

INSPECTION REPORT

DINNINGTON PRIMARY SCHOOL

Dinnington, Sheffield

LEA area: Rotherham

Unique reference number: 106867

Headteacher: Mrs Hazel Whiteley

Lead inspector: Ms Margot D'Arcy

Dates of inspection: 8th – 10th March 2004

Inspection number: 255974

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:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	327
School address:	Doe Quarry Lane Dinnington Sheffield South Yorkshire
Postcode:	S25 2NH
Telephone number:	01909 550034
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Appropriate authority:	The governing body
Name of chair of governors:	Mr David Davies
Date of previous inspection:	XX/XX/XX

CHARACTERISTICS OF THE SCHOOL

This larger than average sized school was formed in September 2002 when the infant and junior schools of the same name amalgamated. It now caters for 327 boys and girls between the ages of three and eleven. All except the 38 nursery children attend full time. The proportion of pupils joining and leaving the school other than at the usual admission and transfer times was broadly average last year. The number of pupils on the school's roll has fallen recently as a result of families moving out of the area whilst regeneration, for example to housing, takes place. Numbers are expected to rise again in the future. The reduced roll has necessitated some mixed-age classes, for instance in years 3 and 4 and 5 and 6. The three mixed year 2 and 3 classes have not been formed in response to falling numbers, but as an initiative by the school to combine these two year groups for social reasons. Nursery and reception children are taught together in an integrated unit.

Virtually all pupils are of white British heritage and all speak English as their first language. The proportion with special educational needs (30 per cent) is well above average, as is the proportion with severe learning difficulties. The range of needs includes moderate learning difficulties; social, emotional and behavioural difficulties; speech and communication difficulties; visual and physical impairments and autism. The school also has a nurture unit to support pupils (currently those in year 4) with educational and behavioural difficulties. Thirty-six per cent of pupils are entitled to free school meals, which is above the national average. The area in which the school is situated suffers from significant social and economic disadvantage. Children's overall attainment when they begin school is very low compared to what is expected for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23158	Ms Margot D'Arcy	Lead inspector	Music The Foundation Stage
9928	Mr Alan Dobson	Lay inspector	
11528	Mr Michael Wainwright	Team inspector	Mathematics Information and communication technology Geography Physical education
23276	Mrs Margaret Mann	Team inspector	English Art and design Religious education
10228	Ms Susan Russam	Team inspector	Science Design and technology History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **satisfactory** school. Although pupils make steady progress in English and mathematics, standards could be higher. Achievement in science is poor, with standards much lower than they should be. Teaching is mostly satisfactory with some notable strengths. Staff show a strong commitment to providing pupils with a broad and relevant education and the school is particularly successful in promoting pupils' personal qualities. The new headteacher is leading and managing the school well. The school is providing satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils underachieve in science resulting in standards that are well below average
- Standards in English and mathematics are not high enough
- There are strengths in leadership and management from the new headteacher and from key subject leaders
- Teaching in years 5 and 6 is good and information and communication technology (ICT) is taught well throughout the school
- A wide range of additional opportunities enriches the curriculum for all pupils; those with particular gifts and talents are provided for well
- Pupils' attitudes, behaviour and moral development are effectively promoted
- The school's good links with parents, the community and other schools provide effective support for learning
- Not enough emphasis is placed on pupils recording work; there is insufficient written work in too many subjects
- The school works very hard to promote good attendance, but levels are poor compared to national figures

This is the school's first inspection so judgements about improvement are not made.

STANDARDS ACHIEVED

While standards at the end of years 2 and 6 are mostly below and well below average in English and mathematics, most pupils achieve **satisfactorily** in these subjects. However, this is not the case in science where achievement is poor, mainly because of weaknesses in the curriculum. These have occurred relatively recently, which is why the inspection judgement differs from the information in the table below.

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

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those with similar percentages of pupils eligible for free school meals.*

In years 5 and 6, good teaching boosts pupils' achievement and they attain particularly well in these year groups. This shows that pupils are capable of achieving higher standards, particularly in English and mathematics. Boys and girls do equally well in the infants but in the juniors boys are underperforming in English, mathematics and science. Throughout the school, pupils achieve satisfactorily in ICT. While standards in this subject are mostly below those expected, good teaching

and a good curriculum are having a positive impact. If it were not for the frequent thefts of key equipment achievement would be better. Standards in religious education (RE) are broadly average by year 6 and pupils in years 5 and 6 achieve satisfactorily. However, in years 1 to 4 there is little written work upon which to base judgements about standards and progress. There was insufficient evidence to make secure judgements about standards and achievement in many other subjects because there is minimal recorded work. However, junior pupils achieve well in singing and by year 6, standards in this element of music are good.

Nursery and reception children make overall satisfactory progress. The way in which the curriculum is organised promotes good achievement in personal, social and emotional development. Overall, however, curriculum organisation has a better impact on the progress of younger children; it places some restraints on the progress of older and more able children.

Pupils' attitudes to school and their behaviour are **good**. Their spiritual, moral, social and cultural development is **satisfactory** overall, with strengths in moral and social development. The school has very good procedures to check on and promote good attendance but, despite improvements, levels are low compared to national figures. Too many pupils have odd days off and this affects their learning. Punctuality is satisfactory.

QUALITY OF EDUCATION

The school provides pupils with a **satisfactory** education. The overall quality of teaching is **satisfactory**. Whilst good teaching was seen in all areas of the school, it is more consistently good in years 5 and 6. There are weaknesses in the science curriculum and a review is also needed of how the curriculum for nursery and reception children is organised. In years 2 and 3, pupils go too long without studying RE. Teaching and the curriculum for ICT are good. Well-planned practical work, visits, visitors and extra-curricular clubs and activities enrich the curriculum. Pupils also benefit from the strong learning links established with the high school. Gifted and talented pupils are well provided for with additional activities. The accommodation is spacious, but its overall quality is unsatisfactory. However, the school is moving into a new building in September. Throughout the school, pupils are given a sound level of guidance and help, with strengths in pastoral support. Their views are taken seriously and there are good links with parents.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is **good**. There are high expectations of what pupils can achieve and a shared commitment to raising standards. Governors have a sound understanding of the school's strengths and weaknesses and their role is developing well. They fulfil all their legal obligations.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with the education provided and have no significant concerns. In discussions, pupils also expressed very positive views about the school.

IMPROVEMENTS NEEDED

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

- Raise standards and improve achievement and provision in science
- Raise standards in English and mathematics
- Provide more opportunities for pupils to record work
- Improve attendance

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By year 6, standards in English and mathematics are below average and in science they are well below. In relation to their starting points, most pupils in years 1 to 4 achieve satisfactorily in English and mathematics and in years 5 and 6 they achieve well in these subjects. In science, many pupils are not achieving as well as they could. Boys and girls do equally well in the infants but junior boys are underperforming.

Main strengths and weaknesses

- Nursery and reception children make good progress in personal, social and emotional development
- Standards in science are not high enough and pupils in years 1 to 6 are not achieving as well as they should in this subject
- While progress in English and mathematics is satisfactory overall, pupils could achieve higher standards
- Pupils in years 5 and 6 make good progress, particularly in English and mathematics

Commentary

1. On entry to the nursery, many children's standards are very low in relation to what is expected for their age, particularly in communication, language and literacy; mathematics; personal, social and emotional development; and knowledge and understanding of the world. During their two years in the school's foundation unit, children make overall satisfactory progress. They achieve particularly well in the area of personal, social and emotional development, where standards are broadly as would be expected by the end of the reception year. Whilst progress in other areas is satisfactory and sometimes good, standards by the end of reception are still well below expectations in communication, language and literacy and mathematical development. It was not possible to make secure judgments about standards in creative and physical development or children's knowledge and understanding of the world. Inspection evidence showed that reception children achieved better in activities that were carefully structured to meet their needs. In activities where these children made choices about the work that they did, older and more able children were not always sufficiently challenged. This was because there was either little or no adult intervention or its level was not high enough to take their learning forward.
2. Year 2 results in national tests in 2003 were well below the national average in reading, writing and mathematics. However, compared to similar schools they were much more favourable, being above average in reading and mathematics and broadly average in writing.

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

Standards in:	School results	National results
reading	14.1 (14.5)	15.7 (15.8)
writing	12.5 (13.3)	14.6 (14.4)
mathematics	14.8 (15.7)	16.3 (16.5)

There were 47 pupils in the year group. Figures in brackets are for the previous year

3. Teachers assessed year 2 pupils' standards in speaking and listening as very low and their standards in science as well below average. Over the past few years, results in reading, writing and mathematics have not risen at the same rate as those nationally; indeed they have declined.

However, the school's assessment information shows that children's standards of attainment on entry have declined quite significantly in recent years and this has affected test results at the end of year 2. Inspection evidence generally confirms the test and assessment results and finds that in relation to their starting points, pupils in years 1 and 2 make overall satisfactory progress in reading, writing and mathematics. However in science, progress is unsatisfactory mainly because of weaknesses in the curriculum. Over time, there are no significant differences between boys' and girls' achievement.

- In 2003, year 6 results in national tests were well below average in English and mathematics and below average in science. Compared to similar schools, these results were broadly average in English and mathematics and well above average in science. As the school was only formed in 2002, a complete set of test data for year 6 is not available to determine how well these test results over time compare with those nationally. Similarly, it is not possible to securely determine how much progress pupils make from the end of year 2 to the end of year 6 because many junior pupils did not attend the infant school before both were amalgamated. However, in 2003, pupils did not reach the targets that had been set for them to achieve in the English and mathematics tests and those that have been set for 2004 are too high. The new headteacher and the subject co-ordinators for English and mathematics recognise this and will be reviewing the targets to ensure that, whilst remaining challenging, they are also realistic.

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

Standards in:	School results	National results
English	24.2 (24.8)	26.8 (27.0)
mathematics	24.5 (24.1)	26.8 (26.7)
science	27.6 (27.9)	28.6 (28.3)

There were 53 pupils in the year group. Figures in brackets are for the previous year

- The test results for year 6 pupils in 2003 and 2002 show that in all three subjects boys significantly underachieved compared with boys nationally and against girls at the school. The school has recognised this and in the last year has implemented a number of initiatives to try to reduce the differential. These are being closely monitored and will be evaluated in the near future to guide further action to improve boys' achievement.
- Inspection evidence confirms the test results in English and mathematics and shows that most pupils make satisfactory progress in these subjects. During years 5 and 6, however, progress is boosted by consistently challenging teaching. This has resulted in an increase in the proportions of pupils achieving the higher levels in the tests this year in all three subjects; for example, in the 2003 English tests the proportion at this level was broadly in line with the national average. Inspection evidence on science showed a less favourable picture than seen in the 2003 test results. The weaknesses noted in standards and progress in this subject are linked to recent changes that have been made to the curriculum. In some year groups, this has resulted in a considerable reduction in the time allocated to science so there are gaps in pupils' knowledge and understanding and the development of skills is not systematic.
- The school is very aware of the need to raise standards, particularly in the basic skills of speaking, literacy and numeracy. In a number of subjects, inspection evidence noted a good focus on developing speaking skills and technical vocabulary. Reading is also well organised resulting in pupils gaining positive attitudes to books and making steady gains in basic skills, such as spelling. However, across the curriculum there are not enough opportunities for pupils to write. This has resulted from the decision to move to a more practically based curriculum because it was noted that pupils learned better and were more motivated in subjects that are less dependent on reading and writing skills. Whilst this principle is well founded it is not promoting sufficiently well the development of basic literacy skills or subject-specific recording

skills, such as are required in science. Whilst the mathematics curriculum includes an especially good focus on real-life investigations, here too, pupils do not record enough work.

8. Other than by gender, there is no significant difference between how well different groups of pupils achieve. The satisfactory match of work to pupils' needs means that in most lessons higher, average and lower attainers make at least satisfactory progress, as do pupils with special educational needs. In some classes, these pupils make good progress because they receive particularly effective help and support with their learning. Pupils with social, emotional or behavioural problems are given good help in coming to terms with these. This enables them to start to build more meaningful relationships in school, which puts them in a better frame of mind for learning. Pupils with particular gifts and talents make at least good progress in response to the additional provision that the school makes for them. In music, and art and design, for example, these pupils are well challenged and produce work of a high standard.
9. Whilst standards in ICT are below those expected by the end of years 2 and 6, pupils make satisfactory progress in the subject. Progress is promoted well through teaching and the curriculum, but is hampered because resources are continually being stolen from the school. By year 6, pupils attain the expected standards in RE and progress is satisfactory in this subject in years 5 and 6. In other year groups there was insufficient written work to judge standards and progress. Standards in singing are above average by year 6 because from year 4 upwards pupils receive particularly effective teaching in this aspect of music. It was not possible to make secure judgements about standards and achievement in other subjects.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to school and behave well. Their spiritual, moral, social and cultural development is satisfactory overall. Attendance is unsatisfactory, however, being well below the national average. Punctuality is satisfactory.

Main strengths and weaknesses

- Very good efforts are being made to improve attendance
- Most pupils have a positive attitude to school life
- Throughout the school, behaviour and relationships are mostly good
- Most pupils make good progress in developing moral values and social skills

Commentary

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	7.2
National data	5.4

Unauthorised absence	
School data	2.2
National data	0.5

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

10. Whilst attendance levels have improved over the past two years, they are still low by national standards. A significant minority of parents do not ensure that their children attend school regularly. Consequently, as a result of frequent absences, learning for these pupils is adversely affected. Since the new headteacher arrived, promoting attendance has been given a higher profile. Procedures have been tightened up, particularly regarding parents requesting leave of absence for holidays. The school is now telling parents in very strong terms the importance of regular attendance. Any absences without reason are followed up on the first day. The new procedures are having a positive impact; attendance figures for the last two months are better

than the equivalent months last year. Attendance figures are closely monitored and widely publicised in displays to maintain pupils' awareness. Good attendance is also celebrated with certificates. Punctuality is satisfactory and has improved in response to the school's popular 'walking bus' initiative.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	265	37	0
White – any other White background	1	0	0
Mixed – White and Black African	1	0	0
Mixed – any other mixed background	2	0	0

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

11. Most pupils enjoy school and know that they are there to learn. In lessons they are usually attentive and keen to participate. Most are enthusiastic to talk about their work and involvement in school clubs, which are very popular. A well-attended breakfast club is also provided, which gives pupils a sound start to the day and helps to prepare them for learning. When given the opportunity, pupils are keen to help in the running of the school, for instance they organise the playing of music during assemblies. Members of the recently formed school council take their role seriously. This is giving pupils of all ages a valuable opportunity to learn about taking responsibility.
12. In response to the school's high expectations most pupils behave well. Pupils think that the rules are applied fairly. The atmosphere in lessons is generally conducive to learning, although some pupils find it difficult to behave well all the time. The school's procedures for behaviour management are usually effective in minimising any disruption. Behaviour in the dining room and assemblies is good. Playgrounds have a friendly feel and no signs of oppressive behaviour were seen during the inspection. Pupils report that bullying is not a major concern and that they have confidence in the staff's ability to sort out any problems. Good records of bullying are kept and every incident is followed up well to try to ensure that the problems do not reoccur. In recent years, exclusions have been commonplace, but the situation is improving. Last year saw a significant reduction on previous years, with 37 temporary exclusions. So far this year, there have been only four temporary exclusions.
13. Pupils attending the nurture group make very good progress in overcoming their social, emotional and behavioural difficulties which are a barrier to their learning. Withdrawal to the nurture group classroom provides a safe and secure environment. The specialist provision has been extremely influential in dramatically reducing the rate of pupil exclusions over the past two years. Staff focus on raising pupils' self-esteem and confidence. Over time, records show dramatic reductions in outbursts of unacceptable behaviour, enabling pupils to spend greater periods of time with their classmates.
14. Most pupils' personal qualities develop soundly whilst at school. Relationships are good between the pupils themselves and between pupils and staff. Pupils learn to work well in groups and help each other. Social skills and moral values are developed effectively in class discussions, and assemblies provide satisfactory opportunities for pupils to reflect on aspects of life. The school is good at implementing strategies to build pupils' self-esteem. Achievement is celebrated well through displays, certificates and special mentions in assemblies. Where pupils have particular problems about self-worth, learning mentors provide good support, for instance, through small

discussion groups and encouraging pupils to succeed. By the time they reach year 6, most have a good sense of right and wrong, are polite and courteous and can express sensible opinions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory.

Teaching and learning

The overall quality of teaching and learning is satisfactory. The use and quality of assessment is satisfactory but varies in different subjects.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (7%)	15 (37%)	22 (54%)	0 (0%)	1 (2%)	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.

Main strengths and weaknesses

- The quality of teaching and learning in nursery and reception is inconsistent depending on the situation
- Teaching in years 5 and 6 is good
- Teachers have high expectations of pupils' behaviour
- Most support staff are used well and make an effective contribution to teaching and learning
- Throughout the school there are strengths in the teaching of ICT
- There are good procedures for assessing English and mathematics but assessment is unsatisfactory in science
- Not all teachers mark pupils' work well enough

Commentary

15. The overall quality of teaching and learning for nursery and reception children is satisfactory. The teacher and senior nursery nurse work effectively as a team. Basic literacy and numeracy skills and those of personal and social development are promoted daily in interesting and relevant contexts. There are strengths in the quality of whole class teaching and structured group work that is led by adults. In these situations, the positive impact on learning can clearly be seen. Some good learning also takes place when children, particularly the youngest, are engaged in activities that they have chosen for themselves, regulating their own pace and level of involvement. However, for older and more able children learning in these situations often lacks depth. This is because the level of adult intervention is not structured sufficiently well nor particularly different to that provided for the youngest and sometimes least able children. While it is appropriate and desirable for children to make choices about their work and, at times, to be allowed to dictate how it will progress, the significant difference noted in the quality of teaching and adult intervention in different contexts results in an inconsistent rate of learning.
16. There are strengths in teaching and learning in years 5 and 6. In a range of subjects, teachers' high expectations, lively pace, good questioning skills and clear explanations grab pupils' attention and keep them focused on the work in hand. Pupils are told what they are going to learn and are keen to reach the targets set for them. In some instances they are appropriately involved in assessing how well they have done, which gives them a good insight into their own learning. These features were also present in the good lessons seen in other parts of the school, but were more consistently applied in years 5 and 6. There was only one lesson in which teaching was not

satisfactory. Here, explanations and expectations were unclear; pupils' behaviour and the way support staff were used were not managed well. Throughout the school, the good amount of staff training in ICT is paying off. Teachers are confident in their approach and use a good range of methods to promote learning.

17. Throughout the school, teachers expect pupils to behave well and most manage them effectively to this end. This was very evident in a year 3/4 mathematics set that had a high proportion of pupils with learning and behaviour difficulties. The teacher and teaching assistants used good strategies to capture and maintain pupils' interest, resulting in them paying good attention and trying very hard with the task of constructing a graph of their favourite pets.
18. Support staff are generally used well and make a good contribution to teaching and learning. Not all have had enough training in how best to meet pupils' special educational needs and less experienced teachers sometimes need guidance on how best to utilize this additional help. Occasionally support staff could be more effectively employed during whole class sessions, for example, in assessing pupils. This said, many are often actively involved in these contexts, particularly in ensuring that pupils with learning difficulties or specific special needs take a full part in lessons.
19. While the quality of teaching for pupils with special educational needs is satisfactory, teachers could make more effective use of pupils' individual education plans to ensure a better match of work. Nurture group staff give pupils very good support in coming to terms with their individual needs. However, class teachers are not as skilled in dealing with potentially very difficult and confrontational pupils so at times the quality of teaching and learning is adversely affected when these pupils are back in class. The expertise of nurture group staff could be utilized better to help class teachers refine their skills through, for example, observing their specialist colleagues manage difficult behaviour in the classroom. Currently there are too few opportunities for this.
20. There are satisfactory systems to assess pupils' attainment and progress. The most comprehensive and firmly established are for literacy and numeracy where most teachers make effective use of the information to plan work that matches pupils' needs. Assessment information is also used satisfactorily to track whether pupils are learning as well as expected, although it is not updated often enough. In literacy and numeracy, pupils have clear targets that help them to assess their own learning and gain an awareness of how well they are progressing. Assessment information in these two subjects is also used satisfactorily to track the progress of different groups, such as boys and girls and those who are gifted and talented. In most other subjects, an effective start has been made in setting up systems to assess and track pupils' standards and progress. This is not the case in science, however, where assessment is unsatisfactory. Staff working with nursery and reception children systematically undertake and record comprehensive assessments. These contribute to the full record that is formed of children's experiences and achievements. However, despite the considerable time and effort that goes into assessment, the information is not always used effectively to ensure that children's learning builds on what they already know.
21. Some teachers mark pupils' work well, especially in the upper junior classes. This helps pupils understand what they need to do to improve. However, not all teachers are providing this level of information so not all pupils receive sufficient encouragement to work hard and produce their best efforts. In particular, pupils are not being motivated to overcome their reluctance to produce written accounts of their work.

The curriculum

A satisfactory curriculum, with good enrichment opportunities is provided for all pupils. Nursery and reception children benefit from good resources and very well organised accommodation. Resources for pupils in years 1 to 6 are satisfactory overall. The accommodation has some strengths but its overall quality is unsatisfactory.

Main strengths and weaknesses

- Some subjects, in particular science and RE, are not covered in enough depth
- The school provides a very good range of extra-curricular activities and additional learning opportunities
- Good provision is made for gifted and talented pupils
- Although teaching areas are spacious, with stimulating displays, the overall quality of the accommodation is unsatisfactory
- Links, particularly with the high school, enhance learning experiences
- Resources for music are good, but in science and ICT they are unsatisfactory

Commentary

22. The school has been pro-active in taking measures to improve the curriculum. Since September last year changes have been made to ensure that planned work makes strong links with pupils' interests, life experiences and learning styles. There have been a number of positive outcomes, such as some good cross-curricular links and a more investigative approach to mathematics. However a number of weaknesses are apparent. For instance, the topic-based approach is resulting in insufficient coverage of science and RE. Science has too low a profile and in some cases there is no real depth to the coverage. This is also apparent in geography. Religious education is taught spasmodically with, at times, none taught for a whole term. In too many subjects, a very limited amount of recorded work is resulting in pupils retaining too little of what they learn in oral and practical situations and is not supporting the development of literacy skills.
23. The curriculum for nursery and reception children is satisfactory overall, with strengths in organisation and planning to promote personal, social and emotional development, especially skills of independence. The arrangement of learning areas has been very well thought out to stimulate children's interest. Curriculum planning also makes some good references to how learning in the different areas can be promoted by adults. However, planning does not provide the scope needed to ensure that all children are sufficiently challenged when engaged in activities that they choose for themselves.
24. Throughout the school, good enrichment opportunities are provided, including a wide range of visits, visitors and extra-curricular activities. For instance, a visitor to year 4 involved pupils in African art, music, stories and dance. Residential visits in years 4 and 6 provide experiences in outdoor adventurous activities and ICT. Another positive feature is the good provision for gifted and talented pupils. Pupils attend master classes at the high school in mathematics and receive additional coaching in aspects of PE. Many of these pupils are learning to play a variety of musical instruments. They play in ensembles, such as the brass group, and are very keen to participate in performances. The very good links with the high school is yet another way in which the school has endeavoured to improve curriculum provision. This has included some specialist teaching in support of ICT and PE. High school students from years 10, 11 and 12 are also involved in working with pupils on a variety of projects. These links are particularly effective in preparing pupils for the next stage of their education.
25. The nurture group makes very good provision for addressing a minority of pupils' social, emotional and behavioural needs. However, further consideration should to be given to ensuring that these pupils receive the same opportunities as their classmates. This requires that they are fully included and have full access to the national curriculum, particularly literacy and numeracy. At the time of the inspection, and taking into account the progress that these pupils had made, they could, with support, have successfully accessed more of the general class curriculum than was being made available to them.
26. Whilst building of the new school is currently underway with a move planned for September 2004, the state of the current accommodation is unsatisfactory. There are some positive features such as large classrooms and teaching areas, with specialist rooms for music and ICT, but the fabric of the buildings is in a poor state of repair, as is the surface of the playground.

Despite teachers' efforts, with attractive and relevant displays of work and artefacts, some areas of the school provide an unpleasant environment for learning and recreation.

27. Resources are at least satisfactory in most subjects, but not in science or, due to constant burglaries, in ICT and this has an adverse effect on learning.

Care, guidance and support

The overall level of care, welfare, health and safety is good. Pupils are given satisfactory support, advice and guidance, with strengths in pastoral support. The school makes satisfactory provision for seeking and taking into account pupils' views.

Main strengths and weaknesses

- Pupils are well looked after in a caring environment
- Older pupils with particular gifts or talents are guided and supported very well, as are those with low self-esteem

Commentary

28. This is a caring school where pupils are treated fairly. Friendly staff know pupils well and achieve a good level of respect. Pupils look upon their teachers as friends in whom they can confide. The high profile given to pupils' welfare is seen in the good child protection procedures, which are well embedded. Health and safety matters are treated in a satisfactory way but one room, although safe, is unpleasant to be in because of the odour. The dining room is located on the lower ground floor with very little natural light and poor acoustics; pupils dislike this room.

29. Pupils are given regular advice on what they need to do to improve in English and mathematics, but not in science where there are weaknesses in assessment. Pupils' personal development is monitored informally but satisfactorily. Annual progress reports contain very good sections on their personal qualities that bring out both strengths and weaknesses. Learning mentors¹ are effective in supporting those with low self-esteem, for example, by helping to develop their speaking and social skills.

30. The school has recently formed a pupil council that has representatives from reception to year 6. This, potentially, provides a good forum for pupils to air their views and have a say in how the school is run. The meetings are well managed but the system is not established enough to judge its impact.

Partnership with parents, other schools and the community

The school has good links with parents and the community; links with other schools and colleges are very good. Educational support programmes are effective in helping parents to support their children's learning.

Main strengths and weaknesses

- Parents have a good opinion of the school
- Parents are given good information
- The school offers a good range of courses for parents and these are successful
- Pupils benefit from the strong links the school has with the community and other schools

Commentary

¹ An individual who helps to support pupils' learning and personal development

31. Parents are happy with the school. They particularly like the easy way their children settle into school life, the way that they are made welcome and the approachability of staff. A few parents commented favourably on the recent improvements in discipline.
32. Parents are kept well informed about their children's progress and events in school. The recently introduced weekly information sheet for each class is a very good example of giving parents information which will allow them to be more directly involved in their children's learning. Pupils' reports are good quality. Of note are the detailed sections on personal development and the information on what children can actually do, although this is not always written in easy to understand language. There are good arrangements for parents to meet their child's teacher both formally and informally.
33. Parents' involvement in the school and the contribution that they make in helping their children to learn is limited. Few regularly help in school. The school tries hard to help parents to understand how subjects are taught and how to be involved in their children's learning; for example, by offering parental courses. These cover a good range including basic skills in ICT, parenting skills and an introduction to how English and mathematics are taught. The response to these has generally been good, particularly as some of the courses require a commitment of at least ten weeks. Evaluations of the courses that ran last year and conversations with some parents who attended these show that they have been effective.
34. Pupils benefit from the good links established with the community. They get to know about the locality through visits to places, such as the library, church and old people's homes. Visitors include the local vicar, a vet and citizens who talk about bygone days in Dinnington. Pupils participate well in the community by being involved in the annual carnival and inviting local people to their school performances. Older pupils' learning and personal development benefit from very good links with local schools. Pupils visit the local high school for after-school clubs, such as art and textiles, and benefit from specialist advice and mixing with the students. Small groups of less confident older pupils are introduced to others of the same age from other local primary schools. This helps them to build relationships with pupils that they will meet at the high school thereby making the transition less intimidating.

LEADERSHIP AND MANAGEMENT

The quality of both leadership and management is good. Governance is satisfactory.

Main strengths and weaknesses

- The new headteacher is providing a very good steer for the school's improvement
- Some co-ordinators are particularly effective leaders and managers
- The governing body is committed and its role is developing well
- Financial management is good

Commentary

35. At the time of the inspection the headteacher had only been in post for a matter of weeks. Nevertheless, she had already gained a sharp insight into the school's work. Strengths and weaknesses have been quickly and accurately identified, as have priorities for improvement. New initiatives, such as the review and restructuring of the curriculum, are being evaluated to ensure that pupils' needs are being adequately met. Moreover, in her short time at the school, the headteacher has been very successful in gaining the respect of staff, governors, parents and pupils. It is clear that the head is leading and managing the school well and giving it a firm steer for future improvements. A caring ethos is well established. The headteacher and other key management staff also articulate a very strong commitment to raising standards that is backed up by good action. This is clearly depicted in the school's improvement plan, which is a useful document to guide and support change and developments.

36. Whilst a good working relationship has been established between the new headteacher and deputy, the deputy is about to leave due to promotion. The headteacher was involved in the appointment of the new deputy and ensured that this key individual has strengths in areas needed by the school, such as in special educational needs. At the time of the inspection, the special educational needs co-ordinator was undertaking the role in a temporary capacity and had held the post for a very short time. A scrutiny of pupils' records revealed some omissions in the statements compiled by the local education authority. The headteacher is aware of, and addressing, this minor shortcoming.
37. The headteacher's view of the school's strengths and weaknesses has been well informed by thorough analyses of test and assessment data and checks on the quality of teaching. She is well aware of the leadership and management qualities of subject and other co-ordinators and is harnessing these well to support improvement. The co-ordinators for core subjects² and for ICT provide good and, in some cases, inspirational, role models for teaching and share the headteacher's drive and commitment to improve standards and provision.
38. The headteacher provides governors with good information about the school's performance and, overall, they have a satisfactory understanding of its strengths and weaknesses. Their role in the strategic development of the school is developing well. Governors are a committed and loyal team who give generously of their time and are keen to support the school's improvement. They have established some good links with individual classes and a number are regularly involved with the school's work. Some, such as the governor linked to ICT, have provided good challenge for the school in questioning decisions about provision. Governors fulfil their statutory duties satisfactorily.

Financial information

39. Financial management is good. Overall the school is vigilant in monitoring its finances and using them to best effect for the benefit of pupils. Efforts are made to ensure that the school is getting the best value possible for the spending decisions made. A very good example is the headteacher's identification of the need to review the nurture group provision so that it more accurately meets the school's needs, which have changed somewhat since the group was set up. Inspectors agree that this would ensure that the facility gave much better value for the large amount of money allocated to it.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	875,068
Total expenditure	829,500
Expenditure per pupil	2,127

Balances (£)	
Balance from previous year	6,230
Balance carried forward to the next	45,568

² English, mathematics and science

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The overall quality of provision for nursery and reception children is satisfactory. There are strengths in provision for personal, social and emotional development; and in aspects of teaching of communication, language and literacy and mathematical development. Whilst the curriculum is satisfactory overall, there are some weaknesses in terms of how effectively the planning promotes the progress of older and more able children. The accommodation is very well organised to stimulate children's interest and celebrate their efforts. Resources are plentiful and of good quality.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Relationships between adults and children are very good
- There are good opportunities for the children to develop initiative, independence and good attitudes to school
- Children behave well and show good concentration

Commentary

40. Children achieve well. Indications are that by the end of the reception year most will reach the expected learning goals. Teaching is good. The difference between right and wrong is effectively communicated to children in a range of contexts and in ways that they understand. Consequently, behaviour is good and children are learning to work and play as part of a group and to consider the needs of others. All adults show considerable care and respect for children, treating them sensitively and with genuine love and affection. Consequently, children are confident to come to school and they see the adults who teach them as important people in their lives. Skills of independence are promoted very well. Children are fully involved in making choices about their work and, because of this, even the youngest ones sustain good concentration in activities. Most children manage to use the toilets unaided and are reminded to wash their hands. They learn to put on and fasten coats, for example, before working in the outdoor area, which also supports self-help skills.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Whilst there are some strengths in teaching, letter sounds are not always taught correctly and older and more able children are not always sufficiently challenged
- There is a good range of opportunities for promoting children's talk
- Learning areas are well organised to motivate children to read and write

Commentary

41. Although standards by the end of the reception year are well below expectations, overall, children achieve satisfactorily. Teaching is satisfactory, with strengths in promoting children's good attitudes to books and some early reading skills. For instance, in whole class sessions, children keenly join in with action rhymes and repetitive parts of stories. Teachers' good use of puppets, including those depicting characters in stories, motivates children to listen well and supports

their understanding. Understanding is further reinforced when reception children are encouraged to act out parts of stories, talk about the characters and remember the sequence of the story. Nursery children learn that print carries meaning as they are helped to follow a recipe for making buns. Reception children really enjoy games and songs focused on letter sounds and are eager to show that they know with which letter their name begins; some identify the letter name as well as its sound. The teacher keeps these sessions lively and involves all children. Good points are made about the direction in which print is read and the difference between upper and lower case letters. However, whilst work on letter sounds has a high profile in daily activities, many sounds are not being taught correctly by staff, which ultimately impedes children's ability to blend sounds successfully to read and write words.

42. The many stimulating activities and areas, both indoors and outdoors, are well resourced to promote children's talk and spontaneous reading and writing. For example, puppets, small-world toys and pretend play areas encourage speaking and listening. Clipboards in the outdoor area prompt children to make 'notes', for example, about things that are wrong with a car in the garage for repair; indoors, they write greetings cards and letters. Whilst these are very good features of the provision, the learning potential that they offer is not always fully exploited, particularly to challenge older and more able children. This is because the amount and quality of adult involvement and interaction with children who have chosen where they want to work varies little regardless of their age and ability. By contrast, where small group sessions have been carefully structured, with the work planned to build on children's earlier achievements, teaching and learning are almost always good. This was seen in an activity in which reception children made their own small books, utilizing their knowledge of letter sounds to write short words and phrases.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- There is a good range of incidental and play activities to promote learning
- Whole class sessions and structured small group activities are taught well and promote good learning
- In tasks children choose for themselves, older and more able children are not always sufficiently challenged

Commentary

43. Although children's standards by the end of the reception year are below those expected, overall, they make satisfactory progress. Teaching is satisfactory, with some strengths. The unit is well organised to encourage learning of key mathematical ideas such as those associated with shape and space, measure and number. Good consideration has been given to the potential of play and practical work to promote mathematical development. For instance, nursery children used different types of scales to weigh ingredients for buns. They were encouraged to look at numbers that depicted the quantities in the recipe and watch the scales whilst adding flour to get the correct amount. Vocabulary, such as *more* and *less*, was promoted well.
44. Understanding of number is promoted in many situations. For example, staff involve children in counting the numbers present and absent at registration times and regularly involve them actively in number songs and rhymes. Here they learn counting skills and the principles of addition and subtraction in meaningful situations. In a whole class session, the reception teacher used good questioning to get children to identify numerals to ten. Effective use of assessment was also seen as the teacher modified her questions to challenge higher attainers, for example, to explain the difference in writing 27 and 72. A further activity involved all children in matching and describing pairs of different sized socks. Some structured group work was also effective in promoting good learning, for example, of shape. However, the same level of challenge was not

seen in the way adults interacted with children in the activities that they chose for themselves. Consequently, whilst activities had good potential to promote learning they were not being exploited well enough by adults, particularly to take the learning of older and more able children forward.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Commentary

45. Insufficient work was seen in this area to make secure judgements about standards and achievement. However, the range of activities on offer and photographic evidence suggests that provision is at least satisfactory. The unit has a wide variety of living, natural and made objects for children to observe and explore. A farm visit helps them understand how baby animals change as they grow older. Walks around the locality promote children's appreciation of different buildings and their functions, and a study of the weather helps them compare seasonal changes. Children show good interest and concentration when building models with reclaimed materials and construction equipment. They enjoy working at the computers and have used an art program to produce some recognisable pictures, for instance, of bikes and of story characters such as Jack and the Beanstalk. A library visit gave them a good insight into how ICT equipment, such as a scanner, is used in everyday life. Participation in a Christingle service helps children to begin to appreciate people's different beliefs.

PHYSICAL DEVELOPMENT

Commentary

46. Insufficient work was seen to make secure judgements about standards and achievement. However, there are a good many opportunities for children to engage in physical activities, both indoors and outside, which promote large and small co-ordination. Outdoor provision is well organised with a wide range of equipment to promote skills such as climbing, balancing and manoeuvring wheeled toys. There are also quieter areas resourced to support creative development and knowledge and understanding of the world, for instance, through arranging leaves, stones and twigs and planting and watering bulbs. Whilst the outdoor area is very stimulating, work and involvement here is mostly dictated by children's choice. So, some children may be outdoors almost constantly, whilst others may spend most of their time indoors. Given that reception children do not have a structured PE lesson, the provision cannot guarantee that all children have sufficient experiences in the development of some key skills and this is a minor weakness. Children are taught to hold pencils correctly and have a good range of experiences, such as cutting, threading, sticking and working with clay and dough, to promote their manipulative skills

CREATIVE DEVELOPMENT

Commentary

47. Insufficient work was seen to make secure judgements about standards and achievement. However, evidence suggests that provision is at least satisfactory. There are many opportunities for children to paint, model and engage in pretend play, both indoors and outside. Children's artwork is well represented in displays. They mix their own paints and produce pictures of recognisable objects and people. In collage work they make choices about the materials they will use and how their pictures will look. Models in clay and dough show developing representation of shape and form. Children enjoy singing and join in enthusiastically. They know the words and tunes to a good range of familiar rhymes and songs.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Teaching, learning and achievement are good in years 5 and 6
- Initiatives to raise standards are beginning to have a positive impact
- Middle and lower attaining pupils in the mixed aged classes in years 3 and 4 do not make enough progress in writing

Commentary

48. Although the school's test results compare unfavourably with those nationally, they are better when compared with similar schools and there is evidence that standards are rising steadily. Considering the level at which pupils enter school, achievement is satisfactory overall. However, effective teaching in years 5 and 6, along with the high expectations of teachers in these year groups is resulting in good achievement for these pupils and shows that overall achievement and standards could be better.
49. The school has identified specific weaknesses in speaking and listening and is addressing these through a greater emphasis on role-play, drama, discussion and well-planned oral sessions. Teachers aim to make the curriculum relevant to pupils' life experiences so learning is meaningful. This was seen in year 6 where pupils entered enthusiastically into a well-organised debate and role-play about the building of a factory nearby. In year 1, a puppet was used to encourage pupils to make sense of what they were saying and to encourage speaking in complete sentences. By year 6, pupils' confidence to discuss issues with adults and their classmates has developed quite well but standards for many are still below average. Throughout the school, teachers show sensitivity and encouragement to the significant number of pupils who have speech problems or experience difficulties expressing themselves verbally.
50. Provision for reading is well planned and managed. The school has identified the underachievement of boys and is making a concerted effort to address this. For example, books have been purchased to appeal to boys but pitched at suitable reading level. The class and school libraries have been restocked so pupils now have access to a wide range of non-fiction and fiction books. Library skills are also supported during regular visits to the local public library. It is obvious that pupils in years 1 to 3 are developing positive attitudes to reading and have learned strategies to blend sounds to read unknown words. Overall, these strategies appear to have been taught effectively, but some teachers do not promote correct pronunciation of letter sounds. Additional learning programmes are being implemented effectively to support groups of pupils who need extra help. By year 6, most pupils are reading accurately and widely with higher attainers eager to discuss authors and their reading preferences. There is still a minority of older pupils who are reluctant readers but these have been identified and are being well supported, for instance by learning mentors. Due attention is given to teaching spelling rules with regular tests in all classes. However, many pupils fail to transfer these skills to their written work. Overall, most pupils make at least satisfactory progress and many make good progress in this aspect.
51. Writing is a continual priority and standards are weakest in this aspect. The recent focus on speaking and listening is well thought through to help support writing skills. However, there is not enough emphasis on recording and redrafting work accurately and, in general, giving pupils more opportunities to write stories and accounts following oral sessions. Poetry writing has, however, been given a high priority and the positive results of this can clearly be seen. Even infant pupils have a growing understanding of how words can be manipulated and are learning the correct vocabulary to describe what they notice, such as *alliteration*.

52. Whilst all teaching is at least satisfactory, the quality is more consistently good in years 5 and 6. Assessment is thorough. Pupils are fully aware of their literacy targets and are keen to raise their standards. Marking is inconsistent. Some is good but a few teachers do not provide sufficient guidance to help pupils to improve their work.
53. The co-ordinator is knowledgeable and has planned a curriculum geared to meeting pupils' needs and interests; for example, pupils are taught in groups organised according to ability from year 2 onwards. The impact of this can be seen in the generally good challenge provided for higher attainers and the early identification of gifted and talented pupils. Some checks are made on pupils' learning and the quality of planning. However, the co-ordinator has not been sufficiently involved in observing teaching and learning first hand to plan action to achieve more consistent quality in these two elements.

Language and literacy across the curriculum

54. Some particularly effective cross-curricular links are made to promote speaking and listening skills. These include drama work, circle time and opportunities in music and ICT to use descriptive vocabulary. However, pupils are not required to record much work so there are lost opportunities to develop writing skills.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator is providing very strong leadership and management
- There is a good curriculum with emphasis on real-life investigations
- There is good teaching in years 5 and 6
- Pupils do not record enough work and marking is inconsistent in quality
- Setting³ is mostly effective but occasionally teaching does not take enough account of the span of ability within sets

Commentary

55. Whilst test results compare unfavourably with the national average, the number of pupils attaining the expected level and above is rising steadily. Overall, progress is satisfactory given the level at which the pupils begin school. In years 5 and 6, progress is good because teaching is consistently good and sometimes very good. For instance, a set of year 5 and 6 pupils were motivated extremely well by a highly skilled teacher who challenged pupils with a real-life problem of her being able to afford materials for redecorating when her car suddenly needed a new clutch. The teacher's lively and interesting method resulted in pupils approaching the task enthusiastically. They saw the need for careful budgeting and understood that calculating areas of rooms to be carpeted and decorated, costing materials and balancing the books were realistic matters. Behaviour and application were very good and consequently there was a very good pace to learning. This approach to mathematics problems is a carefully thought through feature of the school's provision. Pupils regularly work at investigations involving thinking skills whilst reinforcing numeracy. Themes are carefully selected to specifically attract boys' interest and address the issue of their underperformance. Some effective use is made of ICT; for instance, year 2 pupils reinforced their knowledge of multiplication by playing an associated game on the computer.
56. Overall, setting arrangements are working well. Tasks that vary in challenge are given according to pupils' needs. Occasionally, however, some pupils are not told how much they should try to achieve during the lesson and do not work as hard as they could. In the best lessons, good,

³ Where pupils are organised into teaching groups based on their ability

sharp questioning takes place, with teachers increasing the challenge and focusing questions to include all pupils. In less successful lessons, questions do not allow all pupils to take a full enough part, particularly those who are less confident. Recording of work is a weakness. Books show that in too many lessons even junior pupils record very little work. Consequently, pupils are not reinforcing the skills that they may show orally. Moreover, errors of understanding are not sufficiently evident for teachers to address and it is more difficult to track progress in the shorter term. Occasionally, as in year 6, pupils write a statement to show the purpose of, say, an investigation and findings are explained, but this is rare. Key vocabulary is displayed in classrooms, but while teachers use this confidently, pupils are not often asked to read or write it. In most classes, work is presented neatly although occasionally the use of a ruler appears optional. Marking is inconsistent in quality; teachers mark work regularly but rarely provide guidance for progress.

57. Most teaching assistants provide good support. They unobtrusively ensure that pupils listen during oral work and provide further explanations where necessary. Teachers ensure that support staff know what the lesson is about and what their role is so that they soon have their groups working well.
58. The subject is led very well. The charismatic teaching and highly secure subject knowledge of the co-ordinator provides a very good role model for colleagues. The co-ordinator is highly motivated and has implemented a variety of initiatives that are having a positive impact. For example, teaching assistants have had training and it shows in lessons. Similarly, teachers show good practice in the use of counting sticks, digit cards and teaching the lesson plenary⁴, which are all areas in which training has been provided. Regular assessments of pupils' standards are made resulting in the provision of both group and individual targets. These are well displayed so that pupils know what they need to do to improve. There is additional provision for those pupils identified as gifted in the subject so that they can be further challenged.

Mathematics across the curriculum

59. Teachers use opportunities such as registration to set pupils number problems. However, the limited amount of recorded work in many subjects means that there is little evidence of mathematics skills being used and reinforced across the curriculum.

SCIENCE

Provision in science is **unsatisfactory**.

Main strengths and weaknesses

- Pupils make too little progress and standards are not as high as they should be
- There are weaknesses in the curriculum; the way the subject is taught; and in the systems used to assess pupils' standards and progress
- The new co-ordinator has a very good understanding of how to improve provision

Commentary

60. Standards are not high enough and pupils are not making the progress of which they are capable. This is attributable to several factors, the most significant of which is the poor quality and range of learning opportunities. Since the recent review of the curriculum, science has not been taught as a discrete subject but as part of a theme or topic that also incorporates learning in other subjects. Consequently, pupils are not developing, systematically enough, new scientific skills, knowledge or understanding.

⁴ The end part of the lesson

61. Over time, the subject is not taught well enough. This is clear when looking at pupils' work and teachers' planning. Most of the teaching seen during the inspection was satisfactory, although there were weaknesses in one lesson. Whilst teachers' subject knowledge is generally satisfactory they do not plan lessons well enough, select the most effective teaching methods; or make best use of time. Pupils are not made to work hard enough and the tasks they have to do lack adequate challenge. Consequently they do not apply themselves well enough and learning is unsatisfactory.
62. The school is acutely aware of the need to make learning interesting and relevant for pupils, but the reorganisation of the curriculum has resulted in too little time being given to teaching this subject. In some year groups, for example, pupils are being taught the subject for only half of the nationally recommended time. In many classes, pupils are not being taught all aspects regularly enough. In years 2 and 3, for instance, planning makes no reference to work relating to life processes or materials. There are no clear references in any of the planning about how pupils are going to learn through devising or undertaking their own investigative work.
63. There is no thorough or systematic assessment of pupils' work. Assessment beyond statutory requirements is ad hoc and sporadic and plays very little part in planning. Pupils' written work is minimal and much is only recorded on loose sheets, many of which are not dated. There is no reference to any learning objectives, so when teachers correct pupils' work it is rarely related to the purpose of the lesson. Consequently, pupils do not have a clear idea about what they are doing well or what they could do to improve. This is further compounded because they are given no targets to work towards. There is a paucity of information about groups or individual pupil progress over time so teachers do not know if pupils are achieving as well as they could.
64. The recently appointed co-ordinator is a subject specialist and has a very good understanding of what needs to be done to improve standards and the quality of provision. Based upon ongoing reviews and evaluations the subject development plan has been regularly amended and refined, indicating the capacity to influence and bring about improvement. The co-ordinator has the support of the new headteacher. Together they have identified the need to introduce a more structured approach, to assist teachers with their planning, and to increase the quality and quantity of resources to support greater emphasis on investigative work. The introduction of thorough assessment systems is also planned along with increased expectations of recorded work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Teaching and the curriculum for ICT are good
- Resources in ICT are inadequate
- Leadership and management of ICT are good

Commentary

65. Although standards in ICT are below those expected by the end of years 2 and 6, pupils make satisfactory progress. They are taught well and provided with a full and suitable curriculum. Given these good features of provision, pupils should really be making better progress. However, frequent thefts have seriously reduced resources. From a position where the school had adequate resources, with some in every classroom as well as in the suite, there are now insufficient computers for the number of pupils. Consequently, pupils have not had enough time to work on computers and this has had an adverse effect on their learning. Keyboard skills, particularly those of younger pupils, are weak. Even in year 5, many pupils use only one hand and one finger, so that the speed of their typing is slow. At times they also lack confidence in

some basic procedures because they have had limited opportunities to reinforce them. In discussion, pupils expressed significant frustration about resources being stolen.

66. Teaching is good. Despite the resource issues, teachers are confident in their approach and organise and manage lessons well. For instance, pupils without computer access for part of the lesson are set related tasks, such as other forms of research or data handling. Teachers use a good range of methods, explaining and demonstrating clearly so that pupils can proceed with their tasks without delay. Pupils behave very well and pay good attention. Year 1 pupils enjoyed the 'magic' of the picture flashing up next to the word 'grass' when compiling their word bank about the Three Billy Goats. Pupils share resources fairly, taking turns with their partners and helping each other. Pupils' good attitudes were evident in a very good lesson in which year 6 pupils shared their presentations with the rest of the class; these were received very politely and pupils showed good appreciation of each other's work.
67. Leadership and management are good. The co-ordinator makes the best of diminishing resources and remains enthusiastic and focused on action to improve standards and provision. Staff liaise well to share and boost their expertise. Teaching assistants have received training and this is reflected in the good support they and the technician provide in lessons. An assessment system is in place and has resulted in additional support being well targeted to specific groups. A portfolio of work is being maintained so that teachers have a clear view of what pupils should be striving to achieve. An after school club involving pupils and their parents is very popular; this has been extended to two evenings and there is a waiting list.

Information and communication technology across the curriculum

68. Some good examples were seen, such as the presentations being compiled by years 5 and 6 pupils involving researching information about the world's major rivers and year 2 pupils' creation of a database using tallies of staff cars. However, the shortage of computers restricts the development of skills across the curriculum.

HUMANITIES

69. Work in geography and history was sampled so there was insufficient evidence upon which to make secure judgements about provision, standards and progress.
70. Whilst **geography** was not a focus of the inspection, work in the subject does not appear to be clearly planned in the long-term occurring, in many instances, incidentally. Year 6 pupils are unsure of what the subject is concerned with and their knowledge is very sketchy and confused. There is a lack of in-depth study and a paucity of recorded work.
71. **History** is taught as a theme or topic. Teachers' planning, discussions with pupils and an analysis of some of their work indicate that they cover an adequate range of learning experiences. Pupils enjoy learning about past events and well-known historical personalities. However, they are very reluctant to write about what they have learned. Consequently, they record very little and this adversely affects their recall of what they have been taught. Displays of artefacts and books provide good stimuli for discussions.

Religious education (RE)

Provision in RE is **satisfactory**.

Main strengths and weaknesses

- In most year groups an adequate range of work is covered but in years 2 and 3 pupils go too long without studying the subject
- Some good links are made with other subjects

- While pupils can recall a good amount of what they have learned, there is limited written work, particularly in years 1 to 4

Commentary

72. It was only possible to see one lesson, which was taught well. Discussions with pupils and staff, plus analysis of displays and work show that provision in most year groups is satisfactory. However, in years 2 and 3 there are significant amounts of time when the subject is not taught. During the inspection, RE was not being taught in years 2 and 3 because it had been a focus the previous term. However, there was minimal recorded work upon which to base any judgements about standards and progress. In discussion, pupils in year 2 showed adequate knowledge of recent learning. They chatted enthusiastically about their visit to the local church and described a Christening using correct terminology, such as *font*. They also showed sound knowledge of Bible stories and could name places of worship, symbols and festivals that are special to Christians and Jews. Year 1 pupils were proud to show the pictures of a wedding enacted at school with the local vicar.
73. During years 3 to 6, the curriculum widens to include study of the worship and practices of Muslims and Hindus, as well as a more in-depth study of Christianity and Judaism. By year 6, standards are in line with what is expected. However, as in years 1 and 2, there is very little recorded work, especially in years 3 and 4. In years 5 and 6, pupils produce well-presented books showing their good knowledge and understanding of the Islamic religion. These include menus for Eid and effective drawings and descriptions of the five pillars of Islam.
74. Pupils say that they enjoy the subject. Visits and visitors enhance the curriculum and promote pupils' understanding. Some effective use of ICT has enabled pupils to have a 'virtual' tour of places of worship. The subject is making a satisfactory contribution to pupils' personal development, helping them to gain an understanding of, and respect for, people's differing beliefs.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Commentary

75. Work in art and design, design and technology (DT), music and physical education (PE) was sampled so overall judgements about provision, standards or progress in these subjects are not made.
76. The many colourful displays of pupils' work strongly suggest that coverage of the **art and design** curriculum is comprehensive. Sketchbooks are used well for pupils to practise skills and try out methods. The standard of observational drawings, both in art-based projects and to illustrate work in other subjects is particularly good. The subject clearly has a high profile. Pupils share an art club with students from the local high school, which also provides an effective link to their next stage of education.
77. Planning for **design and technology** shows that the subject is taught as part of a modified curriculum through a variety of themes and topics. Displays indicate that teachers are endeavouring to be imaginative in the opportunities they are planning and providing to develop pupils' skills. However, in the one lesson seen, standards of work were below those expected.
78. Whilst it was not possible to make secure judgements about overall provision in **music** or to judge the standards and achievement of pupils in years 1 to 3, some good features were noted. Many pupils in years 4 to 6 benefit from specialist teaching by the co-ordinator. This contributes to the good standards and achievement in singing by year 6. The subject is led and managed well by an enthusiastic and knowledgeable co-ordinator who has been particularly influential in improving aspects of provision. This includes developing a choir and leading sessions for gifted and talented pupils. In junior assemblies and in the choir practice, pupils from years 4 to 6 sang

very well. The impact of effective teaching could be heard in their diction, breathing and the way that they modified their voices to create effect. In the two lessons seen, both in the juniors, teaching ranged from satisfactory to very good. In year 4, with considerable support from the teacher and other adults, pupils worked in groups to produce a composition incorporating the elements of pitch, rhythm, pulse and dynamics. Their learning was satisfactory overall, but was hampered by the inappropriate behaviour of a significant number. In year 5, the teacher provided pupils with good time to reflect on an excerpt by the composer Smetana before requiring them to evaluate it in terms of how it made them feel. The teacher made some good links with work done in geography as she helped pupils to liken the music to the journey of a river. A good range of resources and a specialist music room provide effective support for teaching and learning.

79. In **physical education** only one dance lesson was seen in year 4. Pupils participated enthusiastically and with great endeavour. They collaborated well and performed at a level expected for their age. Standards in swimming are around average. Although 20 per cent of school leavers have not attained the expected 25 metres, 50 per cent swim greater distances, a number of them significantly so. Additional opportunities are provided for talented pupils. A brief view of both gymnastics and football activities showed that pupils were being provided with very good learning opportunities. Teaching was good and performance levels in these sessions were above average. The very good link with the high school results in some specialist teaching of games skills by the high school co-ordinator supported by some of his senior students. Pupils respond very well to this provision, working hard to improve their skills. Class teachers also benefit by supporting and observing this good practice. Many extra-curricular sport-based activities are provided from year 2 upwards. These include various games and dancing clubs.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

Work in PSHE was sampled. Two lessons were seen, with additional information gained from discussions with pupils and the subject co-ordinator.

Commentary

80. The school sees pupils' personal development as an important part of its work. Each class has one lesson a week in this subject and these are generally well planned and are often in the form of a class discussion. A good range of items is included, for instance drugs awareness, sex education and how to achieve a healthy life style.

PART D: 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	8
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	6
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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
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).