

INSPECTION REPORT

RAWMARSH SANDHILL PRIMARY SCHOOL

Rotherham

LEA area: Rotherham

Unique reference number: 106902

Headteacher: Mr R Chapman

Lead inspector: Mrs E Parry

Dates of inspection: 10th – 13th November 2003

Inspection number: 257277

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
Gender of pupils:	Mixed
Number on roll:	210
School address:	Kilnhurst Road Rawmarsh Rotherham S Yorks.
Postcode:	S62 5LH
Telephone number:	01709 710875
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Eileen Washington
Date of previous inspection:	19 th September 2001

CHARACTERISTICS OF THE SCHOOL

The school is at the edge of the urban area of Rotherham. It is of average size. There are 210 pupils on roll, aged between three and eleven years. Attainment on entry to the school is well below average. The majority of pupils who attend the school live in a community which faces many of the issues associated with areas of deprivation although the proportion of pupils entitled to free school meals is broadly average. The majority of pupils live in the immediate area in a mixture of rented and privately owned accommodation. The number of pupils who enter and leave the school throughout the year is above average. There are a small number of pupils from ethnic minority groups and from families of those seeking asylum. These pupils are usually at early stages of learning English. At the time of the inspection, there were four pupils with statements of educational needs for either learning difficulties or behaviour problems. A further 31 pupils are on the list of pupils with special educational needs and the school has concerns about another 22 pupils; this represents almost half of the school population and is much higher than is found in most schools. The majority of these pupils have learning difficulties. The school also has a unit for pupils who have statements of educational needs for emotional and behavioural difficulties. This can cater for up to 10 pupils although at the time of the inspection there were four attending.

The school received a School Achievement Award in 2002-2003 in recognition of improvements in standards beyond the national trend. It has also achieved the Activemark Gold for promoting pupils' physical development. The school is involved in two national initiatives: the Sure Start programme, which is aimed at raising attainment in areas of deprivation through providing support to children and families in the early years; and the Excellence in Cities initiative, which is also aimed at raising standards. The school also provides a meeting place for Opportunity Network which is for adult education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2615	Eileen Parry	Lead inspector	Mathematics; music; Foundation Stage; English as an additional language
13485	Paul Widdowson	Lay inspector	
32873	Judith Hirst	Team inspector	English; art and design; history; religious education; special educational needs
20948	John Linstead	Team inspector	Science; information and communication technology; design and technology; geography; physical education.

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school that provides a sound education and satisfactory value for money. Very good provision in the Foundation Stage (nursery and reception classes) leads to the youngest children making good progress. Teaching in the infants and juniors is satisfactory. By the age of eleven, standards are well below national expectations in English, and below them in mathematics, science and information and communication technology (ICT). The school has put in good measures to raise standards; these are having more impact on the younger pupils who do not have as much ground to make up as the older ones in Years 4 to 6. Overall, pupils make satisfactory gains in their learning by Year 6. The school offers a very caring and supportive environment for pupils. The provision for health and safety is very good. Pupils of all abilities, including those with special educational needs and those with social and behavioural problems, are well supported. They have good attitudes to school and behave well.

The school's main strengths and weaknesses are:

- Although improving, standards are not yet high enough by Year 6 in English, mathematics, science and ICT.
- Provision in the Foundation Stage is very good and ensures that children get off to a good start.
- The school is a warm and caring environment which includes all pupils and sets the right atmosphere for the good provision for the pupils' personal development.
- The headteacher is a good leader and has set a clear agenda for improvement that is raising the standards that pupils reach and the quality of their education.
- Provision for physical education is very good so that pupils do well in this subject.
- Very good links with local schools and with the community contribute well to the quality of education.
- The division of responsibilities for management of the special educational needs unit that rests with the school and the local education authority (LEA) is not clear.

The school has made satisfactory improvement overall since the last inspection. Standards are rising although they still have some way to go in the juniors. There are now effective procedures for recording how well pupils are doing and for using the information to spot areas which need more attention. The school has improved provision for ICT and ensured that staff have had training to deliver the curriculum; these measures are having a positive impact on pupils' learning. The procedures for identifying pupils with special educational needs are now secure. There has not been enough progress in resolving the issue about the management of the special educational needs unit which rests between the LEA and the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	E	D	B
Mathematics	D	B	C	A*
Science	E	D	D	B

*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.*

Pupils' achievement overall is satisfactory. The school received an Achievement Award in 2002 because the results of national tests had improved more than in schools generally. Results for Year 6 pupils were below the national average in 2002 in English and science but above the results of

similar schools. Results were average in mathematics when compared with those in all schools but in the top five per cent when compared with the results in similar schools. Early information about results for Year 6 pupils in 2003 shows that these will not be as good. Standards in the present Year 6 are well below average in English and mathematics and below average in science and ICT but overall, pupils' achievements are satisfactory because almost a half of the pupils have some special educational needs. The majority of children start in the nursery with very low levels of attainment. They are not likely to reach the early learning goals which are the targets set nationally for them by the end of reception. However, they achieve well because of the effective combination of very good teaching and thoughtful planning and provision. In Year 2 standards are below average in writing but average in reading and mathematics and represent good achievement because of teaching that is consistently sound or good. The school has not had enough resources for ICT until recently; therefore pupils' standards are below what they should be by Years 2 and 6, but their achievements are satisfactory. Pupils throughout the school do well in physical education, reaching above average standards as a result of the good quality of teaching.

Pupils' personal development, including their spiritual, social, moral and cultural development, is good. All of the staff work hard to raise the pupils' self-esteem and confidence through measures such as circle time, providing interesting classrooms with displays that value pupils' work, or planning educational visits. Pupils become more mature as they move through the school, willingly taking on responsibilities. Specially planned lessons make pupils think and reflect about the world that they live in. Overall, pupils behave well, are interested in their lessons and want to learn. Pupils from the special educational needs unit are encouraged to join in when the activity is suitable.

Attendance has improved and is average.

QUALITY OF EDUCATION

The quality of education provided in the school is satisfactory. Overall, teaching is satisfactory; it is very good in the Foundation Stage. Classrooms in nursery and reception are very well organised, planning is good and adults work together effectively to support all children, including those with special educational needs and the few who speak English as a second language. Throughout the school teachers have good relationships with pupils and manage them well. As a result pupils behave well, are clear about what is expected of them and are keen to learn. This is particularly important in the special educational needs unit where adults meet the pupils' challenging and difficult behaviour with patience and consistent methods that enable those who are placed in the unit to work profitably for increasingly longer periods of time. Throughout the infants and juniors, pupils' work is usually well matched to what they need to learn but occasionally teachers have not planned well enough to meet all of the differing needs in the class and pupils' learning is slow. Literacy and numeracy skills are soundly taught but pupils could be given more opportunities to use these skills in other subjects. Pupils' work is marked very carefully with lots of praise and encouragement; more attention could be given to writing advice about how pupils can improve their work. The curriculum is soundly planned to make sure that learning is progressively more difficult and there is a very good range of enrichment activities. The school offers a very caring and supportive environment for all pupils, where all are valued and respected.

LEADERSHIP AND MANAGEMENT

The school is well led by the headteacher, its governance is good and its management satisfactory. The effects of the good leadership can be seen in the improvements in the learning environment and the high standards of display as well as in the way that standards are starting to improve. Governors fulfil their responsibilities well. There is still work to be done on raising the standards that pupils reach and in ensuring that all staff make the maximum contribution to this in their roles as subject leaders. The day-to-day management of the special educational needs unit is effective but there is still an unsatisfactory lack of clarity about managing longer-term issues where responsibilities lie between the school and the LEA.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Pupils like coming to the school and think it is a good place to learn. Parents are very supportive of the school and the work it does. Both parents and pupils share a sense of pride in what has been achieved so far.

IMPROVEMENTS NEEDED

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

- To raise standards in English, mathematics, science and ICT.
- To resolve the issues related to management of the special educational needs unit.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children start the nursery with very low levels of attainment and achieve well in all areas of learning as they progress through the Foundation Stage. Even so, most children will not have reached the standards expected for their age by the end of the reception class. Standards are below average at Year 2 but pupils achieve well in reading and writing. Pupils make good progress and reach standards that are just in line with national expectations in mathematics. At Year 6, standards are well below average in English and mathematics and below average in science. Achievement is satisfactory because so many pupils in this year have special educational needs. Pupils with special educational needs achieve as well as others, as do the few who speak English as an additional language. Pupils' achievement is good in physical education. Standards have been held back in ICT because of a shortage of resources, and are below the level they should be at by Years 2 and 6. However, pupils' skills are improving because of the better access to equipment and their achievement is satisfactory given that there have only recently been adequate resources for the subject.

Main strengths and weaknesses

- Standards in English, mathematics, science and ICT are below expectations.
- Although standards are below expectations, children in the Foundation Stage achieve well because of the very good provision and teaching.
- Pupils achieve well in physical education, reaching standards that are above the average by Year 6.

Commentary

1. Children in the Foundation Stage are given stimulating work in classrooms that encourages learning in all areas of their special curriculum. This motivates all children, including those with special educational needs, to learn well. However, by the end of reception, although some children will have reached the important early learning goals in communication, language and literacy and in mathematical development, most children will not. This is due to so many of them having very low levels of attainment in most areas of learning on entry to the nursery. Overall, children achieve well as a result of very good teaching and provision.
2. Standards in Year 2, although below the national average in reading and writing, represent good achievement. Standards in Year 6 in English are well below average. However, taking into account the large percentage of pupils with special educational needs, achievement is satisfactory. Pupils learn to listen and discuss matters sensibly because of the emphasis that this is given in the curriculum. They record their ideas in subjects such as history but considerably less writing is done in science than is usually the case. Pupils' handwriting is neat and they present their work well. Pupils are working at expected levels and achieve well in Year 2 in mathematics. They have sound skills in number and enjoy explaining answers. Pupils' attainment in mathematics in Year 6 is well below the national expectation. This represents satisfactory achievement because of the high percentage of pupils in the class who have special educational needs. Some able pupils have very good skills and knowledge across all of the aspects of mathematics but many have difficulty in deciding what mathematics is needed to solve problems written in words, and their knowledge of number facts relies too heavily on counting strategies rather than recall.
3. The school has been short of computers until recently and this has had a negative impact on the standards that pupils reach in ICT. These are below average by Year 6 but pupils are improving quickly. Computers have only recently been introduced into infant classes and

standards are too low by Year 2, partly because of this and partly because teachers' own expertise is still being developed and teachers do not make sufficient use of the computers they now have.

4. Pupils do well in physical education throughout the school because of the skilled and enthusiastic teaching, the additional time that is given to the subject and the range of extra activities that develops pupils' skills.
5. Pupils with special educational needs achieve as well as other pupils throughout the school. On most occasions they are given work that matches their needs, support assistants help them to take part in lessons and teachers take care to include questions that they can answer. Sometimes they do not follow the whole-class explanations well enough and have to wait until someone can explain more fully so that they know what to do. There are a few pupils with English as a second language. Some are able pupils who need no help and others can take part in lessons because teachers take care to explain carefully. Teachers also encourage parents to help through work at home.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	13.9 (12.7)	15.8 (15.7)
Writing	12.2 (11.4)	14.4 (14.3)
Mathematics	16.5 (14.7)	16.5.(16.2)

There were 21 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 2002

Standards in:	School results	National results
English	25.8 (25.4)	27.00 (26.9)
Mathematics	27.2 (27.6)	26.82 (26.6)
Science	28.2 (27.0)	28.67 (28.4)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

6. Results in 2002 for pupils in Year 6 were below average in English and science and average in mathematics; the school received an Achievement Award because the improvements in its standards were better than the national trend. The results of the national tests in 2003 are lower than those in 2002 but this still represents satisfactory achievement when account is taken of the fact that almost half the pupils had special educational needs and a third came into the school late in Years 5 and 6. In a number of cases, pupils moved from the lower part of the average level in Year 2 to the higher part of the average level in Year 6 (for example from 2C to 4A). Girls have usually outperformed boys in English but the pattern is more varied in science and mathematics. The targets that the school set to reach in 2003 were not achieved. Part of the reason for this is the late entry of some pupils into Year 6, but the school also believes that a number of pupils who are on the school's register for special educational needs found the test too difficult. However, the school's own tracking information shows that progress in science, mathematics and reading is generally average but that progress in writing is below average. It also shows that the rate of progress is better for younger pupils than older ones because the younger pupils started in the school recently and have not had to catch up. Inspection evidence supports these findings.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Good provision is made for the pupils' personal development with moral and social aspects being very good. Attendance is average and the majority of pupils are punctual.

Main strengths and weaknesses

- Pupils enjoy coming to school. They find lessons interesting and challenging and have good attitudes to learning.
- Behaviour is good and the school ensures that pupils know the conduct expected of them.
- Relationships between pupils and all adults in the school are very good.
- Pupils' personal development is very good because the school values and respects pupils.

Commentary

7. Attendance at the school is in line with the national average. Unauthorised absence is above the national average due to a small number of families who take their children away on holidays during term time. Pupils enjoy coming to school because teachers are caring and friendly and lessons are interesting and challenging. As a result, they are keen to learn. Pupils of all abilities, including those with special educational needs and English as an additional language, have good attitudes to learning which impacts positively on the standards they achieve. They have very good relationships with their teachers and receive good encouragement and support to participate fully in lessons.
8. There have been no exclusions. Pupils have a clear understanding of the school's expectations of good behaviour and understand the difference between right and wrong. The school's code of conduct is prominently displayed around the school and explains why the rules are necessary. In lessons pupils settle quickly and listen to the instructions given by the teachers. Because of this, lessons start promptly and little time is wasted. Independent learning is encouraged and pupils work quietly and sensibly on their own or in small groups. They are able to share resources and help each other.
9. In the playground, pupils are well behaved because they are well supervised and have a very good range of games and playground equipment. All play well together and the older pupils often look after the younger ones. Pupils are polite and friendly and visitors are made to feel very welcome. Pupils move around the school in an orderly manner. At the end of playtime, pupils are required to change into indoor shoes, which they do sensibly and quietly.
10. Pupils have a good range of individual responsibilities in the classroom and in Year 6 this is extended to helping set up assembly, helping in the dining hall at lunchtime and acting as register monitors. The school is proposing to set up a school council after Christmas with elected representatives from each class, which will give the pupils a voice in how the school is run. Year 6 pupils also have reading partners in Year 3, which contributes to establishing friendships across the year groups. The residential visits for Year 6 pupils are very effective in developing independence, self-confidence and co-operation.
11. There is good provision for personal, social and health education, including sex education and drug awareness. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. Pupils are taught about their own culture through history and during the inspection the focus was on Remembrance Sunday. The Year 2 class, who had made their own poppies, visited the local war memorial where they laid individual poppies that they had made in class. Pupils are taught about other faiths in religious education and there is opportunity for reflection in assembly. Circle time is used very effectively throughout the school to encourage pupils to discuss personal and social issues and thus enhance their own development.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.9	School data	0.6
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background
Asian or Asian British – Pakistani
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
148		
2		
1		
3		
5		

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is satisfactory. Teaching and learning are very good in the Foundation Stage and satisfactory in Years 1 to 6. The curriculum is very good for children in the Foundation Stage. It is satisfactory for pupils in Years 1 to 6 and enhanced by the very good range of extra activities. Very good care and attention are given to all of the pupils. Parents and pupils think highly of the school.

Teaching and learning

The quality of teaching and learning is **satisfactory**.

Main strengths and weaknesses

- There is very effective planning and provision in the Foundation Stage that enables children to learn effectively
- Pupils' behaviour is managed well so that they have good attitudes to their work.
- Teachers use a wide variety of teaching and learning styles and resources to interest pupils.
- The good practice seen in marking pupils' work with guidance on ways to improve is not consistent.
- Physical education is taught well and pupils' learning is supported by the very good range of extra activities.

Commentary

12. Teaching and learning in the Foundation Stage are very good and much better than at the previous inspection. Classrooms are very well organised and effective use is made of resources to create many learning opportunities that children can access for themselves. A

real strength in the Foundation Stage is the planning for learning to be reinforced through all of the activities – for example, about a particular colour in the nursery, or a letter in reception. All adults are fully involved in teaching and bring patience, skill and understanding to the children's learning. They work very well with the children, for example by careful questioning and by developing vocabulary. The small numbers currently in the nursery mean that learning is very individual. In the reception class, lessons in literacy and numeracy are taught more formally to help children to prepare for the next stage of their education but good attention is also given to children who need more time to learn through play. Every opportunity is taken to develop speaking, literacy and numeracy skills and this helps the children to make good progress in all areas of learning.

13. Teaching from Year 1 to 6 is satisfactory overall. The school has rightly placed emphasis on teaching the basic skills of literacy and numeracy. Teachers have a secure knowledge of these national strategies. Ideas to start lessons off are often imaginative, for example using paired and group discussion work, group games and puppets. Teachers share the purpose of the lesson with pupils and use the end of the lesson to check what has happened. When it is clear that pupils have not fully understood, teachers will change their plans for the next lesson and go over the content to ensure better learning. This happened in a Year 2 mathematics lesson where pupils had not understood about doubling numbers and the lesson was repeated in a different way so that pupils did grasp the different ways for doubling. Handwriting is taught well so that all pupils learn and use a neat joined-up style of writing. Teachers expect work to be completed carefully, and as a result, pupils' work is well presented. Pupils' work is marked regularly and neatly, setting a good model; teachers praise pupils for their efforts. The good practice of giving written guidance on improvement was more noticeable in Year 4 but not consistently practised elsewhere. In some lessons, teaching lacked sparkle, the pace was rather steady and in one case was judged unsatisfactory because the pupils achieved too little in a long lesson. Physical education is taught particularly well and provided an example of excellent practice where the enthusiasm and skill of the teacher brought out the best in the pupils' performance. Literacy and numeracy skills are soundly taught but there are missed opportunities to develop them through other subjects. Homework in English and mathematics supports pupils' learning.
14. Teachers have high expectations about pupils' behaviour and the good relationships in the school ensure that pupils can work individually, in pairs and in small groups equally effectively. There is a particularly strong focus on raising pupils' self-esteem and the learning mentor plays an important part in this. The teamwork between teachers and support staff is good and helps pupils with special educational needs to take part in lessons, for example when support staff give additional explanation or take individuals through smaller steps so that they can answer questions. Teachers ask pupils with special educational needs questions that are suitable for them and provide extra time to answer so that the pupils are included in the lesson. Lessons are usually well planned to meet the learning needs of pupils of all abilities but sometimes a whole-class approach that is too long can be difficult for those who find it harder to concentrate. There are only a few pupils who speak English as a second language and all are able to communicate reasonably well. Teachers are very aware of their needs and take time to explain more fully in order to develop their understanding of language.

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1(3%)	4 (13%)	9 (29%)	16 (52%)	1(3%)	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.

The curriculum

The curriculum for children in the Foundation Stage is very good, and is satisfactory for pupils in Year 1 to 6. Resources for ICT, although improved, still require further development in order to raise standards. The school provides good opportunities for curriculum enrichment. The school is well maintained, and the accommodation and resources are satisfactory.

Main strengths and weaknesses

- A very good range of extra-curricular activities, visits and visitors enhances the curriculum.
- The curriculum for children in the Foundation Stage gives very good opportunities for learning.
- Good provision for pupils' personal development helps to raise their confidence and self-esteem.
- Insufficient use is made of ICT in the curriculum from Year 1 to 6.
- Pupils are not given enough opportunity to record their work in science.

Commentary

15. The curriculum for pupils in Year 1 to 6 is satisfactory and pupils are receiving a balanced education. Recent improvements in ICT provision through the purchase of laptop computers have enhanced curriculum opportunities in Years 3 to 6 although some of the strands, such as using ICT to control events, have limited coverage. Computers have only recently been put into Years 1 and 2 and pupils have had limited opportunity to use them; this has a negative impact on the standard of basic ICT skills throughout the school. The school has put a stronger emphasis on practical experiences in science but pupils do not record enough of their work.
16. The learning mentor and co-ordinator for personal, social, health and citizenship education work together well. Programmes are planned throughout the year and effectively delivered within subject areas. The school's learning mentor delivers well-received self-esteem programmes for pupils and runs a breakfast club on Tuesdays. This benefits pupils by giving them more positive attitudes to learning. More able pupils attend master classes in mathematics and are invited to the able readers club. There is a very good range of activities to enhance the curriculum and a particular strength is the range of sporting activities on offer. Visitors to school include the local clergy, and members of the Muslim faith. Pupils visit the local church and war memorial, and there are residential visits. All of these add to the richness of curriculum provision. Very good links are made with the local secondary school, a sports college, and the City Learning Centre to extend the pupils' learning, particularly in physical education and ICT.
17. The refurbishment of classrooms has made them into pleasant working environments. This is further supported by good quality displays of children's work. The building is clean and cared for and there is a good sense of pride in the school. Resources are satisfactory and considerable improvement has been made in the quantity and quality, for example, of books and computers for pupils in Years 1 to 6 and of materials and equipment in the Foundation Stage. These help teachers to deliver a better curriculum and improve the quality of pupils' experiences.

Care, guidance and support

The school offers a very caring and supportive environment for all pupils, where all are valued and respected. The provision for health and safety is very good. Pupils of all abilities, including those with special educational needs and those with social and behavioural problems, are well supported. The personal guidance offered to pupils is good, but involving pupils through seeking and acting on their views needs further development. Pupils new to the school and those transferring to secondary school benefit from good induction arrangements.

Main strengths and weaknesses

- There is very good provision for health and safety, care and welfare.

- The behaviour policy is effectively implemented and influences the good behaviour seen in the school.
- Pupils have very good relationships with all staff.
- Attendance is well monitored and good attendance promoted.
- Induction arrangements are good.
- The learning mentor is very effective in promoting pupils' confidence and self-esteem.

Commentary

18. There is a strong sense of mutual respect and trust between pupils and staff. Because of this, pupils feel confident to approach teachers with any problems or concerns they may have. These good relationships extend to support staff and this is particularly evident during playtime when the lunchtime assistants ensure that playtime is enjoyed by all pupils.
19. The school has an effective behaviour policy and a clear system of rewards and sanctions, which is applied consistently. This ensures that the school is an orderly society where pupils can learn well. The school has a policy to eliminate oppressive behaviour and there are effective procedures to deal with any incidents. Because of this, pupils, teachers and parents do not find bullying to be a problem.
20. Personal development is effectively monitored and is specifically commented on in pupils' annual reports. The school places a high priority on personal development and promoting good citizenship. There is a detailed personal, social and health education programme, which is planned within the curriculum. The co-ordinator is very much involved in the delivery of this programme and works closely with the learning mentor. They share responsibility for taking circle time throughout the school.
21. The school provides effective support and guidance for all its pupils including those with special educational needs and English as an additional language. The policy of including every child in what the school has to offer is very effective and ensures that there is no discrimination.

Partnership with parents, other schools and the community

Links with parents are good. The school has good relationships with all parents and they are very supportive of the school and the work it does. Links with the community are very good and the school is involved in a number of environmental projects within the area. It has very good links with the local secondary school, particularly for physical education.

Main strengths and weaknesses

- The school has an effective partnership with parents and the majority of parents are supportive of the school and the work it does.
- The quality of information to parents is good.
- The school has very good links with the local community, particularly with environmental projects.
- There are very good links with the local secondary school, particularly for physical education.
- There is limited parental support at home and in the classroom.
- The school has no parent teacher association.

Commentary

22. The school maintains effective links with parents and informs them of how well their children are getting on. Parent-teachers meetings are held every term and parents have ample opportunity to discuss their children's attainment, progress and personal and social development with teachers. Parents are encouraged to contact the school if they have any problems or concerns and staff are always available to discuss issues with parents without an appointment. Parents of pupils with special educational needs are fully involved in reviews and target setting.
23. The school provides good information to parents through the school brochure, the governors' annual report to parents, a curriculum plan and regular newsletters. There are induction meetings for new parents for both the nursery and the reception class.
24. A small number of parents help in the infant classrooms with art and design, and design and technology and some who have previously helped in school have gone on to obtain an NVQ qualification. Parental support at home is very limited because most parents do not feel they can effectively support their children. They will raise any concerns they have with staff because they know the staff are prepared to listen.
25. The school has tried hard to involve parents in learning more about the curriculum, drug awareness and sex education, but events have been poorly attended. The majority of parents trust the school with the quality of education it provides.
26. The school has strong links with the local secondary school for physical education and sport. This, coupled with a two-day induction visit, ensures a smooth transfer to the next stage of education. The school also has very good informal links with other local primary schools and they work well together to improve educational provision. Together they have produced some very good posters on anti-bullying, improving attendance and trying to involve more parents in supporting their children's education. Links with the community are very good and the pupils have been involved in a number of environmental projects, including tree planting and a litter pick. The school recently received first prize in a national competition for care in the environment as a result of this work. There are also good links with the local Methodist and Church of England churches and the Salvation Army. Pupils learn about their own culture, particularly through history and visits to local museums, when they study the Romans, the Victorians and the Tudors.

LEADERSHIP AND MANAGEMENT

The leadership of the school is **good** and its management is **satisfactory**.

Main strengths and weaknesses

- Governors are well informed and playing a leading part in shaping the development of the school.
- The headteacher's leadership of the school is good.
- The role of curriculum co-ordinators in the monitoring of teaching and learning is not sufficiently developed.

Commentary

27. The governing body is well organised and plays a significant part in the development of the school. Governors are well informed through the visits they make and their analysis of school data. They have a good relationship with school staff and receive regular reports from senior managers. Governors consider carefully how well the school is doing and evaluate well the school's performance against other schools. They know the school's strengths and areas for improvement and offer good support as well as setting challenging targets for senior staff to

raise standards. They are fully involved in setting priorities for school improvement and closely monitor progress towards achieving these aims.

28. The leadership of the headteacher is good. He has a clear vision of how the school is to improve and has successfully motivated others to share his determination to raise standards. He has a high profile in the school, leading by example in demonstrating good teaching and through his commitment to raising the self-esteem and confidence of pupils. He has observed teachers at work in their classrooms and provided support as well as targets for improvement. The headteacher has ensured that governors and senior staff have a better understanding of their part in improving the school and has empowered them to do so. He has established a very good ethos in the school where everyone is valued and in which everyone is working to a common purpose in moving the school forward.
29. The management of the school is satisfactory. The headteacher has developed the school's management structure and ensured subject co-ordinators play a more significant part in decision making. For example, co-ordinators now have greater responsibility in managing their budgets and in drawing up plans to improve the provision in their areas. The roles of senior staff and subject co-ordinators are still being developed with some now making a significant contribution to raising standards. For example, in physical education the assessment of the school's provision and the support given to teachers have maintained and raised the quality of teaching and learning. At the moment, however, other co-ordinators are not sufficiently involved in monitoring the quality of teaching and learning by, for example, observing lessons.
30. The headteacher has developed the school's tracking and analysis of pupil progress well and data is used effectively to measure performance and set individual pupil targets in key subjects. There are good performance management systems in place and all staff targets and continuing professional development are clearly linked to the school's plans for improvement. The school manages its finances effectively. The financial implications of the school's plans for improvement are well considered and spending of the school's budget is tightly monitored by governors. Governors have a good understanding of the principles of 'best value' – for example, when deciding the level of funding for the school's special educational needs provision or the benefits of improving the school's accommodation. Through very careful management of limited funds, the school has successfully financed the various measures required since the last inspection to improve its provision and raise standards.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	507,640	Balance from previous year	-24312
Total expenditure	482,858	Balance carried forward to the next year	470
Expenditure per pupil	2129.45		

31. The school is well aware of the need to continue to raise standards. It works hard to overcome barriers to learning such as low expectations among parents and within the community, and the low standards of attainment of children on entry to the school. For example, the learning support mentor uses her expertise very well to help pupils gain in confidence and so raise their achievements. The school now has a headteacher who is a good leader, a stable staff and a good team spirit among all those associated with it.

OTHER SPECIFIED FEATURES

Provision in the unit for special educational needs is **satisfactory**.

Main strengths and weaknesses

- Good progress has been made in developing the curriculum to meet pupils' individual needs.
- The relationships between teachers and pupils are strong and positive.
- There is consistent application of rules and strategies to deal with poor behaviour.
- The lack of a coherent management policy and clarity of school and LEA roles and responsibilities is unsatisfactory.

Commentary

32. Provision in the unit has improved since the last inspection and good progress has been made in adapting the curriculum to meet pupils' needs. Statements of special educational needs meet statutory requirements. The quality of teaching and learning is satisfactory and the unit is now providing satisfactory value for money. Staff in the unit provide a calm working classroom and consistent responses to managing difficult behaviour. They assess pupils' learning difficulties competently and clearly identify where gaps in pupils' learning could affect their behaviour in a classroom. Mostly the pupils are taught in the unit where their work is carefully matched to their needs but they attended whole-school assemblies during the inspection and behaved impeccably. They join the rest of the pupils at playtimes when this is possible but they are always closely supervised since staff know that this is an area of school life that the pupils do not easily cope with.
33. The aim of the provision is to enable pupils to return to their own schools and there have been some good successes. For example, when the unit has been able to establish good liaison and links with a pupil's mainstream school, this has led to a successful transfer to secondary school because everyone worked closely together and supported the transfer process. This is not always the case and some pupils remain longer than the planned time because the difficulties of how and where to return them have not been resolved.
34. The issue of the unit's management and of the respective management roles of the school and the LEA have not yet been resolved. For example, it is still unclear who is responsible for implementing the criteria for the admission of pupils to the unit and for their return to their former schools. This is an unsatisfactory situation.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision across the areas for learning is **very good**.

Main strengths and weaknesses

- Classrooms are very well organised to provide a good range of learning.
- Learning is well planned with reception planning providing a good bridge between nursery and Key Stage 1.
- Adults work skilfully to develop children's learning.

Commentary

35. All of the children due to start full-time education start in the reception class in the first half of the autumn term. This means that children in the nursery are starting at earlier ages, often when they are just three years old. At the time of the inspection, the nursery had just over half the number of children it can take. The large nursery classroom is very well organised to provide children with opportunities to learn independently from the activities that are set out. A good example of this is the display of ten green bottles. Three boys chose to play with these, singing the song as they played and putting the bottles in the correct order by matching the numbers and exploring the sealed contents which were quite diverse. One contained a plastic spider in a glob of gluey material which caused great excitement when tipped upside down. Another had green coloured stars which glittered when shaken and made one child say with excitement, "They're like stars flying all over space and spinning." The reception classroom has less space but still offers practical activities that are used effectively to support learning and provide children with time to learn through play. More activities are formally structured and very good links are made through activities. For example, the whole class counted and made sets of ladybirds, then explored numbers to 9 by watching a television programme about the number 9, through songs, by fishing for numbers in sand and water, and through number games.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

36. Provision in personal, social and emotional development is **very good**. Classrooms are very well organised to ensure that children can learn from the activities provided. A good balance is struck between activities that children choose and those that they are asked to undertake. The children in the nursery receive almost individual attention because there are so few at the moment and therefore their learning needs are being met most effectively. In the nursery and in reception, the adults take great care to create a calm working atmosphere. Potential difficulties are spotted early and children learn to behave well. For example, two children in the reception class got their 'fishing lines' entangled but the noise of their argument was spotted within seconds and the dispute settled so that they both got quickly back to playing quietly beside each other. Circle time, taken by the learning mentor in both classrooms, establishes early the practice of taking turns to talk and to listen.

COMMUNICATION, LANGUAGE AND LITERACY

37. Provision and teaching in communication, language and literacy are very good. Children start in the nursery with skills in this area that are well below what is usual and overall most children are not likely to reach the learning goals set for them from the national guidance for early years education. In the nursery about half of the children have speech difficulties or immature speech patterns and it is initially difficult to make out what they say. Most of them talk freely but in short phrases and only rarely in sentences. For example, a child wanting to be included in an activity kept saying "And me" rather than ask in a fuller phrase or sentence. Adults talk to children

calmly and set good models of speech for them. Children seem to listen carefully but also not to understand immediately. Adults often have to repeat things several times before the children respond appropriately. For example, when a child in reception was asked to make a beefburger in the McDonald's café from the play materials there, it took the teacher several requests and the child several attempts before the burger arrived on a plate. Considerable emphasis is given to talking with children as they play which promotes language development well. The classrooms are bright and lively places which stimulate children's play and discussion. Children enjoy listening to stories and practising reading. In the reception class most tell their own stories from the pictures but there are also a few very able children who are reading simple sentences. Writing also starts from a low point with many children who do not grip a pencil securely when they start in the nursery and make marks that are at early stages of development. They make very good progress through being given many opportunities to write and by reception, most children can form letter shapes that are recognisable and read them, and some can attempt writing their own words but there are still those who know that what they write are letters but they cannot say which letters they are.

MATHEMATICAL DEVELOPMENT

38. Provision in mathematical development is **very good**. Children's attainments are below the expected level by the end of reception but are much better than their skills in communication, language and literature. There is very good provision for children in the nursery to count, match and sort from the resources that are put out. Three boys showed a good knowledge of numbers as they counted the ten green bottles without help and clearly matched the numbers on the bottles to the numbers on the place mats; they were not so secure at naming the numbers without these aids. Many children in the reception class find recording hard work but willingly count, sort and match. Lessons are more formal in reception but offer a good introduction to the numeracy hour with a short whole-class session and practical work in groups. Children who are not quite ready for this more formal structure are given activities in sand, water and play dough that reinforce number work through play. Much good quality incidental learning takes place throughout the day, for example at registration when the children count how many are there and work out simple problems such as, "There should be 28 children and we have one missing, how many are here?"

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

39. Provision in knowledge and understanding of the world is **good**. The nursery is fortunate to have a large interesting classroom space that includes a two-tier structure in the centre. Very good use was made of this to create a boat with a cabin below and a deck on top. Children acquire some of the language related to geography by looking at maps on the deck and through their imaginative play. There are good resources that children can choose such as the small toys and train tracks that allow the children to learn about the world around them. Children celebrate cultural festivals such as Diwali as they make the special lamps. Baking activities provide a rich source of learning which includes watching how ingredients mix and change and developing mathematical language. In both nursery and reception children happily used computers, showing that they can use the mouse skilfully to move objects around the screen.

PHYSICAL DEVELOPMENT

40. Provision in physical development is very good. By the end of reception children have satisfactory skills for using large play equipment and construction materials but below average skills with tasks which require finer control such as writing. Children in the nursery have access to a good range of outdoor play toys in a small but well-designed area. They are expected to spend some time learning from the resources in the classroom but have freedom to choose from indoor or outdoor play once this time has passed. There is a good arrangement for children in the reception class to use this provision and they have a well-balanced programme of physical education that covers the freer play in the area outside the nursery and the more formal type of activity in the hall. Children use the various bikes, toys and climbing and

balancing equipment, showing skills that are typical for their age. Adults provide good teaching, encouraging children to move with care and to share toys and equipment. Children move around the indoor space confidently. They manage the physical actions of construction equipment competently. A good many of the children just starting at the nursery do not have much previous experience of the finer movements that are needed for writing, drawing and painting and this is evident in their early mark making, which is faint and lacking control, and in their first attempts at painting when they apply paint with a scrubbing action. By the end of reception, their physical skills in activities such as painting are close to average but their control of fine movements, letter and number formation remains below what is typical.

CREATIVE DEVELOPMENT

41. Provision in creative development is **very good**, teaching is good and children make good gains in their learning. Their skills are average. There are plenty of opportunities in the Foundation Stage for children to use their imaginations through play in home corners and through exploring materials. For example, the nursery has imaginative play areas that include a home corner and a ship's deck, and the reception class has a McDonalds' café. Some displays have a creative learning element such as the musical instruments in the nursery that children can play with when they want. Teachers have high expectations of the children's abilities to learn. A good example is the teaching of routines for using powder paint which start as soon as the children use paint in the nursery. As a result the children quickly become proficient in mixing colours and in reception are able to concentrate on shape and subject. Children in reception painted pictures of the little red hen from the story of that name. They made a rich reddy-brown colour and their paintings were clearly of hens. Children are helped to observe carefully and to draw with care. The turnips they had drawn in the reception class showed a good level of detail in colour, shape and markings.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards are well below average by Year 6 and achievement is satisfactory.
- Standards are below average and achievement is good by Year 2.
- Handwriting is taught well and teachers insist on good standards of presentation.
- The good practice in marking pupils' work with pointers for improvement is not consistent throughout the school.

Commentary

42. Pupils' achievement in the subject is good by Year 2 and satisfactory by Year 6. Pupils start full-time education with poor skills in language and literacy, improve rapidly in Year 1, and by Year 2, although standards are below average, their achievement is good. By Year 6, pupils' skills are still below national expectations, but pupils have made satisfactory progress during the intervening years.
43. Teaching in the subject is satisfactory for all pupils, including for those with special educational needs. Provision for pupils with special educational needs has improved since the previous inspection with the introduction of individual educational plans that provide sound guidance to help teachers to meet the needs of these pupils. The use of improvement targets for all pupils is ensuring that they know what to do to make their work better. Handwriting is taught successfully so that all pupils acquire a neat joined-up style. Pupils are expected to present their work with

care and they respond well so that their books are neatly kept and legible, especially in Years 3 to 6.

44. Pupils' speaking and listening skills are promoted effectively. Teachers provide good models of speech which is especially important in an area where pupils normally use the local dialect. Teachers constantly seek to improve and to offer alternatives. In a Year 4 lesson, for example, a pupil's use of 'summat' instead of 'something' was picked up and gently but persistently questioned until the pupil used the correct word. Good emphasis is placed upon questioning in the introductory sessions of lessons and teachers are careful to involve all pupils, as in a Year 6 lesson where direct questions kept everyone involved. In a Year 4 lesson, the pupils' understanding of the meaning of a poem was enhanced as the teacher encouraged them to express their opinions; a fast pace and quick questions made sure that all pupils kept up and were on task; this resulted in good gains being made in learning during the oral part of the lesson. Throughout the school an increased emphasis on the promotion of spelling skills was evident in pupils' work. The use of targets to improve pupils' handwriting and presentation is effective and pupils' work in their books and on displays around school is good. Pupils are encouraged to draft their work. For example, in a Year 6 lesson about persuasive letter writing based on a study of *Macbeth*, a pupil edited her work explaining that "please fight with me" was not a good example of a persuasive argument but that "I wondered if you would come and fight with me because..." was better. In a good Year 4 lesson, where pupils were writing in the style of Christina Rossetti, the task held challenge for all abilities and good gains in learning, reading, questioning and written skills were made by all pupils through the teacher's good subject knowledge and skilful and encouraging teaching style.
45. Teachers regularly write comments praising pupils' work. There were a few examples of clear guidance being provided for pupils on pieces of work in order to show what they needed to work on next, mainly in Year 4 books, but this important strategy for helping pupils to improve is not consistently used.
46. Leadership and management of the curriculum are satisfactory. The new co-ordinator had only just taken responsibility for English, in September. Following an audit of the current situation she has clear plans for action, which she is keen to begin to address.

Literacy across the curriculum

47. Pupils are given good opportunities to develop speaking and listening skills across the curriculum. For example, in mathematics lessons pupils are often given opportunities to discuss their work in pairs and in small groups. Personal, social and health education lessons and circle time are also occasions when pupils talk constructively and learn to listen to each other. Pupils develop their writing competence in subjects such as history but there are not sufficient opportunities for them to do so in science. Little writing of length was seen.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are well below those expected nationally by Year 6.
- Pupils are making good progress and achieving well by Year 2.
- There is good leadership in the subject.
- Pupils behave well and have positive attitudes to learning.

Commentary

48. Pupils in the infants are making good progress and achieving well considering that they start from below average levels in numeracy and reach standards that are broadly in line with what is expected for their age by Year 2. They develop a sound grasp of number and happily explain how they work things out. Pupils' achievement in the juniors is satisfactory and the school's tracking information shows that the rate of progress is accelerating as the measures to improve standards take effect. Pupils in Year 6 understand that there are different methods for working out sums and willingly explain how they arrive at answers. Apart from the high attainers, they do not have good recall of number facts from multiplication tables and they struggle with problems that involve words.
49. Teaching is satisfactory overall. Strengths in the teaching are the focus on developing mathematical language and the use of a variety of learning styles, particularly those that involve pupils in working in pairs or small groups and talking to each other to solve problems. Teachers assess what is happening in lessons and revise their plans when the content of a lesson has not been understood by the pupils. Introductory mental mathematics sessions use interesting ways of capturing pupils' attention. Sometimes these work well and sometimes they do not quite come off. For example, a good activity which involved Year 6 pupils working in pairs, one to describe shapes and one to draw them, made pupils acutely aware of the need for precision in their descriptions but the key learning was missed when the activity was drawn to an end quickly without the whole-class discussion that was needed to make the most of what pupils had learned. Classes are quite large and have pupils who range from those with a gift for mathematics to those who have special educational needs. Sometimes these needs are met well through the provision of different tasks, as in a Year 3 lesson, or through questions that give plenty of time for the pupils to think out their answers, as in a Year 2 lesson, or through class assistants who give valuable support that helps lower attainers to take part in lessons. There are also times when there is not enough attention given to the needs of the least able and these pupils spend too long waiting for an adult to help them before they can get started. All teachers have positive attitudes to the pupils, encourage all to take part and value pupils' answers, whether right or wrong, so that pupils' confidence is developed and they willingly offer answers and work hard. Teachers have high expectations about good behaviour and pupils respond well.
50. Leadership in the subject is good; management is satisfactory. There is enthusiasm to improve teaching and learning in the subject and ideas on how to do this. There has been little time to put these into practice in the past but time is planned for the co-ordinator to do this in the coming year. New mathematical equipment has been bought so that resources are now satisfactory. Mathematics makes a good contribution to pupils' social and moral development.

Mathematics across the curriculum

51. There are satisfactory opportunities for pupils to use mathematics across the curriculum. They collect data and produce graphs related to science using the computer. Pupils talk about measuring temperatures for example, but there is limited recorded evidence of this.

SCIENCE

No science lessons were observed during the inspection. Judgements are made from talking to pupils and examining their work.

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The quality of pupils' recording is not helping them develop a sense of scientific investigation.

Commentary

52. By Year 2 and Year 6, standards in science are below average. This is supported by the results of teachers' assessments and national tests in 2002. Achievement is satisfactory in view of the low levels of pupils' attainment on entry to the school. Pupils in the infant classes are beginning to undertake simple investigations and consider why things happen. For example, when making toys move, pupils concluded that, "The bigger the push the more it moved." In addition they have tested their hearing, measuring distances from the noise source and noting the quality of the sounds heard. They have considered the effects of exercise on how they feel and categorised different foods. Pupils have also questioned mothers invited into school about their babies' growth, thus adding to their understanding of human development. Their knowledge of other aspects of the subject, such as electricity, light and dark and the properties of different materials, however, is less secure.
53. By Year 6 pupils have built satisfactorily on their earlier experiences, although they have still not reached the expected levels of attainment. Much of their work involves trying things out and investigating. Pupils talk about their investigations and experiments but with no clear ideas about the significance of what they have done. Their ability to hypothesise and draw conclusions is limited. Although able to identify most of the elements of 'a fair test', pupils have little experience of setting up their own experiments and exploring the effects of changing an element in them. Pupils do not record what they do in a way that is consistent and conducive to helping them understand scientific methodology.
54. The leadership and management of the subject are satisfactory. The standards pupils are reaching are steadily improving and teachers are adopting strategies involving increased use of investigations. Pupils talked enthusiastically about the 'Science Week' earlier in the year which involved every pupil in the school. This provided pupils with the opportunity to engage in a wide range of scientific enquiry, working with others in different year groups. The school has recently adopted a new method of assessing pupils' progress and attainment which will lead to the setting of targets for pupils. At the moment there is insufficient monitoring of teaching and learning although there are plans to improve this, starting in the spring term.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Pupils' attainments are too low.
- The school has made significant progress in raising the level of its provision. This is now satisfactory, although the range of programs is still limited.

Commentary

55. By Year 2 and Year 6 pupils are reaching levels of attainment below those expected of pupils of these ages. This is because they have had too few opportunities to learn and practise skills in the different strands of the subject.
56. Pupils in the infant classes have only recently been provided with the resources and equipment required to enable them to learn and practise skills in this area of the curriculum. Their keyboard and computer skills are therefore not developed sufficiently. They have learned to program a floor robot to follow a prescribed path and extended this to a screen version.
57. By Year 6 pupils are beginning to make up ground in developing their skills although these are still below the expected levels of attainment. At the moment they have restricted access to e-mailing facilities but have used the Internet to carry out research, for example, as part of a project on 'forests'. Their word-processing skills have improved and pupils 'cut and paste', use

different print fonts and colours and add graphics to their text. Pupils in Year 3 made good use of a paint program to produce portraits of Henry VIII as part of their work in history. Others in Year 6 have used a graphics program to use sound and animation as part of a presentation on 'football'. Pupils are beginning to make more use of CD-ROMs to gather information in other subjects. They are also making greater use of a digital camera as part of their work in other areas. In one physical education lesson, for example, one pupil recorded various parts of the lesson for later use to analyse performance.

58. In the one lesson observed the teaching was satisfactory. Appropriate demonstration, explanation and support were provided for pupils learning how to tabulate their work. Pupils' progress was hindered, however, by the use made of the laptop equipment available. This required pupils to share equipment with each separately carrying out the operations. Pupils learned the techniques adequately but could not move on quickly enough to practise what they had learned although they were clearly ready to do so.
59. The leadership and management of the subject are good because the school's provision has improved well since the last inspection. All staff have received training and as a result their confidence and expertise have improved. The school has increased the number of computers available and added to its software. Pupils are quickly catching up on the skills required to lift their attainment. For example, in the Foundation Stage, children use the mouse skilfully and are becoming accustomed to using the computer on a daily basis as part of their lessons.

Information and communication technology across the curriculum

60. Pupils use ICT in other subjects but at the moment this is not a regular and significant part of their work. For example, they are beginning to use ICT as a drafting tool in literacy lessons or to measure changes in scientific experiments.

HUMANITIES

During the inspection, no **geography** lessons were observed therefore no judgement has been made in this subject. One lesson of religious education was seen and one of history. The history lesson involved a Year 2 visit to the village war memorial as part of the class's work on World War II and coming to an understanding of the war through Remembrance Day. Other evidence considered came from displays and discussions with pupils.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- A range of visits and good links with the community help enrich the curriculum.
- History is used to make a good contribution to pupils' social and cultural development.
- Opportunities to write at length are limited.

Commentary

61. Curriculum coverage in history is satisfactory. There was a range of work on display. By Year 6, standards are in line with national expectations. Year 6 work on the Victorians included the use of collage, clay work and descriptive writing, including an account of life in the workhouse. Some writing had punctuation missing, but below average children had made good attempts at display writing.
62. Pupils in Years 3 and 4 were very knowledgeable about the Tudors and were keen to speak. They knew a lot of historical facts and explained themselves well. Their work on the Tudors

included the use of taped interviews and ICT paint programs and also included some annotations by the teacher on written work indicating how the work could be improved.

63. A Year 2 visit to the local war memorial gave pupils a good opportunity for independent learning and made good links with their social, cultural and spiritual development by developing their understanding of the fact the memorial recorded local people who had died and by the laying on the memorial poppies they had made.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Visits and visitors to school enhance pupils' learning about places of worship and other religions.
- Up to the end of Year 4, pupils' knowledge is below national expectations.
- Assemblies provide opportunities for pupils to reflect on what they have learnt.

Commentary

64. In the one lesson seen in Year 3, teaching was satisfactory. The good subject knowledge of the teacher and the use of resources to explain Hindu symbols presented opportunities for the children to ask further questions and consolidate their knowledge, although the overall task could have had a higher level of challenge.
65. The school has good links with the local church and the vicar takes assemblies in school. Visits and visitors from other faiths, including a Muslim visitor, enhance the pupils' learning. Assemblies provide good opportunities for reflection and the celebration of success. All of these add good value to the pupils' education and help to develop their understanding of different beliefs.
66. The coverage of the curriculum is satisfactory. Pupils in Year 4 could identify Diwali with Hinduism but had limited knowledge of other religions and could not remember having any lessons in religious education this year. By Year 6, pupils have a satisfactory knowledge of Christianity and Muslim beliefs. They are able to identify Christian festivals and some Muslim festivals and are aware of some religious symbols and practices.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in **music**. One lesson in art and design was seen. Other evidence considered included pupils' work on display. The one lesson seen in **design and technology** was unsatisfactory because the pace was too slow and pupils covered too little in the time given; there was too little other evidence to provide further judgements in this subject.

Art and design

Provision in art is **satisfactory**.

Commentary

67. Work seen in the one lesson and from display indicates that pupils are reaching levels of attainment in line with those expected for their age. In the one lesson seen, the standard of teaching was good and pupils progressed well in learning how Lowry produced paintings in his unique style. Pupils were well challenged in taking a small part of a Lowry painting and reproducing it themselves. Good support was given by their teacher whose knowledge of the

artist extended to anecdotal stories which helped sustain the interest and imagination of the pupils. In addition his expertise enabled him to demonstrate and give informed advice and help which enabled pupils to produce some appropriately detailed work.

Physical education

Provision for physical education is **very good**.

Main strengths and weaknesses

- The school provides pupils with a wide variety of physical and sporting opportunities.
- The school is successful in encouraging pupils to participate in a wide range of physical activities and sport.
- Pupils are reaching standards above those expected nationally.
- Leadership and management are very good.
- The standard of teaching is good.

Commentary

68. By Year 2 pupils are reaching standards in gymnastics and games above those expected of pupils of this age. Pupils have a good range of movements which they combine well to produce simple sequences. They have good control of their bodies, for example balancing on different pieces of apparatus and finding different methods of moving between them. Pupils catch balls well and throw them with accuracy in a variety of situations, showing a good awareness of the positions of their team mates.
69. By Year 6 pupils have developed their skills well so that their attainment in gymnastics and dance is above that expected of pupils of this age. They have a wide range of movements available to them, enabling them to perform tasks in many ways. For example, in one lesson in Year 6 pupils worked in groups to make a sequence with different symmetrical balances and transitional movements. Pupils devised and held some imaginative and quite demanding balances that synchronised well with those of their partners. Pupils are especially good observers of others' efforts and identify well the qualities which make movements 'good'. They give, and receive, thoughtful advice on how performances can be improved – for example, by paying attention to body tension or accentuating limb shapes.
70. The standard of teaching is good throughout the school with very good and excellent lessons observed during the inspection. The strengths in teaching are the attention to detail and the pursuit of quality movements demanded in the activities provided. Teachers plan well and conduct lessons with enthusiasm, joining in and demonstrating techniques and ideas. Pupils concentrate well, sustaining their interest and effort throughout lessons. Teachers motivate their pupils well, demonstrating accurately and offering practical advice based on their good subject knowledge.

Example of outstanding practice

This is an example of an excellent lesson in physical education.

Pupils were inspired to give of their best when learning new dance movements through the animated and dynamic efforts of their teacher. Pupils watched each other perform and then identified the ways further improvements could be made. Progress in this lesson was rapid with each new movement learned building well on the previous ones, culminating in a sustained final 'production'. Throughout the lesson there was a constant focus on how individual pupils could do even better and provision of the opportunities for them to do so.

71. The leadership and management of the subject are very good. The quality of the school's provision is well monitored by the co-ordinator and effective action taken to improve it. Teachers are well supported, receiving expert advice, demonstrations and help to improve from

specialists on the staff and from local schools. The curriculum has been improved since the last inspection with a new scheme of work and increased time devoted to the subject. Training needs are identified and all staff readily take part in the wide variety of courses available. The school plays an important and successful part in encouraging pupils to participate in sport and physical activity in school and the wider community. It is rightly proud at being awarded an Activemark Gold in recognition of its efforts in fostering pupils' interest and participation in physical activity and sport, an award few primary schools achieve.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **good**.

Main strengths and weaknesses

- There is a well-planned programme of learning.
- Pupils are well supported by the learning mentor.
- All staff work hard to raise pupils' self-esteem through praise.

Commentary

72. High priority is given to this aspect of the school's life and it is given importance as a strategy for raising standards. There are marked improvements in the quality of classrooms and corridors which make the learning environment attractive and underpin the commitment to valuing the pupils who learn in the school and the staff who work there. There is a well-planned programme which threads through all of the subjects of the curriculum and is effectively supported by the co-ordinator. The learning mentor plays an important part in the provision. She works with groups of pupils to support them through raising their confidence. Small group sessions, breakfast clubs and special tasks such as preparing a meal for the inspectors with all the trimmings of placemats, decorations and celebration foods, help the pupils to feel special. Circle times throughout the school tackle topics that help pupils' understanding of issues that are relevant to them. All of the staff take care to praise the pupils for a variety of different reasons such as for effort, care, good behaviour and good work so that pupils feel valued.

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	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
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	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	4
The governance of the school	3
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).