

INSPECTION REPORT

Rockingham Junior and Infant School

Rotherham

LEA area: Rotherham

Unique reference number: 106855

Headteacher: Mr G. Oxe

Reporting inspector: Stafford Evans
21217

Dates of inspection: 30th June - 3rd July 2003

Inspection number: 253949

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Roughwood Road Wingfield Estate Rotherham
Postcode:	S61 4HY
Telephone number:	01709 740266
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Lyn Chadwick
Date of previous inspection:	27 th April 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr S. G. Evans 21217	Registered inspector	Information and communication technology Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mrs C. Stormonth 16472	Lay inspector	Inclusion	How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs T. Galvin 21020	Team inspector	English as an additional language English	How good are curricular and other opportunities?
Mrs S. Russam 10228	Team inspector	Special educational needs Mathematics Art and design	
Mrs V. Grigg 12331	Team inspector	Design and technology Geography History	Pupils' attitudes, values and personal development.
Mr J. Sangster 20010	Team inspector	Science Religious education	
Mrs C. Richardson	Team inspector	Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Rockingham is a junior and infant school with 342 pupils on roll aged 4 to 11 years. Forty-six children attend the nursery part-time. The school is larger than the average primary school. There are more boys than girls in the school. Attainment on entry to the nursery class at the age of three is below that expected for children this age. The percentage of pupils identified as having special educational needs - 20 per cent - is above the national average. Seventeen pupils have a statement of special educational need - proportionately much more than is found in primary schools nationally. The percentage of pupils entitled to free school meals is in line with the national average. Nearly 4 per cent of pupils are from ethnic minority backgrounds. Less than 1 per cent speak English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school in which pupils are given every opportunity to learn in a very friendly, caring and supportive way. Pupils attain standards in line with the national average in English and mathematics by the time they leave the school. This means that pupils make good progress during their time at the school. The quality of teaching is good. Pupils' personal development is very good. The leadership and management of the school are good.

What the school does well

- Pupils achieve well because throughout the school there is a very significant amount of good, very good and excellent teaching that positively affects pupils' learning.
- Pupils like school. Their attitudes to school and behaviour are very good. Their relationships with one another are excellent. This very positively affects pupils' good quality of learning.
- There is a strong emphasis on provision for pupils' personal development.
- The school has very good links with parents.
- The headteacher provides high calibre of leadership. He, very ably supported by the deputy headteacher and staff, creates an atmosphere within the school in which pupils are very keen and able to learn.

What could be improved

- Despite satisfactory progress in relation to prior attainment, pupils attain standards in writing and science by the end of Year 6 that are below the national average.
- Although the school has recently put sound plans in place, the long-term strategic financial planning is unsatisfactory.
- Pupils' attendance rate is improving but remains below the national average.

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 April 1998. The improvement made since the last inspection is good and the school is well placed to maintain this improvement and build on it further. Standards of pupils' attainment in the national tests are significantly higher now than at the time of the last inspection. The quality of teaching is better. For example, the amount of very good or excellent teaching has more than doubled. All the key issues for action identified in the last report have been successfully addressed:

- standards of attainment in information and communication technology have improved markedly;
- the leadership and management of the subject co-ordinators have improved. They are now good;
- the analysis of pupils' test results is much more thorough and used far more effectively to set targets for pupils to achieve;
- there is now effective monitoring of the school development plan.

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	C	D	C	C
Mathematics	C	E	D	D
Science	C	E	C	C

Key

well above average A

above average B

average C

below average D

well below average E

Inspection evidence indicates that standards by the end of Year 6 in English are similar to those in the table above for 2002. However, in writing, standards are below average. Currently, pupils attain standards in mathematics that are in line with the national average and below average in science. This represents good achievement because there is a very high percentage of pupils in Year 6 who have special educational needs - 36 per cent, with 13 per cent having statements of special educational need. Last year's Year 6 also achieved well in relation to their prior attainment. By the end of Year 6, pupils attain above national expectations in art and design and physical education. They attain in line with national expectations in information and communication technology, design and technology and music. Although they make satisfactory progress in geography and history in relation to prior attainment, pupils attain below national expectations. Pupils achieve well in Years 3 to 5. Standards in religious education are in line with those recommended in the locally agreed syllabus. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs make good progress. Ethnic minority pupils attain similarly to their classmates. Higher attaining pupils attain satisfactorily.

Despite good progress by the end of the Foundation Stage, children attain below expected standards in communication, language and literacy, mathematics and knowledge and understanding of the world. Standards in creative, physical, personal and social development are in line with national expectations. Pupils make good progress in Years 1 and 2. By the end of Year 2, pupils attain average standards in English, mathematics and science. They attain nationally expected standards in art and design, design and technology, geography, history, information and communication technology, music and physical education. Standards are satisfactory in religious education.

The school sets challenging targets for pupils to attain by the end of Year 6. The targets for the current Year 6 have been exceeded in English and mathematics.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils like school and have very good attitudes to their work. They are very interested in school and willingly involve themselves in the range of activities the school provides.
Behaviour, in and out of classrooms	Pupils' behaviour in and around the school is very good. They are polite to each other and to adults and look after their own property as well as that of others. There have been no exclusions in the last 18 years.
Personal development and relationships	Pupils have excellent relationships with one another and with adults in the school. Their personal development is very good. Pupils respect other people's differences, show initiative and willingly take responsibility.
Attendance	Although improving, the attendance figures are below the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good in all subjects. The teaching has many strengths and no significant weaknesses. The strengths of the teaching include: the teaching of basic skills; very good management of pupils' behaviour; the high expectations teachers have for what they want pupils to achieve; and the very good use of support staff. Support staff make a very positive contribution to pupils' learning. Teachers teach literacy, numeracy, and information and communication technology skills effectively in other subjects. The quality of teaching pupils identified as having special educational needs is good. The school meets the needs of the higher attaining pupils effectively.

The quality of pupils' learning is good. Pupils are keen to learn and clear about what is expected of them. They have a sound understanding of what is good about their work. However, all pupils do not have a clear enough idea in English of what exactly they have to do to reach a higher standard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Work is well planned to cover the six areas of learning for the Foundation Stage. There is a satisfactory range of learning opportunities for pupils in Years 1 to 6. However, in Year 6, the school does not cover work in sufficient depth in geography and history. The good provision for extra-curricular activities enriches the quality of pupils' learning further.
Provision for pupils with special educational needs	Satisfactory. Support for pupils with special educational needs is good. It enables pupils to participate fully and with confidence in all their learning. However, the management of the administration of this aspect of the school is poor.
Provision for pupils with English as an additional language	The provision for these pupils is very good. It ensures that pupils have equality of opportunity in order to take full advantage of the learning experiences that teachers give them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is very good provision for pupils' spiritual, moral and social development. It is satisfactory for their cultural development. The school ensures that pupils have a very clear understanding of what is right and wrong and show a high degree of respect for all people.
How well the school cares for its pupils	The provision for pupils' pastoral care and welfare is very good. The learning mentor provides very good support for pupils. Procedures for child protection are in place. Teachers and support staff know the pupils very well and have good quality information in English and mathematics to tell them what pupils have done well and where they need help. Therefore, the school directs support effectively to pupils who need it most. However, this good practice is not fully in place for other subjects.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and sound management of the school. The headteacher creates a very good team spirit among all staff and there is a definite shared commitment to succeed. The deputy headteacher fulfils his role very effectively. Subject co-ordinators provide good leadership and management of their subjects.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities satisfactorily. They have a sound grasp of the strengths and weaknesses of the school. They are very supportive of the school and work closely with the staff in their efforts to achieve high standards.
The school's evaluation of its performance	The school monitors closely and evaluates effectively its performance. It knows its strengths and areas that require development and takes effective action to secure improvement.
The strategic use of resources	New procedures put in place will address the weaknesses in the planning and monitoring of the school's spending of the funds available to them. Long-term strategic financial planning remains a weakness. The school applies the principles of best value satisfactorily. The school is adequately staffed and there is adequate, well looked after, accommodation. There are sufficient learning resources in all subjects.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

One hundred and fifty-seven questionnaires were returned. This was 46 per cent of those sent out. Nine parents made a written response. Ten parents attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • The school enables their children to make good progress. • The teaching is good. • Their children receive the right amount of homework. • Their children behave well at school. • The school is very easy to approach with concerns. • Staff have high expectations for their children. • The school works closely with parents. • The school is well led and managed. • The provision for their children's personal development is good. 	<ul style="list-style-type: none"> • Some parents feel there are insufficient out-of-school activities.

The parents think very highly of the school and provide good support for the school. The school has very good links with parents and the inspectors support the parents' positive views. The range of out-of-school activities is very good for pupils in Years 3 to 6 and satisfactory for pupils in Years 1 and 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of most children on entry to the nursery is below that typical of children of this age and a significant number have well below average use and understanding of language and mathematics. They make good progress by the time they enter Year 1. By the end of the Foundation Stage, they attain below expected standards in communication, language and literacy, mathematical development and in their knowledge and understanding of the world. They attain nationally expected standards in their creative and physical development and in their personal, social and emotional development. The good progress that children made at the time of the last inspection has been maintained.
2. Pupils achieve well by the end of Year 2 compared with their prior attainment. Inspection evidence indicates that standards in English, mathematics and science are in line with the national average. Pupils' literacy skills in subjects other than English are satisfactory, with good standards in history and science. Their numeracy skills in subjects other than mathematics are satisfactory. Current standards reflect those attained in the national tests of 2002. They achieve average standards compared with similar schools. The standards attained in the national tests show good improvement compared with the time of the last inspection. By the end of Year 2, pupils attain standards that are in line with national expectations in information and communication technology, art and design, design and technology, geography, history, music and physical education. In religious education, they attain standards in line with those recommended in the locally agreed syllabus.
3. The rate of progress in Years 3 to 6 is good and pupils achieve well by the end of Year 6 in relation to their prior attainment. By the end of Year 6, inspection evidence indicates that pupils attain average standards in English and mathematics and below average in science. The English and mathematics standards reflect those attained in the national tests in 2002. In science they are lower. Also, within English, writing standards are below average. The reason for this is that the proportion of pupils identified as having special educational needs in the current Year 6 is twice that found in the rest of the school. The current Year 5 pupils are on course to attain standards that are above average at the end of Year 6 next year. Pupils attain well in comparison with similar schools when prior attainment is considered. Although recent test results would indicate otherwise, inspectors found no significant difference in the attainment of boys and girls.
4. By the end of Year 6, pupils attain above nationally expected standards in art and design and physical education. They attain standards in line with national expectations in information and communication technology, design and technology and music. They attain the recommended standards of the agreed syllabus for religious education. Standards are satisfactory in the history and geography work that pupils do. However, they do not cover the full range of work in Year 6 in these subjects as laid down in the National Curriculum. Thus, standards overall are below national expectations.
5. There has been good improvement in standards since the time of the last inspection. The standards pupils attain in the national tests are significantly higher than they were at the end of the year of the last inspection in 1998. There was a big improvement between 1998 and 2000. Overall, the trend is in line with the national trend over the same period of time. The school has successfully addressed the key issue of raising standards in information and communication technology by the end of Year 6. The unsatisfactory standards in design and technology have improved to satisfactory. Standards in physical education and art and design have improved from satisfactory to good. Although current

standards in science are below average, the overall trend since the last inspection has matched that found nationally.

6. There is no significant difference in the achievement of ethnic minority pupils and their classmates. The few pupils who learn English as an additional language make very good progress in relation to their prior attainment. For example, Year 1 pupils who spoke no English on entry to the school in reception have reached the average level expected of this age in reading, speaking and listening. The standard of these pupils' writing is above average, for example in spelling key words and punctuating sentences.
7. Pupils with special educational needs, including those with a statement of special educational need, make good progress in relation to their prior attainment. Their progress in reading is particularly good because of the support they receive. The good progress that pupils with special educational needs make is due to good and very good teaching. However, their individual education plans are not an effective tool for helping teachers plan work for these pupils. Therefore, pupils' progress towards the specific targets in the individual educational plans is unsatisfactory.

Pupils' attitudes, values and personal development

8. Pupils' attitudes to school are very good and have improved since the time of the last report. They enjoy school and have positive attitudes to learning and to school, which they were very pleased to share with the inspection team. They said that the school is '*friendly*', and that they are encouraged '*to be their own person*'. They like the school, which they say has good equipment, is clean, orderly and warm and they '*feel cared for*'. They find the staff helpful and willing to give their time when they get stuck and they cited many to whom they could turn if they had a problem or needed help. They are highly motivated in lessons, concentrate hard and are keen to enter into discussions and contribute to all lessons. The youngest children in the nursery and reception classes develop confidence in themselves and gain good social skills, relating well to other children. They work and play well together, learning to share toys and activities and take pleasure in each other's company. Parents are very pleased that the school makes their children feel happy and secure. They are particularly pleased with the high quality of all staff who contribute to pupils' positive attitudes.
9. The standards of behaviour around the school are consistently very good, even when rain prevented them playing outside. In the wet playtimes and lunchtimes, their behaviour was particularly commendable as they quietly followed known procedures and organised themselves without fuss. These standards have been maintained since the time of the last report and parents are very positive about this. The school is orderly. Pupils are polite and friendly, saying '*sorry*', when appropriate, ask if visitors need assistance and readily hold doors open for others. They happily talk about their work and give their opinions. They are confident and this was seen when a pupil talked openly, and with great candour, about his particular disability which was accepted by others. The imbalance of boys and girls has had a positive effect on their relationships, as there is far more mixing between the groups than is normally seen. There are very few incidents of racial discord or bullying which are mostly squabbles in the early years, even to the extent of wanting to be responsible to tidy up. A very high degree of harmony exists within the school. There have been no exclusions in the school.
10. Relationships within the school are excellent, both between staff and pupils, and amongst pupils. The school works very hard to promote kindness and tolerance, for example through the excellent assemblies, where pupils are encouraged to think about their actions. This was seen when bullying was the theme. There are many occasions when pupils work together, share resources and help each other. This was seen, for example in a design and technology lesson, when pupils helped each other fit together their

wheeled vehicles. The school encourages pupils to respect and value each other and the good role models provided by the staff reinforce this.

11. Pupils' personal development is very good. There are many opportunities for pupils to take responsibility for their own learning in pairs and groups and these are particularly well developed in the nursery and reception classes when they choose their activities. Pupils willingly and responsibly take on the role of monitors around the school and they do not need prompting to take up their positions when watching others enter the school. They watch the standard of dress and check that they enter quietly. They also initiate many activities that raise money for charities of their choice. Sales, for example of cakes and toys, are always evident and these are organised in order to help others.
12. Attendance is unsatisfactory and is below the national average. Authorised absence is mainly attributable to genuine illness including an outbreak of influenza which caused many pupils to have a week or more absence last December. Another major factor, accounting for a quarter of all absence, is the large amount of holidays taken during term time, causing serious disruption to learning. Unauthorised absence levels are below the national average. Punctuality is good.

HOW WELL ARE PUPILS TAUGHT?

13. The quality of teaching is good. It is satisfactory or better in 97 per cent of lessons. It is excellent in 5 per cent, very good in 30 per cent, good in 49 per cent, satisfactory in 13 per cent and unsatisfactory in 3 per cent. The quality of teaching has improved since the time of the last inspection when it was described as 'mainly good'. Teachers now have higher expectations for the more able pupils. Also, there is improvement in the teaching of children in the Foundation Stage, in English, mathematics, science, art and design, design and technology, geography, history, information and communication technology and religious education. The quality of teaching is now good in these subjects compared with satisfactory at the time of the last inspection. The good quality of teaching in music and physical education has been maintained.
14. Teaching for children in the Foundation Stage is good and this has a positive effect on their learning. Staff manage children's behaviour very well. The excellent relationships that they have with them, clearly established classroom routines and the good organisation of resources underpin the staff's approach to managing the children's behaviour. Staff frequently praise children's efforts and achievements and this fosters children's confidence and learning. Staff teach basic skills very well with high expectations for what they want children to achieve. There are good assessment procedures for tracking children's progress which staff use successfully to plan the next steps in children's learning. Support staff are deployed effectively in lessons and make a positive contribution.
15. In the teaching of pupils in Years 1 to 6, teachers' lesson planning is good in English and mathematics and satisfactory in other subjects. The setting of pupils in Years 2 and 6 into groups by ability for English and mathematics has a positive impact because it enables teachers to plan work more efficiently to meet the needs of similar attaining pupils. This ensures pupils know what is expected of them in lessons and their learning is focused. Teachers use a range of good teaching methods. These include whole-class teaching, group and individual work, involving practical, investigative and problem solving activities. This was very evident in an excellent numeracy lesson in Year 6. Pupils solved problems by extracting and interpreting information from charts, tables and diagrams. There was an excellent whole-class introduction followed by pupils successfully working together to solve the problems related to 'real life' situations concerning their residential visit to Scarborough. Teachers have secure subject knowledge. In an excellent Year 3/4 art lesson, the teacher's explanations and

descriptions of sculptures were very good. This meant pupils had a very clear idea of what was expected of them in the lesson.

16. Teachers manage pupils' behaviour very effectively. A strength of their behaviour management strategies is the excellent relationships between staff and pupils. Teachers have high expectations for pupils' behaviour and for what they want pupils to achieve academically. There is good use of support staff to help pupils learn. For example, in a good Year 2 literacy lesson, a pupil with special educational needs played a full part in the introduction because of the very good support received from a learning support assistant. The assistant quietly provided guidance for the pupil so he answered with well-thought out responses. His self-esteem visibly grew and he enthusiastically tackled his written work. Time is mainly managed well in lessons. Little or no time is wasted in lessons because they are well organised, correctly resourced and pupils are clear about what is expected of them. However, the small amount of unsatisfactory teaching was due to too slow a pace in lessons. That meant pupils did not complete as much work as they should. Information and communication technology is used satisfactorily to support pupils' learning. For example, they complete science work using computers and research history and geography work.
17. The teaching of basic skills is good, particularly in English and mathematics. For example, in a very good numeracy lesson in Year 5, pupils calculated the area of a shape accurately. This was because they knew how to split up high numbers and use their skills of multiplication. In a good literacy lesson in Year 6, pupils used their literacy skills to identify similarities and differences between the novels 'Kensuke's Kingdom' and 'Dancing Bear'. This followed very good teaching of subordinate clauses at the start of the lesson. Pupils then used subordinate clauses when writing about the differences between the novels.
18. Teachers quickly identify the needs of the few pupils who learn English as an additional language and they give the pupils the extra help that they need. Also, the pupils benefit from the many effective activities that teachers use to develop the speaking and listening skills of all pupils, such as working in pairs or small groups for discussions, reading and writing. Support in whole class lessons for pupils with special educational needs is good. It is effective in enabling pupils to participate fully and with confidence in all learning tasks. Learning support staff are particularly effective and make a valuable contribution to the quality of teaching and learning. However, teachers do not make satisfactory use of individual education plans to inform their planning or match the work they provide to the pupils' individual needs. The quality of the marking of pupils' work is satisfactory. All work is marked and the best marking places an emphasis on what pupils need to do to improve their work. Homework is provided and satisfactorily extends pupils' learning in class.

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

19. The school provides a satisfactory range of learning experiences for its pupils that meet both their academic and personal needs. It meets all the requirements of the National Curriculum. However, even though the school plans full coverage of geography and history, in Years 6, topics are not taught in sufficient depth. The requirements for religious education are met. The school has a satisfactory programme for personal, social, health and citizenship education. It is taught mainly through lessons in which pupils discuss their thoughts and experiences whilst sitting in a circle - circle time - and through subjects such as science. The programme includes drugs awareness and sex education. Improvement has been satisfactory since the time of the previous inspection.
20. The strengths in the curriculum are:

- the good provision for the Foundation Stage, English, information and communication technology, art and physical education;
 - the good provision for ensuring pupils' equal access to the curriculum;
 - the good range of activities outside lesson and the contribution of the community to pupils' learning.
21. The area to develop is:
- the provision for geography and history in Year 6.
22. The good curriculum for children in the Foundation Stage covers all the recommended areas of learning, and enables all children to make good progress in all their areas of learning. There is a good balance between activities that are chosen by children and daily planned activities for small groups that are led by the staff. There is a strong focus on the development of specific skills in speaking, listening and the use of language to develop thinking skills. Activities are changed regularly so that children are given a very good variety over the year. These are linked well to themes of one of the subjects of the National Curriculum.
23. From Years 1 to 6, teachers plan carefully a good range of work in English, information and communication technology, art and design and physical education. Staff implement the National Literacy and Numeracy Strategies effectively. The support staff successfully teach extra 'catch-up' programmes for lower attaining pupils in these subjects. Therefore, pupils' achievement is good. Across the school, they attain average standards in English and mathematics and above average standards in art and design by the end of Year 6. The school also provides extra lessons in brass, guitar and percussion instruments that successfully extend the musical learning of the pupils who take part in them.
24. Staff have recently started to plan curriculum links across subjects. For example, some elements of the science curriculum are taught through literacy lessons. The initiative has good potential but it is too recent to judge its impact on standards in subjects other than English. Throughout the school, teachers promote pupils' literacy skills in science and history effectively. This was evident when a Year 6 pupil wrote in science, *'During the day, every hour we went outside and measured the length of the shadow and its position around the pole, with tent pegs and string'*. However, teachers do not promote pupils' literacy skills enough in religious education because they do not ask pupils to record their work often enough.
25. The school's provision is good for ensuring that pupils have equality of opportunity to take full advantage of the learning experiences that it offers. Examples of this are that staff within a year group plan the curriculum together in order to ensure that pupils in both classes have the same experiences. The staff also encourage girls and boys to take part in all the activities that the school offers. The provision is good for the few Year 1 pupils who learn English as an additional language, because of the good quality English teaching and curriculum that the school provides. Therefore, the pupils make very good progress in relation to their prior attainment.
26. The provision for pupils with special educational needs is satisfactory. The school provides a flexible range of support to meet the various needs of individual pupils. The most effective is in-class support from class teachers and learning support assistants. Although teachers have copies of pupils' individual education plans, they are not used to effectively plan work to meet the needs of individuals. The school ensures that the provision outlined in pupils' statements is in place and is reviewed annually in line with Code of Practice guidance. The curricular arrangements for the withdrawal of a small proportion of pupils for additional help is unsatisfactory. It does not promote the inclusion of all pupils by providing them with equality of access to the full National Curriculum. The school has not identified any gifted or talented pupils.

27. The school provides a good range of activities outside lessons that enhances the curriculum for the very considerable number of pupils who take part in them. In Years 3 to 6, there are, for example, clubs for seasonal sports, art, gardening, French, the Internet, choir and a homework club for Year 6 pupils. Basketball is provided for pupils in Years 1 to 6.
28. The school has good links with the local and wider community that extend pupils' learning across a variety of subjects. Examples of this are an actor who dresses as a Roman centurion, linked to pupils' work in history. A local football and basketball club contribute to the activities outside lessons and a local clergyman contributes to assemblies. Visits out of school extend the curriculum, for example to a local church, Haddon Hall, Sherwood Forest, the pantomime, and a residential visit for Year 6 pupils to Scarborough linked to their work in geography. Parents provide a homework club for pupils in Years 1 to 2. The school works hard to maintain satisfactory links with the local secondary school. These links ensure the smooth transfer of Year 6 pupils to the next stage of their education.
29. The school makes very good provision for pupils' personal development. This is an improvement on the last inspection, when it was judged to be satisfactory. The greatest improvement has been in the provision for spiritual development which was satisfactory at the time of the last inspection and is now very good.
30. The school has an ethos of great care, which reflects the value its staff place on every pupil and his or her contribution. The school's provision for spiritual and moral development is very good. This is illustrated in the 'good work' assemblies when each class has the opportunity to present its work to the rest of the school and to parents. Some assemblies also provide very good opportunities for prayer and reflection, including moral and social issues, such as bullying. Adults in the school provide good role models for pupils, showing great care and respect in the way they deal with one another and with pupils. This helps to develop pupils' own self-esteem. Pupils are encouraged to think about the consequences of their actions and to make their own decisions, for instance about when it is necessary to apologise. In this way, they develop a clear sense of what is right and wrong.
31. Pupils are given very good opportunities to develop socially. They work together well in lessons, for instance when they carry out investigations in science. Pupils in Year 2 were observed determining amicably who carried out which task within the group. There are many opportunities for older pupils to take responsibility, for instance as attendance, team points or corridor monitors, when they help to ensure the smooth running of the school. Pupils also take the initiative in raising money for what they themselves decide to be good causes, for instance by holding sales during break times. All these activities contribute very well to pupils' social development as they collaborate with others in different situations. The clear expectations of the school are that pupils will show courtesy towards and consideration of others.
32. The provision for cultural development is satisfactory, as it was at the time of the last inspection. Pupils listen to music from around the world, as well as to European composers such as Grieg. They also have the opportunity to learn a range of instruments during the school day. In art, they learn to appreciate the work of artists such as William Morris. They learn about the contribution of past eras, for instance the Victorians, and the curriculum is enriched by a range of visits to local places of interest. Pupils learn about the major world faiths in religious education and about celebrations such as the Chinese New Year or Diwali. However, there are few opportunities for pupils to appreciate the diversity of cultures which exist within British society and which are not represented in the

school community, for instance through visits and visitors to the school. This is still an area for development, as it was at the time of the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. The school continues to take very good care of pupils and this is a major strength. Staff really care about pupils and pupils confirm their strong trust and confidence in their teachers and other adults in the school and say that, 'We would always have someone to talk to if we felt worried or troubled'. This helps pupils to feel happy, safe and secure.
34. Procedures for monitoring and improving attendance are good. Registers are consistently maintained, scrutinised regularly and absences are followed up to encourage good attendance and minimise unauthorised absence. Holiday taking in term-time is actively discouraged but parents seldom heed the school's pleas to give education the greater priority.
35. The procedures for monitoring and promoting behaviour are outstanding. Behaviour is managed in a highly effective and positive way that is constantly reinforced throughout the school day. Behaviour management is a real strength in the classroom and lessons flow uninterrupted. Supervision on the playground is excellent and staff interact with pupils very well. Pupils are very familiar with the high expectations for behaviour and behave very well. Rewards and sanctions encourage better behaviour and effort. The procedures for eliminating any oppressive behaviour are also outstanding. Bullying and racism rarely occur and are dealt with very effectively when reported.
36. The arrangements for child protection are very good and fully meet all the requirements. Staff are aware of the procedures and the school is vigilant and carefully monitors any suspicious circumstances. Pupils in foster care are also monitored very well and supported sensitively. When pupils are sick or injured, they receive a high level of care and attention and all pupils' medical conditions and other disabilities are catered for very well. The school is aware that more trained first aiders are required to ensure adequate coverage after some recent staff changes. The management of health and safety is generally good, risk assessments are thorough and any issues are addressed quickly. Detailed risk assessments of school trips and physical education are particular strengths. Issues raised during the inspection were notified to the school.
37. The monitoring of pupils' personal development is good, promoted by teachers who know pupils very well, keep their own records about personal development and track pupils' behaviour. Teachers show high levels of support and commitment to pupils and are able to give them good advice for improving attitudes and social skills, and encourage a good work ethic. The learning mentor gives pupils individual help and advice for coping with a range of difficulties and the results are very positive. Her record keeping and monitoring systems are impressive and pupils show big improvements in confidence and self esteem. The lunchtime club provides high quality help to more vulnerable pupils who need support and want to talk, seek advice and share issues.
38. Procedures for assessing pupils' progress and attainment are satisfactory. The school has sufficient data to provide essential information to be used by teachers in their planning for English, mathematics and science. The school plans to develop suitable assessment systems for other subjects where no system is currently in place.
39. Details from entry into the nursery, the assessment in reception and statutory assessment tests are supplemented by information from the optional tests in Year 3, 4 and 5. For example, in English, there are good, effective systems for assessing pupils' reading, and writing assessments are carried out each term. In Years 1 to 2, teachers use the information they have about the attainment and progress of the few pupils who learn

English as an additional language effectively. For example, they use the information to provide the pupils with work at the right level for them and they set specific targets for them to achieve in English. As a result, these pupils make very good progress in relation to their prior attainment, for example in writing. The school has made a start to the setting of targets in literacy and numeracy. However, the information is not used sufficiently effectively and consistently. There is opportunity for improvement to ensure that the information is used:

- to adapt planning more effectively to ensure that all pupils build on previous learning and progress at a suitable rate;
- to share good practice in matching work to pupils' abilities consistently;
- to confirm that all teachers make sure that pupils know what they have to learn next to achieve higher levels of work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The partnership with parents continues to be a strong and successful feature. Parents have very positive views of the school and are happy with most aspects. They are particularly pleased with the good teaching, how approachable the school is and the high expectations for pupils to work hard and do their best.
41. Parents have some minor misgivings about the range of extra-curricular activities and the quality of information they receive. On investigation, it was found that the extra-curricular arrangements are good and the quality of information parents receive is also good.
42. The effectiveness of the school's links with parents is very good. The family induction arrangements are very good. Children settle quickly when they start school. The home-school books are used very well to record reading and for active dialogue with some parents. Parents are welcome in school and have good working relationships with staff in joint approaches to improve standards, behaviour and to ensure pupils' happiness. Parents' views are gauged by the school in an open and friendly way and parents' ideas are welcomed and valued as part of school improvement.
43. The quality of information provided for parents is good. Notices with all the latest news and dates for the diary are prominently displayed. The regular, friendly and well-written 'Rockingham News' newsletters keep parents fully in touch with news and information. Other letters are good and let parents know about curricular planning for any special activities and trips. The quality of information about children's progress is good. The formal consultation opportunities to discuss work and share new targets for learning are good. Staff make themselves available each day to informally discuss and address any issues with parents. The headteacher is a visible presence before and after school and is very keen to make himself available to talk to parents. Full annual school reports are good for reporting progress in English and mathematics. Skills are reported very well and there is some very helpful and detailed advice for improvement in addressing areas of weakness. Other documents such as the parents' handbook, special educational needs guide and the school prospectus are full and well-written documents and meet all requirements.
44. The impact of parents' involvement on the work of the school is very good. Some parents are governors and actively help to move school developments forward. Many parents regularly volunteer to help each week, offering high quality support in the classroom, especially for reading. Parents also help with music and various crafts. A father was also seen giving high quality support in control technology that pupils thoroughly enjoyed. When needs arise, parents willingly help with activities like trips and the design and technology and the science days and help to make these activities even more successful.

45. The parents and friends' association is a very active and hardworking group who raise funds and provide enjoyable social activities. For example, funds have been raised to pay for useful resources including the new computers in Year 1 classes and the interactive smartboard in the information and communication technology suite. Parents come to school whenever they are invited. For example, they come to church services, assemblies, school productions, sports and musical activities and various very helpful meetings and workshops to support their children's learning. Parents have their own monthly prayer group, are very supportive of the school and pray for school intentions.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The school is very well led by the headteacher who provides influential and supportive leadership. He has a clear vision of the sort of school he wants, makes it a priority to value everyone within the school community and ensures they develop their full potential. This creates a very positive ethos which reflects the school's commitment to be a very effective place to learn, with excellent relationships and equality of opportunity for all. The deputy headteacher and senior teachers, who, together with the headteacher provide a very good senior management team for the school, very ably support him.
47. All staff offer strong support for the headteacher. There exists a very good team spirit among the staff and there is a shared commitment to achieve high standards. The headteacher and senior teachers monitor teaching and learning effectively. The headteacher has a good understanding of the needs of the pupils who learn English as an additional language and he uses this knowledge to give effective support and advice to staff. The school has few such pupils and the headteacher seeks out any extra help that may be available for them from outside specialist agencies. The school receives no extra funding for the few pupils who learn English as an additional language. Subject co-ordinators mostly provide good leadership. However, within their monitoring procedures, they do not look closely enough at the quality of work produced by pupils. However, they do have a clear picture of how well pupils attain.
48. A weakness is the ineffective leadership and management of special educational needs. Pupils' records are not well maintained. There is inadequate monitoring of the use made of individual education plans throughout all subjects of the curriculum. There is a policy for special educational needs but it is very long and contains some irrelevant information. Special educational needs feature in the school development plan and there is a named governor with responsibility for this aspect of the school's work. However, the governors have had too little involvement in monitoring the quality of special educational needs provision or devising any criteria for assessing the value of this element of the school's work, or how the school uses the devolved budget for special educational needs.
49. The governing body fulfils its responsibilities satisfactorily but there are omissions from the governors' annual report to parents. The headteacher keeps them informed about the life of the school and the standards and quality of education pupils receive. Governors visit the school regularly and have first-hand experience of how the school runs. The chair of governors works closely and effectively with the school and there are good, positive relationships between staff and governors. Consequently, governors have a sound understanding of the school's strengths and weaknesses. They are fully involved in the school improvement planning process and thereby make a sound contribution in the shaping of the school's development.
50. The school has good procedures for the evaluation of its work and the results are used effectively to plan improvements. The areas for improvement are included within the school's improvement plan which is a good instrument for planning and monitoring improvement. The school sets the right priorities and achievable targets. The school's performance management arrangements are very good, underpinned by a good policy.

Targets for raising standards have been set for the staff and headteacher. They are closely linked to the targets within the school improvement plan. The school has very good potential to provide very effective initial teacher training.

51. Strategic financial planning is a weakness in the management of the school. There was a large under-spend in the budget last year. This occurred because income and expenditure was not monitored closely enough. The school has put in place good procedures to ensure that this does not happen again. They have allocated most of the under-spend to maintaining current staffing levels. What is still not in place is a long-term outline financial forecast based on trends in pupil numbers, staff salaries or costs of maintaining buildings or replenishing resources. Without this, the school cannot be sure that staffing levels can be maintained. The standard of financial administration in the school is satisfactory which reflects the findings of the latest auditors' report. The principles of best value are applied satisfactorily.
52. The school has a suitable number of qualified staff to meet the demands of the curriculum. Co-ordinators' roles are matched wherever possible to teachers' qualifications and experience. There are two newly qualified teachers. There is a good programme of staff training in place, linked to the school development plan and the school's appraisal and performance management system. This provides professional development and training for newly appointed staff. There is a suitable number of support staff who are well deployed and used effectively by the teachers with whom they are working. They are also provided with opportunities to benefit from in-service training. The administrative and premises staff contribute effectively to the smooth day-to-day running of the school and ensure the grounds and building are well maintained.
53. The quality of the accommodation is satisfactory. Children in the Foundation Stage are taught in bright, airy and well-decorated rooms. They also have access to a good range of outdoor play equipment and resources. Classrooms for pupils in Years 1 to 6 vary in size but are generally adequate for the number of pupils. Imaginative use has been made of the expanse of corridors to create bays for teaching small groups of pupils, library areas and book corners, as well as dedicated areas for the use of information and communication technology. The central hall is adequate for physical education lessons, school assemblies and drama productions. There are separate dining facilities for school lunches. The school is set in extensive grounds which are well maintained and tastefully designed to include pleasant grassed and seating areas.
54. The range of learning resources is satisfactory. However, in spite of some subject areas being well resourced, including mathematics, art and design, physical education and music, the computers are unreliable. The school is in the process of addressing these deficits. The stock of books in the library is also unsatisfactory because there are not enough books. Some resources are not stored as well as they could be and this results in areas of the school appearing cluttered and untidy. This is compounded when peripatetic music lessons are also being taught in the corridor.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The headteacher and staff in conjunction with the governing body should:

- intensify the successful strategies to raise standards of attainment in writing by the end of Year 6. Also, ensure that pupils are clear about exactly what they have to do in order to improve their work over the short and longer term; (Paragraphs 3, 39, 71 and 73)
 - raise standards of attainment in science by the end of Year 6 by providing more able pupils with harder investigative work to do and devote more time to the subject; (Paragraphs 3, 97 and 98)
 - continue to improve pupils' attendance so it is at least in line with the national average; (Paragraph 12)
 - as planned, the headteacher and governors should improve long-term strategic financial planning by having outline financial forecasts for the next three years, based on trends in pupil numbers, staff salaries and costs of maintaining buildings and resources; (Paragraphs 48 and 51)
 - improve the management of special educational needs by:
 - improving the use of funds allocated to special educational needs;
 - monitoring the use of individual education plans more rigorously to ensure that they are used effectively to support pupils' learning in all lessons. (Paragraph 48)
-

In addition to the above key issues, the less important areas for development are:

- as set out in the school development plan, improve assessment procedures in subjects other than English and mathematics; (Paragraph 39)
- raise standards in history and geography by the end of Year 6 by ensuring staff teach everything they should in geography and history in Year 6. (Paragraphs 4, 21, 24 and 114 to 121)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	20	33	9	2	0	0
Percentage	5	30	49	13	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	23	342
Number of full-time pupils known to be eligible for free school meals	0	60

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	17
Number of pupils on the school's special educational needs register	0	69

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

Attendance

Authorised absence

	%
School data	5.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	16	42

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	23	24
	Girls	14	15	15
	Total	37	38	39
Percentage of pupils at NC level 2 or above	School	88 (94)	90 (96)	93 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	22	23	24
	Girls	14	14	14
	Total	36	37	38
Percentage of pupils at NC level 2 or above	School	86 (92)	88 (96)	90 (98)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	22	29	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	15	18
	Girls	24	20	27
	Total	40	35	45
Percentage of pupils at NC level 4 or above	School	78 (67)	69 (63)	88 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	14	17
	Girls	26	22	28
	Total	43	36	45
Percentage of pupils at NC level 4 or above	School	84 (72)	71 (73)	88 (83)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
311	0	0
0	0	0
3	0	0
4	0	0
1	0	0
1	0	0
1	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

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

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

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	22.8
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	280

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	23
Total number of education support staff	2
Total aggregate hours worked per week	32
Number of pupils per FTE adult	12

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-02
	£
Total income	799,813
Total expenditure	739,147
Expenditure per pupil	1,905
Balance brought forward from previous year	13,686
Balance carried forward to next year	60,665

Results of the survey of parents and carers

Questionnaire return rate - 46 per cent

Number of questionnaires sent out	342
Number of questionnaires returned	157

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	41	3	2	0
My child is making good progress in school.	61	36	2	1	0
Behaviour in the school is good.	45	47	5	1	2
My child gets the right amount of work to do at home.	35	59	5	1	0
The teaching is good.	66	31	3	0	0
I am kept well informed about how my child is getting on.	52	38	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	3	1	0
The school expects my child to work hard and achieve his or her best.	72	27	1	0	0
The school works closely with parents.	51	38	8	2	1
The school is well led and managed.	65	31	3	0	1
The school is helping my child become mature and responsible.	53	41	3	1	2
The school provides an interesting range of activities outside lessons.	45	34	11	4	6

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

56. There are currently 46 children in the nursery. Twenty-five attend in the morning and 21 in the afternoon. Approximately one-third of the children started in the nursery at Easter. The attainment of most children on entry to the nursery is below that typical of children of this age and a significant number are well below average in their use and understanding of language and mathematics. On first entering school, they find it hard to sit and listen, but achieve well before they move into reception because of the good teaching.
57. In reception there are 51 children. A few will attain standards expected of children before they move into Year 1, but the majority are below expected levels in communication, language and literacy skills, mathematical development and knowledge and understanding of the world. Children who have three terms in reception have longer to build on their personal, social and emotional development than children who have had only two terms in reception. They are, therefore, likely to find it easier to adapt to the more formal approaches of learning in Year 1. The new arrangements from September will provide all children with the same amount of time in nursery and reception, which will be beneficial.
58. Strengths in the Foundation Stage are:
- good, and frequently very good teaching in basic skills in all areas of learning. This is an improvement since the last inspection;
 - relationships between adults and children;
 - very good provision for imaginative play and the development of language.
59. Area for development:
- improvement to outside play areas, as planned.

Personal, social and emotional development

60. Children enjoy coming to school to learn and settle well into daily routines. They know that they find their name card and 'post' it before having their snacks and understand that they have to clear away at the end of activities. They take pride in being helpful. Children know that there are clear expectations of behaviour and learn to share and take turns when they play games or want to do the same activity as others. They work and play together very well in the 'pet shop' and with construction materials. They sit and listen to stories with increasing interest and concentration.
61. In reception, children build well on the progress made in nursery. When they come in each morning, they write their name on a card to 'register' themselves, having progressed from matching their name to a photograph. They sit and contribute well in group sessions because their concentration levels and ability to answer questions improve at a good rate. Time spent on the carpet is extremely well judged by the teachers to ensure that children do not become restless. Children enjoy the story of Noah and God's promise. They know the promises their teachers have made and sit quietly in a circle, passing a puppet around, so that they take turns in making their promises to help others.

Communication, language and literacy

62. Children's achievement is good. When they enter the nursery, many children have a very limited vocabulary and poor understanding of questions they are asked. Early skills in literacy are taught very well because staff encourage children to think about what they want to say. They help them to structure simple sentences for their answers. Skilled questioning helps children to develop their thinking. Very good demonstrations about how to use the imaginative play area help to develop children's ability to hold a

conversation. Staff provide many opportunities for children to write whilst they use the play area. Children know that their name is to be on every piece of work and they try hard to write their name or ask an adult to help them. Most children form letters correctly and write under or over a model. More able children write their own sentences legibly and confidently.

63. The children enjoy reading the big books with an adult and enthusiastically learn the names of the characters they will meet later in their own reading books. Children make good progress in recognising the initial sounds of many words. More able children correctly read three letter words such as, dog, cat and pig, because of the regular repetition of activities to help them learn letter sounds. The variation in activities is very good because children learn not only the sounds of letters for animals' names, but also the sounds the animals make, match baby animals to adults and make the letters with play dough. Children know that voices are important when telling a story and that the size of the print often indicates loud or quiet voices. More able children read small books confidently and all enjoy looking at books and telling stories.

Mathematical development

64. Children achieve well in the nursery. They count spaces on their board in a balloon game and work out 'Who is it next?' as they throw the dice. They recognise numbers used in many games. Staff take every opportunity to encourage children to count. For example, they count when they play musical instruments, when they use the outdoor play equipment, or when they read a story. Most of the group can work out 'one more' but fewer are confident with 'one less'. Number and musical rhymes provide daily opportunities for reinforcement of numbers and the understanding that numbers grow smaller when people are 'taken away' during the song.
65. In reception, children make good progress in counting. They count to 10 and 20 with confidence and add two numbers together to make ten. More able children ask for '*harder sums*' and accurately calculate that six and five make 11. They understand *more* and *less* and that *in between* numbers are '*like a sandwich*'. Children sort socks into pairs and improve their ability to count in two's. They increase their understanding of mathematical terms and language in reading and play sessions. Most children know the names of several shapes and match them confidently.

Knowledge and understanding of the world

66. Most children enter the nursery with well below average levels of knowledge and understanding of the world. Staff work very hard to stimulate children's interest and curiosity and increase their limited vocabulary. They introduce children to new and exciting opportunities for imaginative play and show them how to use the interesting equipment and toys. This stimulates their interest and helps them to work and play together well. For example, children watch the caterpillar spin a cocoon and wait anxiously for the butterfly to emerge. They use magnifying glasses to investigate the creatures in the grass that they have grown and measure the growth of their sunflowers. During the term, staff give children a wide range of opportunities to learn about hot or cold climates, garden centres, building sites, the seaside and ice-cream parlours. They talk to visitors about road safety and fire fighters' equipment. Children use the mouse on the computer to match shapes or design patterns and follow adult instructions carefully.
67. In reception, children build well on experiences in the nursery because they continue to have many opportunities to learn about people and their work. For example, they play extremely well in the 'animal hospital', bandaging wounds and examining patients very thoughtfully. Their understanding of days of the week is reinforced as they 'write' details of the patient on a clipboard. With good concentration, children learn to build a wall out of building blocks by following the instructions of a 'builder'. Staff successfully integrate numeracy and literacy into most activities. For example, in a series of lessons, children

learn about farm or zoo animals and how people used to wash with a dolly tub. They check on the weather outside, making windmills to test the strength of the wind and looking at why umbrellas protect them from the rain. Children's ability to work on matching or counting programs on the computer improves as their skills in control of the mouse and their ability to click and drag pictures develop at a good rate.

Physical development

68. The majority of children attain, or in some cases, exceed, the expected levels by the time they are five. In the nursery, the staff ensure that children make good use of the space outside. They queue up to use the playground equipment, take turns and share the equipment very well. Children move with confidence as they balance, climb, jump, run, crawl, roll and negotiate the equipment, some with no adult support. They are very pleased with their own achievements on the equipment. On the playground, they ride cycles with confidence and enjoyment, taking care to avoid others and use the available space well. Children in reception also use the space well and know that their heart rate increases with exercise. They throw beanbags and balls into the air and to each other with a high success rate of catching because of the accuracy of their throwing. The teacher develops their language well by skilful questions about the difference between throwing beanbags and balls. They roll a ball accurately through a target that decreases in width. From entry into school, children use play dough, scissors, glue sticks and tools confidently. They manipulate pegs to hang socks on a line and use tools on the workbench sensibly because their dexterity increases quickly.

Creative development

69. Children make good progress in the nursery because of the very wide range of opportunities that staff provide to develop children's skills in imaginative play. Most children are likely to attain the expected levels by the time they are five. They explore a good range of musical instruments well because there are good quality instruments and adults ensure that they know the names of the instruments and how to play them. When they use instruments to accompany their singing, they keep time well and everyone enjoys the music. Children paint with careful brush strokes and deliberation, choosing colours for effect. They paint features on the faces they draw and enjoy using a wide range of media for their painting and modelling. Children select their materials carefully before making a model.
70. In reception, children sing and play instruments together enthusiastically. They organise themselves well in play situations because adults stimulate conversation well. Children paint very effective vases of sunflowers in the style of Van Gogh and produce recognisable portraits of each other. They draw plans for vehicles and look carefully at these before making items out of wood, such as aeroplanes and cars.

ENGLISH

71. Inspection evidence indicates that standards in English are average by the end of Years 2 and 6. This is a similar picture to the school's results in the 2002 national tests. From a below average starting point in Year 1, pupils' achievement is good by the time they leave the school. There is no marked difference in the attainment of boys and girls.
72. The main strengths are:
- the leadership of the subject is very good;
 - the curriculum and teaching are good;
 - the teachers have effective systems to check and review pupils' reading skills.
73. The main areas to develop are:
- encouraging teachers in Years 3 to 6 to use pupils' individual targets more often to show them how their pupils will reach a higher standard;
 - adopting a system to check and review pupils' written work across the school.
74. Leadership of the subject is very good. The co-ordinators use their expertise to give very useful advice and support to staff. They have been pivotal in the good improvement in standards and teaching made since the time of the previous inspection. The management of the subject is satisfactory. The main reason for this is that the school does not have formal procedures to check and review systematically pupils' written work. Assessment procedures are good and staff use the results effectively to plan pupils' work.
75. Pupils' achievement is good in speaking and listening. They listen attentively to adults and to each other. The main reason for the good achievement is that teachers give pupils many activities in which they discuss their work in pairs or small groups. This effective strategy positively promotes pupils' personal and academic development. For example, in a Year 5 lesson, pupils worked together in pairs to identify the specific language used in a letter to a magazine to persuade the readers that national tests had a useful purpose. They patiently waited for their turn to speak. A pupil said, *'You need to take tests to get a good job'*, and another said, *'so they're prepared (the children) for what it's like in college later in life'*. This good approach also promotes the learning of pupils who speak English as an additional language. Additionally, staff teach the correct subject vocabulary successfully. Therefore, Year 2 pupils use words accurately, such as *'illustrator'* and *'index'*, and Year 6 pupils use *'simile'* and *'subordinate clauses'* correctly.
76. Pupils' achievement is good in reading. One of the main reasons for this is that the teaching of basic skills is good. Teachers also check and review pupils' progress effectively and use the information to ensure that pupils read texts that are challenging yet matched to their varying learning needs. Therefore, most pupils read competently and with good expression from a variety of fiction and non-fiction texts. Pupils use a good range of strategies, such as reading for meaning and initial letter sounds, to tackle the unfamiliar words that they meet. Boys and girls enjoy reading and talk enthusiastically about their favourite books and authors. Many parents help to reinforce the work that their children carry out in school by regularly listening to their children read at home or taking them to a public library.
77. Pupils make good progress in writing in Years 1 and 2 and their achievement is good. Therefore, they reach average standards by the end of Year 2. A significant factor in the good progress this year is that teachers group pupils into three sets according to their ability and they plan the work carefully to match their varying needs. They also regularly set targets for pupils to work towards in order to improve their writing. These strategies have been successful. For example, a higher attaining pupil wrote, *'Suddenly the boy ran away and Katie felt selfish because she didn't share with him'*. However, pupils do not join their handwriting because teachers give less emphasis to this.

78. From Years 3 to 6, the teaching of basic skills is good, such as punctuation and the use of a more precise written vocabulary. Therefore, many pupils make good progress in these elements of their work. For example, higher and average attaining Year 6 pupils use paragraphs, commas and speech marks correctly. The school also organises Year 6 pupils according to their ability into three sets for literacy lessons. The arrangement has had a positive effect on the standards that higher attaining pupils reach. One pupil wrote, *'I waved my torch around slowly and walked gingerly through the garage stepping on crunchy blue-bottles and balls of fluff'*.
79. Some pupils, particularly the potential average attainers, do not make as much progress as they should. The main reason for this is that teachers do not ensure that pupils use the writing targets that they set for them. Also, teachers do not refer to the targets often enough, for example when marking pupils' work. Another factor is that sometimes teachers give pupils of all abilities the same work and they help the lower attaining pupils to succeed in the work through extra adult support. This limits the pupils' ability to work independently.
80. Pupils with special educational needs make good progress in relation to their prior attainment because classroom staff match the work carefully to their needs and give them the extra support that they need. This was evident in a Year 2 lesson when a special support assistant worked with a pupil with a statement of special educational need. He made good progress in recognising initial letter sounds and overwriting the letters of his name. The few pupils who learn English as an additional language make very good progress. A pupil who spoke no English on entry to the school in reception has reached the level expected of this age in speaking and listening, and reading. For example, the pupil's favourite story is, 'The Three Little Pigs', of which she said, *'Well, there's loads of stories in there'*. The standard of the pupil's writing is above average, for example in spelling key words and punctuating sentences.
81. The quality of teaching is good. In one lesson, it was very good and in another lesson, it was excellent. A strong feature of the teaching is that teachers have high expectations of pupils' behaviour and of the presentation of the final drafts of written work. Teachers combine this with a friendly yet firm manner and provide lots of praise for pupils' efforts and achievements. Therefore, pupils are confident learners and their behaviour is very good. They work together as friends, are eager to carry out the work and strive to do their best. These very good attitudes contribute positively to their learning. For example, they neatly present the written work that is on display around the school. However, most pupils' work is written on loose-leaf paper that is not organised systematically. This makes it difficult for teachers to track pupils' progress in any areas for improvement that they might set for them.
82. The strongest features of the most effective lessons are when teachers give pupils work that is challenging, yet matched very well to their varying learning needs and the pace of learning is brisk. These features were evident when Years 3/4 pupils wrote tanka poems - Japanese poems with 31 syllables in five lines. Teachers use interesting methods that gain pupils' interest and motivate them to learn. In a Year 1 lesson, the teacher used the 'magic hat' game and a 'wind stick' with strips of paper on which pupils wrote their poems. Therefore, pupils were inspired to think of good ideas, such as the wind is like *'an angel blowing really hard'* or *'a soft butterfly'*.
83. Throughout the school, teachers make good use of pupils' literacy skills, for example in science and history. This was evident when a Year 6 pupil wrote from the viewpoint of a Victorian pupil who had been caned, *'I bit my lip, and held back my tears, as I stumbled back in pain and knocked over an ink pot. It splashed over the tables and forms.'* However, teachers miss the opportunity to promote pupils' skills through religious

education because they do not ask pupils to record their work often enough. Most teachers make satisfactory use of information and communication technology to support pupils' learning. For example, pupils word-process some of their writing.

MATHEMATICS

84. By the end of Year 2, national test results show that attainment for the past two years has been in line with the national average. Inspection findings reflect similar standards. By the end of Year 6, in the 2002 national tests, pupils attained below the national average in mathematics. However, inspection findings indicate that standards are currently in line with the national average. When comparing the test results with pupils from schools similar to Rockingham, results are average. Standards are rising because teaching is good throughout the school. A more focused approach to raising standards by the time pupils are aged eleven has been addressed through the thorough implementation of the National Numeracy Strategy and this has helped improve pupils' overall progress throughout the school.
85. Throughout the school, pupils with special educational needs and those for whom English as an additional language make similar progress to their classmates. This is because of the good support they receive in lessons and the care teachers take to provide them with suitably challenging work.
86. Pupils in Years 1 to 6 make good progress because teachers give them lots of relevant work to do. Consequently, their mathematical skills are developed and consolidated effectively. Year 6 pupils apply problem-solving strategies to real life situations. By basing teaching and learning about pupils' own experiences of a recent residential visit to Scarborough, they defined and evaluated value for money. They calculated value added tax applicable to hotel accommodation and worked out the overall cost for the year group as well as individual cost per head. By the end of the lesson, they realised the charge of £108 exceeded the actual cost by £1.45 per person. They were reassured to learn that the excess was put to good use to buy prizes and gifts for participants. They have a secure knowledge and understanding of shape and time but estimation is weaker and, with the exception of the more able in the group, they have some difficulty in finding approximate answers to questions like 42×28 . Learning opportunities to adapt these skills are now being more regularly planned through the use of the National Numeracy Strategy. However, some less able pupils in Years 3 and 4 are sometimes neither sufficiently challenged nor encouraged to explore or experiment to find alternative ways of arriving at answers. This happens when, on occasions, investigation and problem solving activities for these pupils are restricted to practical games' activities. Strategies for the development of pupils' recording skills are inconsistently practised and some pupils lack confidence when they talk about their work.
87. By the end of Year 2, pupils count and match words to numerals up to 100. Most count in twos to 50 and they recognise that even numbers end in 0, 2, 4, 6 or 8. Pupils add two and often three numbers together to 100, but less able pupils are not secure with their number bonds and need to count on, using their fingers. They share 16 cubes into halves and quarters and they begin to learn rudimentary algebra facts, so that more able pupils can solve $19 + ? = 28$. In general, the speed and strategies pupils use to arrive at answers are satisfactory. Pupils have a sound knowledge of shape. They recognise and name several two-dimensional shapes but have less knowledge and understanding about the features of three-dimensional shapes. They occasionally measure in non-standard units, such as span, and their knowledge of weight and other measures is generally secure. Teachers extend pupils' mathematical vocabulary, which, although helped through use in lessons and reinforced through display, is still not securely developed. Pupils apply their knowledge of number facts into money activities

satisfactorily so that they solve small shopping problems by working out the amount of change from amounts up to £1.00.

88. By the end of Year 6, most pupils are competent with mental arithmetic calculations. They solve problems involving addition, subtraction, multiplication and division, money calculations, fractions, decimals and percentages of numbers. Year 6 pupils have satisfactory quick recall of number facts. Pupils name a wide range of solid and flat shapes and talk about the number of faces, edges and vertices. They have a secure understanding of the relationship between acute and obtuse angles and solve problems associated with them. Use of algebra is not as well developed, for example for pupils to solve simple addition and subtraction sums involving brackets. They relate decimals to fractions and percentages but fewer calculate, for example, 20 per cent of 180 without being prompted.
89. The quality of teaching is good throughout the school. During the inspection, there was one excellent and one unsatisfactory lesson. The setting of pupils in Years 2 and 6 into ability groups positively affects their learning. Some of the best teaching seen during the inspection, for example in the Year 6 class, was characterised by challenging questions, a good pace to teaching which accelerated the rate of learning and the provision of tasks and materials that were well matched to the attainment of pupils in different groups. Consequently, pupils' confidence increased when discussing how to calculate the cost of family holidays. They could take account of variables, such as peak season supplements and special offers, to calculate the best time to go away. They were intrigued to discover how prices varied because of the different composition of families. Pupils enjoy very good relationships with their teachers. This helps promote good concentration and behaviour, hard work and good progress. The use of information and communication technology to promote learning is not yet a regular feature of mathematics lessons.
90. The quality of teachers' marking is satisfactory but of inconsistent quality. Sometimes it is little more than a cursory tick. There are too few good examples of marking where teachers make useful comments to encourage and identify areas for development for pupils to form the basis of targets for improvement.
91. The school has introduced the National Numeracy Strategy which is firmly embedded in practice so that it also impacts positively on other subjects of the curriculum. The subject has been well managed since the time of the last inspection. Teachers plan together and have good opportunities to discuss the best strategies to use to help pupils learn. The headteacher and senior teachers monitor and evaluate the quality of teaching. The quality and range of pupils' written work remains an area for improvement as this does not adequately reflect their knowledge and understanding of the subject.
92. There are good assessment procedures. The school carefully analyses information gathered from the annual tests for seven and eleven year olds. Use is made of the information to set school and class targets for improvement. The mathematics co-ordinator for Years 3 to 6 has been instrumental in raising awareness of the value of using information from standardised tests for pupils in all classes and in suggesting how teachers could use individual targets to promote better individual progress.
93. Since 1998, standards that pupils achieve by the time they leave the school have fluctuated. There are clear indications that the National Numeracy Strategy has brought about more consistency in teaching that has steadily impacted positively on standards. With the introduction of better assessment procedures, the school is securely placed to build upon these improvements. Pupils currently in Year 5 demonstrate the ability to produce high standards of work and will, if they maintain their present rate of progress, achieve above the national average by the time they leave the school. This represents a

significant improvement. In order to bring about further improvements the co-ordinators are aware of the need to:

- improve the quality and range of pupils' recorded work;
- raise class teachers' expectations regarding the presentation of pupils' written work in books and on worksheets;
- ensure teachers mark pupils' work more consistently and to a higher standard;
- improve the range and use of targets for improvement so that pupils are more aware of how well they are achieving and what they need to do to further improve.

SCIENCE

94. In the National Curriculum teacher assessments in Year 2 in 2002, the number of pupils achieving the expected level was average when compared with all schools. Although no national comparisons are available yet, the results for 2003 are similar and these are also borne out by the evidence of the inspection. In the tests at the end of Year 6 in 2002, standards were average when compared to all schools but above average when compared with pupils' achievement in the tests in Year 2. The trend in results has broadly followed the national trend. Provisional results for 2003 are likely to be below average, but average when compared to pupils' previous attainment. This is because of the higher proportion than usual of pupils with special educational needs in this year group. Although boys had better results than girls in the years before 2002, the results of girls were similar to those of boys in 2002 and appear to be better in 2003.
95. The standards achieved by pupils by the end of Year 2 are similar to those achieved in most schools, but because of the lower than average point from which pupils start, their achievement is good. Pupils who speak English as an additional language also make good progress. Pupils have a secure knowledge in all the areas of the National Curriculum. They know that animals have babies who grow into adults. For instance, they developed this knowledge well during their work about the life cycle of a frog. They also know that animals need food and water to stay alive. During the inspection, pupils were observed carrying out an investigation into what plants need to grow. They predicted that they would need light and water and they said, with help, how they could make the test fair. They also observed in their classroom the development of a butterfly. Their previous work shows that they sort materials into those that are dull and those that are shiny and observe how some things change when they are put into hot water. They also know how to draw an electrical circuit and know some of the properties of magnets.
96. Standards at the end of Year 6 are below those found in most schools because a significant minority of pupils do not achieve the expected level. However, the high proportion of pupils with special educational needs in this year group achieve well and many of them achieve the expected level for their age, because of the good support they receive from teachers. Pupils have studied the human skeleton and understand its purpose in supporting the body and protecting its organs. They also understand how the human heart functions. They have some understanding of what constitutes a healthy diet. They know about some of the reversible and irreversible changes that take place with materials. They have carried out a class investigation into how shadows change throughout the day and have also written extensively about the earth and planets. Although pupils develop their literacy skills by writing up their investigations, they have few opportunities to devise their own investigations and to decide how they will record them. This limits their development.
97. The quality of teaching is consistently good throughout the school. Teachers have very good relationships with their pupils and manage their behaviour very well. This contributes greatly to pupils' learning, as they are attentive and maintain their concentration well. Teachers use a good range of resources. In Year 5, the teacher planned six different activities to demonstrate the link between vibration and sound. For

example, pupils used rice grains on a drum and blew through a comb with tissue paper. They had an opportunity to try all the activities and this helped to maintain interest and develop their understanding. Teachers always explain activities to pupils clearly before they begin them. Satisfactory use is made of computers. For instance, in Year 1, pupils draw and label a bean plant and write about some of its functions. In Years 3 and 4, they develop databases of the mini-beasts they have learned about. Use of information and communication technology to support pupils' learning is satisfactory. However, it can be further developed through the use of such equipment as sensors to measure temperature. Sometimes, also, higher attaining pupils are not given sufficient opportunity to work independently on their investigations.

98. Teachers make good links with other subjects. For instance, during the inspection, pupils in Years 3 and 4 were making wire sculptures of some of their mini-beasts. In Year 6, they were using their knowledge of water and of changes in materials in their study of coastal erosion in geography. However, there is not always sufficient time given to specifically scientific activities to develop pupils' skills in the subject. Teachers use a simple system of assessing pupils against the learning objectives in each unit of work. They also moderate investigative work regularly but this is an area that has been identified for development in the school's improvement plan. The co-ordinator has taken over responsibility for both infant and junior parts of the school but has not as yet monitored pupils' work on a regular basis. Management of the subject is satisfactory, as are the resources.
99. Pupils are given very good opportunities to work together in groups on their investigations and this contributes to their social development. During the inspection, pupils in Year 2, for instance, were observed sharing out the tasks amicably. They decided who was to write labels, who was to measure out the grass seed and the compost, for their investigation into the conditions in which the seed would grow.
100. The school has made satisfactory improvement since the last inspection, particularly in teaching, which was previously judged as 'sound' and is now good. Results in national tests have generally been maintained, although these vary according to the year groups and the performance of girls is better than that of boys.

ART AND DESIGN

101. By the end of Year 2, pupils' work in art and design is average. By the end of Year 6, pupils' work is good and of a standard higher than that found nationally. Pupils make good progress in most classes. However, in Years 1 and 2, opportunities for certain elements of Curriculum 2000, such as pupils evaluating and improving their own work, are not as good as they are for older pupils. Older pupils are taught a good range of new skills. The range of resources is also good and pupils are given challenging tasks to complete. Pupils who speak English as an additional language make very good progress. Pupils with special educational needs make similar progress to that of their classmates. However, the lack of well established assessment procedures related to National Curriculum levels means that planning does not take into account how pupils' performance could be enhanced still further. Nevertheless, most of the work produced by pupils is of a good standard and shows good progress in the development of detail.
102. By the end of Year 2, pupils mix colours successfully to vary shades and tones of both primary and secondary colours. They produce satisfactory observational drawings of each other and objects. Pupils recognise that by mixing paints, or by using pencils of a different thickness, they can produce different effects. In connection with their literacy work about Elmer the Elephant, pupils have made collages using a good range of colourful felt. Other pupils have embellished their butterfly collages with beads, buttons, netting and shiny discs. Portraits of teachers produced by pupils in each class are also of

a good standard and show some developing use of shade and an improving understanding of proportion in relation to facial features. The finished products are of a good standard. Pupils' knowledge of the work of famous artists is satisfactory. Pupils recall the names of well known artists, including Monet, but not examples of any notable works of art, other than that he painted flowers in his garden. Opportunities for pupils to exercise creativity in producing their own designs are satisfactory and teachers provide some opportunities for pupils to use their own initiative. However, this would be greatly enhanced if teachers annotated pupils' work as part of their marking policy.

103. By the end of Year 6, pupils produce a good range of observational drawings of objects and still life arrangements, using charcoal and pencil to draw items such as pencil pots, brushes, feathers and trainers. They enhance the final piece of work, using the techniques of smudging, blending and highlighting. They show a satisfactory appreciation of colour when they create colour palettes and examine the use of colour in modern art. Pupils examine the work of various artists and adapt the styles for use in their own work. In Years 3 and 4, pupils used chalks and pastels to create work in the style of Paul Cezanne, based upon his 'Basket of Fruit'. Pupils in Years 5 and 6 recalled, compared and contrasted the features of the work of Hockney, Monet, Van Gogh, William Morris and Lowry. Other pupils in the junior classes talked knowledgeably about art from non-European cultures. They discussed the effects they had created in their own work, based upon an African story, 'The Blue Fish'. Some evidence was seen of pupils' innovative designs for their own artefacts and also of more unusual creative work such as textiles, quilling and glass painting. Pupils have less opportunity to use the computer to aid their learning in lessons, such as using graphics programs or the Internet to research well-known artists and their work.
104. Pupils have very good attitudes to the subject, behave very well in lessons and put a good deal of effort into their work. Pupils are always ready to share resources and to help one another. They show a readiness to listen to and take on board constructive criticisms to help improve their work. Most pupils take a pride in their work and are keen to discuss the processes and techniques that they use. This was evident in an excellent lesson observed in Year 3/4 where pupils based their work on their interpretation of the style of Alexander Calder. Most pupils were keen to explain their developing skills in tying, knotting, weaving, wrapping and twisting materials to add texture and dimension to their work. These excellent attitudes helped to create an effective learning environment that impacted positively on their progress.
105. The quality of teaching is good. The curriculum is appropriately planned to support teaching and provides pupils with a range of good quality learning opportunities. Art makes a good contribution to personal development. However, regular opportunities to work with visiting artists are less readily available and visits to a range of places to see original works of art are also limited. A consistent strength of teaching is the good range of strategies which teachers employ to manage pupils and the importance attached to celebrating pupils' achievements. The effectiveness of learning is enhanced because pupils have good opportunities for experimenting with media and effects. Pupils develop technical skills well and, as a result, their drawing and painting are at least satisfactory and often good. Planned opportunities for developing creativity through the design process are more variable. Teachers' own knowledge and understanding of the subject is good and they plan their lessons effectively. In one lesson observed, however, the teacher did not provide pupils with adequate opportunities to discuss their work or explain to their classmates how they envisaged the end product.
106. The co-ordination for the subject is satisfactory. However, there are no formal systems in place to monitor the quality of teaching and learning in the subject throughout the school. Teachers know pupils very well and have an accurate personal knowledge of the

progress of individuals. Since the last inspection, standards of pupils' work have improved and the school is well placed to maintain these high standards.

DESIGN AND TECHNOLOGY

107. Standards are in line with national expectations by the end of Years 2 and 6 and have improved since the time of the last report. This is due to the very good teaching and the enthusiasm of the coordinator. Pupils identified as having special educational needs make good progress. Pupils who speak English as an additional language make very good progress.
108. Strengths:
- leadership and management ensure a clear direction for the subject;
 - the quality of teaching is good.
109. Area for improvement:
- pupils' work is not assessed according to National Curriculum level descriptors therefore pupils do not know their standards or how to improve.
110. In Year 2, pupils think up ideas for projects and use diagrams and explanations to show their idea, with lists of materials that they need. They follow these ideas through to make good quality wheeled vehicles with from one to six wheels. They finish them with care and many draw them on the computer. All pupils are very pleased with their finished projects, although they find it very difficult to state how they can improve them. One pupil said that it would be better if she had painted the inside of her box first, as it was sticky to hold when wet. All achieve well, including those with special educational needs. One such pupil had made a complicated scooter, cutting the edges of the tubes so that they lay flat. In Year 6, pupils make varieties of bread such as banana bread. They also make the packaging for the bread. Year 5 pupils design and make good quality musical instruments, imaginative chairs, pop up toys and tiny sheep made of pipe cleaners. These represent a variety of processes in making and finishing, including moving cams. For each, pupils design, make and reflect on the finished product satisfactorily. For example, one pupil stated that the dowel used was too long, therefore the toy did not move smoothly.
111. Pupils enjoy the subject and there is a buzz of application in the lessons. They stay focused on the task, tackling difficulties with determination. This was seen when Year 2 pupils disassembled and then reassembled very small model toys. They found it very hard to fit the parts together to match those shown in diagrams, but persevered and beamed with pleasure when the toy was completed, showing it with pride. They helped each other without being asked. For example, one held a model to make it easier for another to paint. This reflects the school's strong emphasis on pupils' social development.
112. The quality of teaching is very good and has improved since the time of the last report. This is due to careful planning which ensures that pupils work on their designs for the whole lesson. Teachers encourage pupils to explore ideas and create their own design, which results in their total involvement when making. Questioning is very good. For example, pupils were asked how they would fit parts together, which made them think, and therefore learn. Relationships are excellent when pupils work together. They confidently share ideas even if they are unworkable because they know their ideas are valued. Lessons have a high level of challenge, to which pupils respond positively because they are encouraged at all times to experiment. Classroom assistants provide a valuable contribution to pupils' progress, supporting them while encouraging independence.

113. Leadership and management are very good and all aspects have improved since the last inspection. The recently appointed co-ordinator has achieved much in a short time, so that the subject is now well resourced, the policy has been rewritten and a collection of pupils' work is being collated. The co-ordinator is aware that assessment according to National Curriculum levels has yet to be put in place and that this will form the basis of tracking pupils' progress, so that pupils will know how to improve. Her enthusiasm has resulted in the raising of the status of the subject and the effect is seen in the quality of projects. It is planned to have a display area in the school, which will show pupils the achievements of others. There is no specific method of organising pupils' design work together in a separate folder. Therefore, it is difficult for pupils and teachers to see progress.

GEOGRAPHY

114. By the end of Year 2, standards of attainment are in line with national expectations. By the end of Year 6, standards are below national expectations because teachers do not cover the full range of work in sufficient depth. Throughout the school, pupils identified as having special educational needs make good progress. Pupils who speak English as an additional language make very good progress.
115. Strengths:
- pupils achieve well by the end of Year 2;
 - fieldwork, which brings the subject alive to pupils.
116. Areas for improvement:
- there is insufficient coverage of work in Year 6;
 - pupils' work is not assessed according to National Curriculum level descriptors, therefore pupils do not know their standards or how to improve;
 - pupils' work is not kept separately from other subjects, therefore it is difficult to measure progress.
117. Standards at the end of Year 6 have declined since the time of the last report. The school is aware that pupils have not covered the work they should. At the end of Year 2, all pupils, including those with special educational needs, achieve well. They know the local area well and conduct traffic surveys, from which they construct graphs, some hand drawn, and some using information and communication technology. They talk sensibly about the high number of cars that they count, saying that lorries and tankers would use the motorways because they are faster. They also recognise problems with crossing roads and say that there should be a zebra crossing at the library. Pupils are aware of places further away, and describe Iraq as a place with sand desert because it is hot with little rain. At the end of Year 6, pupils' understanding of places other than Britain is minimal because of the lack of study of those areas. Also, they have not studied the effect of an environmental issue in depth. They know that waste material put into the sea causes pollution but are unable to give examples. They describe settlements accurately and the main features associated with villages, towns and cities, even including airports as a feature of cities. All pupils, including those with special educational needs, have a sound knowledge of coastal processes, following their visit to Scarborough. They describe in detail the formation of headlands and bays, arches and stacks and how waves transport the eroded material.
118. Pupils enjoy geography and tackle tasks with enthusiasm, for example when they were excited about looking at Ordnance Survey maps. They studied them intently and were delighted when they found beach features other than sand and shingle. They tried very hard and this was obvious when they had to write their own definitions of a beach, which is a demanding task.

119. The quality of teaching is good, with two out of three lessons very good. In one very good lesson, the teacher reinforced earlier learning by questioning and used pupils to explain by the use of drawings, for example coastal erosion. Questioning is effective, as it makes pupils think. For example, they were asked why there were rocks in rivers. This led to a discussion about the erosion process. Time was very well used so that much learning took place. There were very high expectations that all would succeed and pupils responded positively. When appropriate, different tasks were given, which matched the ability of the pupils and this gave pupils confidence to tackle them. In a satisfactory lesson, many of the good characteristics listed above were present but the task given was not sufficiently challenging to move pupils forward in their learning and they did not record what they had found.
120. The co-ordinator for geography has recently been appointed. Her main task is rightly to ensure that resources are adequate to deliver the curriculum. Although planned for, Year 6 pupils do not cover the work they should in sufficient depth. There are no in-depth studies of the environment or a relevant issue. Pupils also do not study a contrasting area in the developing world. Fieldwork techniques are well developed and care is taken to ensure that all are included to experience the geographical element in the very good residential course in Year 6. The local area is well used, particularly in Years 1 and 2. Pupils' work is recorded on undated, loose sheets of plain paper, generally held in 'topic' folders. This does not allow pupils or teachers to see progress in the subject. The lack of assessment according to National Curriculum level descriptors results in pupils being unable to see how to improve. This is an area noted for development in the school development plan.

HISTORY

121. By the end of Year 2, standards of attainment are in line with national expectations. By the end of Year 6, standards are below national expectations because teachers do not cover the full range of work in sufficient depth in Year 6. Throughout the school, pupils identified as having special educational needs make good progress. Pupils who speak English as an additional language make very good progress.
122. Strengths:
- pupils achieve well by the end of Year 2;
 - visits, which make the subject come alive for pupils.
123. Areas for improvement:
- the topics are not covered in sufficient depth in Years 6;
 - pupils' work is not assessed according to National Curriculum level descriptors, therefore pupils do not know their standards or how to improve;
 - pupils' work is not kept separately from other subjects, therefore it is difficult to see progress.
124. It was not possible to see lessons during the inspection because of the timetable, but scrutiny of work and discussions with pupils show that standards are in line with national expectations at the end of Year 2. Pupils' standards are below that level at the end of Year 6 and standards have declined since the time of the last report. This is because areas of study in the National Curriculum are not fully covered in Year 6. In Year 2, all pupils achieve well, including those with special educational needs. They have a very clear understanding of the passage of time, even citing time 100 years ago. They explained that homes were different then because electricity was not used. They also described the coming of the motorcar and the aeroplane, and much later, television, which their grandparents remember being introduced. Through handling old objects, they deduce the age and their use. This was seen when they examined old household articles and looked at photographs and clothing.

125. In Year 6, pupils have a superficial knowledge of the Victorians. They provide accurate dates and give details of Queen Victoria's life. However, they have no understanding of significant people whose inventions led to the Industrial Revolution, which changed the structure and face of Britain. They are also unable to describe and account for the influence of Britain in the world at that time. Their knowledge and understanding of the influence of the Romans on Britain is much more comprehensive. For example, they explained that it was the organised army that enabled Britain to be conquered, and changed life for the people. They also described life in Ancient Egypt, the important Pharaohs and how we know how they lived, through finding artefacts and understanding hieroglyphics.
126. The co-ordinator for history has recently been appointed and rightly, priority has been given to providing sufficient resources to deliver the curriculum. The curriculum is not covered in sufficient depth in Year 6, particularly with regard to the history of Britain in relation to Europe and the wider world. For example, pupils do not undertake an in depth study of the Tudors and the Victorians. Work is not assessed according to National Curriculum level descriptors and so pupils do not know how to improve. Pupils' written work is on undated, separate plain sheets of paper, generally within a 'Topic' folder. Therefore, it is not possible to see progression in the subject. Even when there are separate folders, for example in 'My Romans' folder, other work is included. In addition, pupils are given identical tasks which do not extend the more able pupils. The school uses the local area well to extend pupils' awareness of history, particularly the village of Greasborough.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Pupils' attainment in information and communication technology is in line with national expectations for pupils by the end of Years 2 and 6. Many pupils in Years 3, 4 and 5 attain above nationally expected standards. Pupils who speak English as an additional language make very good progress. Pupils of all abilities, including those identified as having special educational needs, make good progress. Standards are rising quickly throughout the school and are very significantly better than at the time of the last inspection. This is due to a number of reasons. A considerable investment in time and money has included staff training and the establishment of a computer suite. Teachers' planning for the subject ensures that pupils' work becomes harder as they move through the school and that the skills they learn develop in an appropriate order. The quality of teaching is good. Procedures of assessing pupils' work are satisfactory. The co-ordinator leads the subject successfully and has clear plans for the subject's continued development, together with the ability, support and commitment to implement them successfully. The improvements include new computers for the computer suite. This is a very necessary development because the current computers are unreliable and prone to breaking down. This adversely affects learning in some lessons.
128. Year 2 pupils use a computer program to practise their literacy skills. They word processed a piece of writing by correctly inserting punctuation, highlighted sections of the text in different colours and successfully printed off their work. This followed a good introduction to the lesson by the teacher. She showed secure subject knowledge in her demonstration of the program. The teacher had high expectations for what she wanted pupils to attain. This meant that pupils achieved as well as they could by the end of the lesson. Pupils in Years 1 and 2 word process work and import pictures correctly. For example, Year 2 pupils combined text and graphics to produce covers for books. Pupils properly program a floor robot to move forwards, backwards and sideways.
129. Teachers develop pupils' literacy skills effectively in Year 1 and 2. Year 1 pupils wrote good accounts in geography about the imaginary island of Struay. One pupil wrote, 'I

would like to live in Struay. This is because I would go rock climbing'. After a visit out of school to a nature park, another pupil wrote, 'I held the snake, it felt cold'. Numeracy skills are also developed well. Year 2 pupils produce good quality work on symmetry when they produce symmetrical pictures of snowmen using a 'mirrors' tool in a graphics package. Year 1 pupils produce graph work to a good standard representing the results of a traffic survey.

130. In a very good Year 5 lesson on the use of databases, the teacher built on pupils' previous learning very effectively. Pupils responded by correctly describing the benefits of using a database for storing information. They accessed the program and, following very good teaching of basic skills, the pupils showed a very good understanding of how to use the program and devise a 'query' to search the database. They skilfully and accurately interpreted the information they gathered. Pupils settled quickly to work, collaborating very well in pairs. This was due to well-established routines and the teacher's high expectations of behaviour and the amount of work to be done. Pupils in Year 3 to 6 have a sound knowledge and understanding of control and modelling using computers.
131. Teachers use computers effectively to help pupils' learning in other subjects. For example, in Years 3 and 4, the good teaching of branching databases helped pupils to learn about minibeasts as part of their science work. Teachers made very good use of an interactive whiteboard during the introduction to the lessons. This ensured that pupils had a clear idea of what to do when they settled to work independently on the computers. By the end of the lesson, pupils sorted the creatures into groups and produced at least two databases. They achieved as much as they could.
132. In Years 3 to 6, pupils develop their literacy skills well through the use of information and communication technology. Years 3 and 4 wrote poems to a good standard entitled, 'Rabbit' and 'Silver'. Year 5 wrote good accounts entitled, 'The Rock Pool' as part of their geography work on investigating coasts. Year 6 wrote about a boat trip. One pupil wrote, 'The view was spectacular, especially...'. The use of computers to support learning in numeracy is satisfactory. A good example was in Years 3 and 4's graph work. Pupils produced good quality graphs of their favourite pantomime character by using a computer program. Teachers have high expectations of what they want pupils to achieve. Year 6 reflected this in the very good quality work they produced for a multi-media presentation using text, images and sounds.
133. Throughout the school, pupils are very enthusiastic and interested when they use computers. They really enjoy the subject and quickly settle to the work in hand. During work in pairs, they cooperate well, sharing out activities fairly. Pupils persevere when they encounter difficulties. They handle equipment with care and respect. These very good attitudes positively affect their achievement and reflect the high quality of provision for pupils' moral and social development that is prevalent in all lessons.

MUSIC

134. By the end of Year 2 and Year 6, pupils attain the expected standards for their age in music. Pupils with special educational needs achieve well because they are included in lessons and assemblies very effectively. Pupils who speak English as an additional language make very good progress. Standards are similar to those at the last inspection.
135. Pupils in Year 1 and 2 learn to sing a wide range of songs and hymns and the quality of their singing in assemblies and hymn practice is above what is expected for their age. Pupils in Year 3 and 4 sing confidently because they learn good techniques and new songs quickly. A number of pupils from Year 4 to Year 6 learn to play an instrument. A great enthusiasm for playing brass instruments is generated each year by a group of

visiting teachers. Pupils who learn to play brass instruments, guitar or drums regularly play for the whole school and perform well as a group, or as soloists. They read music scores accurately.

136. As part of their study of Victorian composers, pupils in Year 6 compare Grieg's 'Anitra's Dance' with one of Elgar's 'Pomp and Circumstance' marches. They listen very thoughtfully because of the very skilled direction of the teachers. They make predictions about the pattern in the music and listen very carefully to the whole march to see if they are correct. Pupils are very clear about the differences between the two pieces of music and observe that one has more stringed instruments in it, the other more brass and percussion. These differences give them contrasting images and make them think about the moods of the music.
137. Pupils enjoy musical activities and listen to music well when they enter the hall for school assemblies. Their levels of concentration are good and they participate in their singing with eagerness. It is always good to listen to. They develop their skills well as they get older.
138. Teaching, especially for singing and listening to music, is good and pupils develop an enthusiasm for music and perform well. Techniques for singing are taught well and from an early age, pupils learn the correct names of instruments and how to play them.
139. The co-ordinators, who have considerable skills and enthusiasm for music, provide effective support for other colleagues. Further in-service training is planned and the school is considering the purchase of a scheme which would support non-specialist staff. Pupils perform in assemblies and productions and the singing of the choir is of a very high standard. They have contributed very successfully to a service at the local church. Music makes a good contribution to assemblies. It also makes a strong contribution to pupils' spiritual, moral, social and cultural development through working together and performing to others. Pupils have opportunities to listen to music from around the world.

PHYSICAL EDUCATION

140. During the inspection, inspectors observed lessons in games throughout the school and athletics' skills in Years 3, 4 and 5. All lessons were indoors because it rained all week. The teachers' planning for the subject ensures that there is very good attention to covering all areas of learning appropriate to pupils of this age. Standards are in line with national expectations by the end of Year 2 and above by the end of Year 6. Pupils achieve well by the time they leave the school. Pupils identified as having special educational needs make good progress. Pupils who speak English as an additional language make very good progress. There is no significant difference between the attainment of boys and girls. Standards in swimming by the end of Year 6 are satisfactory. Most pupils benefit from a wide range of after-school sports' clubs that help pupils' learning in lessons.
141. The quality of teaching is good. Teachers provide a good range of warm-up activities, including stretching and jogging. Most teachers are careful to match the stretching activities to the type of physical activity that will follow. This means that pupils are well prepared to start the more vigorous activities in the middle part of the lesson. During a pause for pupils to get their breath back, teachers establish through a short question and answer session that pupils know the value of warm-up activities. Pupils also explain clearly the value of exercise and how it affects their bodies. The excellent relationships between teachers and pupils are the basis of the teachers' behaviour management and the result is that pupils behave very well in lessons.

142. Careful planning and timing keep pupils working throughout the lessons. Teachers' knowledge of the subject is good and plays an important part in ensuring that pupils are taught correct techniques. For example, in a very good Year 6 lesson, the teacher taught the pupils how to hold their hands in a 'cupped' position to receive a ball. This resulted in the pupils making far more successful catches. In a good Year 1 lesson, pupils' performance improved through correct coaching of how to complete a 'chest pass'. Teachers make good use of demonstration to improve pupils' performance. This was very evident in one lesson when a particularly talented boy demonstrated catching skills of a small ball thrown at pace. Following this demonstration, other pupils were highly motivated to emulate him.
143. By the end of Year 6, pupils are very skilled at catching a ball cleanly and throwing accurately. Pupils achieve well in the development of athletics skills. In a very good Year 5 lesson, pupils threw a beanbag with a good throwing technique that could be used in an athletics-throwing event. They showed good technique and performance in their standing long jumps. This was achieved following very good teaching of how to increase the power in the jump by bending the knees and swinging the arms. This increased the distance pupils jumped at a very good rate. In the same lesson, the teacher ensured that pupils developed their numeracy skills through the accurate measurement of distances in metres and centimetres. As in all physical education lessons, pupils thoroughly enjoyed the activities and behaved very well. This reflects the school's strong emphasis on pupils' moral and social development. They work co-operatively and collaboratively, often in mixed gender groups. Their attitudes to learning make a very good contribution to their achievement in physical education. The teachers' planned use of pairs and group work contributes to the pupils' personal development.
144. The subject co-ordinator provides very good leadership and management of the subject. She has overseen a rise in standards since the last inspection. Teachers are clear about what is to be taught and learned throughout the school. Although assessment procedures are informal, teachers have a good knowledge of pupils' achievements and know how to develop them. The co-ordinator has a very clear vision of how to develop the subject and has the ability, enthusiasm and leadership qualities to see it through. She leads by example through organising after-school sports' clubs that have a high take-up by pupils.

RELIGIOUS EDUCATION

145. At the end of Years 2 and 6, pupils achieve the standards expected for their age as recommended in the local authority's agreed syllabus. This is similar to the findings of the last inspection. All pupils achieve well and make good progress in their learning as they move through the school. Pupils with special educational needs receive good support from teachers. Pupils who speak English as an additional language make very good progress. There is no difference in the achievement of boys and girls.
146. By the end of Year 2, pupils know stories about Jesus, including some of the miracles. They know the birth stories from the New Testament and the main events of the Easter story. They retell the parable of the Good Samaritan, showing an understanding of its meaning. They write their own prayers of thanks for the harvest. They also know about the importance of the Torah to Jews and the significance of the Passover, including the story of the crossing of the Red Sea.
147. By the end of Year 6, pupils have deepened their knowledge of the importance of the Easter story to Christians, for instance, by looking at the reasons why Jesus washed the feet of his disciples and his own feelings about his crucifixion. They also have some understanding of the symbolism of the feast of Pentecost. They know further parables, such as that of the Prodigal Son, and some understand its message about forgiveness,

although others think it is about being careful with money! Pupils know about different Christian denominations, including the Salvation Army, which they link to their study of the Victorians in history. They have studied some of the basic beliefs of Islam and know about the importance to a Muslim of the pilgrimage to Mecca. They know about the Hindu festival of Diwali and some of the stories about Hindu gods. They understand the importance of learning about different religious traditions but sometimes they confuse features from these traditions, such as the use of lights in both Diwali and Hanukkah. Pupils relate what they learn to their own lives, for instance by producing a calendar of the important events in their own year when looking at religious festivals.

148. There was no opportunity during the inspection to observe any lessons in Years 1 or 2 but from the evidence of pupils' work and their understanding in discussion, teaching is good. It is also good in Years 3 to 6. Teachers have a secure understanding of the subject and plan activities that engage pupils' interest. In the lesson observed in Year 5, the teacher used pupils' previous learning well to summarise what they knew about Christianity under a range of headings, such as signs, people, and main events. One pupil, when identifying Mary as Jesus' mother, showed a clear understanding when she said that, although Joseph was not Jesus' real father, he *'looked after him'*. In Year 6, the teacher started from pupils' knowledge of the Salvation Army to introduce a discussion of charity work and its place in the Christian tradition.
149. Although pupils have visited the local church, they have not had the opportunity to visit places of worship of other faiths, which would deepen their understanding of the significance of religious practice to a follower of the faith. There is currently no subject co-ordinator in the junior classes to monitor work in this part of the school and co-ordinate the planning, although the school has plans to rectify this in the new school year. The school recognises the need to develop the assessment of pupils' work, to help teachers in planning the next stage in teaching and learning. This was also a weakness at the time of the last inspection. There is also little use of information and communication technology. Although pupils' understanding of what they learn is sound, they do not write a great deal of it down. As a result, they do not always recall clearly what they have learned in earlier years and this sometimes leads to confusion, for instance when they say that Jews believe in many gods or that they worship in a church.
150. The school has made satisfactory improvement since the last inspection. Teaching is now good and the attitudes of pupils to learning are very good. Both were judged to be sound at the last inspection. There is now appropriate planning in place which follows the guidelines of the local authority's agreed syllabus. The school now provides pupils with a range of beliefs and opportunities for them to reflect on their own views of the world and the way in which they act. The subject makes a very good contribution to their spiritual, moral and social development.