6. Pupils' very good attitudes to school and their good behaviour and personal development all show improvement since the last inspection; this is as a result of good systems and support which raises all pupils' self-esteem and confidence. Parents are appreciative of the work done by the school that helps their children to behave well and to

learn to take responsibility. Nearly all parents say that their children like coming to school and this was borne out in conversations with pupils.

7. Pupils' attendance at school is satisfactory. However, the school is concerned about the increasing number of term-time holidays which are beginning to affect overall attendance levels and which prevent attendance being as good as that reported at the last inspection. It makes clear to parents that it will not authorise any more than 10 days holiday in one school year and monitors these carefully, explaining to parents that absence from school inevitably affects pupils' learning and hence the standards they achieve. Lateness is only a problem for a very small number of pupils.

8. Pupils are motivated, enthusiastic and eager to participate in all the activities provided for them, both in lessons and in extra-curricular activities. This has a good impact on their learning and personal development. In lessons, pupils concentrate well and work purposefully. They try hard and are interested in what they are doing. They are confident to ask questions and to volunteer information in discussions and listen well to one another and to the teacher. Occasionally, when a lesson is less interesting, some pupils 'switch off' and appear bored. Although they behave well, they are passive and disinterested. However, in the majority of lessons, pupils have very good relationships with their teachers and want to work hard for them.

9. Standards of behaviour in and around the school are good and there is a calm and happy atmosphere. Pupils say that, even if there are occasional upsets, most children behave well. They are happy that, when there are problems, adults will listen to their concerns and sort out their difficulties quickly. Pupils are polite and friendly to all adults in the school. They willingly hold doors open for others, are helpful to visitors and are quick to offer help to teachers. The school works hard to include and support all pupils, especially those with individual behaviour problems. One fixed term exclusion occurred last year. Pupils say that they 'have not really heard of any bullying' and they are proud that their behaviour has been praised by people outside the school when they have been on visits in the local area.

10. Pupils make very good progress in their personal development. Relationships in the school are very good and promote a sense of school community. Parents feel that this has improved since the last inspection. Pupils help each other and show consideration for others. For example, although almost all pupils come from white British backgrounds, they are interested to learn about other cultures in religious education and ask sensible and sensitive questions about other peoples' beliefs. Where pupils are offered the opportunity to develop their initiative and responsibility, they respond well. The programme for personal, social and health education (PSHE) gives all pupils opportunities for discussion and for developing personal responsibility. Pupils who are members of the School Council undertake their role seriously and make a good contribution to the running of the school in their discussions about, for example, playground issues. Pupils' initiative in terms of their learning is less well developed, however, because they are not accustomed to discussing targets for improvement and assessing how well they have achieved. Year 6 pupils speak very positively about their school. They say that the school is 'people-friendly', that teachers help you to have 'a fun education' and that there are good facilities.

HOW WELL ARE PUPILS TAUGHT?

11. The quality of teaching is good and pupils, including those with special educational needs, learn well. This is an improvement since the last inspection. Nearly two-thirds of teaching was good or better and just over one in every four lessons was very good or better. Three excellent lessons were seen as was one unsatisfactory lesson. Overall 98 per cent of teaching was satisfactory or better.

12. Teachers know their subjects well and have a good range of teaching techniques on which to call. For example, several lessons, including one excellent religious education lesson, were taught using computer driven “interactive whiteboards”. This appealed to pupils, enhancing their interest in the lessons and contributing to their achievements. While some teachers are still nervous about using new technology, overall, computers are well used and this contributes to pupils’ own developing ICT skills. Teachers use the range of available learning resources well, and use support staff and other adults well to enable all pupils, including those who are less able, to understand and participate in the lesson.

13. English and literacy and mathematics and numeracy are taught well although pupils do not read enough non-fiction material or produce enough factual or descriptive writing. Pupils’ skills are well reinforced through the teaching of other subjects. For example, in geography lessons teachers are at great pains to ensure that pupils learn new terminology and are at ease using it when both writing and speaking. Most lessons move at a fast pace, presenting pupils with appropriate challenge and ensuring they work hard and concentrate throughout. Resources are used well to support pupils’ learning.

14. Teachers manage their classes well, ensuring that there is a calm and productive atmosphere resulting in pupils working and learning well. In the one unsatisfactory lesson seen, this was not the case. Pupils were not well managed, they became disinterested and behaviour deteriorated.

15. Learning by pupils with special educational needs is good. They achieve similarly to all other pupils because they are helped by learning support assistants who have a clear understanding of their role and by teachers who ensure that they are able to participate fully in all the lesson activities.

16. Despite the overall good teaching, the planning of some lessons is not based on accurate or up to date information on what pupils know, understand and can do. This is because teachers use a range of different ways of making and recording such observations and in some subjects and some classes, the methods used are insufficiently rigorous. In a few lessons, the lack of such accurate measurements resulted in some more able pupils not being sufficiently challenged. Pupils of average ability and those of lower ability or who have special educational needs were set appropriate work. This was the case in almost all lessons and resulted in these pupils learning and achieving well. The school is aware of the shortcomings of its procedures and is in the process of developing more effective means of ensuring that each individual’s needs are met in every lesson.

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

17. The quality and range of learning opportunities across the school is good. The quality of the curriculum in science, ICT, art and design, music, geography and physical education is particularly strong. In all subjects, the requirements of the national curriculum are met and religious education is taught in accordance with the locally agreed syllabus. No provision is presently made for pupils to participate in residential experiences, although this is being planned.

18. Curriculum provision in art and design, music, ICT and design and technology has improved since the last inspection.

19. Provision for teaching literacy across the curriculum is good; coverage of numeracy across the curriculum is satisfactory. Science and ICT make good provision for both literacy

and numeracy while the provision of literacy is also well planned in religious education and geography. Numeracy is reinforced in most lessons because of good teaching rather than a co-ordinated and planned whole school approach.

20. Teachers consider the individual needs of all pupils ensuring that they can benefit fully from lessons and that each can make satisfactory progress. Provision for pupils with special needs is good enabling them to make satisfactory progress. Teachers and the special educational needs co-ordinator write individual education plans that are designed to meet the specific learning needs of pupils with learning difficulties. Although not presently needed, the school is able to make satisfactory provision for pupils for whom English is an alternative language.

21. The provision made for personal, social and health education is good, including that for sex education and drug awareness. There is a well co-ordinated, well-structured programme in place that is taught by class teachers supported by health professionals who visit the school.

22. Pupils enjoy a wide range of extra-curricular activities. There are two school music and drama productions each year and the school invests considerable time and funding into visits and outings for its pupils. After school clubs in art, music and ICT are oversubscribed, enjoyed by the pupils and enjoy considerable teacher and parental support. Sporting activities for both boys and girls are popular and pupils participate in local tournaments and competitions.

23. The school has good links with the community and partner institutions. Parental support, visiting speakers and strong contacts with the infant school, secondary school and colleges of higher education through the graduate teacher programme all enhance the quality of education provided.

24. Provision for spiritual development is well focused through religious education teaching and opportunities during assemblies where pupils are encouraged to reflect on their own lives, their attitudes and behaviour and the way in which they treat others. The school complies with the requirements for a daily act of worship and uses assemblies well to reflect on feelings and important moral issues. Assemblies are varied; each class plans and delivers an assembly to their parents and relatives and to the whole school on a regular basis and these are well produced. They contribute well to pupils' moral development through the strong moral code that promotes good behaviour and consideration and respect for others.

25. Teachers and other adults in the school provide positive role models for the pupils who consequently are polite, helpful and respect each other. The playground pal system that operates during the lunch hour reflects well the caring community.

26. Pupils' social skills are very good, they are pleasant, polite and happy to chat to visitors, in lessons they work in a climate of mutual support and they are able to work successfully in pairs and small groups. Pupils' social awareness is a strength of the school, with pupils being presented with many opportunities to take responsibilities, such as for monitoring behaviour in the playground.

27. Provision for pupils' cultural development is good. Through displays, curricular activities, artwork, story telling, historical events and visitors to the school pupils learn about cultural diversity and creativity. They are prepared satisfactorily for life in our culturally diverse society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

28. The school provides a caring environment for all pupils. They make very good progress in their personal development because the staff know them as individuals and help them to develop in maturity. Parents feel that their children are well cared for and that every pupil is supported well no matter what their background or needs. They say that staff deal extremely sensitively with inappropriate behaviour and monitor it very well. As a result, there is no bullying and their children like coming to school.

29. The school has satisfactory systems for ensuring pupils' health, safety and welfare. The headteacher, site manager and a governor carry out regular checks of the premises and ensure that pupils work in a clean and safe environment. They are aware of hazards such as the car parking arrangements and the hazard presented by the disused caretakers cottage on site, and monitor pupils' movements carefully. A member of the governing body has given good advice to the school about its fire precautions. Child protection procedures are followed correctly and the school has a good understanding of the needs of all pupils, including those who are in public care. There is good provision for first aid and accidents are carefully recorded and monitored.

30. Procedures for monitoring and improving attendance are satisfactory. The school monitors attendance and considers individual requests for term-time holidays to try to reduce the numbers taken and improve overall attendance levels. Computerised systems are used well to make the processing of regular attendance statistics more efficient.

31. The procedures for monitoring and promoting behaviour and for eliminating any anti-social behaviour are good and have improved since the last inspection. This is reflected in the good behaviour of pupils. The behaviour policy provides clear guidelines for promoting good behaviour and for dealing with any bullying. Exclusions are used appropriately to give a clear message about what is acceptable behaviour. Through its provision for special educational needs, the school provides good support for individual pupils with behaviour problems. Any bullying issues are dealt with well through the programme of personal and social education, in assemblies and in discussions with the school council members. Parents understand the school's policy on behaviour because they were involved in reviewing the policy and the school's aims. Pupils say that they are certain that adults will support them if they are at all worried.

32. The personal development of all pupils is monitored and supported well through the school's systems of rewards such as house points and merit certificates and its recognition of achievement and celebration of success in assemblies. This helps to raise pupils' self-esteem and has a very positive impact on their personal development. Pupils themselves say they value the reward system that helps them to work and behave well. Pupils in Year 6 feel they have been well prepared for their move to secondary school. While staff in the school know all pupils well, however, there is no register to monitor the academic progress and personal development of gifted and talented pupils. The school knows such pupils and appropriate provision is made for some of them, for example, by referring those talented in art or sport to appropriate clubs and organisations.

33. Winterton Junior School considers the needs of each individual pupil well. The needs of every child are taken into account when teachers plan their lessons, they know their pupils

well, the culture is strong and the quality of the mutually supportive relationships that exist between pupils reinforce this throughout all aspects of school life. In accordance with requirements, governors have adopted an anti-racism policy.

34. The school provides good support for pupils who have a wide range of special educational needs, they enjoy school and integrate well into all aspects of school life and are treated in a caring and sensitive way that enhances the quality of the life of the school. Consequently, their relationship with adults and other pupils is very good and achieve similarly to all other pupils.

35. Overall, procedures for the assessment of what pupils know, understand and can do are unsatisfactory. Consequently, so is the use made of information that is collected.

36. There are two types of assessment. The first involve using information available from, for example, analysis of the results of national tests, to vary the emphasis placed by teachers on aspects of the curriculum such as pupils' investigational skills in science. Such analyses are carried out well by the assessment coordinator, and the information is shared with teachers and acted upon.

37. The second form of assessment is the ongoing, day-to-day assessment and recording of individual pupils' knowledge, understanding and skills in each lesson. This has the potential to identify for teachers how well or not pupils have learned the concepts and facts taught in particular lessons. Such information is essential if teachers are to plan subsequent lessons that enable individual pupils to grasp earlier points and not be "left behind" by the class. It is the collection of such material and its use that is inconsistent and therefore unsatisfactory. Until recently, the school did not insist on such ongoing assessment being undertaken and recorded. Now, there is an insistence, but no uniform methodology has been introduced. The school relies on individual teachers to use their own methodology. Its effectiveness, and whether the information collected is used appropriately is not monitored. Consequently, most teachers are using effective assessment procedures in some subjects but not all teachers are using effective means in all subjects. The school is in the process of sorting out this "pot pourri".

38. The effect of this weakness is selective. Assessment will always tend to help teachers provide more appropriately for the needs of pupils at the two extremes in their classes, those who are least able and those who are most able, and to identify such pupils. Because pupils with special educational need and those who are less able are well supported in lessons by teachers and teaching assistants, it is the higher attaining pupils who are being most affected by unsatisfactory assessment. They are well provided for by some teachers, but they are being insufficiently challenged by other teachers and are not always, therefore, reaching the standards of which they are capable.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school's partnership with parents is good and has improved since the last inspection because the school has worked hard to involve parents more in their children's learning and provides them with better quality information. At the meeting with parents, they said that the school has made good improvement and that there are much better communications with them and more positive relationships between parents, staff and pupils.

40. Parents' views of the school, expressed in the questionnaire prior to the inspection, are good. They feel that their children make good progress at school as a result of good teaching, high expectations of their achievement and the support that they receive to help them to behave well and to grow up. A small minority of parents are concerned about the

range of activities provided outside school, which the inspection team considers to be good. A small number are not happy with the school's provision for homework with mixed views about the amount provided. Although encouraged to help their children at home, some parents are unclear about how to do this. The school has consulted with parents about the provision of homework and makes this clear in its documentation. The inspection team judges the provision of homework to be satisfactory.

41. The quality of information provided for parents is good. The prospectus and governing body's annual report to parents meet requirements and give parents detailed information about the work and progress of the school. Good, regular newsletters help parents to know what their children are doing in school, encourage their support in activities and invite them to attend meetings with teachers, class assemblies, concerts and sports events. Unusually, the school provides four consultation meetings with parents a year and, as a result, most parents feel that they are well informed about their children's progress. The annual reports on pupils' progress and attainment meet requirements and cover all subjects of the curriculum. Staff know the pupils well and use the information to discuss with parents what their children need to do next to improve. The school is now developing the reports further to include written targets. Parents appreciate meetings to explain the school's provision for literacy, numeracy, and sex and drugs education. Although a few parents report that the school does not work closely with them, the majority say that complaints and suggestions are very well received by the headteacher and most of the staff. Some parents express a wish to receive more guidance on how best to support their children in doing their homework.

42. Pupils with special educational need have their statements of educational entitlement reviewed annually. Parents are kept well informed of pupils' progress and parental attendance at review meeting is good.

43. The school demonstrates a good commitment to partnership with parents in its home-school agreement. It has developed good and effective links with parents and, as a result, they feel that they can come into school, help with various activities and support the school's work. There is an active and supportive Parent Teacher Association that holds regular and well attended events. Parental attendance at concerts, assemblies and sports events is high and a number of parents regularly help in the classroom – for example, in the computer suite – and on visits outside school. This help is positively welcomed and encouraged by the school. The school has a well-established place in the local community and parents report that the positive links that have developed with them since the last inspection have resulted in the school having a much better reputation than previously.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The headteacher, deputy headteacher and special educational needs coordinator, who together constitute the senior management team, provide the school with good leadership and management. They ensure that the school's joint aims of pupils' well being, striving for them to achieve of their best and the provision of a curriculum enriched through music, art and design and physical education are supported and progressed by all staff. They also take principle responsibility for shaping the school's development plan. This clearly reflects the school's aims and values, its clear educational direction and its well-chosen priorities for development. The clarity of thinking and planning of the senior management team is such that the school has effectively dealt with almost all of the priorities defined at the time of the last inspection and has raised standards significantly since that time. It is, however, a weakness that developing methods for measuring what pupils know, understand and can do and for using the information to better match teaching to individual pupils' needs has only been addressed in recent months. Consequently in all areas of work except that with pupils with special educational needs and music, either the measuring or the use of the

information remains unsatisfactory. The school recognises that this is a key to raising standards further, but has been slow in making it the priority it now is.

45. Strategic planning, that is, planning for the effect of outside influences on the school, is a particular strength. Conscious of the makeup of the local population and aware that for the next two years there will be a significant increase in the number of pupils joining the school in Year 3, the school has taken prudent financial steps to ensure that they can afford a further 1.5 teachers as the need arises. This means that at the moment the school has larger than normal reserves, but these will be reduced to within the normal range in two years. Financial planning is very good and the way in which the school uses all available funds and other resources, including staff and learning resources is good. They compare the school's performance and costs with other schools and challenge themselves to do better. They consult widely, such as with staff, pupils, parents and governors, before making key decisions in which others have a significant interest. They also ensure that all spending decisions achieve the sought after best value for the school.

46. Overall, the governing body carries out its functions well. It is very well led by its chairman, and has among its members several who play very effective roles in specific areas such as special educational needs and strategic planning. Others however, some of whom are newer members, are insufficiently knowledgeable about the school or interpret their roles as supportive rather than proactive.

47. Some, but not all subjects and aspects of the school are well managed by the next tier of management. Special educational needs, ICT, music and physical education are the best managed. This contributes well to the standards pupils achieve. These coordinators keep a close eye on how their subjects are developing and provide appropriate support to colleagues to ensure that all is well. They monitor standards, planning and pupils' work effectively and ensure that their findings are taken on board by colleagues to improve what the school offers its pupils. The coordination of special educational needs is good. The coordinator is well qualified and has a good understanding of the current issues relating to special educational needs. The policy is concise and meets all the requirements of the revised Code of Practice for Special Educational Needs. Good support is provided to teachers and the coordinator successfully works with small groups of pupils who require specific support, enabling them to achieve similarly to all other pupils.

48. The coordination of English, mathematics, religious education and art and design are unsatisfactory. The English and art and design coordinators are new and have yet to effectively perform the range of tasks associated with the area of responsibility. Both are becoming increasingly appropriately involved. It is worthy of note that so much effort and interest has been spent on art and design in past years, that it remains secure as an area of expertise of the school despite the newness of the coordinator. The religious education and particularly the mathematics coordinator do not focus on the "whole school picture" and consequently lack the necessary clear understanding of what needs to be done to improve standards in classes other than their own. This severely limits the support they can give to colleagues, and in turn, colleagues' willingness to seek or be given advice.

49. Despite the lack of soundproofing in the open plan part of the building, the school's accommodation is good. Bright airy classrooms, colourfully enriched with celebrations of pupils' work and with well chosen learning resources contribute well to pupils' enjoyment of learning. An ample number of teachers and a good number of support staff help pupils to learn well and raise their standards. Of particular merit is the availability of a classroom assistant who operates part time as an ICT technician, keeping computers and other equipment working and supporting teaching and learning. A good range of new and relatively new learning resources, well looked after by staff and pupils, and most importantly, well used,

completes the picture of a school where great care is taken to value pupils and to provide a rich learning experience. Many teachers are now adept at using interactive whiteboards, a relatively new computer driven technology, as a teaching aid, and new technology is being used well by the school. For example, for one particularly good religious education lessons, the teacher had produced a magnificent audio-visual presentation to capture pupils' imaginations and focus them on the work at hand. Pupils sat spellbound as they viewed the earth from space and then entered into an animated discussion of the similarities and differences between the Genesis account of creation and that provided by science.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to continue to raise pupils' standards, the headteacher, governors and staff should

- (1) Develop a single, uniform system for measuring what pupils know, understand and can do in English, mathematics and science and a single less detailed system in all other subjects, so that teachers can use the information collected to plan lessons that accurately meet individual pupils' needs, particularly those of more able pupils. This is in the school development plan. (See paragraphs 3,16,35,37,59,64,69,70,83,104 and 107)
- (2) Address weaknesses in the management of individual subjects through staff development, providing co-ordinators with non-teaching time where possible and ensuring that mathematics coordination considers the needs of all pupils and teachers. (See paragraphs 48,65,76 and 107)

The following minor issue should be considered for inclusion in the action plan:

- There is an increasing tendency for parents to take their children on term-time holidays. (See paragraph 7)
- Noise travels between class areas in the open plan part of the building. (See paragraph 49)
- Pupils do not read enough non-fiction material or produce enough factual or descriptive writing. (See paragraph 55)
- The library is underused. Pupils in Year 6 have a very limited understanding of library classification or how to search for information. (See paragraph 55)
- The reading scheme presently used throughout the school is out of date and does not support literacy teaching well. (See paragraph 55)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
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	3	9	15	16	1	0	0
Percentage	7	21	35	35	2	0	0

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

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)	251
Number of full-time pupils known to be eligible for free school meals	32

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	49

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	20
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.0

Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	44	32	76

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	33	37	40
	Girls	28	27	28
	Total	61	64	68
Percentage of pupils at NC level 4 or above	School	80 (80)	84 (78)	89 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	37	40
	Girls	27	27	28
	Total	61	64	68
Percentage of pupils at NC level 4 or above	School	81 (81)	84 (85)	89 (85)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	249	1	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	23.9
Average class size	31.4

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	275

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	656 105
Total expenditure	586 106
Expenditure per pupil	2 335
Balance brought forward from previous year	86 652
Balance carried forward to next year	156 651

Recruitment of teachers

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

Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	251
Number of questionnaires returned	78

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	36	1	3	0
My child is making good progress in school.	60	36	3	0	1
Behaviour in the school is good.	38	56	0	3	0
My child gets the right amount of work to do at home.	36	50	10	3	1
The teaching is good.	55	38	3	1	1
I am kept well informed about how my child is getting on.	37	53	8	1	0
I would feel comfortable about approaching the school with questions or a problem.	56	38	5	0	0
The school expects my child to work hard and achieve his or her best.	63	37	0	0	0
The school works closely with parents.	27	62	9	1	0
The school is well led and managed.	46	42	4	1	5
The school is helping my child become mature and responsible.	49	44	3	1	4
The school provides an interesting range of activities outside lessons.	36	46	9	5	3

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

51. As at the time of the last inspection, in the 2002 national tests, standards in English at the end of Year 6 were above average. Those of the current Year 6 pupils, who are recognised as not being quite as able as last year's pupils, are average. This is a slight decline in standards since the last inspection.

52. Achievement in speaking and listening is good throughout the school. Pupils listen attentively in lessons and when spoken to individually and respond well to teachers' questions. They are enthusiastic to answer and they are confident to ask their own questions both to receive help and to extend their understanding. They eagerly accept the challenges of role-play when reading or studying English texts. For example, pupils in Year 4 entered wholeheartedly into a short dramatisation about bullying, adapting their tone of voice with increasing confidence into the sneering of the bully and the outrage of his victims. Pupils in each class are given adequate time to answer questions and teachers regularly check their understanding of vocabulary used in the activities. For example, a Year 6 class studying the writing style of Charles Dickens, through two well chosen extracts, were encouraged to discuss his use of rhythm, pace and repetition and showed their ability to express perceptive insights about the literature in fluent and correct English. Pupils are prepared to listen carefully to the opinions of others and to respond with courtesy and attention to the argument.

53. The attainment of more able pupils is however not sufficiently extended in the range and depth of questioning and discussion. Teachers in most lessons plan for pupils to discuss issues in small groups but this is inconsistent. Although in the best lessons more able pupils are set challenging oral tasks, other teachers do not plan adequately for the needs of these pupils.

54. Standards in reading are good. Pupils show significant progress and by Year 6 most pupils are secure readers, able to discuss the different styles of authors and to speak confidently about their favourite books. They are encouraged to read daily and each class has planned periods of silent or shared reading where pupils read to each other. The daily literacy teaching is well structured to give pupils opportunities to read and analyse texts and to study sentence and word construction. For example, pupils in Year 3 regularly take part in guided reading activities with the teacher who structures the work by asking questions about content and vocabulary. Older pupils regularly read aloud to adults. Literacy is generally well taught throughout the rest of the curriculum. Opportunities are planned in each subject for pupils to read and research. Relevant books and other materials were readily available in classrooms for pupils to study topics such as Victorian England or to answer questions on 'The Sea'.

55. Younger pupils are well taught in reading. The most able read fluently and without hesitation and less confident readers are monitored and encouraged. Pupils are encouraged to take books home and to read to parents. Most young readers can identify the book's author and publisher and can summarise the story. By Year 6 most pupils are fluent readers. They talk knowledgeably about character and plot and are able to describe why they prefer certain authors. Older pupils are encouraged to write short book reviews about stories they have read. All pupils are aware of the function of the content page of books and are familiar with an index. Pupils do not, however, read enough non-fiction material. The library, though adequately stocked is underused. Pupils have access to non-fiction material in classrooms but this does not give sufficient choice or encourage pupils to investigate their own interests in a wider area. Pupils in Year 6 have a very limited understanding of library classification or how to search for information. The reading scheme presently used throughout the school is

out of date and does not support literacy teaching well. The stories are somewhat old fashioned and are very limiting in terms of vocabulary range and grammatical structure.

56. Pupils' achievement in writing is good. Teachers mark work thoroughly and in the best instances give constructive comment and examples that guide pupils' corrections. Progression is shown through the age range in the greater variety of sentence structures, more accurate use of the comma within sentences and in the range of simile and descriptive phrases used. Pupils gradually become more confident in spelling and punctuation and in their use of grammatically correct phrases and sentences. Pupils in Years 3 and 4 made good progress in their understanding of the use of speech marks, reinforced by imaginative role-play in speaking the relevant sentences aloud. In Year 5 pupils were able to write well-argued alternative endings to a story and the more able were encouraged to write further paragraphs in the style of the author. In a Year 6 lesson after extensive preparation, pupils were able to write good quality, detailed and interesting descriptions of individual characters. By Year 6 pupils are generally able to write in a variety of styles and to demonstrate their skills in a variety of tasks such as narrative and in note taking. Pupils in a history lesson made good use of précis in summarising the main points of paragraphs about Victorian characters. Handwriting is practised throughout the school and pupils show good progress in their development of clear and neat writing.

57. The quality of English teaching and learning throughout the school is good. Teachers have a thorough grasp of the National Literacy Strategy and they demonstrate a good range of knowledge and understanding of the subject. Lessons are well planned and proceed at a lively pace so that pupils enjoy their learning and are keen to contribute. Teachers use skilful questioning to stimulate pupils' learning and to check progress. For example, a Year 5 group were helped to differentiate between the characters of two rival sisters in a complex story by the perceptive questioning of the teacher. Year 6 pupils were helped to make sense of Dickens' writing about 'Scrooge' through the sensitive questioning of the teacher supported by her detailed knowledge and understanding of the text. Teachers expect pupils to behave well and work hard. They praise effort and good work, motivating pupils to do their best. Their relationships with pupils are very good. Pupils remain focused for long periods, stimulated by the interesting and well-paced presentations by the teachers. A strength of the subject is the way pupils are familiar with routines, settle to work immediately and have a clear understanding of the lesson objectives. Classroom assistants work effectively with individuals and small groups. More use of their time could be made in sessions where the whole class is working with the teacher. Classroom assistants were observed to sit passively throughout these sessions when better planning could have involved them in the session in asking and answering questions and in supporting pupils who found the work difficult. Good use is made of their time in including pupils of lower ability in the lessons. Teachers and classroom assistants are skilful and effective in involving and supporting less-able pupils.

58. Because of the newness of the subject coordinator, the management of the subject is at present unsatisfactory. However, rapid progress is being made, for example, in the monitoring of teaching of the subject, which has now restarted. Assessment procedures are weak and unnecessarily time-consuming. They do not provide detailed information on pupils' progress and do not inform the appropriate planning of future work. A more focused system of assessment should be instituted which would enable teachers to fully analyse pupils' achievement and to set realistic and challenging targets for their continuing progress. Although long and medium term planning is appropriately linked to the National Literacy Strategy there are variations in the style and quality of teachers' daily and weekly lesson planning. The school has developed a very good marking scheme but this is inconsistently used. Resources are generally good. Each classroom has a comprehensive supply of fiction and non-fiction books and these are well presented and displayed. ICT is generally

underused in the subject. In one classroom there is extensive and effective use of an interactive white board and pupils in other classes sometimes word process their work. More use of ICT could be made to enable pupils to draft and self-correct their work.

MATHEMATICS

59. In the 2002 national tests, pupils' standards in Year 6 were well above the national average. Pupils continue to achieve well, but because of their lower attainment on entry to the school, standards of pupils currently in Year 6 are average. The overall picture shows that standards in mathematics are unchanged since the last inspection.

60. Pupils in Year 3 plot positions on a grid using coordinates; they are able to transfer this knowledge to their own seating positions in the classroom. Year 4 children can solve whole number problems and they are able to predict answers to addition and subtraction sums using their knowledge of odd and even numbers. A very good Year 5 lesson focused on the $\times 7$ tables that pupils had learned for homework. By the end of Year 6 pupils use their understanding of mathematics to solve problems and present their work in an organised way. They identify and use number patterns and can add and subtract decimal numbers. They have a good understanding of how to calculate the perimeter of simple shapes and an initial knowledge of ways of handling and interpreting data.

61. Year 6 pupils use their knowledge and understanding of grid referencing to enlarge and reduce shapes by a whole number scale factor. The oldest pupils are able to solve simple probability problems, however these are based on questions from a formal mathematics scheme rather than on investigative activities that they have carried out for themselves.

62. Pupils of all abilities are able to take part in mathematics lessons, teachers and pupils have a good awareness of individual learning needs ensuring that sometimes lessons are structured so that pupils are able to help each other and on other occasions the teacher ensures that they are able to offer the appropriate level of support.

63. The quality of teaching is good, resulting in pupils' good achievement. The majority of lessons use the structure and approach of the National Numeracy Strategy well, beginning with an oral and mental starter to impose pace and to develop the pupils' mathematical agility. In one very good Year 5 lesson seen this beginning of the lesson focused on the $\times 7$ tables that pupils had learned for homework; this enhanced pupils involvement and concentration and increased the level of challenge still further. Pupils of all abilities are able to take part in mathematics lessons, teachers and pupils have a good awareness of individual learning needs.

64. Very good teaching is characterised by high mathematical expectations and lesson content that enthuses and motivates the pupils. Here tasks are clearly explained and pupils are encouraged to share and discuss their work so that they help each other clarify their ideas and thinking.

65. The attitude and behaviour of the pupils is always good, they enjoy mathematics and remain on task even when the teaching lacks challenge or excitement. Pupils work hard and their work is recorded very neatly and accurately, this structured approach particularly advantages pupils who are mathematically less able. Work is marked regularly but much of the marking relates to presentation rather than mathematical progress or development. **In all** but the best lessons more able pupils remain insufficiently challenged, they are expected to complete the same written work as pupils of other abilities but in larger quantities. This is as a result of unsatisfactory and inconsistent ways in which teachers collect information on what

pupils know, understand and can do and unsatisfactory use of this information to plan pupils' future work to meet their individual needs.

66. The impact of the coordinator is unsatisfactory. There is an awareness of the content of the mathematics curriculum across the school but no effective monitoring or assessment strategies to encourage and promote a consistent approach to the subject. Mathematics across the whole curriculum happens as a result of good teaching and links that individual teachers make rather than being planned for. Links with ICT are good, such as through the creative use of an interactive whiteboard that motivated and enthused pupils who were considering the units and vocabulary of time as part of their Year 5 lesson.

SCIENCE

67. As at the time of the last inspection, standards at the end of Year 6 in 2002 were in line with the national average. Although there was a rise in standards between 1999 and 2000, since 2001 standards have been average. The standards of the current Year 6 pupils remain average.

68. In some year groups there is good development of knowledge and understanding. For example, in Year 4 where the work is detailed, appropriate scientific vocabulary is used and good use of data handling is made. In a very good Year 5 lesson observed during the inspection on the amount of air in soil, pupils understood the need to collect data, they varied their method when appropriate, made observations using simple apparatus for example, measuring tubes, and carried out tests with limited supervision.

69. However, by Year 6, although pupils' subject knowledge is good, their investigative skills are only satisfactory and they rely heavily on the teacher for direction and only the most able group consider the need for fair testing. In a lesson aimed at devising a fair test to see where woodlice prefer to live, Year 6 pupils were asked to record their predictions. More able pupils suggested reasons and also recorded that they would measure the time it takes for a woodlouse to go to its preferred habitat. All pupils selected appropriate resources provided by the teacher, set up four different habitats, as directed, and observed the woodlice activity but no one remembered to note down the time of release!

70. Pupils with special educational needs are supported well, for example in a Year 6 lesson pupils were assisted by the classroom assistant with a writing frame to support literacy skills and magnifiers to help with sketching; however, more able pupils are not sufficiently challenged.

71. Overall, the quality of teaching of science is satisfactory as is the quality of learning. The management of pupils and the pace of lessons are among the strengths of teaching. This motivates pupils well and results in their good attitudes to the subject and their behaviour in lessons. As with other subjects, a particular weakness in teaching is the effectiveness of monitoring what pupils know, understand and can do and the use teachers make of this information to prepare work that meets pupils' individual needs.

72. The subject is soundly managed and the current co-ordinator has worked hard in her role to raise standards. Plans are in place to improve assessment arrangements but as yet these are not fully implemented throughout the school and so have not yet had the desired impact. The co-ordinator has provided support to colleagues, worked with the head teacher in monitoring lessons and children's work and contributes to the school development plan in steering further development in science. She has organised visitors to complement the science curriculum, including the school nurse who helps with sex education, science based theatre groups that promote good health and healthy teeth and first response training for Year

5 pupils by a qualified paramedic. Each of these activities contributes to motivating pupils and hence to improving their standards.

ART AND DESIGN

73. Pupils' standards are above expectations and they achieve well. There has been good improvement since the last inspection. These standards are the result of good teaching, careful planning and the provision of interesting activities using a range of materials.

74. All pupils, including those with special educational needs, achieve well. Their skills and techniques are revisited and enhanced in each year and by Year 6 the pupils are involved with sophisticated human drawing and intricate design. Pupils in Year 3 are introduced to the different textures of paint and to the different implements such as sponges and brushes, which can be used to put paint on paper. Pupils in Year 4 were engaged in creating colourful collages of 'The Sea', which they had carefully designed and annotated in their sketchbooks. By Year 5 the pupils use models to show human movement and to then recreate the movement in pencil drawings. They worked effectively together, supported by the teacher and classroom assistants in discussing, arranging the models and in attempting to draw the movements they had arranged. This work was continued in Year 6 when pupils studied the human face and drew and painted detailed portraits.

75. Work displayed around the school and in classrooms is of a high standard. Bold and attractive work using ICT graphics is complemented by work derived from the paintings of established artists. An attractive display in Year 3 demonstrates the pupils' efforts to create texture and colour inspired by paintings by Van Gogh while Year 4 has mounted an eye-catching and beautifully presented display of three-dimensional models. As pupils progress through the school they are able to produce accurate and impressive paintings of landscapes and in Year 6 to draw and paint detailed cross-sections of a variety of fruits. The well-attended Art club has produced colourful bold paintings of fruits using pastels and chalk.

76. The quality of teaching is good. Teachers have adequate subject knowledge and plan their lessons carefully. Where teaching is best the lessons proceed at a good pace and materials are ready for use. In some lessons the pace is slow. The teachers spend too long on discussion and in some cases the materials to be used are not ready for the pupils. Teachers' expectations of pupils' progress are high. They expect and receive a high degree of sustained concentration by pupils who are concerned to produce their best work. Pupils are proud of their designs and greatly enjoy producing finished work of a high standard. They are encouraged to review their own work and positively criticise and admire the work of others. They are well supported by enthusiastic classroom assistants

77. Because of the newness of the subject coordinator, the management of the subject is at present unsatisfactory, although the emphasis placed on the subject over several years has minimised the effect of the current quality of leadership and management on pupils' standards. The curriculum meets National Curriculum requirements but is too repetitive and does not give sufficient scope for the imaginative work, which would motivate pupils further. There is little evidence of assessment of pupils' progress. All pupils have a sketchbook but teachers do not monitor draft work and finished work is not generally marked or annotated. The plans to incorporate statements of attainment in art and design in pupils' assessment folders is positive but criteria for the pupils' progress and achievement need to be far more focused than they are at present. Resources are good. Each classroom retains a good supply of materials, which are well used. ICT is used satisfactorily in support of teaching and learning.

DESIGN AND TECHNOLOGY

78. Across the school standards of pupils' work seen in design and technology are good. This is an improvement since the last inspection.

79. Too few lessons were observed and too little past work was available for scrutiny to make a secure judgement on the quality of teaching.

80. Completed work on displayed shows clear evidence of the whole design process. Pupils have been given the opportunity to design, make and evaluate a range of products. For example, pupils in Year 4 had designed and made a range of fabric money containers. They had been taught particular skills to enable them to complete the design brief: use of appropriate material, measuring and cutting fabric, joining fabric and applying a range of decorative finishes to their work.

81. Evidence from pupils' books indicated that pupils in Year 3 had worked with food to design and make a sandwich; pupils in Year 5 had designed and made a range of tuned musical instruments. They made excellent use of cross-curricular opportunities to consider the links with science, exploring the relevant vocabulary; pitch, vibration and frequency. Year 6 pupils had designed and made moving toys from wood using a cam and follower system. Pupils record their work in large format books, recording is realistic, storyboards are sometimes used to record what they have done and marking relates well to pupils' designs.

82. The new coordinator has a good overview of the design and technology curriculum throughout the school. Work is based on the Qualifications and Curriculum Authority materials but she is beginning to review this and make changes that incorporate the interests of the pupils. The use of ICT within the subject is satisfactory.

83. Pupils enjoy this subject; they talk enthusiastically about it and are happy to discuss what they have done.

GEOGRAPHY and HISTORY

84. As at the time of the last inspection, standards in geography and history are in line with national expectations by the end of Year 6. The achievement of pupils, including those with special educational needs, is satisfactory overall in developing geographical and historical skills and acquiring appropriate knowledge. This is a result of overall good teaching, good attitudes, very good behaviour and good coverage of the geography and history curricula. Standards are only satisfactory because of the weaknesses of assessment procedures leading to the needs of more able pupils not being met. They, therefore, do not achieve the higher standards of which they are capable.

85. In geography by the end of Year 6, pupils have satisfactory knowledge, skills and understanding of a range of places. Their mapping skills are broadly in line with expectations for this age group. Teachers develop their learning and enquiry skills by taking them out into the locality and beyond. For example, Year 5 pupils surveyed traffic on Earls Gate and then used their data to form conclusions about the extent of local traffic congestion. Fieldwork in Goathlands allows pupils to compare features with their own locality such as types of housing (old and new), building materials used, for example, local stone as a natural resource, available amenities and the effect these have on the people living there. Ancient is compared with modern and historical links are emphasised through first-hand experience, for example riding on the Victorian steam train at Goathlands. This enhances pupils' motivation and learning. Pupils have planted trees in Millennium Wood (Simon's Wood) in order to understand the importance of the promotion of sustainability of the environment. Theatre

groups have presented themes such as recycling and care of the environment. All of these activities enrich the geography curriculum and pupils' understanding of geographical issues.

86. By the end of Year 6, all pupils show good interest in History and many adequately research information for themselves from a range of sources such as the internet, interviews, photographs and artefacts and enjoy talking and asking questions about people and events in the past, such as those in Queen Victoria's reign. They compare their historical studies with lifestyles today, such as life in ancient Greece and life in Greece today. They compare food, clothing, buildings, schools and toys and are developing a sound understanding of other cultures and times. Links with Geography include maps showing, for example, the "most well known places in History" and where the "legends of the Greeks" took place. Studying history is made fun for pupils in an effort to make their studies 'come alive'. Pupils enjoy dressing up in costume as Greek gods and goddesses, Vikings, Tudors and Victorians and educational visits to Yorvik, Gainsborough Old Hall, Normanby Hall and Goathland afford pupils the opportunity to experience role-play within an authentic historical setting. For example, pupils take part in a Tudor banquet from preparation in the kitchen to announcing the guests, to serving the meal (and being served) to taking part in celebration through dance and other entertainments. Pupils have a satisfactory knowledge of chronology.

87. The quality of teaching is good. Agreed guidelines for the subject are in use by teachers throughout the school and a very good range of resources and teaching methods are used. Pupils are encouraged to develop their ability to analyse information using photographs and data and their resultant skills of enquiry are good. Literacy is well reinforced through writing and the use of computers in both subjects. Good use is made of appropriate geographical vocabulary, for example *deforestation*, *canopy* and *erosion*. Good teaching also contributes to pupils' social development by increasing awareness of important moral issues such as considering environmental effects of rubbish, deforestation and building and some of the ills of life in times past.

88. Pupils with special educational needs are well supported by teachers and support staff and achieve similarly to all other pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY

89. The school has made good progress with the development of ICT since the last inspection. Standards have improved and are now above expectations at the end of Year 6, with pupils achieving well in all aspects of the subject. This includes communications and handling data. This is the result of good and often very good teaching and learning, an exciting curriculum that motivates pupils well, and good leadership of the subject by the coordinator. Standards could be better still if the good range of assessment data collected was used appropriately to develop work for pupils that met their individual needs better.

90. The coordinator is committed and enthusiastic and provides strong leadership. Teachers are well supported and are given very good guidance to help with their own understanding and with the delivery of lessons.

91. The quality and range of learning opportunities offered in the ICT suite for whole class teaching is good and pupils respond positively to the variety of activities that allow very good use to be made of cross-curricular links. For example, Year 3 pupils used Play Train a number bonds program as a starter for a mathematics lesson and Year 5 pupils used a graphics program to consider the symmetry of a Tudor knot garden during a history lesson.

92. Year 6 pupils used Colour Magic program to good effect to sketch a cartoon character granny as a starting point for descriptive work in their literacy lessons. They use ICT to

structure and refine their literacy work, considering the intended audience and the quality of presentation they need to make. They use linear links, creating buttons so that they could sequence information about Victorian life that could be used with a Year 3 class.

Pupils are encouraged to discuss their work and by the time they reach Year 6 they are able to exchange information and ideas with others in a variety of ways, including the use of the school file sharing system and internet data. Pupils are able to assess the use of ICT in their work and to reflect critically about the appropriateness of its use.

93. The ICT suite is well used, with a booking system in the afternoons when there is a technical assistant present. This has empowered teachers who were once apprehensive to teach whole class ICT lessons, secure in the knowledge that help is available when needed. This, together with the interactive whiteboard has added another dimension to the teaching of ICT.

94. Each classroom has its own computer but these are less well used and their use is not routinely integrated into lesson planning. Pupils record some of their work in books but they are encouraged to consider printing costs and therefore almost all their work is stored as computer files that the teacher and pupil can access. Assessment in ICT is not used to inform planning and with this in mind the coordinator is encouraging teachers to use a range of examples of graded work provide by the local education authority.

95. The contribution of ICT to literacy and numeracy is good and all pupils, including those with special educational needs are able, at their own level to participate in and fully understand lessons and therefore make good progress.

96. The ICT policy is up to date and there is separate, good guidance for Internet use to ensure that pupils are protected from inappropriate material.

MUSIC

97. Standards in music are very good as a consequence of very good teaching, particularly by specialists, and an enriched curriculum. There has been very good improvement since the last inspection when standards were satisfactory. All pupils, including those with special educational needs, show great interest and enjoyment in music and achieve well. This is particularly so because they are fully included in the practical music-making activities provided. The school provides very good opportunities for pupils to learn a musical instrument and there is a wide choice available including strings, woodwind, brass and percussion. Pupils who play musical instruments attain good standards in their ability to read and play music. They perform confidently and skilfully in class and at concerts, festivals and workshops.

98. In Year 3 pupils record their compositions of melodies with beginnings, middles and endings using vocabulary such as *slow, fast, quick, happy* and *sad*. Good use is made of ICT , for example in a Year 3 lesson when pupils use computers to compose lines of music. Pupils in Year 4 write about their emotional responses to various genres of music; they recognise '*big jumps*' and small steps in pitch; they compose 8 beat rhythms using simple notation; they recognise features of playground songs (*strong pulse, catchy rhythm, physical responses – for example, silly walks*); and devise symbols which help to record their ideas for musical accompaniments to poetry. In Year 5 pupils recognise how music can reflect a certain mood, using adjectives such as *fast, loud, smooth, high, sad, joyful, dramatic* when listening to Vivaldi's *Four Seasons*; they recognise different types of instruments and genres of music, for example, folk, swing, opera, pop and jazz and understand the difference between *harmony* and *discord*. By the end of Year 6 pupils have further broadened their understanding, knowledge and skill and, most significantly, a love of music.

99. Teaching and learning across the school is very good. In the two lessons observed in Years 4 and 6, which were taught by specialists, the quality of teaching was excellent and pupils learned very well. Pupils in Year 4 sang well, in tune and with clear diction, breath control and attention to detail and used percussion instruments and playground equipment, for example, balls, to keep in time whilst singing. It was clear from the quick pace of the lesson that they were well-practised as a group and easily adapted a variety of rhythmic playground songs, including some from around the world, to practice their musical skills. Pupils in Year 6 were treated to an excellent lesson in singing through *call and response* technique in which *dynamics, tempo, style, melodic shape* and *key change* were explored. The teacher was very skilled in assessing the immediate needs of her pupils as they progressed towards singing a 'Victorian street cry' of a simple melody in four parts. In both lessons, the teachers responded sensitively and expertly to the needs and abilities of all of their pupils, while remained totally focussed on their learning objectives.

100. The leadership of music is good. The co-ordinator has introduced a published scheme of work to assist teachers' in ensuring that pupils build systematically on earlier learning. She has provided good support for colleagues. She runs many of the excellent extra-curricular music activities that are strengths of the school, including recorder groups and school choir. Individuals and groups of pupils have participated in a local music festival with much success.

PHYSICAL EDUCATION

101. Pupils achieve well and reach standards that are above those expected for their age. This is an improvement since the last inspection and is the result of good teaching that motivates pupils of all abilities to work hard and learn well. Additionally, the curriculum is well enriched with a wide range of activities and the subject is well managed. All aspects of the National Curriculum are covered, including swimming, athletics and outdoor activities.

102. Pupils throughout all years show good control in gymnastic exercise. They demonstrate a good range of different movement through space involving changes of body shape and speed. They think carefully about their movement, working successfully with partners to analyse and improve their technique. Pupils are well behaved and show impressive self-discipline in carrying out exercises and other floor work. They pay attention to safety and to the welfare of others. They are able to perform well in a number of outside team games such as rounders and cricket and show good progress through most lessons. Pupils participate enthusiastically and in a particularly effective dance lesson in Year 6 pupils worked together to produce a range of movement using the whole body to great effect.

103. Teaching is good. Teachers plan thoroughly to include all pupils in activities at their own level, no matter what their ability. Pupils with special needs are very well supported by classroom assistants and take a full part in all activities. Teaching is enthusiastic and staff display a high level of knowledge and skill in their work. For example, in an excellent lesson in Year 4, pupils were enabled to demonstrate their knowledge of rhythm by moving to a supplied beat and later to extend this to passing sticks in time to music. The lesson progressed to a point where pupils showed very good progress in bouncing a ball in time with the beat, extending their anticipation of rhythm and their motor control and balance. This enjoyable lesson was very well led by a skilled teacher who constantly varied and extended the challenge to pupils to improve their co-ordination and maintain their very high level of motivation and concentration on the activities.

104. Teachers make good use of praise, which motivates pupils further. They are skilled in pausing activities to make teaching points and to ask individuals or groups of pupils to

demonstrate good practice. In the best lessons pupils assess their own performance and judge the work of others. Their comments are invariably supportive and positive and this technique enhances the schools' success in teaching moral and social awareness. Classroom assistants are well used. They are well briefed on the lesson objectives and in relevant techniques and they play an effective role in ensuring that all pupils make progress in the lessons.

105. Management of the subject is good. The co-ordinator is very well qualified and provides good support and guidance to colleagues. The curriculum is appropriate and linked closely to the National Curriculum. The subject policy is sound and has been recently reviewed and updated. Assessment of progress is unsatisfactory. There are no opportunities for pupils to gain national awards and their progress in lessons is not recorded. Pupils make good use of the opportunities for self-assessment within lessons but these are not formally recorded and teachers have little real awareness of pupils' abilities and progress. Resources are very good. There is a wide range of good quality equipment, which is stored and very well maintained. Pupils have opportunities to practise and play a wide range of ball games. Indoor equipment such as crash mats are of very good quality and in very good condition. There are substantial extra-curricular activities. Matches are organised against other schools and tournaments are held in school. Several particularly gifted pupils have been encouraged to join local sports clubs and visits by a professional football team have given exciting opportunities for pupils to meet local sporting personalities, further motivating them to succeed.

RELIGIOUS EDUCATION

106. As at the time of the last inspection, pupils achieve satisfactorily and reach expected standards by the end of Year 6. in accordance with the locally agreed syllabus. Pupils have a good understanding of Christian festivals and beliefs and of stories from the Bible. Their knowledge and understanding of other religions, such as Judaism, Hinduism and Sikhism, is less secure. Pupils develop an understanding of religious concepts, for example, in Year 3 they have learned about pilgrimages. Pupils in Year 4 confidently compared and contrasted the biblical account of creation and science's 'Big Bang' theory. In Year 6, pupils demonstrated their maturity of understanding during an impressive lesson that compared 'life messages' in the Christian and Jewish religions.

107. Teaching is good overall as is pupils learning. In the best lessons teachers are well prepared and extend pupils' knowledge and understanding by the use of challenging questions. For example, in a Year 6 lesson, pupils were asked to write phrases which were important to them and described how they felt emotionally, prompted by carefully chosen music and poetry. In this lesson the ability of each pupil was planned for and work was carefully adapted to ensure each child made good progress. In an excellent Year 6 lesson, the teacher made excellent use of an interactive white-board to present information about the Genesis version of creation and that developed in recent years by scientists. Teachers vary in their confidence with the teaching material. In some cases they concentrate on factual knowledge and there are insufficient opportunities for pupils to consider how religion affects their lives. In the best lessons pupils are given opportunities to consider deeper questions of belief and to gain religious understanding. Pupils behave well in the lessons. They contribute answers to questions willingly and where very good teaching is seen are encouraged and motivated to explore their own ideas and given the confidence to express them to the class.

108. The management of the subject is unsatisfactory. The work is not sufficiently co-ordinated and there is little monitoring of teachers' skills and teaching performance. Consequently some teachers feel less confident to deliver sound teaching. The subject policy is weak and schemes of work are inadequately prepared. Teachers' lesson planning is thus

variable. In the best lessons it is exemplary but teachers in some cases do not have the experience and knowledge to plan appropriately to establish the necessary concepts required by the syllabus. This is the reason why standards are only satisfactory. Resources are good. Each classroom has a small collection of relevant textbooks and pictures and the school has a central store, which contains various artefacts. There is little assessment of pupils' progress. Pupils' books are marked conscientiously by staff but rarely do they comment on progress except in terms of spelling or grammar. There is no system for recording achievement in the subject.