

INSPECTION REPORT

PYTHON HILL PRIMARY SCHOOL

Rainworth, Mansfield

LEA area: Nottinghamshire

Unique reference number: 133389

Headteacher: Jackie Barnes

Lead inspector: K. Reed

Dates of inspection: 13th to 16th October 2003

Inspection number: 257246

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:	329.5
School address:	Kirklington Road Rainworth Mansfield Nottinghamshire
Postcode:	NG21 0JZ
Telephone number:	01623 464899
Fax number:	01623 464899
Appropriate authority:	Governing Body
Name of chair of governors:	Mr P. Strouther
Date of previous inspection:	Not applicable

CHARACTERISTICS OF THE SCHOOL

The school is located in Rainworth, a socio-economically below average part of Mansfield that was until recently dependent on coal mining. The roll comprises 319 pupils (172 boys and 147 girls) of whom 13 attend the Foundation Stage class full time. An additional 23 children attend the Foundation Stage on a part-time basis. The school has been open just over a year, having been formed by the amalgamation of Python Hill infant and junior schools in September 2002. About half of the staff were appointed from the previous two schools and half joined the school on opening, three of whom were new to the profession. Almost all pupils are of white British heritage and none speak English as an additional language. An about average proportion of pupils (58) are listed as having special educational needs, of whom one has a statement. Children enter the school with about average attainment. Four pupils are in public care.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17188	Kathleen Reed	Lead inspector	Science, design and technology, physical education.
9545	Kevin Greatorex	Lay inspector	
27365	Denise Bonnette	Team inspector	Foundation Stage, English, information and communication technology, religious education.
21235	Marjorie Graham	Team inspector	Special educational needs, mathematics, geography, history, music, art and design

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school has made good progress since it opened in September 2002 and provides a **satisfactory** quality of education. As a result of satisfactory teaching, pupils achieve satisfactorily, standards in most subjects being in line with those expected nationally. Though leadership and management are satisfactory overall, the leadership of the headteacher is good. With the leadership team, staff and governors, she has developed a clear vision for the school that contains a clear commitment to achieve higher standards. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is good
- Pupils' attitudes to school are good and relationships are very good
- Assessment systems and the use of assessment information to plan the next stage of learning are not well enough developed, and consequently the needs of pupils are often not matched by the demands of the tasks they are set
- Currently target setting with individual pupils is in its early stages, and as yet these are not sufficiently precise to enable pupils to know how to improve their work
- Marking is not used consistently to help pupils improve their work
- The monitoring of teaching and learning by co-ordinators is not consistent enough
- Achievement is good in physical education and in science in Years 1 and 2
- Children in the Foundation Stage make a good start in personal, social and emotional development
- Provision for pupils' spiritual, moral, social and cultural development is good
- There is a good range of enrichment and extra-curricular activities
- Pupils receive very effective support, advice and guidance
- The partnership with parents and the community is of very good quality

The school was formed in September 2002 and therefore has not had a previous inspection.

STANDARDS ACHIEVED

As this is a new school with the first assessments occurring in the summer of 2003, there is no comparative data available.

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

In the Foundations Stage (FS) most children are on course to achieve the national expectations in all areas of learning and exceed these in personal social and emotional development. Teaching is satisfactory and pupils make appropriate progress as a result. In this year's Year 2, standards are broadly average in English and mathematics and above average in science. Achievement is satisfactory in English and mathematics and good in science. In this year's Year 6, standards are average in the core subjects of English, mathematics and science. Standards in other subjects are in line with national expectations except in physical education, where standards are higher. The achievement of pupils with special educational needs is satisfactory except in English where progress is slower than expected and in science where they achieve well. More able pupils do not

achieve as well as they could because of a lack of challenge in some of the work they are asked to do.

Pupils have positive attitudes to school. They are eager to come to school and arrive punctually. Behaviour is good. A very small number of boys are unconcerned about the consequences of their actions. Attendance is average. **The spiritual, moral, social and cultural development of pupils is good.** Relationships throughout the school are very good.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory overall with particular strengths in science and physical education where teaching is good. Too little use is made of assessment information to plan the next stages in learning for pupils and to set precise targets. The quality of marking is variable. More emphasis could be placed on comments to help pupils improve and challenge their ideas, taking them further forward in their learning. The curriculum is broad, balanced and relevant. Pupils have the opportunity to apply their literacy, numeracy and ICT skills in other subjects. There is good provision for pupils' personal development and a good range of enrichment activities and extra-curricular provision. The partnership with parents and the community is of very good quality.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The leadership of the headteacher is good. Governance is satisfactory. The Chair of Governors in particular has a good understanding of the vision for the school and its strengths and weaknesses. Together, the headteacher, governors and staff are committed to raising standards, and have prioritised actions well in the first year of this new school. In their first year in post curriculum coordinators have not had the opportunity to develop their roles, though they have been trained. Most have not had the opportunity to monitor and evaluate teaching and learning or use national performance data effectively. The leadership and management of the Foundation Stage of learning are good. Day-to-day administration is good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very supportive of the school and its work, and believe it has many strengths. They particularly appreciate the curriculum evenings that enable them to help their children with their learning. Information provided for parents is of good quality and parents think that they are properly consulted and that the school listens. The school enjoys very positive partnerships with a range of groups and specialist agencies in the community. Pupils like school and express their views in an articulate and confident manner.

IMPROVEMENTS NEEDED

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

- Develop assessment systems and use the data to plan accurately the next steps in pupils' learning
- Ensure a more consistent and helpful standard of marking throughout the school
- Develop more precise target setting across the school with particular reference to IEPs
- Continue to develop the role of co-ordinators in monitoring and evaluating teaching and learning to raise the quality to the best levels in the school

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

In almost all subjects pupils achieve satisfactorily and reach standards that are in line with what is expected. Children in the Foundation Stage (FS) also achieve satisfactorily and most are likely to achieve the Early Learning Goals in all six areas of learning.

Main strengths and weaknesses

- Standards in physical education throughout the school, in science in Years 1 and 2 and in knowledge and understanding of science at in Years 3 to 6 are above average
- Pupils do not have enough opportunity to develop and apply their learning skills independently
- Pupils in the Foundation Stage start well in personal, social and emotional development

Commentary

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

Standards in:	School results	National results
reading	15.2	15.7
writing	15.3	14.6
mathematics	15.9	16.3

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

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

Standards in:	School results	National results
English	25.9	27.0
mathematics	25.8	27.0
science	28.1	28.8

There were 49 pupils in the year group. Figures in brackets are for the previous year

1. Children enter the Foundation Stage with about average levels of attainment. They make better progress in their personal, social and emotional development than in other areas of learning because of good teaching and the emphasis placed on this aspect of their experiences. The children have been quick to settle down and, except in personal, social and emotional development in which they will exceed the expected early learning goal, children should reach the levels expected of them by the time they enter Year 1 in September 2004.
2. Provisional test results indicate that standards in last summer's national tests were below the national average in English and mathematics and broadly in line with the national average in science at the end of Year 6. In English girls performed significantly better than boys, and in mathematics and science their performance exceeded that of boys. At the end of Year 2 standards in all three core subjects were above the national average. Since no other year's data are available it is not possible to comment on trends.

3. Inspection evidence shows standards in both Year 2 and Year 6 are currently in line with the national average in the key subjects of English and mathematics. In science standards are above average in Year 2 and average in Year 6. Differences between last year's national test results and inspection findings are due to differences between the two sets of pupils. There are no significant differences between the performance of boys and girls in the lessons observed during the inspection.
4. The main strengths in English are the wide range of different writing offered to pupils and the opportunity to read for different purposes. The progress of pupils with special educational needs in English, however, is slower than other pupils because activities are not always well matched to the next stage in their learning. There are also insufficient opportunities for pupils to develop their speaking and listening skills through other subjects. In mathematics, the National Numeracy Strategy is used effectively to provide a structured programme of work. Assessment is not used sufficiently to plan for pupils' learning and marking is inconsistent. Not all teachers provide pupils with information to help them improve or inform them about the next steps in their learning. Pupils with special educational needs make appropriate progress in mathematics. In science, standards in pupils' knowledge and understanding are higher than in their investigative skills. There are insufficient opportunities for higher attaining pupils to develop more advanced skills. This is because too little is done to encourage independent learning by the more able pupils. Assessment is not always accurate enough and data is not used often enough to enable the planning of activities that would benefit the more able. Pupils with special educational needs achieve well and are motivated by the practical nature of the subject.
5. Standards in information and communication technology (ICT) are broadly average. Pupils' achievement is limited by a lack of challenge for higher attaining pupils or appropriate support for pupils with special needs. Standards in physical education are above average. Pupils achieve well because of skilful teaching that motivates pupils of all abilities and enables them to refine their performance. In design and technology pupils achieve well and, on the basis of work samples, attain standards that are comparable with nationally expected levels. Lower attaining pupils make particularly good progress. Standards in other subjects are broadly in line with the national expectation.
6. Overall, pupils with special educational needs make satisfactory progress. Higher attaining pupils do not always make the progress they could. For example in the Foundation Stage practitioners do not challenge children's thinking enough and pupils could be challenged further by investigative work in science and in aspects of ICT.

Pupils' attitudes, values and other personal qualities

Pupils have positive attitudes to the school and their work. Behaviour overall is good in lessons and at playtimes. Pupils' personal development is good overall and attendance is satisfactory. Provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- Pupils are mature and express positive opinions about the school
- Members of the newly formed School Council are confident, articulate and enthusiastic about the school and its work
- Behaviour is good and often better during lessons, break-times, lunchtimes and around the school site
- Pupils collaborate well together at play
- Relationships throughout the school are very good
- Many opportunities are provided for pupils' personal development
- A very few boys behave poorly

Commentary

7. Pupils' positive views of the school are expressed in an articulate and confident manner. They are happy to share their values and opinions with staff and other adults. When they come to school, in assemblies, in the dining hall, and in the cramped cloakroom areas pupils consistently demonstrate high levels of orderly behaviour. However, a very few boys have poor attitudes to their work and display disruptive behaviour. They are disdainful of the consequences of their actions on the learning of others. Pupils confirm that, on the infrequent occasions when bullying occurs, it is handled quickly and effectively. The school has a race equality policy with appropriate arrangements for monitoring by governors.
8. The school provides many opportunities to promote the personal development of the pupils, who respond positively. Pupils perform many jobs within the classroom and around the school. The members of the newly formed School Council are confident of their capacity to represent their classes. The 'Buddy' system is effective in assisting pupils new to the school to settle in to the daily routines.
9. The good provision for the pupils' personal development includes spiritual, moral, social and cultural awareness. There is a wide range of opportunities for the pupils to reflect upon the needs and values of other people. The teachers support the pupils in their understanding of the natural world and human achievement. They help them to an understanding of the mysteries of life, how some aspects cannot be explained and how love and truth can be demonstrated in their lives. Discussions with the pupils indicate that they understand the need for rules in school and in the wider society. They understand the high expectations for behaviour as the teaching and support staff are good models and demonstrate the importance of respect for each other's views and feelings. They support the pupils as they develop an understanding of the benefits, obligations and duties of belonging to a community. Opportunities for the pupils to take on responsibilities are a developing feature of the school's provision through the 'Buddy' system, the School Council and class monitors. The school fosters a sense of unity and understanding between faiths and cultures by using assemblies, visits and visitors to draw attention to similarities and differences. This helps to break down prejudice and promotes the benefits of living in a culturally diverse society. The pupils develop an understanding of the culture of the United Kingdom through a programme of visits to places of historical, geographical and cultural interest.
10. The school has introduced strategies to improve attendance. Parents are encouraged to assure the attendance of their children by not taking family holidays in term time. There is little unauthorised absence. Virtually all pupils are punctual and many arrive early. They come happily to school, enabling the school to make a prompt and very efficient start to the school day.

Attendance (for use in all reports *except* those for nursery schools)

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.3%	School data	0.2%
National data	5.5%	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

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	323	6	
White – any other White background	2		
Mixed – White and Black African	1		
Asian or Asian British – Indian			
Asian or Asian British – Pakistani	2		
Chinese	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

Teaching and learning are consistently **satisfactory** throughout the school but inconsistency in assessment and the use of data is a barrier to faster learning. The curriculum provides satisfactorily for the needs of pupils; the Foundation Stage curriculum is good.

Teaching and learning

In the Foundation Stage teaching is good in personal, social and emotional development and physical development and satisfactory in the remaining areas. Overall, teaching and learning are satisfactory. There are particular strengths in science and physical education where teaching is good overall.

Main strengths and weaknesses

- In the Foundation Stage, children are enthusiastic, confident learners but some activities are too directed and children are not challenged enough in their thinking
- Teaching is good in science and physical education
- Relationships are good and challenging behaviour is managed well
- Lessons have clear learning objectives communicated to pupils
- Questioning is used effectively in lessons
- Homework is used effectively to extend learning
- Teachers assess pupils' learning but, as yet, insufficient use is made of the outcomes of assessment to improve pupils' learning
- Marking is carried out regularly and often reinforces learning objectives but it is not consistent across classes and there is insufficient comment on how pupils can improve their work, or questions to challenge them further
- Teaching assistants are used well to support pupils' learning

Commentary

Summary of teaching observed during the inspection in 48 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
-	4 (8%)	20 (42%)	22 (46%)	2 (4%)	-	-

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.

Commentary

11. Staff in the Foundation Stage recognise the principles that underpin young children's learning. In the Foundation Stage there is a strong focus on personal, social and emotional development and children achieve well. They are successfully encouraged to understand routines and take responsibility. A high priority is given to developing speaking and listening skills, with the result that children are able to contribute their ideas and are keen to talk to each other and adults. Many activities have a creative dimension. Relationships between adults and children are very good. Parents are welcomed and encouraged to support their children's learning. Children enjoy taking books home to share with their families. Assessment and recording procedures are detailed and linked to the national 'Early Learning Goals'. Sometimes activities are too adult directed, which prevents pupils exploring and finding out for themselves. There are insufficient opportunities to challenge children's thinking. Assessment procedures in the school are developing but do not yet transfer assessment information effectively enough to Year 1 so that teachers can plan appropriate provision. The school has, however, recognised the need for some current Year 1 pupils to continue, quite appropriately, some experiences with younger children to help their learning.
12. The quality of teaching between Years 1 and 6 is satisfactory overall. Strengths were seen in the teaching of science and physical education. Where teaching was unsatisfactory, pupils do not make appropriate gains in knowledge and understanding because work is not sufficiently differentiated for either the higher attaining pupils or those with special educational needs. In other instances pupils' behaviour is managed well but because pupils cannot engage with the task, they become restless and chatter.
13. Where teaching is very good, there are clear learning objectives and learning outcomes against which pupils can be assessed. Questioning is used very effectively to revisit previous lessons and secure knowledge and understanding. In the very best lessons questioning is used to challenge pupils' thinking and develop their learning. Teachers provide very good role models, e.g. in demonstrating in physical education, or in questioning in science, so that pupils are clear about their learning and can emulate examples. Lessons are well structured and have good pace, with a variety of teaching and learning styles used. Intervention is well judged so that pupils make maximum gains in learning. Expectations are consistently high which means pupils aspire to high attainment and achieve well. Teaching of literacy is satisfactory though pupils with special educational needs often do not have work that caters to their needs, so limiting learning. Although some good features were seen in the teaching of writing, this is not consistent throughout the school. Teaching in numeracy is satisfactory with the National Numeracy Strategy used effectively. Some teachers lack appropriate knowledge and understanding in ICT to take pupils' learning forward. As assessment is not used well enough to plan the next stages in learning, more able pupils are not always challenged sufficiently. Homework makes a positive contribution to pupils' learning at all ages. They are very clear about how much homework they have and what the expectations are.
14. Pupils with special educational needs benefit from a balance of whole class teaching, small group work and individual attention to their areas of difficulty. Though there are variations between subjects, this enables them to make satisfactory progress and attain standards that reflect their

individual targets. Support from teaching assistants is effective. The school is aware of the need to ensure that the targets in the individual education plans (IEPs) are more precise. Some of the work needs to be better planned in small steps so that learning can be more successfully measured, acknowledged and celebrated. This will enable teaching assistants to focus more specifically on individual needs and secure good progress.

15. Relationships are mutually respectful and on most occasions teachers manage pupils' behaviour well. Teaching assistants are deployed and briefed well. Pupils with specific educational needs are well integrated into classes and are well supported by other pupils.
16. Systems have been developed to track the progress of pupils, but this is at an early stage. Currently, assessment is not used sufficiently to plan the next steps in learning. In the case of mathematics, test questions have been analysed to identify strengths and weaknesses that will provide valuable information for class teachers in planning future work. The school has begun target setting with pupils in literacy and numeracy but again this is at an early stage. Some targets are not focussed enough to help with learning. Marking is variable. Some teachers provide helpful comment to reinforce learning outcomes, but marking rarely identifies how children can improve or provides questions to challenge thinking further.

The curriculum

The curriculum is broad, balanced and relevant. The pupils have opportunities to apply their literacy, numeracy and ICT skills to other subjects and to extend their skills and understanding in the arts, humanities and sporting activities.

Main strengths and weaknesses

- There is good provision for the pupils in the Foundation Stage
- Pupils with special educational needs are well supported by their teachers and the teaching assistants although the targets in the individual education plans (IEPs) need to be more precise
- There is a good range of enrichment and extra-curricular opportunities for all the pupils
- There is good provision for the pupils' personal development

Commentary

17. The recent curriculum review has ensured that there is a good range of learning opportunities that meet the requirements of the National Curriculum in all subjects, although the school is aware of the need to provide more opportunities for modelling and control in ICT. The curriculum for the Foundation Stage is well organised and ensures that all the children receive a sound grounding in the early skills of literacy and numeracy. The National Literacy and Numeracy Strategies and the linked intervention programmes are used to support the pupils' learning.
18. All the pupils are valued and the school makes significant efforts to ensure equality of access and opportunity for all of them in all aspects of its provision. The school is at an early stage in the identification of gifted and talented pupils but those with special educational needs are supported well, though the quality of IEPs is capable of some improvement.
19. The school has an effective approach to personal, social and health education. The teachers have a clear understanding of how to use circle time where the pupils sit together and share their views about sensitive issues, aspects of social awareness and behaviour. Discussions with the pupils indicate that they understand the need for rules in school and in the wider society. The teaching and support staff are good role models as they demonstrate the importance of respect for each other's views and feelings and help the pupils to develop an understanding of what is involved in belonging to a community. There are close and effective links with the other schools in the 'Family' and the professionals from outside agencies. The pupils benefit from this range of expertise and the interest shown in them and this helps to ease the introduction of children

entering the education system for the first time and those who are transferring to the secondary stage.

20. The school makes good provision for enrichment and extra-curricular activities suitable and available to all the pupils. The curriculum is supported by a programme of day and residential visits to places of historical, geographical and cultural interest. The after-school clubs cover sport, drama, art and cookery as well as French and the more unusual Afro-Brazilian dance and 'jazz and jive.'
21. Accommodation and resources are satisfactory overall. The cloakroom areas are much too confined for the numbers using them.

Care, guidance and support

The school takes good care of the children's personal needs. It effectively promotes the pupils' welfare, health and safety in a secure and caring environment. Pupils are comprehensively involved in the work of the school.

Main strengths and weaknesses

- Child protection procedures are very effective
- Security, health and safety are effectively promoted
- The headteacher and other staff are good role models and are committed to supporting the pupils' personal development
- Support staff know the children well and offer very good quality support and guidance
- The 'Buddy System' is effective in helping the younger pupils to become familiar with the school and its practices
- The school is rapidly improving the practice of taking account of pupils' views.

Commentary

22. All staff are aware of their roles and responsibilities in respect of child protection issues. They understand the need for vigilance and the steps to take if suspicions are aroused. Site inspections are conducted regularly to identify potential hazards and prepare action plans for correction. Safety checks on equipment and fire drills are carried out at regular intervals. All staff are safety conscious and watch for the security of the children.
23. The school provides very effective support, advice and guidance for pupils. In this school staff know the children very well and are well equipped to offer support when it is needed. Teaching assistants counsel pupils very well, offering high quality support to those most in need. Led by the headteacher, staff promote high standards of behaviour. During the inspection members of staff were seen to pre-empt incidents of possible misbehaviour with firm calm intervention, maintaining good control. Pupils confirm that they know whom to approach if they have a problem. The newly formed School Council is instrumental in providing the opportunity for pupils' views to be considered. Already they have planned a fund raising event to finance their initiatives.

Partnership with parents, other schools and the community

The partnerships with parents and the community are of very good quality and links with other schools are effective.

Main strengths and weaknesses

- Parents are very positive about the work of the school

- Active Friends of the School are very supportive
- Many parents are involved in the life of the school
- The quality of information for parents is good

Commentary

24. Parents responding to the questionnaire and those attending the meeting were very supportive of the school and its work. They believe that it has many strengths. They feel that they are consulted and listened to in the development of their children's learning. Parents particularly appreciate the curriculum evenings and would welcome more. They feel more confident of being able to help their children with their learning as a result of these.
25. Information provided is of good quality. Newsletters, curricular information and reports are all extremely useful in providing parents and carers with a full picture of the progress and achievement of their children. Parent notice boards provide detailed information e.g. on homework, should information go astray. Some reports give very high quality information. They detail well what the pupils know, understand and can do, and they include good information about their progress. Some are very supportive of the children, demonstrating that those teachers know the pupils very well. However, targets for improvement are too general and very repetitive, for instance, 'continue to apply him/herself in order to build on the progress this year', and need to be more precise to enable pupils to focus on what they need to do in order to improve.
26. Parents and other members of the community are encouraged to become involved in the life of the school and a number respond positively. They help in the classroom and around the school as well as on school trips and visits. The Friends of the School are active in fundraising and social activities. The school values highly the support and contributions made by all parents and members of the community that enhance the children's learning and development.
27. The school enjoys very positive partnerships with a wide range of groups and specialist agencies in the community. The children are keen to be involved with activities like the choir visits where they perform concerts for the elderly.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The leadership of the headteacher is good and governance is satisfactory.

Main strengths and weaknesses

- The headteacher has a strong vision for the school that is shared by staff and governors
- The Leadership Team is effective and committed to improvement
- The leadership of the Foundation Stage is good
- The roles of curriculum co-ordinators are not yet well developed
- Monitoring and evaluating of teaching and learning by curriculum co-ordinators is not consistent
- The use of national performance information to compare standards is not well-embedded

Commentary

28. The major priority of the school's leadership and management over the last year has been to overcome the difficulties that accompanied the creation of the new school. Forming a single cohesive group with a clear and commonly shared set of aims and objectives was the most

important objective and in this respect a great deal has been achieved. The governors and headteacher are committed to the development of the school and work hard. Governors fulfil their statutory duties. They challenge and support the headteacher and at the end of their first year are beginning to develop a clear understanding of the strengths and weaknesses of the school. The chair of governors has a particularly good understanding of the strengths and weaknesses of the school. The headteacher is strong and has a very good strategic overview. She has created an effective senior leadership team with clear, delegated roles and responsibilities, which shares her vision. Governors make regular visits and hold planned discussions with co-ordinators. The commitment to inclusion and successful amalgamation are strengths.

29. The school constructed a focussed improvement plan in the first year based upon clearly identified and appropriate priorities. In setting up a new school, developments had to be prioritised and phased and, whilst a great deal has been achieved in the first year, it has not been possible to develop co-ordinators roles to the extent the school would wish. Many of the subject co-ordinators have been appointed recently and their roles are not yet well developed. Policies are still being written. Through whole school in-service training, co-ordinators are now more prepared to undertake their expected role. Monitoring and evaluating teaching and learning by curriculum co-ordinators is not yet as well developed as it should be. Individual pupil's performance has not been evaluated and consequently there is not a good enough overview of standards in subjects and staff are not always well enough informed about what they need to do to improve.
30. The school improvement plan identifies appropriate priorities for whole-school development over the next three years. These are linked to strong self-evaluation procedures with the leadership team having a crucial role in the process. The use of national performance information to compare standards is not well embedded. Teachers have recently received training to improve their skills in assessing pupils' learning and progress. Performance management objectives are linked to improvements in this area. Professional development opportunities are of good quality and appreciated by staff. However, currently, the lack of consistent and accurate internal teacher assessment data has affected the rate of pupil progress through the key stages.
31. The leadership of SEN is satisfactory. The leadership and management of the Foundation Stage of learning are good. The teacher is experienced and has led her team to set up the new early years department very effectively. Very quickly she has ensured that planning and assessment systems, induction procedures and curriculum provision are appropriate and working well.
32. Financial management is satisfactory. The budget manager provides information of good quality to the headteacher and governors. She has effectively solved the inherited budget difficulties caused by the amalgamation process and there is now a clearer knowledge of finances available to the school. The accumulated underspend has been earmarked to deal with amalgamation staffing issues and workload reform. Best value principles are understood and applied.
33. The school has worked hard to deal with the many sensitive issues raised by amalgamating two schools and its leadership and management have successfully generated a shared commitment to future developments. The school has 'Investors in People' status and is seeking to renew this.

Financial information

Financial information for the year September 2002 to March 2003

Income and expenditure (£)	
Total income	676,100
Total expenditure	593,338
Expenditure per pupil	1,621

Balances (£)	
Balance from previous year	N.A.
Balance carried forward to the next	82,761

The amalgamation of the two schools resulted in the budget being allocated for 7/12 of the financial year 2002/2003.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. The leadership of the Foundation Stage is good. The new team, which began its work only five weeks ago, has made a very good start to offering provision for the youngest children in the school. The curriculum offered is good. The two teachers and two teaching assistants work in close partnership and share a vision for developing the provision. Accommodation is good but the lack of clear sightlines restricts better use of the outdoors area. The school improvement plan has correctly identified the use of the outdoor area as a key priority. It is a large area but lacks enough cover for activities in wet weather. It is not available to the children continuously. Resources overall are good.
35. Children enter the Foundation Stage in the year that they are five, initially part-time. In the term during which they are five they transfer to full time attendance. There is a good induction process and information that helps children and their parents to settle quickly. Parents are warmly welcomed and encouraged to support their children's learning. The majority of children enter the Foundation Stage with the achievement levels expected for their age in all six areas of learning and make satisfactory progress. They are on track to achieve the Early Learning Goals (the national targets for learning) in all six areas of learning.
36. Planning is satisfactory but does not always identify adult roles or ways to extend children's learning and thinking. Activities are sometimes too adult-directed which does not help the children to make better gains in their learning. Assessment and recording procedures are detailed and link children's achievements to the Early Learning Goals. Children regularly take books home to share with their families.
37. Management of the Foundation Stage is good. The team share planning and responsibilities for particular areas of experience. They understand the principles that underpin young children's learning. Lack of school systems to transfer assessment information to Year 1 does not support progress in learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision is **good**.

Main strengths and weaknesses

- Teaching is good and children achieve well
- Classroom routines are well established and most children are confident, enthusiastic learners
- Opportunities to develop personal, social and emotional development are evident in all activities
- There are very good relationships between pupils and staff

Commentary

38. Personal, social and emotional skills are developed through a range of play and language activities. Children achieve well. They maintain classroom routines and listen to instructions carefully, show respect for others, share toys and take responsibility. They enjoy very good relationships with adults and each other. They are developing a clear understanding of the difference between right and wrong. The majority will be likely to exceed the Early Learning Goals by the time they enter Year 1.

COMMUNICATION, LANGUAGE AND LITERACY

Provision is **satisfactory**.

Main strengths and weaknesses

- Children are encouraged to be confident enough to 'have a go' when attempting writing
- Children listen to each other effectively
- Practitioners do not challenge children's thinking enough
- Vocabulary is not extended sufficiently well

Commentary

39. A strong emphasis is placed on developing speaking and listening skills. They already listen carefully to each other and some children contribute their ideas in discussion. Even the very youngest children can talk sensibly in pairs about the things they are good at. Children are eager to talk to adults. Instructions are clear and precise. The children enjoy books and take them home regularly. They know that pictures and words tell the story and recognise some initial sounds and words. Children are becoming confident in their approach to writing, write for different purposes and attempt to write recognisable letter shapes. Opportunities are not taken to challenge children's thinking often enough. The majority of children are likely to achieve the Early Learning Goals by the time they start Year 1. Teaching and learning are satisfactory.

MATHEMATICAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- Basic number skills are developed and reinforced through a broad range of activities
- There are good links between mathematical development and other areas of learning
- Children are not always challenged in their thinking

Commentary

40. Practitioners understand the importance of linking mathematics to everyday life, such as in cooking and the play shop. Children learn which objects hold the most water during enjoyable water play. Some opportunities are missed to challenge the thinking of the children through careful questioning which prompt independent investigation. Counting rhymes and songs and displays all support learning. Children count the number of children who are present and work out how many are absent. Many children are able to use language such as bigger, smaller, heavier and lighter and even medium-sized when playing with Russian dolls or sorting toy animals. Practical play activities support the extension of mathematical knowledge and understanding both indoors and outside. Teaching is satisfactory and children make satisfactory progress.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the outside environment
- Some activities are too adult-directed

Commentary

41. The team plan a range of experiences to develop knowledge and skills. Children keenly use computers and manipulate a mouse confidently. They enjoy constructing with a range of materials such as with building blocks or making kites. They are developing their techniques to join things together. There are opportunities for children to explore natural objects. Some activities such as making a bed for teddy are too adult-directed and overall there are too few opportunities for children to investigate for themselves following open-ended questions such as 'What would happen if?' Children are encouraged to talk about important events in their lives. There are a number of attractive displays that support their learning in this area.

PHYSICAL DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- Teaching is good
- Interesting experiences are provided to ensure children develop their physical skills
- Outdoor play provision is not yet satisfactory

Commentary

42. Children manipulate brushes, pencils and scissors well and take care when painting or making marks. Construction materials and the computer are made available to help children develop control over finger and hand movements. Outside children move confidently, use wheeled toys sensibly and kick and throw balls with some accuracy. In the hall they move with control and co-ordination, learning the different ways they can move, stopping and starting when requested. Sensitive prompts from staff ensure that they behave well in the large open space. The outdoor area is used as a playtime opportunity or for directed activity rather than as an extension to the classroom, available continuously.

CREATIVE DEVELOPMENT

Provision is **satisfactory**.

Main strengths and weaknesses

- Role-play is used to develop language and encourage collaboration
- Some activities are too adult-directed

Commentary

43. Many activities contain a creative dimension. Adults lead children to use their imagination through art, drama, story, music-making and construction activities. The role-play area enables children to act out their experiences and there are imaginative areas available outside. Children are not always given opportunities to capture their experiences or feelings through art or drama. Artwork often has an outcome dictated by the adult with little independent thought on behalf of the child. For example, all children printed with a variety of shoes using paint mixed by the adult with little experimentation or exploration expected. Teaching and learning are satisfactory.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision is **satisfactory**.

Main strengths and weaknesses

- Pupils enjoy books and read for different purposes
- Pupils regularly take books home to share with their families
- There is a wide range of different kinds of writing offered to pupils
- There has been insufficient monitoring and evaluating of teaching and learning
- Procedures for assessing pupils' learning within lessons are underdeveloped
- Marking of pupils' work to ensure improvement is inconsistent

Commentary

44. Teaching in lessons is mainly satisfactory in Years 1 to 6 but is not of a consistently high enough quality to raise achievement. Teaching assistants provide good support for pupils with special educational needs but are asked to work on activities that are not always focussed on improving learning in the most effective way. While Year 6 results in 2003 were low, evidence in books and observation of lessons shows that the majority of pupils are working at average levels in Years 2 and 6. Too many pupils with special educational needs experience activities that do not cater for their needs well and consequently their progress is slower. This has an impact on overall results.
45. In many classes pupils are able to listen to each other and can articulate their responses confidently. There are too few opportunities for pupils to present their own ideas and further develop their speaking skills through teachers using challenging questions to extend thinking.
46. Pupils enjoy reading. Most seven-year-olds have a sound knowledge of phonics and read simple texts fluently, although some pupils do not have a wide enough range of strategies to use when they cannot read a word. By age eleven pupils know and talk about their favourite books and authors and continue to enjoy reading. Pupils know how to locate books in the library. Book resources are gradually being replaced for more modern, relevant texts which appeal to both girls and boys interests.
47. During the inspection some good features were seen in the teaching of writing. One teacher supported pupils to write an extended metaphor poem through good modelling and high expectations of success. The very good knowledge of the teaching assistant ensured that children with special needs were able to participate fully. Teaching of writing is not consistent throughout the school and there has been insufficient evaluation of teaching and learning, particularly of recent initiatives to ensure that the level of work is more closely matched to ability. This is evident when the behaviour of some pupils, particularly boys, disrupts the flow of the lesson because they are not engaged in the lesson and have to listen for too long. Targets are set to support learning but they are not sharp enough. This results in slower progress.
48. Writing has been identified as a priority in the school plan. The co-ordinator has good subject knowledge but is not yet monitoring and evaluating the quality of teaching and learning or moderating levels of attainment.

Language and literacy across the curriculum

49. The application of literacy skills across subjects is satisfactory. More work could be done to extend opportunities for pupils to use their speaking and listening skills in many subjects. The

use of specialist vocabulary in science contributes to pupils' literacy skills. In Year 6, for example, pupils are encouraged to be precise in their use of terminology and to explain phenomena carefully. Physical education lessons are notable in the way literacy skills are developed, for example, in the case of younger pupils they learn the meaning of diagonally and with older pupils they are introduced to terms such as definition and are encouraged to explain what is effective about a performance.

MATHEMATICS

Provision is **satisfactory**.

Main strengths and weaknesses

- The teaching seen during the inspection was generally of good quality
- Assessment is not used consistently enough to plan for learning and marking is not always well done

Commentary

50. In 2003 the results of the national tests for seven-year-olds were above the national average and the results for eleven-year-olds were below average. Evidence from lessons in all year groups, talking to pupils and looking at their work indicates that attainment this year is average and achievement is judged to be satisfactory. There are no significant differences in the achievement of boys and girls. Throughout the school the pupils make satisfactory progress. The teaching assistants work closely with individuals and groups to ensure that the pupils with special educational needs also progress at this rate.

51. Teaching is satisfactory overall with the National Numeracy Strategy used effectively to provide a structured programme of work. There is an appropriate emphasis on mental mathematics and number skills but all aspects of the programme are included. The school has recognised that some pupils' problem solving skills need to be developed through links with their reading. During the inspection good teaching was seen throughout the school. In the good lessons the teachers' explanations are clear so that the pupils understand what they are expected to do and what the teachers wanted them to learn. The teachers' questioning skills are good and they use the pupils' contributions effectively to assess and extend their learning. The mutually respectful relationships contribute to an atmosphere where the pupils are secure enough to admit their difficulties and keen to talk about how they reached a solution to a problem. In a good Year 1 lesson where the pupils are learning to tell the time, the teacher organised a variety of games involving sand timers and clocks and gave the pupils a range of opportunities to investigate and then explain how they had worked out their answers. In the good Year 4 lessons the pupils took part in practical activities and, by using their knowledge of doubles, were able to explain how they had discovered the formula for calculating perimeter. The good Year 6 lesson was based on the equivalence of fractions and decimals with all the pupils suitably challenged at an appropriate level. In other lessons the levels of challenge vary and on occasions some pupils, mainly the more able, are working confidently within their capabilities.

52. The teachers are consistent in their assessment of the pupils' learning but not in their use of the assessments to plan for the learning. The subject co-ordinator has analysed a range of assessment data to identify the strengths and weaknesses in the pupils' performance and in the school's provision. The school has identified that this information is not used consistently by all the teachers to inform the planning of the next steps in the pupils' learning. There is also inconsistency in the marking of the pupils' work. All the teachers use praise but not all of them provide the pupils with information about how they might improve or about the next steps for their learning.

53. The role of the co-ordinator is being developed effectively. She monitors the quality of the teaching and learning by observing lessons, looking at the planning and the pupils' work and analysing the assessment data.

Mathematics across the curriculum

There is evidence of pupils applying their mathematical knowledge satisfactorily in science, ICT, design technology, art, geography and physical education.

SCIENCE

Provision is **good**.

Main strengths and weaknesses

- There is very good progression in the development of scientific ideas, so that learning is incremental and builds well on previous experience
- Higher attaining pupils are challenged well in the development of their scientific knowledge and understanding.
- Pupils have the opportunity to carry out a lot of practical work, but there are too few opportunities for higher attaining pupils to be challenged through investigations

Commentary

54. On the basis of provisional data for 2003 standards achieved by pupils at the end of Year 2 are above the national expectation for the proportion of pupils reaching the expected level. Observations in lessons and discussions with pupils confirm this. The specialist teaching in Year 2 contributes significantly to achievement. Provisional results for 2003 indicate pupils are achieving just below the national expectation at the end of Year 6. Observation in lessons, discussions with pupils and examining pupils work indicates pupils are now achieving standards comparable to those achieved nationally.
55. In the two lessons observed during the inspection teaching was at least good. Discussions with pupils following another lesson showed a very good understanding of the process of separating mixtures. Lessons have clear learning objectives so that pupils know what the learning intentions are. There is good emphasis on vocabulary, which contributes to the development of literacy skills. Particularly in Year 6, the importance of precision is emphasised, for example, in drawing diagrams of how we see objects using light rays. Common misconceptions are picked up on. Marking often reinforces learning intentions by explaining to pupils what they have understood; however, there is insufficient guidance on what pupils need to do in order to improve their work. Helpful writing frames enable pupils to structure their accounts of investigations. These are differentiated for different ages. Pupils take pride in their work and present their findings neatly.
56. The science curriculum is based upon the QCA scheme of work. The scheme of work does not allow sufficient opportunities for higher attaining pupils to consider the kind of evidence they need to collect, the equipment they will use or make decisions about how they will carry out an investigation and the measurements they will make. Higher attaining pupils often carry out the same investigation as the remainder of the class, which limits their attainment. They need more opportunities to undertake quantitative work leading to line graphs, interpret a range of data and draw conclusions based upon scientific knowledge and understanding upon this.
57. Curriculum leadership is satisfactory. As a result of the inevitable need to prioritise developments identified on amalgamating the two schools, the role of the co-coordinator has not been developed sufficiently. Whilst a range of data has been collected, this has yet to be used to inform planning and so raise standards. The co-ordinator has identified pertinent priorities for action and

a plan has been drawn up to address these, including the development of a school portfolio of assessed work to aid teacher assessment and a manageable assessment system. Investigative work has been identified as an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is generally **satisfactory**.

Main strengths and weaknesses

- Many pupils are keen to learn
- Some lesson plans do not match the needs of the pupils

Commentary

58. Teaching is mainly satisfactory, although some teachers still lack the appropriate knowledge and understanding to take pupils' learning forward. National schemes of work are followed. Teachers' plans do not yet adapt the work according to pupils' differing capabilities sufficiently well, which slows progress in learning through lack of appropriate challenge or support. Pupils are enthusiastic about ICT and enjoy their time in the ICT suite. They are eager to help each other. Teaching assistants offer satisfactory support to individual pupils where there are difficulties. Organisation of pupils in Years 1 and 2, when working in the computer suite, is unsatisfactory and leads to behaviour difficulties.

59. Pupils all have individual files on the computer network, can log-on and understand save procedures. They work with confidence. Seven-year-olds can put data into the computer to produce a graph on birthdays and are aware of different fonts, size and colour when word-processing. By the age of eleven pupils organise and re-organise text incorporating tables and images. They research information using the Internet and can copy and paste relevant aspects into a Word package. Pupils can talk about their work and explain the procedures used. Opportunities to practice or apply their skills beyond the time in the ICT suite are not well planned.

60. The ICT co-ordinator has ensured that the structure and systems have been set up quickly since the amalgamation in order to keep pace with developments in technology. A development plan identifies suitable priorities but is not sufficiently rigorous to improve the achievement of all pupils. Monitoring and evaluation of teaching and learning is not taking place. Plans to widen use of ICT resources and link to the community are good. Resources are generally satisfactory and there is a planned increase in range.

Information and communication technology across the curriculum

61. There are a number of examples of the use of ICT in art and design across the school. A good example was observed in Year 5 where pupils recreated William Morris designs using flip and compared the use of ICT with manual methods. The allocation of a session a week for use of ICT in other curriculum areas ensures devoted time to this and appropriate application of ICT. Some links are not always relevant.

HUMANITIES

Only one lesson was observed in **religious education** so it is not possible to comment on overall provision. In **geography**, three lessons were seen but none were seen in **history**. In both of these subjects inspectors scrutinised pupils' work and discussed the subject with pupils and staff.

One lesson was observed and work was scrutinised in **religious education**. The standards attained are broadly in line with the expectations of the local syllabus by the age of eleven. Pupils learn about a range of religious beliefs including Hinduism, Islam and Christianity. They recall stories and compare them. They begin to appreciate the feelings of others, for example, when writing about suffering. The teaching makes a positive contribution to pupils' moral and social development; for example, in one assembly pupils learnt about the importance of friendship. The curriculum, a mixture of the locally agreed syllabus and the national scheme of work, is broad and offers many rich experiences for the pupils. The school makes good use of external resources, visits and visitors to enhance and enliven the curriculum. Some teachers are beginning to assess pupils' knowledge and understanding before embarking on units of work. The role of the co-ordinator is not well developed although she has a good grasp of developments necessary to improve the quality of teaching and learning. Planning is monitored but there is no monitoring in classrooms of teaching and learning. Assessment procedures are not well developed.

History and geography

Provision in geography is **satisfactory**. It is not possible to make a judgement about overall provision in history.

Main strengths and weaknesses

- Both subjects contribute to the pupils' spiritual and cultural development
- Both subjects link with studies in English, mathematics, art, music and ICT
- The role of the co-ordinators is underdeveloped
- There are no formal assessment systems for these subjects

Commentary

62. Evidence from lesson observations, talking to pupils and looking at their work and teachers' plans indicates that standards attained are average. The quality of geography teaching is satisfactory with some good teaching seen in a Year 2 lesson when pupils used their knowledge and understanding of the geographical features of Lulworth Cove to discuss the social and environmental effects of increased tourism in the area. This was extended effectively to the pupils 'writing to the council' with their opinions about the good and bad effects of more visitors. All the pupils learn about their local area and in a Year 1 lesson observed they made a 3D map of Rainworth. This was as a result of a walk to observe and take photographs of buildings and landmarks. The older pupils learn about life in other countries and study the different landscapes and cultures. Year 3 pupils were observed writing accounts of their research into a village in Mexico.
63. Throughout the school pupils have opportunities to learn about the United Kingdom, Africa, Asia and central and South America. These studies link with their history lessons and through these studies they gain some understanding of the human and physical features and environmental issues that give localities their distinctive characteristics.
64. In history the pupils learn about the lives of people in other times. As part of their studies of Victorian England the Year 5 pupils are learning about the lives of working children and how their own experiences of school differs from children living during those times. In Year 6 the study of Ancient Egypt is linked with geography and art as the pupils learn about the importance of the River Nile and the designs of the clothing and pottery.
65. Both history and geography make contributions to the pupils' spiritual and cultural development and link with English, mathematics, art, music and ICT. Their experiences are enriched by visits to places of historical, geographical and cultural interest. The teachers' planning is linked to national requirements and an appropriate amount of time is allocated to these subjects.

66. The role of both the co-ordinators is underdeveloped. They have limited opportunities to monitor the quality of teaching and learning in these subjects, as they have not yet observed lessons. They look at the teachers' plans and the pupils' work and have identified the need for a formal assessment system. The school has rightly identified the need to monitor teaching in a systematic way and to record what the pupils have learnt and how they develop their knowledge and understanding.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work in **physical education** and **art and design** was examined in detail. In the case of **music** only one music lesson was observed and no **design and technology** lessons were seen. Comprehensive work samples for design and technology were available.

The quality of teaching was good in the one **music** lesson observed but there is insufficient evidence to make a judgement about standards. In assemblies, the pupils sing to taped music and they are tuneful and expressive. In the Year 4 lesson they sang with clear diction, accurate pitch and gave attention to phrasing and expression. They follow a beat and respond to changes in rhythm. This was evident when they were creating a percussion accompaniment to a traditional song and also singing in two parts. They increase the repertoire of songs they have learned from memory and practice to help them to improve the quality of their singing.

Throughout the school the pupils listen to the music chosen for assemblies. They are learning about music created by a range of composers and from other times and cultures and the ways in which mood and atmosphere are created.

The good features of the Year 4 teaching included the teacher's subject knowledge, the discussion of the learning intentions at the beginning of the lesson and the opportunities for the pupils to discuss their learning. The activities captured the pupils' interest and were suitably challenging. The plans show that, throughout the school, there are a variety of approaches and appropriate activities to support the pupils in developing their skills in singing, playing and appraising their own work and the work of others.

Music makes a good contribution to the pupils' spiritual, social and cultural development. Pupils of all abilities have equal access to the subject. There are links with other curriculum areas such as dance and music from other times and other places in history and geography studies. The members of the choir are currently rehearsing for the 'Young Voices' concert to be held in Sheffield and all the pupils have the opportunities to take part in the music and drama performances held for the parents and other community events.

Samples of work in **design and technology** indicate pupils achieve well. All pupils take a pride in their work and have the opportunity to work with a variety of materials. Younger pupils learn how to join and strengthen materials. By the end of Year 2 pupils produce annotated diagrams of car designs and the winding mechanism for a crane. Writing frames help pupils to order their thoughts. Lower attaining pupils make particularly good progress. More opportunities could be available for older pupils to include measurements in their designs and evaluation is weak compared with planning and making. A detailed audit of provision has been undertaken and an action plan drawn up based upon the strengths and weaknesses identified.

The co-ordinator role is being covered currently by the headteacher. She has observed lessons and has a clear view of standards and the quality of teaching and learning. She is aware of the need for a systematic approach to the assessment of the pupils' progress and the development of their skills, which is currently in draft form.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Lessons have clear learning objectives and learning outcomes against which pupils can be assessed
- Lessons are varied, well paced and expectations of what pupils will achieve are high
- Teachers use time very effectively for coaching pupils and use demonstrations by pupils well to improve performance
- Pupils with special educational needs are very well integrated and their contribution is valued by all.

Commentary

67. Standards attained in physical education are good overall. Without exception pupils had good warm up and cool down sessions preceding and after exercise. They are learning skills, which will benefit them throughout their lives. In the very good lessons observed pupils were engrossed in their activity. Questioning is used very effectively to draw pupils' attention to features, which will improve their performance. In gymnastics pupils are able to refine performance, learning from each other. They have the confidence to develop their routines individually without being unduly influenced by others, resulting in a wide variety of imaginative performance. Pupils evaluate each other's performance sensitively.

68. Teaching in physical education makes a significant contribution to literacy. Language is developed well. Pupils are encouraged to describe the effective aspects of routines. Analogies are used e.g. like a slow motion film to develop flowing movements. Vocabulary is extended; for example younger pupils in Y1 have sideways and diagonally demonstrated and older Y6 pupils are introduced to terms such as definition. Pupils are encouraged to describe what is effective about others' performance. Music is also used effectively in this respect. There is plenty of opportunity to speak and listen to others.

Art and design

Provision in art and design is **satisfactory**

Main strengths and weaknesses

- There are early signs that the curriculum is developing well
- Leadership of the subject is in the early stages of development

Commentary

69. Four lessons were seen in which the quality of teaching was satisfactory. From observation of lessons and a scrutiny of the quality of the work displayed around the school and in the pupils' sketchbooks and portfolios, it is apparent that standards are at the levels expected.

70. Plans show that the teachers give the pupils a wide range of experiences to develop their knowledge and their skills. The pupils investigate and use a variety of tools, techniques and media to communicate their ideas. They use their skills to illustrate their work in other subjects such as English, history, geography, science and religious education. The pupils' observational skills are developed through their sketches and they are becoming aware of the possibilities and limitations

of different types of materials, medium and techniques. Portfolios of pupils' work shows progression in skills but the pieces are not annotated.

71. The teachers make appropriate use of art and design to promote the pupils' cultural development. Much of this is through studying the work of famous artists such as Van Gogh, Modigliani and Andy Warhol and producing their own pictures and collages in their styles. The members of the after school art club are currently preparing examples of their work for a children's exhibition to be held at the Tate Modern Gallery.
72. The co-ordinator took up the post at the beginning of the term and has not yet had any opportunities to check on the quality of teaching and learning. She is aware of the need for a formal assessment system so that the pupils' progress can be tracked.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Through 'Circle time' the school is very effectively providing pupils with opportunities to discuss feelings and thoughts and a forum to examine issues of right and wrong. Pupils value the newly formed 'School Council' and the 'buddy system', and both appear to be effective in extending pupils' early notions of citizenship.

In a school that has seen so much change in the recent past, the appointment of a teaching assistant with specific responsibility for pupils with emotional difficulties is very effective in helping pupils to come to terms with change. Teaching assistants are generally effective in the way they help pupils with their personal concerns. The lunchtime club for pupils who can elect to attend or be referred is beneficial

Teachers encourage pupils to care for one another and to consider the impact of their actions on others. Teachers effectively promote pupils self esteem. Assemblies make a significant contribution to pupils' personal and social development through the consideration of issues such as friendship. The themes each week consider 'Together we learn by.....' The school is working within the Healthy Schools National Award Scheme, currently focussing on physical activity. All pupils have access to water as a routine in class

SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	4
How inclusive the school is	3
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	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

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	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3

The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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