

# INSPECTION REPORT

## **RICHMOND HILL PRIMARY SCHOOL**

Sprotbrough

LEA area: Doncaster

Unique reference number: 133709

Headteacher: Jill Sheedy

Lead inspector: John Foster

Dates of inspection: 17 – 20 May 2004

Inspection number: 257315

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 to 11 years
Gender of pupils:	Mixed
Number on roll:	440
School address:	Melton Road Sprotbrough DONCASTER South Yorkshire
Postcode:	DN5 7SB
Telephone number:	01302 782421
Fax number:	01302 789609
Appropriate authority:	The governing body
Name of chair of governors:	Cllr Malcolm Wood
Date of previous inspection:	None

## **CHARACTERISTICS OF THE SCHOOL**

The school is larger than the average size for primary schools and was formed by the amalgamation of the local infant and junior schools in September 2002. At the time of inspection, there were 440 pupils at the school. There are 51 children attending the nursery, all part-time. The school is situated in a residential area close to the town of Doncaster. Most pupils live in Sprotbrough, with the rest coming from surrounding villages and the town. Though there is a wide range of ability, the general level of attainment of children when they start school is about that expected nationally. The socio-economic levels are average. There are 13 pupils from ethnic minority backgrounds, though all have English as their first language. The percentage of pupils eligible for free school meals is below average at 5.6 per cent. A little over 12 per cent of pupils have special educational needs. This is below the national average, and of these pupils four have formal statements of special educational need. This is below average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21318	John Foster	Lead inspector	English as an additional language Mathematics Art and design Music Physical education
32677	Brian Horley	Lay inspector	
32168	Ann Keen	Team inspector	Foundation Stage Special educational needs Science History Religious education
22223	Helen Ranger	Team inspector	English Information and communication technology Design and technology Geography

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This new school, formed by the amalgamation of the infant and junior schools, is improving rapidly**, because of the very good leadership of the newly appointed headteacher, who is fully supported in her work by the very able deputy headteacher. Standards currently are broadly in line with those expected nationally, though newly introduced initiatives indicate that the school is well placed for standards to improve at a fast rate. The quality of teaching and learning is good and this helps the pupils to learn well. The governors are clear about the strengths and weaknesses in the school. The school gives good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and is well supported by the very able deputy headteacher and senior staff.
- Standards are in line with those expected nationally in most subjects, but show signs of improvement.
- The quality of teaching and learning is good overall.
- Governance is good. Governors are clear about the strengths of the school and what needs to be done to improve. There is a very good school improvement plan to identify priorities for development.
- The pupils have very good attitudes and they behave very well.
- Provision for pupils' spiritual, moral, social and cultural development is good.
- The accommodation is very good.
- There are very good arrangements for pupils' care, guidance and welfare, and their views are sought and acted on very well.
- The school has very good links with other schools.
- Pupils' work is not always marked well enough to show them how it can be improved.
- There is, as yet, insufficient monitoring of teaching and learning in all subjects.

As this is the first inspection of the school since amalgamation, it is not possible to make judgements about improvement. The infant and junior schools have been previously inspected separately.

### STANDARDS ACHIEVED

The table below shows the standards achieved by pupils in the Year 6 national tests. The results are based on average points scores.

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	C	D
mathematics	N/a	N/a	C	D
science	N/a	N/a	D	E

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

**Pupils' achievement is now good overall, although this has not yet impacted on standards.**

The year 2003 was the first in which the national tests were taken by pupils since the amalgamation. As such, there is no evidence of previous results and trends over time. The test results indicate average standards in English and mathematics, and below average in science. When compared to

similar schools, they attained below average levels in English and mathematics and well below in science. From entering the nursery with attainment levels about those expected for children of their age, they are taught well and make good progress. Most will attain the Early Learning Goals in all six areas of learning by the time they start in Year 1. Inspection evidence indicates that pupils currently in Year 2 and Year 6, attain levels appropriate for their age in most subjects. The exception to this is in information and communication technology where, between Years 1 and 5, pupils attain above the expected standards. The Year 6 pupils attain expected standards, because over the years they have not had the high levels of support given to the other age groups.

**Pupils develop their personal qualities very well. Their spiritual, moral, social and cultural development is good overall.** Pupils have very good attitudes to their work. The high expectations that teachers have of the pupils are reflected in the pupils' very good behaviour. Attendance levels are average. The school provides well for pupils' spiritual, moral, social and cultural development, particularly in their moral and social development, both of which are very good.

## **QUALITY OF EDUCATION**

**The quality of education is good overall. The quality of teaching and learning is good.** Throughout the school pupils are taught well. There was no unsatisfactory teaching observed during the inspection, and the deputy headteacher leads by example with excellent teaching skills. Newly established procedures for assessing pupils' work are good, but have yet to have any impact on standards overall. The quality of marking varies throughout the school. Too frequently the teachers do not give the pupils enough guidance about how to improve their work. The curriculum is satisfactory with a good range of out-of-school activities to enhance pupils' learning. Pupils are cared for well. There are very good systems for monitoring pupils' personal development and giving them guidance. There are good links with the community and very good links with other schools.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are good overall.** The inspirational leadership by the newly appointed headteacher, very well supported by the very able deputy headteacher, is very good. In a very short time she has made many positive changes to the work of the school and has developed the staff as a cohesive unit. The governors perform their role well. They are clear about the strengths and weaknesses within the school and have formulated, with the headteacher and staff, a very effective and comprehensive plan to develop the school.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Most parents are happy with the school's provision. The pupils are happy and proud to be part of the school.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve, as identified in the school development plan, are:

- further develop the arrangements for monitoring the quality of teaching and learning in all subjects and age groups;
- improve the quality of marking pupils' work so that they are more aware of how it can be improved.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Standards are average throughout the school. Achievement is good in the Foundation Stage and throughout Years 1 to 6.

#### Main strengths and weaknesses

- Pupils make good progress in lessons.
- Teaching is good overall and this results in good learning and achievement.
- Standards in English, mathematics and science are average at Year 2 and Year 6.
- In other subjects where secure judgements have been made, the pupils attain standards in line with those expected nationally.

#### Commentary

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

Standards in:	School results	National results
English	27.5 (n/a)	26.8 (27.0)
mathematics	27.3 (n/a)	26.8 (26.7)
Science	28.4 (n/a)	28.6 (28.3)

*There were 75 pupils in the year group. Figures in brackets are for the previous year.*

1. The national tests for Year 6 pupils in 2003 indicate that pupils' attainment for that year was average in English and mathematics and below average in science when compared to all schools nationally. When compared to similar schools, however, in English and mathematics standards were below average and they were well below average in science. Inspection evidence indicates that the current cohort of Year 6 pupils attains standards that are average in English, mathematics and science.

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

Standards in:	School results	National results
Reading	17.4 (n/a)	15.7 (15.8)
Writing	16.3 (n/a)	14.6 (14.4)
mathematics	17.9 (n/a)	16.3 (16.5)

*There were 44 pupils in the year group. Figures in brackets are for the previous year.*

2. In the Year 2 tests pupils' attainment was well above average in reading, writing and mathematics when compared to all schools and above average when similar schools' results are taken into account. Teacher assessments indicate that in science pupils in Year 2 attained standards that were in the top five per cent of schools nationally. As 2003 was the first set of results for the newly amalgamated school, there is no evidence to indicate the trend in performance over time.



3. Children start in the nursery with levels of attainment that are about those expected for their age. They are taught well throughout the nursery and the reception classes and make good progress with most achieving the Early Learning Goals in all six areas of learning by the time they start in Year 1.
4. The good start they make in nursery and reception is maintained throughout the school because they are taught well. However, the good teaching pupils are currently receiving has yet to have a positive impact on raising standards, as most pupils attain average standards at the end of Years 2 and 6. Since the arrival of the new headteacher in January 2004, and the many changes that have taken place, the school is well placed to raise standards beyond the average levels identified. One major change that is beginning to influence standards and learning in English and mathematics is the arrangement for teaching pupils in ability groups. This means that teachers can focus more readily on the needs of individual pupils. In a very good Year 6 mathematics lesson for the top group, for example, the pupils' advanced skills in using numbers were fully stretched with the challenge given to them, when asked to calculate a sum with the answer being as near to one million as possible.
5. In English, pupils develop their speaking and listening skills well when they plan talks to give to their classmates. Pupils' reading is satisfactory and the school has identified this as an area for improvement. By the end of Year 6 most pupils write in a range of styles using their imagination to produce lengthy stories. In mathematics pupils develop their skills in handling numbers well, so that by the end of Year 6 the higher attaining pupils easily handle numbers up to and beyond a million. They are aware of the properties of a range of shapes and collect data, producing graphs based on their findings. In science they perform a range of experiments, though often these are teacher led rather than the pupils being allowed to plan and carry out their own experiments.
6. In other subjects where it has been possible to make secure judgements about standards, pupils attain in line with the expected national levels. Pupils make good progress in information and communication technology and in Years 1 to 5 attain standards that are above those expected nationally. Pupils in Year 6 attain nationally expected standards. The reason for this apparent difference in achievement is because the Year 6 pupils have not had the consistently good provision in the past that the other pupils enjoy. In religious education pupils attain standards expected within the locally agreed syllabus. In other subjects, the evidence available indicates that the pupils are taught each subject according to national requirements and that their work generally appears to indicate that standards are what would be expected for each age group. In art and design, for example, the range of work on display shows that pupils are given opportunities to draw, paint and use a good range of media in their work. Equally, in design and technology pupils plan and make puppets and then they evaluate their work to see how it could have been improved.
7. Pupils with special educational needs achieve at rates similar to their classmates. Teachers produce clear targets for children within their individual educational plans and staff are aware of the specific needs of those pupils in their classes. Consequently, they achieve well. Those children with statements of educational needs are given one-to-one support to ensure they receive their entitlement.

### **Pupils' attitudes, values and other personal qualities**

Pupils have very good attitudes and they behave very well. The provision for pupils' spiritual, moral and cultural development is good. Attendance is satisfactory and punctuality is very good.

### **Main strengths and weaknesses**

- Pupils' behaviour in classes and around school is very good.
- Very good relationships exist between pupils and between pupils and adults.
- The school has high expectations for pupils' conduct and celebrates their achievement very well.
- Pupils are keen to take on responsibility and contribute well to the success of the school.

- The very good ethos of the school promotes inclusion very well.

## Commentary

8. Attendance is in line with the national average. Punctuality is very good with pupils keen to come to school and arrive on time. As a result lessons start promptly. There were no exclusions in the school year prior to the inspection.

## Attendance

### ***Attendance in the latest complete reporting year (%)***

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.2
National data	5.4	National data	0.4

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

9. Pupils' interest in school life and the range of activities that are offered is very good. Children get a good start in the nursery and reception classes and most reach, with many exceeding, the Early Learning Goals for their personal, social and emotional development. The vast majority of pupils behave very well in lessons and around the school. In Years 1 and 2, however, a few pupils' attitudes to their work, though good, is not as good as elsewhere in the school. Pupils' behaviour in the playground is very good and older pupils take on the role of 'Squabble Stoppers' to help maintain the high levels of behaviour. This responsibility is taken very seriously by pupils, as are other roles such as monitors for many activities in classes, assemblies and around the school. During the inspection two 'Bell Monitors' proudly described their role and the importance of good timekeeping. The class and school councils, whose roles are developing, give pupils the opportunity to take an active part in the school's development.
10. The school stimulates a desire to learn and pupils' attitudes to learning are very good. There is a quiet and orderly atmosphere throughout the school where pupils are given every opportunity to achieve well. Achievements are celebrated at weekly assemblies when one pupil from each year is presented to the whole school. Each describes their academic or sporting success while all other pupils sit attentively and enthusiastically applaud them. A weekly competition takes place for the tidiest cloakroom and winning is highly valued by pupils. This care of their environment extends to pupils removing litter whenever they see it around their school.
11. Pupils' spiritual, moral, social and cultural development is good overall. The school has very high expectations for pupils' behaviour and works hard to achieve this. In the achievement assembly pupils were given time to reflect on perseverance before quietly leaving the hall to the sound of two pupils playing flutes. During the assembly everything said was translated in sign language for pupils with hearing difficulties. Almost all pupils joined in with the signing of the hymn. Pupils have a very good understanding of right and wrong. Staff members are very good role models, both in the classroom and around the school. Class and whole-school assemblies provide good opportunities for pupils' spiritual and moral development.
12. Pupils are encouraged to see their school as a living community, working together for the good of all and supporting each other wherever appropriate. There are many opportunities for them to work and play together and this gives very good opportunities for their social development. Most pupils greet adult visitors confidently and are keen to describe their work and the life of the school. Pupils quickly become mature and develop self-confidence. Pupils' cultural development is satisfactory, though it is not yet planned for in enough depth. In classes, assemblies and through displays around the school, pupils are introduced to other cultures and religions. The school is also developing a link with another local school in an area of greater ethnic diversity.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education, including the teaching and learning, provided by the school is good overall. There is a satisfactory curriculum that is well enhanced by a good range of activities beyond the school day. Links to other schools are very good. Pupils are cared for well.

### Teaching and learning

The quality of teaching, learning and assessment is good overall.

### Main strengths and weaknesses

- The teachers have very high expectations of pupils' behaviour and this results in good learning.
- Teachers plan their lessons very well, with suitable work planned for pupils' needs.
- Homework is used very well to support what pupils learn in school.
- Teachers have good knowledge about the subjects they teach and use this well in their lessons.
- Pupils work well together and concentrate well when working individually.
- Teachers assess what pupils know well, through a range of tests. The data obtained is used well in planning.
- When marking pupils' work, the teachers do not always give them enough guidance about how it can be improved.

### Commentary

13. The quality of teaching and learning is good overall and throughout each stage of pupils' learning. The table below indicates the quality of teaching observed. During the inspection there was no unsatisfactory teaching, with over two-thirds being good or better. The two excellent lessons were taught by the deputy headteacher.

### Example of outstanding practice

**The quality of teaching by the deputy headteacher is outstanding and this leads to excellent learning in her lessons.**

Observed for three lessons throughout the inspection the deputy headteacher taught two of these excellently and in the other lesson the teaching was very good. The main reason for the consistent high quality of her lessons is the great attention paid to the planning. In all lessons, the planning outlined not only what was to be taught and learned, but precisely how the learning was going to be achieved. Nevertheless, where necessary, the teacher moved away from the planned lesson in order to ensure that the pupils made the most progress possible. In an English lesson, for example, the pupils were encouraged to work independently and in teams in order to develop their skills in speaking to audiences. The pupils were totally confident in what they were asked to do because of the excellent relationships that exist within the class. As the inspector noted when observing this lesson – 'A very impressive lesson - a rare treat!' The other excellent lesson taught by the deputy headteacher was in physical education. In a dance lesson, the pupils were totally active for all the lesson and, again, because of the superb relationships, were confident to perform for each other. The teacher had very high expectations of behaviour and performance and the pupils reacted well to these expectations, allowing them to make excellent progress in their learning.

### Summary of teaching observed during the inspection in 46 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
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2 (4%)	3 (7%)	27 (59%)	14 (30%)	0 (0%)	0 (0%)	0 (0%)
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*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

14. Since the arrival of the headteacher in January 2004, new arrangements for planning lessons have been introduced, linked to the fresh arrangements for organising classes according to pupils' ability for English and mathematics. The quality of planning is very good. The plans clearly identify what the teachers wish the pupils to know and explain how this is to be achieved. Though at its earliest stages, the monitoring of teaching and learning by the headteacher and the subject leaders, in English and mathematics particularly, is beginning to be established. Further monitoring of pupils' work to establish the progress they are making is planned.
15. Children enter the nursery for part-time education with standards that are about those expected nationally. They are taught well during their time in the nursery and the reception classes and most achieve the Early Learning Goals by the time they start in Year 1. The recent building work undertaken as part of the amalgamation has meant that the accommodation for the nursery children and those in the reception is very good and is a major factor in the good learning opportunities they are given. Whilst the nursery children have ready access to the outdoor area, this is not the case for the reception class children. At times this limits the opportunities the reception children have for free play within this area.
16. In Years 1 to 6, the quality of teaching is good overall. Teachers consistently plan very well and have very high expectations for pupils' behaviour. As a result the pupils concentrate and work hard enabling them to make good progress in their learning. In the English and mathematics classes where the lower ability pupils work, the teachers use the expertise of the teaching assistants well to support learning and this helps these groups of pupils to make good progress. The teachers ensure that what is learned in lessons is developed more fully through the setting of regular, challenging homework. Most pupils undertake this task enthusiastically. Teachers give freely of their time before school and during lunchtimes to give additional support to pupils through 'Booster classes' where they work with the pupils to help them develop their learning.
17. Throughout the school there are very good relationships between the pupils and the staff. The mutual respect shown helps the pupils in their progress in learning. They trust the teachers totally and react well to what is said to them.
18. English and mathematics are taught well. The national strategies for literacy and numeracy have been adopted and these are used well to support learning in these subjects. One of the major priorities in the school development plan is to raise standards and the grouping of pupils according to their ability is a positive move to help to achieve this. In order to improve standards further, specific time is given beyond the usual numeracy and literacy lessons to extend learning in, for example, reading and writing.
19. The quality of assessment is good overall. Newly established procedures incorporate a wide range of tests to analyse the progress made by pupils. The data obtained is used well in teachers' planning for future work. The quality of marking of pupils' work is variable. At its best it gives clear indications about what is good and how pupils can improve their work. Too frequently, however, the marking consists of ticks and crosses with no comments to help pupils improve. The school is aware of this and plans are in place to implement more effective systems.
20. The teachers plan well for those pupils with special educational needs and those identified as being gifted and talented, enabling these groups of pupils to achieve well and make good progress in their learning. The Individual Education Plans for the special educational needs pupils are clear, concise and have specific, attainable targets.

## **The curriculum**

The school provides a satisfactory curriculum. Enrichment of the curriculum is good. Overall, the accommodation and resource provision is very good.

### **Main strengths and weaknesses**

- Provision for children with special educational needs is good.
- The accommodation is very good.
- Provision for information and communication technology is good.
- There are good opportunities for sporting activities and activities relating to the arts.
- Support for learning outside the school day is good, with a good range of interesting extra-curricular activities.
- Cross-curricular links are not developed well enough.

### **Commentary**

21. The curriculum is broad, balanced and meets statutory requirements. It is based on national guidelines and the locally agreed syllabus for religious education. The national strategies for literacy and numeracy are used to provide sound opportunities for pupils to develop their skills by the end of Year 6. Subjects are not always linked together well enough to make learning more meaningful and increase opportunities to improve pupils' basic skills. The use of information and communication technology is a strength of the school because the work is systematically planned to provide all children with appropriate skills supported by good resources. Pupils with special education needs are supported well throughout the school through the effective use of teaching assistants who are guided by the pupils' individual educational plans. Pupils' personal and social education is satisfactory. Sex education is provided and the school ensures that pupils are made aware of the dangers of drug misuse. The school's curriculum, linked to that of the local secondary school is effective in ensuring a smooth transition from one school to the next.
22. The school provides an interesting range of extra-curricular activities to enhance the pupils' learning. Frequent visits to places of interest are carefully planned. The school also regularly welcomes visitors, such as the 'Open Book' theatre, who provide assemblies based on Bible stories, such as 'Jonah and the Whale'. The school provides a good variety of clubs to extend learning beyond the school day, such as rugby, chess, sewing, gardening and tennis. Pupils have good opportunities to participate in activities such as cricket, recorder, circuit training and theatre groups.
23. The school has an adequate number of appropriately qualified teachers and support staff to provide for pupils' needs. The recently renovated and extended accommodation is very good, providing light, airy, spacious classrooms. The outside facilities are spacious and used well to support the children's learning. This is particularly evident for children in the nursery and reception classes.

### **Care, guidance and support**

The provision for care, welfare, health and safety is good. Overall the school provides very good advice based on good monitoring. The school very effectively seeks, values and acts upon pupils' views.

### **Main strengths and weaknesses**

- Pupils are given very good advice and guidance based on the good monitoring of their personal development.
- Pupils are very well involved in making decisions about the school through the very good school and class councils.
- There are good systems for risk assessment.
- Pupils have very good relationships with staff and are confident that they could go to them for advice and help if they were worried at school.
- The school promotes a very good environment in which pupils are encouraged to care for others.

### **Commentary**

24. The school provides a safe and secure environment based on regular health and safety checks and good systems for risk assessment activities in school and during visits. School buildings are very well maintained, clean and tidy. Effective child protection procedures are in place, though only the headteacher has had training in these procedures. Plans are in place for other teachers to receive this training. The school maintains an incident book where reports of rarely occurring accidents are accurately recorded. There are detailed records of pupils' medical background and there is good control for the distribution of medicines to pupils.
25. There is a very good system of class and school councils, which are used to develop the pupils' moral and social skills. In the main corridor, notice boards show the photographs of school councillors, minutes of their last meeting and the date of the next one. In one class, pupils discussed items from the last school council such as how to stop chewing gum being brought into school. Their conclusions were recorded for feedback to the school council by the class's representatives. Most pupils believe that their ideas are listened to by teachers.
26. Relationships between pupils and adults are very good and the pupil questionnaire shows that pupils have an adult to whom they can go with a problem. The results of the good monitoring of both academic progress and personal development are used well by teachers in planning their lessons. The school keeps careful records of external factors, such as family bereavement, which might affect an individual pupil's progress. As a result, advice and guidance are very good. The school's caring ethos involves pupils who act as official 'Squabble Stoppers' to maintain a peaceful atmosphere at playtimes.

### **Partnership with parents, other schools and the community**

There are good links with parents and the community, and very good links with other schools.

### **Main strengths and weaknesses**

- Very good links exist with other schools, particularly with a school with Beacon status.
- Good quality communications help to keep parents well informed about the school and their children's progress.
- There are good links with local churches.
- Good links with the receiving secondary school help the pupils to make the transition to secondary education successfully.
- Most parents find the staff approachable and the school has good systems for dealing with complaints.

### **Commentary**

27. The school has good links with parents. Most parents believe that their children are happy at school. They particularly appreciate the high expectations set by the school and the extent to which it enables them to support their children's learning at home. Induction arrangements for pupils starting at the school are good and are highly valued by parents. The school satisfactorily seeks and acts on parents' views through lengthy questionnaires in addition to

informal discussions. The headteacher and other staff are readily accessible to talk to parents and there is a rigorous system for dealing with parent complaints. There is a newly formed parent/teacher association, and many parents are involved in school life through activities in classes, clubs and accompanying pupils on visits.

28. The quality of information provided to parents is good. High quality annual reports give parents comprehensive information about their children's achievements in all subjects. Regular newsletters keep parents well informed of school activities. Termly curriculum letters inform parents about the topics their children will be covering in lessons and thus enable parents to actively support their children's learning in school and through homework. A helpful school website is being developed to further help communication.



29. The school has good links with the local community. There are good links with several local churches, members of which attend the school to take visitor assemblies. In order to enhance their learning and understanding of their own cultural background, pupils have been to the Parish Church to see how ceremonies such as christenings are carried out. Productive links are being developed with local industry such as when pupils design lifting devices for a local manufacturer.
30. Links with other schools are very good. The school benefits from its close links with a 'Beacon' school in Sheffield as well as other local schools. The Yorkshire Learning Network, centred on the National College of School Leadership and linked to Leeds University, provides funding to enable the school to exchange information and support with schools over a wide area. There are very good links with the receiving secondary school, with Year 6 pupils having lessons similar to those they can expect at the secondary school. Strong links exist with several colleges. Staff members are involved in training at Hull University and Sheffield Hallam University. This benefits the professional development of staff and the school's provision.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management are good. The headteacher provides very good leadership and is supported well by the senior staff. Governance is good.

### **Main strengths and weaknesses**

- The headteacher and deputy head are very well respected and have made a significant impact on the school in a short time.
- There is a clear vision for the school's improvement, based on effective systems of self-evaluation.
- Governors have a good grasp of the strengths and weaknesses of the school, and are active in its development.
- Not all co-ordinators have a full picture of provision in their areas of responsibility.

### **Commentary**

31. The strong leadership of the new headteacher has succeeded in establishing a common sense of purpose among the staff and a determination to move the school forward. Only four months since her appointment, this has already resulted in a clear long-term strategy for developing the school that reflects its ambitions and goals. The headteacher works very closely with her very able deputy in providing effective role models of teaching and good practice. They have already gained the confidence of staff, pupils and most parents in their efforts to improve the quality of education that the school offers. The headteacher has achieved a high level of commitment and enthusiasm from the staff. Whilst this has yet to impact on standards, the pupils are now achieving well. Good relationships permeate the whole school. The principles of inclusion are promoted well for pupils of all backgrounds and capabilities.
32. The school's management is good. Responsibilities are delegated sensibly and staff are clear about their roles. Procedures for induction, performance management and training are rooted well in the needs of both individual members of staff and the current needs of the school. Efficient administrative staff ensure the smooth running of the school on a day-to-day basis. Led by the senior management team, teaching staff have analysed all aspects of the school's performance, with a strong emphasis on the curriculum, the standards achieved by pupils and the quality of teaching and learning. Their findings have been summarised in an impressive development plan. Staff with subject responsibilities examine the quality of pupils' work and check their colleagues' lesson planning. The most senior staff have carried out observations of lessons across all age groups and have acted well on the findings of these to the benefit of individual classes and the school as a whole. However, several of the subject co-ordinators have yet to observe teaching and learning in order to gain a clear view of standards or the

effectiveness of the curriculum. In addition, several are not used to working with the full primary age range, having worked previously in the former infant or junior schools. As a result, they do not have the overview of all age groups that they need. This is rightly identified as a priority for improvement.

33. The governors are active and supportive and they ensure that statutory requirements are met. They have worked very hard during the period of amalgamation and rebuilding to ensure as little disruption to pupils as possible and to support the staff. They have successfully managed the period of considerable change in the senior management team. They have a good understanding of the strengths of the new school and of the challenges it still faces. They visit the school regularly to assess its progress and show the ability to question the staff critically or to take difficult decisions if necessary.
34. Financial management is good. The most recent audit report was positive and its recommendations have been successfully addressed. Governors are fully involved in setting and monitoring the budget, which is linked closely to the main improvement plan. The school has carried forward substantial sums in the past two years. These have been built up to enable it to continue its building, maintenance and staffing plans. Funds have been spent wisely, to the benefit of pupils and with the principles of best value in mind. The remaining money is sensibly allocated, for example, to ease the financial effects of the current dip in the number on roll. The amounts carried forward are likely to be much reduced at the end of the current financial year.

#### **Financial information**

##### ***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)		Balances (£)	
Total income	1,112,219	Balance from previous year	136,095
Total expenditure	1,122,727	Balance carried forward to the next	125,587
Expenditure per pupil	2,592		

35. With its move to a single site, the appointment of skilled senior managers and the obvious commitment of the current team of staff and governors, the new school is well placed to move forward.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

Provision in the Foundation Stage is good.

The children start in nursery with levels of attainment which are average for their age. Overall, teaching in the nursery and reception classes is good resulting in the children achieving well. Most of the children are likely to attain the Early Learning Goals in the six areas of learning by the time they leave the reception classes. Since the amalgamation of the two schools, there has been rearrangement of the staff and the team in the nursery and in the reception classes is newly formed. The co-ordinator has only been responsible for the Foundation Stage for a short time and, as yet, has had no time to make any significant impact. Leadership and management are currently satisfactory. The good teaching has yet to impact on standards in the Foundation Stage. Staff assess the children's progress well and teaching assistants are used well to support the children's learning. However, the staff do not yet monitor teaching or co-ordinate the planning well enough to guarantee progression. They have made great strides in a very short time in creating an effective Foundation Stage curriculum in which children can make good progress.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children are very well behaved and are forming very good relationships with adults.
- Children's attitudes to learning are very good; they are interested and involved in activities.
- The outside area is used effectively to promote children's social skills.

#### **Commentary**

36. Overall, the children achieve well in their personal, social and emotional development, and most are in line to exceed the Early Learning Goals in this area of learning. Staff have high expectations of the children so that children's behaviour is very good and they learn what is right and what is wrong. The children are very interested and involved in the wide variety of activities on offer. They are able to choose practical activities both inside and outside such as gardening activities, role play and sand play. Teachers and teaching assistants have very good relationships with the children, giving them confidence to ask for help when needed. Children with special educational needs are effectively included in the activities. Their needs are identified early so that they have suitable help as soon as possible. The quality of teaching and learning in this area is good. Staff achieve a good balance between activities directed by them and those chosen by the children. This means that children are taught skills and also able to consolidate their own learning.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children are learning about books well.
- Children are learning to write effectively.
- The staff plan a good range of activities to develop children's speaking and listening skills.

## **Commentary**

37. Teaching and learning are good. Most children are in line to attain the Early Learning Goals in this area of learning. Children learn to listen very well, especially in group times. Staff use appropriate stories such as 'Jack and the Beanstalk' as a basis for various activities to stimulate the children's interest and as a starting point for further learning. Children successfully learn the elements of a story, helping them to sequence their ideas and realise that stories have a beginning, a middle and an end. Children are encouraged to write and some of them are able to write recognisable letters and create their own writing about their seeds. Children are taught systematically to recognise the sounds that letters make. Staff plan the children's learning using the National Literacy Strategy and they have high expectations of what they expect the children to learn. As a result the children achieve well.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The staff plan a range of interesting and suitable activities to enable children to learn well.
- Children make good progress because they are taught well.

## **Commentary**

38. The children's achievement in mathematics is good and most are in line to reach the Early Learning Goals in this area of learning, with some exceeding this level. Strong emphasis is placed on learning about numbers through many practical activities. The children have a growing awareness of mathematical vocabulary, like 'more' and 'less' and use these terms in their work. Children are supported very well through suitable games and methods of teaching. Children's interest is stimulated by involving them in practical activities, such as sequencing life-cycle puzzles, using money in the garden shop and matching and sorting numbers and objects. All children have the opportunity to fully participate in activities during the lessons. The quality of teaching and learning is good. In the nursery the children learn about numbers when, for example, they throw beanbags into hoops.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in knowledge and understanding of the world is **good**.

### **Main strengths and weaknesses**

- Children make good progress in learning about the natural world.
- The quality of teaching and learning is good.

## **Commentary**

39. Almost all children are in line to reach the Early Learning Goals in this area of learning. They learn well through a range of themed activities, such as growing and planting seeds. They enjoy hunting the grounds for tiny creatures with the help of magnifying glasses and try to identify them when they find them. The children are aware of their own environment and know a little about the area in which they live. The children have a wide range of construction toys, which they use to build and create designs. A group of children in the reception class, for example, was building different styles of bridges. The computer is available in the classrooms and the children enjoy using it when they create their own paint designs. The reception children are well supported by a computer specialist to increase their skills. Overall, the quality of teaching in this area is good and the children achieve well.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children are taught physical skills well.
- Children are learning to control their movements well.
- Children are given many opportunities to use a wide range of equipment in order to develop their physical skills.

### **Commentary**

40. The children's achievement in the area of physical development is good and most are likely to reach the Early Learning Goals, with some exceeding this level of attainment. Good use is made of the inside physical facilities in directed activities; they use the hall regularly for physical education lessons. Children follow instructions very well and are learning to control their movements successfully. Consequently, children have a good awareness of space and they move with growing confidence. Staff have worked hard to use the outside areas productively, creating opportunities for children to experience a variety of physical activities using large equipment such as wheeled toys and climbing equipment. Children use a selection of simple tools and equipment such as paintbrushes, scissors and crayons to develop their physical skills. Overall, the teaching and learning are good in this area of learning.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- Children are developing their imagination well.
- The staff plan well to give children a wide experience of using a variety of media.

### **Commentary**

41. Teaching and learning are good. Children achieve well and most are on line to achieve the Early Learning Goals in this area of their learning. Children express their ideas and interests in using language creatively. They have good opportunities to create imaginative scenarios when, for example, they make a castle from boxes. The good help they receive from teaching assistants ensures that their creativity is extended and their ideas developed. The good quality of teaching ensures that children enjoy a range of experiences. They are able to express their ideas through a range of media such as paint, pencils, fabrics and papers. Children draw and paint pictures based on their own ideas such as their house, as well as more directed activities like, 'a field of sunflowers'.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Teaching and learning are good and have benefited from recent improvements.
- Lesson planning caters very well for the range of attainment levels in each class.
- The quality of marking varies too much and often does not tell pupils how to improve their work.
- The co-ordinators provide satisfactory leadership and management, but do not have an overview of standards and teaching across the school.

#### Commentary

42. In the 2003 national tests, the performance of pupils in Year 2 was well above the national average and above the average for similar schools. The performance of pupils in Year 6 was average. It was below the average of schools whose pupils had achieved similar results when they were in Year 2. Inspection findings are that, by Year 2 and Year 6, pupils' attainment is currently average. This may seem to indicate a drop in standards at Year 2, but there are fewer pupils in that age group who are capable of attaining Level 3 than was the case last year.
43. Pupils' achievement is satisfactory over time. This is shown, for example, by the amount of progress they have made in their writing books and in their reading assessments over the course of this school year. In the lessons seen during the inspection, pupils' progress was good. This indicates the success of recent initiatives for improvement in aspects such as teachers' lesson planning and the arrangements for setting targets for pupils.
44. Skills in speaking and listening are average overall. The teachers' effective management of lessons ensures that pupils are attentive when listening to adults or to their classmates. Pupils build on their speaking skills and increase their vocabulary systematically as they move up the school. The development of pupils' oral skills has a high priority in many lessons. This was shown in an excellent lesson in Year 6 where pupils wrote speeches describing their dreams for the future of the world. The teacher gave them the skills to present their work maturely and confidently to an audience of their classmates.
45. Standards in reading are average. The school has identified reading as a current area for improvement. This has led to a greater focus on individual and group reading activities and more involvement by parents in helping their children read. These have yet to show an impact on the standards achieved. Standards in writing are average and these include the skills of spelling, punctuation and handwriting. In Year 2 in particular, pupils present their work meticulously, with mature and legible handwriting. At times, this is at the expense of producing more extended writing or quick first drafts. By Year 6, pupils write in a wide variety of styles, at considerable length and with reasonable imagination.
46. Teaching and learning are good and now are beginning to reflect the success of many of the whole-school policies that have been established. This good quality means that the school is well placed to improve standards and there is evidence that this is happening. 'Setting' is used well to ensure that pupils of all capabilities are taught efficiently. In a Year 6 lesson for the middle ability group, for example, the teacher challenged the pupils very well when they were asked to prepare and deliver a talk to the rest of the class. This was an excellent lesson where the pupils made excellent progress in their learning. The recent improvements to the way that teachers plan for the full range within the set are impressive and ensure that all pupils receive the level of challenge or adult support they need. Teachers establish a pleasant, purposeful atmosphere in lessons and manage pupils' behaviour well. Pupils respond positively, enjoying lessons and behaving well. Homework provision is very good and supplements learning

effectively. The school has introduced useful ways of setting and checking individual learning targets. Whilst these systems are good, their effectiveness is limited because there is too much variation in the extent to which individual teachers use them. Marking also varies too much. In some classes it informs pupils well about what they have learned and what they should do next. In other classes, it is cursory and does not help pupils to improve their performance.

47. Leadership and management are satisfactory. A team of four staff is now responsible for the subject and bring a range of talents and interests to the job. Together with the senior management team, they are analysing pupil data well and establishing good ways of tracking pupils' achievements over their time in school. However, no member of the team has a full grasp of the pupils' needs between Years 1 and 6 and they have had limited opportunities to observe lessons. As a result, there is not yet a complete overview of the quality of provision in the school to inform future developmental planning.

### **Language and literacy across the curriculum**

48. The application of pupils' language and literacy skills across the curriculum is satisfactory and improving. There are plans to broaden cross-curricular links further. Regular discussions in all subjects consolidate and extend pupils' speaking and listening skills. Reading and writing are practised soundly in subjects such as science, design and technology and the humanities. There are good moves to improve the identification and use of key vocabulary in units of work in all subjects.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards are improving in Years 3 to 6 and are average.
- The quality of teaching is good overall.
- The curriculum is good, based on the National Numeracy Strategy.
- Subject leadership is good.
- Pupils have very good attitudes to their work and they behave very well in lessons.
- The quality of marking is variable and does not give enough guidance to pupils about how they can improve their work.

### **Commentary**

49. The 2003 national tests for Year 6 pupils indicate that they attained levels which were average in relation to all schools and below average when compared to those of pupils in similar schools. Inspection evidence indicates that the current Year 6 attains average standards. There are no comparative figures for previous years as this is the first inspection of the school since amalgamation. The 2003 Year 2 tests show the pupils attaining well above average in relation to all schools and above average compared to similar schools. The current Year 2 attains average standards.
50. The quality of teaching and learning, though variable, is good overall. Teaching is never less than satisfactory and, at its best, is very good. Recent arrangements for the grouping of pupils according to their ability has meant that the very good planning now in place is specific to the needs of individual pupils. Within each ability group the teachers plan work for different groups of pupils and this enables all pupils to achieve well and make the best progress possible in their learning. The teachers have very good relationships with their pupils and this helps the pupils to learn well. In a Year 6 lesson for the higher attaining pupils, for example, the very good relationships meant that the pupils and the teacher were all focused together on what

was being learnt. The very high expectations of the teacher in this lesson resulted in the pupils behaving very well, concentrating on their work and making very good progress. The lesson moved at a fast pace and the pupils were stimulated to learn. Where teaching is less secure the pace is slower, there is limited use of mental number work and teachers spend too much time over explanations for the pupils.

51. By the end of Year 6, most pupils use numbers confidently when adding, subtracting, multiplying and dividing. The more able are confident using numbers into millions. Pupils use their knowledge of number well when, for example, they calculate percentages, ratios and proportion. They have a good understanding about shapes and identify the properties of a range of two-dimensional and three-dimensional shapes. By Year 2, pupils work with numbers confidently, for example, when they add two two-digit numbers together. They calculate simple sums using money, weight and capacity.
52. The quality of assessment is satisfactory, though there have been recent improvements in the ways in which assessment is carried out. The new headteacher has introduced a wider series of tests so that the teachers are more aware of the pupils' levels of attainment. The school is beginning to collect a wider range of information on which to base the teachers' planning. The quality of marking is variable, but is satisfactory overall. Whilst some marking shows the pupils what they need to do to improve their work, most simply show what is correct or incorrect by ticks and crosses. The school is aware of the need to improve the quality of marking and plans are firmly in place to address the least effective marking.
53. The subject is well led and managed. Though the subject leader has, until recently, been the co-ordinator for Years 3 to 6 she is now the leader for the whole school. She is keen to improve her knowledge of the Years 1 and 2 curriculum and works hard to do this. Before the new headteacher was appointed, the subject leader had few opportunities to monitor teaching and learning or to analyse pupils' work in order to check on standards throughout the school. A planned programme of teacher observations is now established and the school is aware of the need for more analysis of pupils' work.

### **Mathematics across the curriculum**

54. Mathematics is used satisfactorily in other subjects. In science, for example, the pupils record their findings in tables and charts, and in information and communication technology they use a data handling program to produce graphs and charts. The pupils use their knowledge of shape when they plan and produce items in design and technology.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- The school has successfully linked with a Beacon school to help to improve standards, but the improvements have not yet had time to impact on the pupils' learning.
- A useful scheme of work, along with better planning and assessment procedures, have recently been introduced.
- Marking does not show pupils well enough how they can improve their work.
- Teaching is not always matched to pupils' individual needs.
- Higher achieving pupils are not always sufficiently challenged.

### **Commentary**

55. The 2003 national tests for pupils in Year 6 indicated that they achieved standards that were below average when compared to schools nationally and well below average when compared



to similar schools. The teacher assessments for Year 2 pupils indicated that the pupils attained standards in the top five per cent of schools nationally. Inspection evidence indicates that standards are average by the end of Year 2 and Year 6. The school has already identified science as an area for improvement and efforts have been focused on that to try to raise levels of attainment. They have sought help and advice from a Beacon school to try to improve their practice. A new scheme of work has been established so that science is now planned well and opportunities for assessment are well planned. However, these improvements have not yet had time to impact on pupils' learning.

56. Overall, the quality of teaching and learning throughout the school is satisfactory leading to pupils' achievement being satisfactory. In Year 2, the pupils learn about electrical circuits. In the good quality lessons teachers give the pupils suitable opportunities to investigate and experiment so they can discover for themselves. Consequently, they realise that the bulb doesn't light when the circuit is broken. In Year 1 they learn that toys may move in different ways and about the forces needed to help them move. The older pupils are learning about the muscles in their body and the effects of exercise on their bodies.
57. Leadership and management are satisfactory. Nationally recognised guidelines have been introduced to ensure that the appropriate work is being covered. Although improvements have recently been made to the planning documentation, in practice, the teachers are not always planning well enough for the differences in pupils' learning to allow them to move forward at their own pace. Consequently, the higher attaining pupils are not always sufficiently challenged. The exception to this situation is in Year 6 where the school has introduced arrangements for 'setting' pupils according to their ability. This is having the positive effect of raising standards for this year group. At the end of the lessons teachers draw the pupils' experiences together and provide sound summaries of the learning made by the class as a whole. The planning is monitored by the headteacher each week and the school is aware of improvements that need to be made. Teachers are now assessing the pupils' progress well. However, the work is not always marked sufficiently well so that pupils know how they can improve their own work. Resources are being improved so that a range of materials and equipment is available.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **Main strengths and weaknesses**

- Pupils achieve well and most reach higher standards than are expected nationally.
- The co-ordinator is knowledgeable and supports the teachers well.
- Pupils have access to a good quantity of up-to-date resources.
- The computer room is often too warm for comfortable working.

### **Commentary**

58. This is a rapidly improving subject. The school has established a high quality information and communication technology suite which enables pupils to practise their computer skills regularly, using an extensive range of software. In addition, pupils increasingly use computers as part of their classroom work, linked to a wide range of subjects. A skilled subject manager assists teachers in the planning, delivery and evaluation of lessons. As a result of these factors, pupils in all age groups achieve well. Pupils in Year 6 attain the standards expected nationally. Standards are above expectations in all other year groups, because pupils have had the benefit of these improvements for more of their time in school.
59. By Year 2, pupils have developed good levels of independence with computers. In a lesson seen, for example, they designed a holiday postcard confidently and with great enjoyment. They load and save their work with minimal adult help. By Year 6, pupils use computers as

regular tools to assist their work in other subjects. They use the Internet to aid research work and were seen successfully ensuring that a search engine did not give them either too little or too much information about a topic under study. Teaching and learning are good. The teachers' secure subject knowledge ensures that they are familiar with the programs used and with equipment such as the interactive whiteboard. Lessons are planned well to cater for the full range of attainment levels in the class, including the pupils with special learning needs and the most capable. The effective use of detailed individual assessments ensures that lessons build systematically on pupils' skills. A current constraint on pupils' learning is the high temperature in the information and communication technology room. Without air-conditioning or other adequate ventilation, this room quickly becomes too hot and adversely affects pupils' levels of concentration. This is a priority for improvement that the school has identified.

60. Leadership and management of the subject are good. The headteacher and governors have ensured that the subject is financed well and that equipment is up to date and regularly upgraded. For example, interactive whiteboards are about to be installed for each year group. Staff training has a high priority. The subject manager takes frequent opportunities to keep herself well informed and liaises well with the teaching staff. She has established very good assessment procedures that support pupils' learning.

### **Information and communication technology across the curriculum**

61. This is satisfactory and improving. Teachers' lesson plans for all subjects include information and communication technology links where these can sensibly be made. They serve to motivate pupils and make their learning more relevant. Computers are used well in English to present and enhance pupils' finished written work. In mathematics, satisfactory use is made of graphs and tables to record data. During the inspection, pupils in Year 4 used a database well to answer questions about items such as the heights and eye colours of the class. A Year 3 class produced computer patterns that showed their understanding of horizontal, vertical and diagonal axes of symmetry. Science, art and design and technology projects include the use of design programs, computer sensors and control technology. Internet research is used satisfactorily, especially in the humanities subjects; it was seen effectively supporting a history lesson about the life of John Lennon. The developing use of information and communication technology across the full range of subjects is a current priority for improvement in the school that is being implemented successfully.

### **HUMANITIES**

62. Geography and history were not a main focus for the inspection and, therefore, no judgement is made on their overall provision.
63. In **geography** one lesson and a sample of pupils' work were seen. Interviews were held with a group of pupils from Year 6 and with the subject leaders. This evidence indicates that pupils in all age groups cover the range of topics required by the National Curriculum. In Years 1 and 2, pupils' understanding of their work is good, as shown by their response to recent work about Mexico, British seaside resorts and their own routes to school. Pupils in Year 2 took part in an exciting 'Mexican Day' that they greatly enjoyed and that resulted in high quality work. Pupils in this age group are very interested in and knowledgeable about maps and globes. In Years 3 to 6, the range of localities studied broadens satisfactorily and includes Switzerland, India and the Caribbean as well as further local studies. However, the interview with the oldest pupils indicated that they have not retained their factual knowledge of the units of work well enough. For example, they do not use geographical terminology easily or make links between the different places they have studied at the expected level for their age. The subject co-ordinators provide satisfactory leadership and management. However, they have not had opportunities to see teaching and learning at first hand to inform them about the quality of provision across the school.

64. In **history** pupils are taught to the National Curriculum requirements. By the end of Year 2, pupils learn about famous people from the past such as Samuel Pepys. They develop an appreciation of Remembrance Day and its meaning. The older children have gained useful knowledge of Ancient Greece and their work is sometimes linked well with other subjects. For example, they painted Greek pots or created drawings of Tudor houses to support their learning in history. By making time lines, pupils are given good opportunities to consolidate their understanding of times in the past. Information and communication technology is used effectively to enhance the pupils' learning and in Year 6 pupils use the Internet to find information about John Lennon.

## **Religious education**

Provision in religious education is **satisfactory**.

### **Main strengths and weaknesses**

- The locally agreed syllabus is used for effective curriculum coverage.
- The quality of teaching and learning is not sufficiently well monitored.

### **Commentary**

65. Pupils are likely to attain standards in line with those expected by the locally agreed syllabus by the end of Years 2 and 6. This judgement has been made through the analysis of pupils' work, talking to children, teachers and the co-ordinator, displays of work around the school and lesson observations.
66. The school has monitored the work covered by teachers and has improved its coverage of the subject so that the requirements of the locally agreed syllabus are now met. The local education authority has been involved in ensuring that this has happened in the school and that the school is aware of the need to continue to develop resources for the subject. Pupils are introduced to different religions, such as Christianity, Sikhism and Hinduism and they are learning that religions have their own special books and places of worship. Pupils are thus suitably introduced to a broad spectrum of beliefs.
67. Efforts are made to develop close ties with local churches. Children experience baptism in a church and the minister takes assemblies in school. The school has a strong sense of moral and spiritual values, which is evident throughout the classes.
68. It is not possible to make an overall judgement on the quality of teaching and learning as timetable constraints meant that only a few lessons were seen. However, evidence shows that the subject is taught for an adequate period of time each week. In Year 2 pupils are introduced to the idea that religions have special books. Pupils are being given good opportunities to relate religion to their own lives, which is relevant and meaningful to them. In Year 2, for example, they bring in their own 'special things'. Children were obviously very proud of their treasures, such as photos and objects given to them by grandparents, such as photos of Grandad as a football player and a family Bible.
69. Leadership and management are satisfactory. The co-ordinator has only recently taken over responsibility for the subject and has had little time to develop it. However, the curriculum has been newly developed, though monitoring of teaching and learning has not taken place yet.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

70. It is not possible to make secure judgements about teaching and learning or standards in art and design, design and technology, music or physical education, as it was not possible to observe a large enough range of lessons. Judgements relating to these subjects are based on discussions with subject leaders and pupils, analysis of pupils' work and teachers' planning and limited observations of lessons.
71. In **art and design** there is clear evidence from displays around the school that pupils are given many opportunities to develop their skills in all aspects of the subject. Their work is carefully produced and the staff show their care for the pupils by the careful ways in which the work is displayed. By Year 2, pupils' drawing skills are shown to be well developed when, for example, they use pencils to draw seaside attractions. They use shading skills well to create depth in their drawings. They make collages to illustrate and extend their work in history. These cover 'The Great Fire of London' and are atmospheric in displaying the flames and smoke. Between Years 3 and 6, pupils develop their skills well and, by the end of Year 6, pupils have used a wider range of materials. They use clay to make models and improve their knowledge of artists when they paint pictures in the style of artists such as Mondrian. The subject is well led. The school uses the Qualifications and Curriculum Authority guidelines as a base for their teaching, supported by a commercial scheme of work.
72. In **design and technology**, no lessons were seen. Samples of pupils' work and of teachers' planning were examined. Interviews were held with a group of Year 6 pupils and with the subject co-ordinators. This evidence indicates that pupils have regular, good quality opportunities for work that covers the main requirements of the National Curriculum. There is a wide range of work with food and textiles. However, the work currently on display indicates that there is not such a high priority for topics that enable pupils to include mechanical components in their products. There are examples of particularly good learning in Year 1, where pupils have made working puppets that show great individuality and quality of finish. Across the school, pupils maintain a sound balance between making items and recording the process of their learning in writing. They learn to generate and develop ideas, plan the sequence of their work, reflect on their designs and evaluate finished products. Their knowledge, understanding and skills show sufficient progression as they move through the school. The co-ordinators provide satisfactory leadership and management. They are new to their role and have not had opportunities to observe lessons directly; as a result, their understanding of standards and the quality of teaching across the school is fairly limited.
73. In **music** it was possible to see one full lesson for Year 3 pupils and judgements are based on this lesson and short extracts from other lessons and school assemblies. In the single lesson seen, the pupils made good progress because the teaching was good. They were learning to create and maintain a rhythm, recording it in their own way so that other pupils could copy it. Most pupils in the class completed this task successfully. Throughout the school, pupils sing enthusiastically and tunefully. In assemblies, they know the words of the songs well and all join in. Teachers encourage pupils to develop their musical skills through learning to play instruments such as the flute, clarinet and guitars. These lessons are taught by staff from the local education authority's music service.
74. It was only possible to see one dance lesson in **physical education**. This was for a Year 6 class and was an excellent lesson in which pupils made excellent progress because they were taught so well. The relationships between pupils, and between the teacher and her pupils, were outstanding and the pupils were uninhibited in their work. The school's curriculum is extended well beyond the school day by a good range of sporting activities. There are clubs for, for example, football, tennis and basketball and the school joins other schools in the area for sporting activities. There are weekly swimming lessons for pupils in Year 5 and by the end of the year almost all pupils swim the recommended 25 metres.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION**

73. It was not possible to observe any discrete **personal, social and health education** lessons being taught and, therefore, no secure judgements can be made on the quality of teaching and learning, the standards or leadership and management. However, the school is all-inclusive with pupils and staff displaying mutual respect. The staff set high standards, and this is reflected in the pupils' very good behaviour and their very good attitudes to their work. There is a very good ethos within the school, with staff being very good role models for the pupils. The pupils are given opportunities to develop their personal skills when they are encouraged to express their own opinions in discussion during lessons. The school has a well-developed school council and the pupils are able to express their thoughts about how the school can be improved through their elected representatives. The pupils are very caring for each other and the joining together of the infant and junior schools has been beneficial to older and younger pupils. The older pupils have developed caring attitudes for the smaller children and they make sure that they are well looked after in the playground. This, in turn, benefits the younger pupils, as they quickly realise the need for them to behave well in the school. Throughout the school the pupils are encouraged by the staff to show respect for each other and this has resulted in very good relationships between pupils and between pupils and adults.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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