

INSPECTION REPORT

AUGHTON PRIMARY SCHOOL

Aughton, Sheffield

LEA area: Rotherham

Unique reference number: 106919

Headteacher: Mrs C Y Kirkman

Lead inspector: Ms C Dutton

Dates of inspection: 20th – 23rd October 2003

Inspection number: 255389

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll;	164
School address:	Turnshaw Avenue Aughton Sheffield
Postcode:	S26 3XQ
Telephone number:	(0114) 2873091
Fax number:	(0114) 2876820
Appropriate authority:	Local Education Authority
Name of chair of governors:	Robert Ramsden
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Aughton Primary School serves the community of Aughton and is situated five miles to the south of Rotherham town. There are 164 four to 11 years' olds on roll and of these 35 are identified as having special educational needs. 5 pupils have statements of special educational needs and there are no pupils for whom English is an additional language. The percentage of pupils entitled to free school meals (32.4 per cent) is higher than most schools. The school roll has decreased significantly since the previous inspection but numbers are again beginning to rise due to the school's proactive marketing. Eighteen pupils joined the school at times other than the beginning of the school year and 6 left. Pupils' standards of attainment on entry to the school in the present year are broadly average but this varies from year to year. In the two years prior to this, attainment on entry was well below that expected nationally. The school has been awarded a 'School Improvement Award' for the past two years in recognition of improvement in test results at the end Year 6, when pupils are eleven.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15565	Cherie Dutton	Lead inspector	Mathematics
			Information and communication technology
			Art and design
			English as an additional language
9511	Ann Longfield	Lay inspector	
32133	Joan Elton	Team inspector	Science
			Design and technology
			Religious education
			History
			Geography
			Foundation Stage
22881	George Halliday	Team inspector	English
			Physical Education
			Music
			Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Aughton Primary School is a satisfactory and improving school that gives satisfactory value for money. The leadership provided by the headteacher is very effective, she has correctly identified the areas for development and is having a positive impact in driving the school forward. As a result, pupils' achievement is satisfactory and the school is developing at a good pace.

The school's main strengths and weaknesses are:

Main strengths

- The leadership and management provided by the headteacher.
- Relationships between pupils and those between pupils and staff are good and as a result the behaviour and attitudes of the pupils are good.
- The extra-curricular provision provided by the school is good.
- The welcoming accommodation and site of the school enhances the environment in which to learn.

Main weaknesses

- Standards at the end of Key Stage 1 in English and mathematics.
- Quality of teaching and learning in Year 2.
- The use of assessment to respond to individual needs at both key stages, especially for the higher attainers.
- Outdoor play provision for the Foundation Stage.

The school's effectiveness has declined statistically since the previous inspection, but this is not a true reflection of the present state. Standards and provision had dropped prior to the present headteacher taking up post eighteen months ago but since then have been on an upward trend. The school has correctly identified the areas for development and has drawn up, and is presently implementing an action plan to bring about further improvements. These are evident in the teaching and learning at Key Stage 2, but have yet to make an impact at Key Stage 1. The most marked improvements have been in the pupils' attitudes and behaviour, which are now good from a low starting point. The key issues identified in the previous inspection have not yet been fully resolved so improvement is currently unsatisfactory. There is still no outdoor play provision for the early years, although plans are in the pipeline. The match of work to the pupils' abilities is still requiring attention and the monitoring and evaluation of teaching and learning is still in an embryonic stage. The school has successfully implemented the performance management and professional review for all teaching staff. Pupils' library skills have improved. Pupils now exercise speaking and listening skills much more in lessons, though this development is too recent to have had much impact.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	Year-2001	Year-2002	Year 2003	Year 2003
English	C	D	C	E
mathematics	C	B	A	C
science	C	C	B	D

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is satisfactory. Standards by the end of Year 2 are below average in reading, writing and mathematics. Although teaching and learning are effective in the Foundation Stage and Year 1, unsatisfactory teaching in Year 2 is still having an effect on pupils' performance. The school has identified this and is tackling the problem. Standards are better at the end of Year 6 and the school's test results have shown improvement over recent years. In the national tests for 11 year olds last year, the school's performance was average in English but well above average in mathematics and above average in science. When this performance is compared to schools with a similar level of free school meals, the school compares well, with all three subjects being well above average. However, when pupils' prior attainment is taken into account, the performance is not so good. In this instance, standards are lower than they should be, particularly in English and science. Again, the school is aware of this and is starting to take appropriate action. Standards in information and communication technology and other subjects are satisfactory in both key stages, with the exception of history where standards are above average at both key stages. Pupils with special educational needs achieve satisfactorily.

Pupils' attitudes to their work and behaviour are good. They enjoy coming to school and are encouraged to take responsibility and to develop their own initiatives. **The provision for pupils' spiritual, moral social and cultural development is satisfactory.** However, the school does not sufficiently raise pupils' awareness and understanding of other cultures.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The quality of teaching is satisfactory overall, but ranges from excellent to unsatisfactory throughout the school. The teaching in the Foundation Stage is satisfactory, with examples of good teaching and no unsatisfactory teaching and as a result children make sound progress. The teaching in Year 2 is unsatisfactory which adversely affects pupils' achievements. The teaching at Key Stage 2 is satisfactory overall, but with a larger percentage of good and very good teaching than at Key Stage 1 so as a result pupils are making satisfactory and more frequently good progress.

The curriculum provided by the school is generally broad and balanced and recently the school has improved it with more educational visits and a shaper focus on the arts than previously, which is having a positive effect on these subjects. The school provides a good range of additional activities that enrich the curriculum for the pupils. The school makes very good use of visits and frequently visitors contribute to assemblies and to work in class.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership and management provided by the headteacher is very good, is having a positive impact upon the school and is bringing about improvements at a good rate. With the exception of the deputy head, other members of the senior management are not fulfilling their management role and at the present time are having a negative impact upon the standards being achieved. The governing body has several enthusiastic new members who are keen to develop the school further. They fulfil most of their statutory duties and support the school managers well. However they are not well enough informed as yet to provide a clear vision or sense of direction.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Both at the parents' meeting and also through the questionnaires, parents affirmed that they were very happy with the school and commented upon the significant improvements evident since the appointment of the present headteacher, especially the learning environment. Inspection evidence indicates that the concerns of a minority about bullying were unfounded since pupils' behaviour is now good and any very occasional instances are effectively dealt with.

Pupils also enthused about the change in the school since the present headteacher's appointment and felt that she had really made a difference to how they were treated and respected at the school. They felt that they were listened to and could go to adults with any problems. A small number of older pupils expressed concern about how some lunchtime staff spoke to them.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- raise standards at the end of Key Stage 1 in English and mathematics:
- raise standards of writing across the school:
- improve boys' attainment in English:
- improve the quality of teaching and learning at Year 2:
- maximise the use of assessment to respond to individual needs at both key stages, especially the higher attainers:
- create better outdoor play facilities for the Foundation Stage.

and, to meet statutory requirements:

- complete the content of the pupils' annual reports to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in the current Year 2 are satisfactory in science and other subjects but below the standards expected in English and mathematics. In Year 6 pupils' achievement is satisfactory overall, however pupils achieve well in mathematics and science to reach standards, which are average and above average when compared to those expected nationally. In English although results in the most recent national tests at the end of Year 6 showed improvement when compared with other schools nationally the inspection evidence shows that attainment in the current Year 6 is still below those expected.

Main strengths and weaknesses

- Standards in science in Year 6 are above the national average.
- Test results are rising by the end of Year 6 in mathematics and science.
- Standards and pupils' achievements are good in history at the end of both Year 2 and 6.
- Standards in mathematics are below those expected by the end of Year 2.
- Standards in English are below the national average in both Year 2 and Year 6.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	13.8 (15.4)	15.7 (15.8)
writing	13.4 (13.6)	14.6 (14.4)
mathematics	11.9 (15.9)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year

1 Last year, when children began reception they were below expected levels of attainment in all aspects of development and well below in writing. By the end of the year all had made satisfactory progress but the general level was still below those expected. This year children began reception in line with expected standards and similar achievement is anticipated to sustain this progress throughout the year.

2 Standards in the 2003 test results show a continued rise by the end of Year 6. Test results for seven years old have shown a decline over the past two years and are below the national averages for reading, writing and mathematics. The exception is in science, where standards are as expected nationally.

3 Results at the end of Year 2 for 2003 are below those reported in 2002. The most significant decline is in mathematics and reflects poor performance in this subject. No higher levels were reported in writing or mathematics. The attainment on entry to the school for these pupils, although still below the national average, was above that reported for the 2002 Year 2 cohort and therefore shows a decline in attainment for this group of pupils.

4 The school has thoroughly analysed these results and concluded that standards have declined due to unstable staffing, unreliable prior assessments and staff inexperienced in teaching Year 2 for two terms. The school has taken significant action to address the issues identified. As yet there is no indication to show that standards are rising, but it is early in the school year. The

school is intending to be part of the local Primary Strategy, which will particularly focus on the teaching, and learning of English and mathematics at Key Stage 1.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.2 (26.6)	26.8 (27.0)
mathematics	28.5 (27.6)	26.8 (26.7)
science	29.6 (29.5)	28.6 (28.3)

There were 35 pupils in the year group. Figures in brackets are for the previous year

5 Results for pupils by the end of Year 6 in 2003 were well above the national average for mathematics, above for science and average for English when compared to all schools nationally. Boys achieve significantly less well than girls in writing, which is the national picture. The tests for 2003 show improvements in mathematics, science and English. The school attributes this to the cohort's greater ability and higher prior attainment, an analysis confirmed by inspection findings. However, when pupils' prior attainment is taken into account, the performance is not so good. In this instance, standards are lower than they should be, particularly in English and science.

6 Standards and achievement in mathematics is satisfactory overall by the end of Year 6 but this varies within the key stage. For example the present Year 3 pupils have a low baseline and standards in this year group are presently below those expected. This is the Year 2002 cohort who is performing consistently below the level expected for this age. The school has addressed this by deploying an experienced teacher to this age group and early indications are that this is proving effective.

7 Pupils who have special educational needs achieve satisfactorily. Staff work hard to help them overcome their difficulties. Sometimes, however, teachers set work that is too hard for them and this prevents them from achieving well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. There is satisfactory provision for spiritual, moral, social and cultural development. Attendance is satisfactory.

Main strengths and weaknesses

- Monitoring of attendance and punctuality is good.
- Family holidays in term-time continue to affect overall attendance percentages.
- Good systems are in place to promote good behaviour and raise confidence and self-esteem.
- The school council meets weekly and alerts the headteacher to issues of concern to the pupils.
- The school needs to raise awareness of other cultures.
- Thought provoking assemblies are a good feature of this school.

Commentary

8 Office staff and the learning mentor in partnership with the headteacher and class teachers monitor attendance and punctuality well. Diligent follow-up with parents and constant reminders of the need for regular and prompt attendance help maintain attendance levels.

9 The new behavioural policy deliberately incorporates rewards and sanctions. Pupils are encouraged to take responsibility and to develop their own initiatives. They are also given praise for in and out of school achievements. For example, Year 6 pupils act as buddies to reception children, run the tuck shop and act as playtime monitors. The other year groups engage in class duties and

responsibilities. Each week there is a celebratory assembly for all pupils. Pupils who misbehave have their name written in the blue book and do not like having to sign it. There have been two exclusions last year and pupils know that anti-social behaviour will not be tolerated.

10 Pupils are warmly welcomed into school and enjoy their time there. They work well in pairs and in groups, sharing equipment without unnecessary arguments and have respect for all adults. Sometimes behaviour is exemplary and pupils hold doors open for visitors or offer up seating. The courtesies 'thank-you, please and excuse-me' are frequently used in class and pupils are calm and controlled when moving around the school. If disruptive incidents do occur they are dealt with quickly in accordance with the school's policy. When misbehaviour endangers lesson objectives teachers use the services of a learning mentor. The school council is vigilant about bullying and the headteacher acts immediately to deal with such incidents. Pupils feel very confident approaching senior staff and can also alert the headteacher to general problems via a post box.

11 There is a strong feeling of community in school. Pupils identify with a set of moral values and beliefs. Such beliefs are developed using circle-time where pupils reflect on feelings and relationships and during assemblies where themes such as honesty are well explored and presented. These assemblies make an effective contribution to the pupils' spiritual development with their Christian content, opportunity for reflection and stillness for prayer. Elsewhere in the curriculum planned spiritual experiences are too rare.

12 Pupils recognise and understand their own culture because of effective cross-curricular projects, visits and frequent visitors. They visit the mosque and learn about other faiths in religious education and from the multi-cultural artefacts displayed about the school. However the school does not maximise on the multi-cultural aspects to develop the pupils understanding of today's multi-cultural society.

13 The school works closely with the nursery and organises good induction arrangements and continuing support for children and parents. Reception staff provide a range of carefully planned and imaginative activities. Children learn well how to be part of a group and part of the school community. They are taught to be considerate of others, recognising similarities and differences within their own culture.

Attendance

Attendance in the latest complete reporting year 2002/2003 (93.7%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.2
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Black or Black British – Caribbean

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
163	2	0
1	-	-

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory but showing improvement.

Teaching and learning

The quality of teaching is satisfactory overall. The teaching in the Foundation Stage and Key Stage 2 is better than that in Year 2 where it is unsatisfactory. Assessment is satisfactory in the Foundation Stage but unsatisfactory in Key Stage 1 and 2.

Main strengths and weaknesses

- Relationships with pupils are good.
- Classroom management and organisation are generally well managed.
- Good links exist across the curriculum, for example, using music within history.
- Teachers do not use assessment effectively to inform planning.
- Lessons and activities are not always well matched to the needs and abilities of all pupils.
- The use of marking and standard of presentation is inconsistent.
- Teachers' expectations are not always high enough and so some lessons lack challenge and pace.

Commentary

Summary of teaching observed during the inspection in 40 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (3%)	1 (3%)	13 (32%)	20 (50%)	5 (12%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14 The quality of teaching covers a wide range throughout the school, from excellent in Year 4 to unsatisfactory in Year 2. Teachers generally have a good command of the subjects they teach, they have good relationships with pupils and this assists the pupils in their learning, as they feel confident to 'have a go' and are not afraid to make mistakes. Teachers' planning is usually thorough but does not effectively address the different needs of pupils of different abilities and on occasions the more able pupils are insufficiently challenged. In the excellent mathematics lesson on co-ordinates seen in Year 4 the teacher set high expectations in standards of behaviour and also in the tasks set for the pupils, which were well matched to the pupils' different abilities. The teacher knew her subject very well and explanations were clear and concise. The pace of the lesson was brisk and the teacher made the lesson both interesting and fun and as a result all the pupils made very good progress.

15 The ten per cent of unsatisfactory teaching was mainly in Year 2 with one art lesson in Year 5 also unsatisfactory and this percentage related only to two teachers one of whom was a supply teacher. In Year 2 the lessons lacked pace and the tasks were not sufficiently matched to the abilities of the pupils. As a result the pupils became bored, their behaviour and concentration wavered and they made little progress.

16 Teaching for pupils who have special educational needs is satisfactory. Sometimes teachers set work which is too hard for pupils, because they do not consistently pay due attention to pupils' targets as stated in their independent education plans. However, teaching assistants give good support in lessons, making a positive contribution to the satisfactory progress pupils make. Pupils make faster progress in lessons when they are withdrawn, because teaching assistants work specifically at their targets. Teachers and assistants manage pupils who have behavioural problems well and this helps them learn steadily.

17 Teachers' use of assessment, although thorough and constructive, is not well used to respond to individual pupils needs to plan future lessons effectively. Teachers' marking is inconsistent and does not adequately inform pupils on how they can improve.

18 Pupils' learning is satisfactory overall in the Foundation Stage and Key Stage 2, but unsatisfactory in Key Stage 1, where pupils do not acquire skills, knowledge and understanding at a reasonable rate. Pupils learn well in Key Stage 2. Pupils' apply themselves well to the tasks set and are able to work well both independently and collaboratively.

The curriculum

The school provides a satisfactory breadth of curricular opportunities with good opportunities for enrichment through extra-curricular provision. Accommodation and resources are satisfactory, except for outdoor foundation play areas and information and communication technology software and Internet access, which are unsatisfactory. There is adequate provision for pupils with special educational needs.

Main strengths and weaknesses

- There is a good range of after-school activities across the ages.
- The School fulfils statutory requirements for sex and drugs education.
- The School provides a broad curriculum with strong emphasis on English and Mathematics.

Commentary

19 The curriculum provides a broad range of progressive and worthwhile opportunities that meet statutory requirements including religious education and collective worship, with the exception of ICT. Extra-curricular provision through clubs, visitors and visits is good and there is provision for all ages. Personal, social and health education is integrated into the curriculum and is also taught through discussions. The police give drugs education lessons and the school nurse provides sex education lessons. These are extended along with general health education again through class discussion but also through science and design and technology.

20 The school analyses and tracks pupils' progress and uses this information to set pupils targets. Pupils are well prepared for the next stage of their education and there are good links and joint projects with nursery and secondary schools that ease pupil's problems during transition. In English teachers analyse pupils' work and propose targets for their future development work. For example, in writing in Year 6 guidelines are provided for pupils so that they have the support to write for any purpose or audience. These are readily available in class and used across the curriculum. For example in a history lesson in Year 6 simulating the methods of a Victorian schoolmaster, pupils used writing guidelines to summarise their experience and communicate their feelings about it.

21 There is no provision for outdoor play facilities in the Foundation Stage, so children's physical development is restricted. There are plans to develop this in the New Year and to this end visits to other early year's settings have been organised. Nevertheless this was a key issue at the last inspection and little progress has been made. There is also a shortage of some aspects of ICT software such as sensors to monitor external events and at present there is no Internet provision. Nevertheless all other resources are satisfactory and the school is particularly well equipped with practical science equipment and historical artefacts.

22 There are sufficient teaching and support staff to teach the curriculum and to enable the school to function effectively. Accommodation is attractive, well organised and apart from the new ICT suite, accessible. Classrooms are of a good size, well laid out with new furniture, carpet areas and good displays to provide stimulating areas for pupils. There is a good ICT suite and a well-stocked library.

23 The curriculum is weighted towards English and Mathematics resulting in sparse and superficial coverage of the foundation subjects. Some subjects are not studied at regular intervals throughout the year and so pupils do not develop subject-related skills continuously.

24 In accordance with the nationally accepted code of practice, pupils with various degrees of special educational needs obtain independent action plans. The quality of the plans is generally satisfactory, but variable. In some classes plans lack detail and clarity. Reviews are planned and conducted appropriately.

Care, guidance and support

Provision for pupils' care, guidance and support is satisfactory overall. There is a school council and pupils are consulted upon issues that concern them.

Main strengths and weaknesses

- Good procedures ensure pupils work in a healthy and safe environment.
- The school ensures pupils have good and trusting relationships with adults in the school.
- The school does not use assessment information about pupils' performance well enough to respond to their individual needs.
- The school does not promote adequately pupils' understanding of how they can improve their performance.
- There is insufficient training provided for lunchtime supervisors.

Commentary

25 The school has satisfactory procedures for the protection of pupils in line with locally agreed child protection arrangements. Although only the designated member of staff has had specific training, all staff are aware of procedures. A suitable health and safety policy is in place and day-to-day working practices are safe. There are clear procedures for dealing with accidents, illness and the administration of medicines.

26 Relationships in the school are good. Pupils know staff care for them and are happy to confide in them, particularly the headteacher and their class teacher. The learning mentor also supports pupils who have particular problems. There is insufficient training for lunchtime supervisory assistants resulting in a confusion of policies to be adopted during lunchtime in the dining room and at play.

27 Teachers' marking is unsatisfactory overall, as is their use of assessment information to guide pupils' work. Consequently, tasks are not always matched to ability so many pupils do not consistently improve.

28 There are good procedures which help reception children settle into school and to ensure a smooth transfer when pupils leave for secondary education. Valuable links with a local high school introduce pupils to specialist teaching, for instance in science and physical education.

29 Pupils are consulted about their views and know they are listened to. The school council is beginning to develop as a forum for teachers to take formal account of pupils' views and take action. Pupils who have special educational needs do not have the opportunity to contribute to their individual education plans.

Partnership with parents, other schools and the community

The School has satisfactory links with parents and the community. Links with other schools and colleges are good.

Main strengths and weaknesses

- Pupils' reports do not meet statutory requirements.
- The prospectus is a good reference document for parents.
- Information to parents is much improved since the appointment of the current headteacher.
- Growing parental and community support for the school.
- The recently formed parent teacher association has raised money for the school and begun to offer more social activities for the pupils.

Commentary

30 Pupils' reports do not follow the statutory guidelines as parents are not given national information in order to assess their child's standards and progress when compared to other pupils nationally. They do not report on all National Curricular subjects individually and circle grades without communicating meaning that parents can understand and value. They state what pupils know, understand and can do but give no specific illustrations. Attendance figures are reported accurately and detailed information about personal development shows teachers' good knowledge of pupils. Targets for improvement are set for English, Mathematics and Science and parents find these particularly useful.

31 Parents are kept well informed of school affairs and procedures by regular newsletters and an attractive governors' annual report. The prospectus is informative and provides a good introduction to the work of the school for new parents. There is an information pack for each year group. An introductory letter about the school gives general information about homework, dates, timetable, and physical education days, topic chart and after school clubs. Lists of sight words detailed in the Literacy Strategy handbook specific to the age group of the child are also sent home. The reception teacher undertakes home visits and there are opportunities for informal communication between staff and parents before and at the end of the school day.

32 A reading record circulates between school and home but sometimes parents are reluctant to make a formal entry. 75 per cent of parents attend open consultation evenings and there is good support for the home-school agreement and for homework. The school has organised curricular support meetings but these have not been well attended and so the school is targeting parents who ask for support and have queries about homework.

33 There is growing support for the school, attendance at the annual governor's general meeting is good, there is much enthusiasm for the new parent-teachers association and parents are beginning to help in classrooms. The school reacts quickly to analyse and manage complaints and there are many positive comments from parents about the open nature of the school under the new leadership.

34 There are good links with cluster groups particularly beacon schools, the local secondary and nursery schools. Curricular provision is enhanced by the Year 5 science lessons at the secondary school, the Spanish and French teaching by secondary personnel and by visiting mathematics, English and pastoral staff. Sports fixtures are organised between local schools and the school has participated in graduate teacher training.

35 The school is beginning to take an active part in the community and to use the locality as a resource. Pupils study the local church, the shops and facilities and the vicar and the police are regular visitors to support curriculum work. Local senior citizens are invited to the Christmas and summer fayres as well as to the children's concerts and pantomimes. A local nursery has recently donated plants for the patio areas and the school looks much more attractive because of these.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership provided by headteacher is very good. The governance of the school is presently unsatisfactory, as they do not take an active role in shaping the direction and vision of the school.

Main strengths and weaknesses

- The leadership and management of the headteacher are very good.
- The role of the senior management team is neither sufficiently developed nor effective enough to have a significant impact upon the work of the school, particularly at Key Stage 1.
- The role of some co-ordinators has not been developed to involve monitoring and evaluation of the subject.
- The governors of the school do not fully know the strengths and weaknesses of the school in order to be able to shape the vision and direction for the school.

Commentary

36 The governing body has some relatively new, enthusiastic members who are keen to help the school to develop further but have not had sufficient time to be able to get to grips with the role and implications of their duties. They have established committees that meet regularly and have identified link governors for aspects of the school's work. They ensure that the school meets statutory requirements with the exception of the annual pupils' reports to parents, which do not meet requirements.

37 The school ensures that statemented pupils receive their entitlement to support. Governors are committed, within their own work restrictions, to the school and are very supportive to the headteacher and staff. However, they rely too heavily upon the headteacher and play a small part in leading the school and do little to hold the school to account. Overall the role of the governing body is presently unsatisfactory due to the factors listed above.

38 The headteacher leads the school very well and has had a very positive impact since her appointment. She has correctly identified what needs to be done to improve standards and the quality of teaching and learning and has high aspirations for the school. She has a clear vision for the school and where she expects it to be in the very near future. She utilises the support from other colleagues in other schools and within the Local Education Authority very effectively. At the onset of her appointment she identified the behaviour and learning environment as priorities for development. From being weaknesses these are now strengths, which is a testament to the impact she has made in a short time.

39 The leadership and management provided by the rest of the senior managers are variable. The deputy head is also the co-ordinator for special educational needs and she has made a good start in her role. A strength in the co-ordinator's leadership and management is her knowledge of the field and experience in using the support services of the local authority. She has identified weaknesses in pupils' individual education plans and has developed an action plan to improve them. The deputy head works in partnership with the headteacher and together they are bringing about significant improvements. The leadership and management of Key Stage 1 are unsatisfactory. The co-ordinator does not execute a full or active role in the management of the school effectively. Not all members of the management motivate, inspire or influence other staff and pupils. The workload of the management team is not equitable and some members have a much larger workload than others. The monitoring of English and mathematics has taken place and action plans for monitoring have been drawn up by all co-ordinators. However, not all subject leaders have had the opportunity to monitor and evaluate their subjects and are therefore unable to give an accurate picture of standards and provision. The governors in turn, therefore are not getting all the information they require in order to direct and manage the school.

40 The school development plan is thorough and identifies the areas for developments. There is good analysis of available data to identify weaknesses and this is then acted upon by the named staff. The priorities are generally accurate and costed, with clear criteria for success, so that the

school will be able to evaluate its effectiveness. However, at the present time, the school is not using the internal good practice to assist other teachers within the school.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	450,059.00	Balance from previous year	4,762
Total expenditure	396,020.61	Balance carried forward to the next	54,039
Expenditure per pupil	2,302		

41 The day-to-day management of the school is good. Routines are well established and the office staff work well with the management team to ensure that procedures run smoothly. The school does not have fully delegated financial powers but manages the funding it does have effectively. The governors have made a deliberate plan to incur high costs to create separate age groups, even though this means some large classes of 34 pupils and one very small one having only 12 pupils. This is initially very expensive but if numbers continue to rise as indicated this should balance out well. The £54,000 carry forward is to ensure that present staffing levels can be maintained to keep the single age classes that both the school and parents are happy with. The school feels that this arrangement has a positive impact upon the pupils' achievement. Parents were very supportive of the deployment of classes and some said that this was a deciding factor in helping them to choose the school. The one intake in September is also a new initiative that should have a positive impact on standards. The school provides satisfactory value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

42 Provision for children in the Foundation Stage is **satisfactory**. There is no designated area or equipment for outdoor play but plans to correct this situation are already underway. There is one discrete reception class and for the first time this year all children began their schooling in September after a staggered entry extending over several weeks and a well-structured induction package for parents and children. Children are warmly welcomed into school and the reception teacher has good relationships with the children. There is a good ratio of adults to children to ensure that all needs are met. The teacher provides imaginative activities suitable for their needs in a secure and stimulating environment.

43 Last year, when children began reception, they were below expected levels of attainment in all aspects of development and well below in writing. By the end of the year all had made satisfactory progress but the general level was still below the national average. This year children began reception in line with national attainment standards and similar achievement is anticipated to sustain this progress throughout the year.

44 Although some children have only been a few weeks in school, routines and procedures are well established and understood. Movement between activities and around the school is particularly smooth. The classroom is well organised with adequate resources and there is a good balance between activities initiated by adults and work that the children have selected themselves.

45 Teaching is satisfactory with some good features. Effective planning provides clear objectives and appropriate assessment. Staff plan interesting activities, which extend the initial theme, build on previous learning and actively involve the children. The teacher is particularly skilled in knowing when to intervene to prevent loss of concentration or to develop a project further. She gives the children a lot of praise and encouragement particularly when they experiment with equipment and develop their own ideas. Teaching assistants also make a positive contribution to children's learning and personal welfare, although when the teacher has children around her on the carpet they need to be more actively involved.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**

Main strengths and weaknesses

- An orderly environment and good procedures help children to learn quickly the correct way to behave.
- Teacher has high expectations of good behaviour.
- All adults encourage the development of social skills across the curriculum.

Commentary

46 Children have good manners, to wait for their turn, put their hands up before answering, and listen to other children's contributions. They learn to wash their hands after going to the toilet and before going for lunch. The teacher encourages children to give extended answers and allows them the time to justify their opinions. Subsequent questions by the teacher build on a child's utterances and prompt further responses.

47 Children are respectful of adults and of each other. They work well together and frequently give paired oral feedback in plenary sessions. They are beginning to interact in group situations rather than work side by side, when they are in regular groups. They are also particularly quick at

settling into activities, which have little direct adult input. After an activity children return equipment to its correct storage place.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **satisfactory**

Main strengths and weaknesses

- Speaking and listening are given priority across the curriculum.
- The teacher provides a good role model in enunciating English.
- Most children recognise basic key words and can manipulate them into sentences.
- There is evidence of emergent writing but using this more and giving it higher priority could be planned into sessions.
- Children have good access to all elements of the Literacy Strategy.

Commentary

48 Speaking and listening are given high priority across the curriculum. They are well developed through role-play activities and co-operative group-work with other children. Because of the good ratio of teaching staff to pupils, numerous opportunities exist to share ideas and news with an adult. The teacher is particularly skilled at strong questioning, building lots of prompts into her speech to maintain pace and ensure full participation.

49 The reception teacher brings a lot of enthusiasm to language sessions creating real excitement and drama when reading a story. Children are proud to demonstrate their recognition of key words and their growing knowledge of initial sounds. After shared reading and oral text work, children work on a variety of activities, such as on the computer programming a pixie disguised as a little red hen and using tractors to make furrowed patterns in the sand trays and with plastic farm animals. All these imaginative activities practise reading and writing skills and add depth to the initial text. Plenary sessions allow the children to discuss their experiences in pairs in front of the class. The teacher gives encouragement on these occasions and asks questions to enable the children to bring their contributions to a suitable end.

50 In one writing session all pupils were given the opportunity to draw and write instructions for a recipe using bread to make toast. One pupil had included initial letters for butter and toast. This was shown to the class and the teacher gave praise for the contribution.

MATHEMATICAL DEVELOPMENT

Provision for mathematical development is **satisfactory**

Main strengths and weaknesses

- Lessons are well planned with clear objectives and differentiated activities for different ability groups.
- There is a good match of tasks for age and ability.
- There are good strategies for teaching number bonds.
- Learning through speaking and listening is not always developed through writing.
- Written work to extend learning is not always developed.

Commentary

51 The teacher makes learning fun. She uses inventive ways to teach number bonds either acting out a drama on a bus where children look closely at the one-to-one correspondence of seats to child passengers or with familiar fluffy toys that 'help' children to make the correct calculations. The children know several counting rhymes, understand the need to organise equipment to check for

one-to-one correspondence and are now beginning to understand simple addition and subtraction facts up to 6.

52 Good work habits are encouraged and children check their answers using fingers. The teacher adapts her questioning to suit each child and her good classroom organisation and sensitivity to individuals, sustain the lesson's momentum while ensuring full participation.

53 Opportunities to extend learning are, however, sometimes missed. There were no ICT applications in the number activities observed; the break for milk refreshments offered the chance to apply number bonds practically but was not exploited. Also, teacher demonstration to record children's findings could be introduced simply and developed by the children. It would also ensure more active participation by pupils in the teacher-led sessions and there was no teacher demonstration so pupils know how to record their findings.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

54 It is not possible to make an overall judgement of provision or standards in this wide area of learning but the teaching and learning were good in the activities seen. Construction work is purposeful since interest and concentration are sustained in child and teacher directed projects. Children follow up The Little Red Hen story by constructing shelters for the farm animals. They skilfully programme the pixie to visit various sections of the farm, using left/right directions and units of distance. They construct a Succoth to celebrate God's feeding the Jews in the desert. This was developed as an extension of the school's harvest festival and the children enjoyed sitting in it and sending written invitations for guests to join them.

55 ICT when observed was used enthusiastically for language and creative development. Some children demonstrated good mouse control, the ability to select from several icons, erase words and justify any choices they made.

56 Because children handle a wide range of tools and materials staff are vigilant about supervision and safety. Children have a visit from the school nurse on the importance of hand washing and are taught correct handling of pencils, brushes and scissors from the beginning.

57 To encourage the growth of social confidence and to widen knowledge of other homes and other ways of life children take home for the weekend the class pet a fluffy dog! On his return the child describes his adventures to the rest of the children. The dog is very popular!

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**

Main strengths and weaknesses

- Fine motor skills are well developed.
- Gross motor skills in physical education lessons are well developed.
- The lack of outdoor play resources restricts overall development across the Foundation Stage curriculum.
- Accommodation and grounds are spacious and in good order.

Commentary

58 Children regularly practise and extend their fine motor skills by the use of clay tools, scissors, small world figures and general construction materials. Many have the correct pencil grip and write holding the pencil at the correct angle to the page.

59 Children have a good concept of space and use the hall floor area well. They respond to the instruction stop and can kick a ball using the correct part of the foot. The teacher joins in with the

children to sustain their concentration and enthusiasm and her ongoing assessment enables the children to receive appropriate instruction to develop their movement.

60 The teacher uses physical education effectively to develop language. She gives precise instructions emphasising position-“Keep the ball on the floor” “Push it around the body.” The teacher expects ever more imaginative movement and because she creates an atmosphere of security children enjoy exploring and individual expression. Children concentrate well and are rarely off task. The teacher has good relationships with the children and gives constant reassurance and encouragement.

CREATIVE DEVELOPMENT

Provision for creative development is **good**

Main strengths and weaknesses

- The teacher provides imaginative activities for the children.
- The teacher gives praise for originality and creates an atmosphere conducive to exploration, so pupils are not afraid to make mistakes.
- The lack of outdoor play facilities restricts creativity.

Commentary

61 The teacher provides interesting activities to extend a theme and pupils use the skills and ideas thus developed to initiate their own further learning both at home and at school. Children observed using clay were not content to use tools, shells, rollers or sticks etc in the obvious way but strove to make marks using combinations of the equipment. The teacher often entered the children’s role-play and they were confident to develop their own ideas and the teacher’s suggestions. They were confident with paint materials, could mix the shade they wanted and drew recognisable shapes to represent farm animals of their choice.

62 The lack of outdoor play facilities prevents the extension of creative development extending into the outside environment.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory** overall.

Main strengths and weaknesses

- Most teaching is satisfactory, though it ranges from good to unsatisfactory, so learning is satisfactory.
- Pupils have good attitudes to their work.
- Many boys underachieve, but many girls achieve well.
- Most teachers do not match work closely enough to pupils' needs.

Commentary

63 Standards are currently below average for pupils aged seven and 11. Although results in the national tests at the end of Year 6 in 2003 show improvement when compared with other schools nationally, the inspection evidence shows that attainment in the current Year 6 is still below those expected nationally. There has been little improvement until recently because the school has been slow to come to grips with the National Literacy Strategy. However, since the appointment of the new headteacher and her recent control of the leadership and management of the subject, teachers have taken effective action to begin improving standards.

64 Many pupils' speaking and listening skills are below those expected for their age. This adversely affects their ability to understand the words they read and the range of vocabulary they use in writing. Teachers have introduced strategies to encourage the development of those skills. For instance, a good drama lesson in Year 6 increased pupils' confidence in speaking to an audience. Teachers in Year 4 and Year 6 posed questions in lessons which encouraged pupils to give extended answers, but this is an inconsistent feature elsewhere.

65 Standards in reading are below average. Many boys are not achieving well enough, particularly the more able working towards the higher levels. The school has improved its stock of books, particularly of boy-friendly books, to help matters. Pupils are given good opportunities to improve their comprehension skills in literacy lessons and to read for pleasure. However, not enough opportunities are given for the direct teaching and learning of reading. As a result, lower attainers do not make the progress they should and boys in particular fall behind at all levels.

66 Standards in writing are below average and in this aspect, too, many boys underachieve, whereas many girls achieve well. The school is aware of the extent of boys' underachievement and has introduced initiatives to help, with more to come. Already, the behaviour and attitudes of most boys have improved and this is making a positive impact on their learning and the learning environment. Some pupils write imaginatively, such as one in Year 6 who wrote, "It was a beautiful place full of twinkling lights and glistening water." Most, however, write more prosaically and many neither have an adequate understanding of grammar nor use an extensive vocabulary. Not enough pupils attain higher levels in writing, particularly in Year 2. Pupils who have special educational needs achieve satisfactorily. However, sometimes the work they do is not closely matched to their individual education targets and is too hard. Nevertheless, they usually manage reasonably well with the good help they get from teaching assistants. On the other hand, these pupils make faster progress in lessons when they are withdrawn, because with teaching assistants they work specifically towards their targets.

67 Teaching is satisfactory overall. Strengths of teaching in most classes are the encouragement and engagement of pupils and the insistence on high standards of behaviour. As a result, the learning atmosphere is good. The best literacy lesson seen was in Year 4. Pupils were swept along by the teacher's expertise, enthusiasm and pace and achieved very well. They were kept thinking hard with questions such as, "Why am I writing the narrator's speech in a different way

from the actors’?” The teacher’s realistic expectations for all pupils enabled them to make good progress, including those who have special educational needs. On the other hand pupils in a lesson in Year 2 made little progress because of the teacher’s insecure grasp of the National Literacy Strategy.

68 Now that the school has identified areas of weakness in the subject, teachers are taking action to improve standards. For instance, pupils’ handwriting is improving because teachers dedicate time to this. However, there are areas not yet showing signs of improvement. For instance, computers are not used effectively to support pupils’ learning in literacy. Although some teachers develop good links with other subjects in literacy lessons, particularly in Year 6, this is not consistent practice. Teachers do not mark pupils’ work well enough to indicate how they can improve it. On the other hand, a recent development to help pupils understand how well they achieve their targets in reading and writing has been enthusiastically welcomed by pupils and is likely to have a positive effect on learning.

69 A general weakness in most teaching is that teachers do not use assessment information of pupils’ work well enough when planning both individual and longer series of lessons. As a result, most teachers do not match work closely enough to the needs and interests of all pupils. This affects learning at all levels of attainment.

MATHEMATICS

Provision in mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Teachers make good use of the mental and oral start to the lessons in Key Stage 2.
- There is some excellent teaching in Year 4.
- Standards are low in Year 2 where teaching is unsatisfactory.
- There is little recording of work undertaken at Key Stage 1 and to some extent lower Key Stage 2.
- Mental strategies are not always taught effectively and pupils are not able to verbalise how they have worked out their answers.
- Pupils struggle in identifying the correct strategies to use to solve problems.
- The use of ICT is under developed

Commentary

70 Although standards have improved since the previous inspection and are well above those expected nationally by the end of Year 6 in the 2003 tests, standards in the current Year 6 are in line with those expected. Standards in the current Year 2 remain below those expected for seven year olds. This represents satisfactory achievement by the end of Year 6 but unsatisfactory achievement by the end of Year 2.

71 In the 2003 tests the results for Year 2 pupils was well below the national average and had dropped from the previous year. Trends over time by the end of Year 6 show an improvement year on year, but in Year 2 they are show a downward trend. Pupils with special educational needs are well supported in their learning and achieve well. Boys and girls have similar levels of attainment.

72 Since the last inspection and since the appointment of the present headteacher the school has worked hard, along with support from the local education authority, to improve teaching and learning in mathematics. This has been successful in Key Stage 2 but has yet to have an impact in Year 2. The school has recently concentrated on dedicating more time to developing pupils. The National Numeracy Strategy has been fully implemented to positive effect in Key Stage 2. It is not yet wholly successful in Key Stage 1 not only due to the inadequate teaching, but also the pupils’ low

prior attainment on entry to the school. In a further bid to raise standards the school has volunteered to be part of the Primary Strategy and will receive intensive support and training.

73 Pupils' knowledge of the different aspects of mathematics is inconsistent. Year 5 pupils struggled to explain how they had worked out an answer to a question and what operation they needed to apply to solve a number problem, whereas Year 6 pupils could explain what strategy they had used and why they had chosen it. Year 3 pupils were confident to name simple 2D shapes but were less confident when naming shapes with more than four sides. Year 4 pupils happily explained how to work out the co-ordinates of the treasure on the map and the rules that had to be followed. Year 1 pupils had a low baseline to start from and struggled when dealing with simple money problems, such as deciding which coins will make 10p.

74 The use of ICT within mathematics is not fully developed and opportunities to use applications are infrequent. It is planned to timetable classes to use the ICT suite for some mathematics lessons and this should improve this aspect. There is a good supply of clusters of computers for use within the classroom but during the inspection these were not used to their full potential.

75 Pupils generally enjoy their mathematics lessons, especially at Key Stage 2 where the lessons are interesting, pitched at the appropriate levels for the pupils and yet provide sufficient challenge to enable them to make further progress. The teaching of mathematics is satisfactory in Key Stage 2 with an excellent lesson seen in Year 4. In this lesson the teacher made good use of technical vocabulary to develop the pupils understanding. She used effective classroom management and behaviour strategies to keep the pupils focused. The aims of the lesson were shared with the pupils with the expectations clearly outlined. The teachers subject knowledge was good, clearly explaining why when reading co-ordinates the rule is always to read across first and then up. Resources were well prepared and colourful to enable the visual learners to engage fully in the activities. The lesson was lively, interesting and fun and the pupils listened attentively. Achievement by the end of the lesson was very good as a result. The opposite applied in Year 2 where the lessons lacked pace and challenge and were not matched to the individual needs of the pupils. For example, an extension task given to the higher attainers was to colour in the objects that had odd or even numbers.

76 The school follows the guidelines outlined in the National Numeracy Strategy, which forms the basis for planning and ensures that the mathematics curriculum is broad and balanced. As yet individual pupil targets are not set, except for those pupils with special educational needs.

77 The leadership of the subject is unsatisfactory due to the low standards and quality of teaching in Year 2. The co-ordinators action plan does not identify the issues of teaching and learning at the end of Year 2. The location of the co-ordinator in the Foundation Stage does not help her to get a good overview of the subject.

Mathematics across the curriculum

78 There is evidence that pupils use mathematics across the curriculum, for example in science to set up tests and measurements, in geography and history to record findings and data and also in ICT. However, this is often co-incidental rather than specifically planned. Older pupils apply their mathematical knowledge in practical situations such as running the school tuck shop.

SCIENCE

Provision in science is **satisfactory**

Main strengths and weaknesses

- Science is effectively taught through investigation and practical work.
- Resources are good.

- Technical vocabulary and scientific conventions are taught well.
- In junior classes there is a good range of themes, which are studied in depth.
- Management of this subject is good.

Commentary

79 Teaching, learning and achievement are satisfactory in Key Stage 1 and good in Key Stage 2.

80 When questioned, all pupils are enthusiastic about Science because they enjoy the emphasis the school places on enquiry methods. In Year 2 pupils investigated whether the angle of a ramp affected the distance a vehicle travelled. To do this pupils' had to establish a fair test and collaboration with Year 6 pupils enabled them to achieve this. Year 6 pupils accurately and independently tested baking powder mixed with vinegar, cabbage juice and water to see if the mixtures were acid or alkali. They also compared the time taken for a variety of pendulums to swing through an arc. In all classes there was enough equipment for every child to experience science practically.

81 In the previous inspection teaching and learning were satisfactory at both key stages. This means that progress has been sustained at Key Stage 1 and improved at Key Stage 2. This judgement was based on evidence from lessons, work scrutiny and conversations with pupils.

82 Technical language is systematically introduced to pupils. In a Year 1 lesson on animal families pupils remembered the names of their young and of some of their homes. In a project on solids and liquids Year 4 pupils used terms like separating, sieving, filtering, insoluble, granules, dissolve and viscosity. All pupils are beginning to use the vocabulary for scientific enquiry. Pupils in Year 2 made predictions, established a fair test and gave conclusions.

83 Work seen at Key Stage 1 lacked quantity but involved a variety of presentation including drawings and text. Marking was encouraging but did not give pupils guidance on how work could be improved the next time. The same level of work was given to all pupils but lower ability pupils were able to respond using pictures. More able pupils wrote extended sentences.

84 Writing is well used at Key Stage 2 and the volume and range of pupils' work is good. Pupils' complete text, they use computer graphics, drawings, tables, key diagrams and extended narrative. They also work effectively together, collaborating, checking, restating and refining each other's work. Some marking indicates the quality of work, is sympathetic and occasionally reveals ways of improving.

85 Management of this subject is good and is a contributory factor to the higher standards of achievement. The co-ordinator has analysed results, given active help to colleagues, organised training, disseminated the latest thinking on this subject and focused staff on delivering the science curriculum through enquiry. She has also monitored planning, had an input into the school's development plan and knows that to make further progress she must monitor teaching particularly at Key Stage One where test results are low.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**

Main strengths and weaknesses

- There has been recent improvement in resources and staff expertise.
- School makes good use of advanced skills teachers to enhance the quality of teaching.
- Procedures for monitoring and evaluating provision and standards in ICT are not established.

Commentary

86 At the end of Years 1, 2 and 3 pupils ICT skills are average. In Year 1 pupils' ICT skills are satisfactory. They can use a mouse to click on a word and drag it across to a figure to create a label. These pupils were hampered in this task not by their ICT skills but by their limited language

and literacy skills. Year 2 pupils are able to log on, save their work, use the enter key and create a simple Halloween menu using bullet points and capitals. Year 3 pupils created a simple spreadsheet using 'Textease' to show Year 4's favourite fruit and the majority completed the task with some success. Year 4 pupils experimented with creating a poster to advertise an attraction. All pupils could insert text and pictures but were hampered in their task by their limited word processing and keyboard skills. It is not possible to reach a judgement about standards in other year groups as no use of ICT was observed during the inspection. There were examples of some pupils achieving higher than the expected levels by the end of Year 6 in the previous year, but this is where they have a computer at home to practice their skills or when working with the advanced skills teacher.

87 Since the last inspection an ICT suite has been created and more software and resources have been purchased. The ICT suite is a positive improvement to the schools facilities for ICT but is under used as it is in a separate block from the rest of the school and as yet, it is not being used for literacy or numeracy lessons. The school has made very good use of the local education authority's advanced skills teacher to assist teachers and this has greatly enhanced the quality of teaching of the subject.

88 Classroom computers were under used during the inspection and applications that would naturally link in with the lesson were missed, for example in a Year 6 mathematics lesson on data handling.

89 In the lessons seen the teachers' subject knowledge was satisfactory and teachers demonstrated the task well, although it was difficult for all the pupils in the bigger classes to see the monitor clearly. Lessons were well planned and the aims of the lessons were shared with pupils so they understood the intentions and what they were expected to be able to do by the end of the lesson. In Year 4 the teacher made good use of revising previous learning and the skills learnt in other lessons. Expectations were made clear at the beginning and the tasks were matched to the differing abilities of the pupils. Pupils enjoyed the lesson and one child who learnt how to insert clip art during the session confidently demonstrated this to other pupils later. Good use was made in this lesson of pupils' self and peer assessment during the summary which helped them to consolidate what they had learnt.

90 Pupils clearly enjoy their ICT lessons and invariably came into the suite excited, enthusiastic and keen to get started. In discussions with the older pupils it became apparent that not many had a computer at home and so they were unable to practice what they had learnt at school. For many the only access to ICT was at school and therefore it is important that these pupils get regular access to computers at school.

91 The leadership of the subject is satisfactory overall but as with other subjects, there has been no time allowed to monitor provision and teaching and learning. Assessment procedures are not fully in place and therefore are unsatisfactory.

Information and communication technology across the curriculum

92 There was very little use of ICT seen across the curriculum during the inspection and the classroom computers were underused, often missing good opportunities to use ICT to aid learning in other subjects. The ICT suite was empty for much of the inspection. There was evidence that ICT has been used in other subjects of the curriculum, such as English, mathematics and art and design. In English computers were used for word processing or to present their work in a variety of ways and insert illustrations. In art and design the youngest children had used computers to draw simple pictures and create patterns.

HUMANITIES

HISTORY

Provision in history is **good**

Main strengths and weaknesses

- All pupils showed great enthusiasm for this subject.
- There is a good range of books and artefacts in displays about the school to stimulate pupils' interest.
- Visits to Gainsborough Old Hall and visitors such as the role-play of a Victorian headmaster helps the pupils to appreciate the customs of an era and to empathise with its people.
- By Year 6 pupils have a very secure understanding of chronology across the centuries and know that historical evidence comes in many forms.
- Pupils at both key stages appreciate that there are many different viewpoints on history and are able to articulate the reasons for this.
- Pupils communicate their knowledge in a variety of forms.

Commentary

93 Good standards of work were seen in both key stages. No lessons were seen in Infant classes but the teaching in Key Stage 2 was good. This reflects a similar judgement to that made at the previous inspection.

94 Pupils show great enthusiasm for history. Teaching is successful because staff have good subject knowledge, plan imaginative activities to meet the interests and needs of the pupils and use high quality resources with enthusiasm.

95 Year 1 pupils are able to dress the part of Victorian kitchen staff and use with conviction authentic artefacts from the period to demonstrate the weekly washday. They know that such work was tiring and heavy and that the rich would have had servants to complete this task. Year 2 pupils' study the Crimean war through the lives of Florence Nightingale and Mary Seacole and compare attitudes to colour and class. In Year 4 pupils worked well in collaboration to find out as much as they could from Tudor portraits. Year 6 pupils successfully ordered several periods of history into appropriate chronological order.

96 In Years 2, 4 and 6 pupils write in a variety of ways to illustrate their understanding of the periods covered for example pupils wrote letters complaining about the Spartans' behaviour, a curriculum vitae for Queen Victoria, a description of the poor in Victorian times and a family tree.

There was no evidence of documentation being used to support local studies such as census, maps and historical records.

GEOGRAPHY

Provision in geography is **satisfactory**

Main strengths and weaknesses

- Pupils made good use of the local environment to look at safety features, traffic, shops, land use and routes between two points.
- Residential visits to Filey and Seahouses with their opportunities for fieldwork greatly enhanced the Geographical experience for pupils.
- Restricted time given to this subject prevents development of skills over an extended period.

Commentary

97 No lessons were seen during this inspection. A survey of pupils' work revealed that standards for both key stages were satisfactory and that progress had been sustained since the previous inspection.

98 Analysis of the pupils work showed that a variety of projects were studied but sometimes without much quantity or depth of work. There was some variety of writing such as picture postcards and letter writing but in general, opportunities for writing were not fully exploited. Time spent on this subject is concentrated in one part of the year. The result of this decision is that pupils miss the opportunity to develop geographical skills over an extended period. Work was not differentiated and was the same for all pupils. Work was marked and although teachers made encouraging remarks there were no constructive comments to indicate how further progress could be made.

Religious education

Provision in religious education **satisfactory**

Main strengths and weaknesses

- Assemblies contribute well to pupils' understanding of Christian beliefs and festivals.
- Pupils visit Anglican and Catholic churches and are familiar with the main features of these places of worship.

Commentary

99 Analysis of pupils' work at both key stages shows pupils are performing at a satisfactory standard and that teaching and learning are satisfactory. When topics are covered in depth and detail pupils achieve well. This means that progress has been maintained since the previous inspection.

100 Only one lesson was observed in Religious Education in a Year 1 class. This showed good teaching, learning and achievement and that pupils had reached a satisfactory standard in this subject. Pupils learned the special nature of the visiting curate's vestments and were introduced to the vocabulary of 'cassock', 'surplice' and 'stole'. Their visitor fascinated pupils and the teacher's probing questioning reinforced the particular role of the curate in the community and why he is dressed so distinctively. Pupils had understood previous teaching on the significance of the candle and cross as symbols of Christ and they behaved respectfully when the curate gave a prayer of thanks.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design

Provision in Art and design is **satisfactory**

Main strengths and weaknesses

- Pupils achieve well in observational drawings.
- A new scheme of work has been implemented that matches well the interest of pupils and teachers.
- Planning does not always identify the skills and techniques to be taught or developed.
- Assessment is not effective.
- There has been no monitoring of teaching and learning.

Commentary

101 Art and design has a high profile around the school. Pupils' work is well displayed and of a high standard, especially in observational drawing. Good use is made of visits, such as the residential visit to Filey where pupils drew local scenes and their work was of a good quality. Teaching and learning in the subject is satisfactory overall with some good features. For example in a Year 2 lesson the teacher exhibited good technical skills for using different parts of a pencil to create different effects and made good use of first hand observations of shells and other objects for the pupils try out their own sketching skills. The lesson was well organised so the pupils responded well and achieved good results.

102 In a Year 5 lesson the teaching and learning were unsatisfactory. The lesson was improvised and not the one planned and therefore aims and skills to be developed had not been identified or shared with the pupils. Pupils wandered aimlessly around the classroom and were not focused upon the task. Teachers' planning did not identify the knowledge, skills or techniques that the pupils are to develop during the lesson.

103 Pupils enjoy their art lessons and generally settle to the tasks quickly. They concentrate well and mainly persevere to produce their desired results. They can explain how they have created certain effects and why they have chosen certain pencils for a given task.

104 The school has made use of the artist in residence scheme to enhance this aspect of the curriculum but this was only in Key Stage 2. Art is used well across the curriculum in some classes. There were examples of using art in ICT in the work on patterns and younger pupils used a computer program to create simple pictures on the computer. Art was used well in Year 6 and Year 4 to illustrate the clothes and style of portraits of the Victorians and Tudors in their history work.

105 A useful document outlining progression in art and design for teachers has been produced by the management team and provides useful guidelines to assist teachers with their planning. Also a new scheme of work has been introduced but it is too recent to have had any major impact at present. Links to websites are also given which will enable teachers to use the vast resources available via the Internet. Assessment is inconsistent from class to class and does not identify the knowledge and skills that the pupils have achieved.

106 The leadership of the subject is satisfactory overall but there have been no opportunities to monitor the teaching and learning.

Design and technology

Provision in design and technology is **satisfactory**

Main strengths and weaknesses

- Pupils experience a wide range of craft materials including wood.
- Projects are progressive across the age range. And are increasingly challenging.
- Few mechanisms are used apart from cams and electrical circuits.

Commentary

107 Standards are in line with those expected at both key stages. Judgements are made from one lesson observed, scrutiny of pupils' work and discussions with teachers and pupils. Teaching and learning are satisfactory. Standards of attainment have been maintained since the previous inspection.

108 Pupils are proud of their work and can describe how things are made. There is evidence that pupils evaluate their work and use artwork techniques to make their products attractive. Projects are planned progressively across the age range and there are good cross-curricular links. Year 1 pupils build homes and playground equipment from craft materials and commercial construction kits. In Year 2 pupils make puppets by sewing fabric. Year 3, design and make photo frames out of card and paper. Year 4 pupils entered the K'nex challenge and built structures to span

50 centimetres and hold a weight. Year 5 pupils make musical instruments and pop up toys using an offset cam whilst Year 6 make slippers and balsa wood shelters.

109 The one lesson observed involved food technology and because of good planning, the preparation of suitable and interesting resources, good relationships and the effective development on previous lessons, pupils' learning was good and they achieved well applying their knowledge to a variety of activities. Another good feature of this lesson was the number of health and safety pointers developed, for example, washing hands, the use of sharp instruments and the disposing of handled food.

110 The pupils experience a number of adhesives and joining mechanisms but there is neither evidence of motors being used nor a range of mechanisms such as levers, pulleys or gears.

Physical education

Provision in physical education is **good**

Main strengths and weaknesses

- Teaching is good overall and this enables pupils to achieve well.
- The curriculum is enhanced well by a rich programme of extra-curricular activities.

Commentary

111 Standards are in line with the expectations for pupils of their age. Most teaching seen was good and helped pupils to evaluate, practice, improve and refine their performance. For instance, good teaching in Year 6 helped pupils to improve sequences of movement in gymnastics. The teacher's constant, positive support kept pupils interested and fully engaged. In another lesson, however, a few boys lost interest because the task was too hard for them. As a result they misbehaved and this took up valuable teaching time.

112 A recent initiative provides the school with valuable links with a local high school. This provides pupils with good specialist teaching in a rota with other primary schools. Two lessons demonstrated the positive impact this is making on pupils' learning of dance in Year 1 and games in Year 3. In both lessons pupils learnt enthusiastically and well. A good feature of this initiative is the professional development of the class teachers, who work alongside and support the specialist teacher and gain expertise from the experience.

113 The school's provision for extra-curricular activities is good and clubs are well attended.

Music

114 Insufficient evidence was seen for firm judgements to be made about provision. Only one lesson was seen. In addition, pupils were heard singing in assemblies and some playing instruments. Documentation was checked.

115 Satisfactory teaching in a lesson in Year 4 enabled pupils to make satisfactory progress. There were good features that made the lesson interesting. In an imaginative link with their learning in history, pupils thoroughly enjoyed composing and singing words to a Tudor song. However, the teacher attempted too much in a short lesson for such a challenging task, so pupils' percussion work did not improve at the same rate as their singing. The limited time allotted to music lessons constrains how quickly teachers help pupils to make progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

116 The school actively promotes this aspect of the curriculum through assemblies, circle time and also through the behaviour management policy. There is a school council and pupils have a say on areas that are of direct concern to them, such as playtimes and school meals. Pupils are given opportunities to take on responsibilities and they respond positively to this.

SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).