

INSPECTION REPORT

SWINTON QUEEN PRIMARY SCHOOL

Mexborough

LEA area: Rotherham

Unique reference number: 106879

Headteacher: Mrs W Edwards

Lead inspector: Mr J Heap

Dates of inspection: 26 – 28 January 2004

Inspection number: 258076

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:	294.5 (fte)
School address:	Queen Street Swinton Mexborough South Yorkshire
Postcode:	S64 8NE
Telephone number:	01709 570 438
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Appropriate authority:	The governing body
Name of chair of governors:	Mr R Podmore
Date of previous inspection:	9 June 1998

CHARACTERISTICS OF THE SCHOOL

Swinton Queen is a primary school that caters for pupils between the ages of three and eleven. It is situated in Swinton, near to the town of Rotherham. There are 278 pupils on the roll of the main school: 135 boys and 143 girls. This is above the average sized school in England. The roll has decreased a little in recent years. Pupils arrive at school reflecting the full range of attainment levels, but overall attainment on entry is average. Pupils are organised into eleven classes, two of which have more than a single age group of pupils. The pupils come from a large, suburban catchment area which has few signs of deprivation. Housing ranges from local authority estates to private individual dwellings. The vast majority of pupils are white and there are representatives from a range of ethnic heritages. One pupil is learning English as an additional language. Eighteen per cent of pupils are entitled to free school meals: this is around the national average. There are 59 pupils (20 per cent) on the list of special educational needs and the majority have moderate learning or behavioural difficulties. This is around the national average. Five pupils (1.8 per cent) have a statement of special educational need, which is around the national average. There has been staff upheaval with some teachers being away from school for long periods of time. The school has received the following awards:

- School Achievement Award in 2003;
- Investors in People in 2003;
- Activemark in 2003
- Healthy Schools Mark in 2003.

The school has a 33-place nursery which is near to full. Children enter the nursery at the age of three years, and the children in the most recent intake have broadly average scores in English, mathematics and social skills indicators.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18824	J Heap	Lead inspector	English Physical education Religious education English as an additional language
9798	V Ashworth	Lay inspector	
32234	E Jackson	Team inspector	Science Art and design Design and technology Music Areas of learning in the Foundation Stage
32283	D Goodchild	Team inspector	Mathematics Information and communication technology Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **good** school that has many very good features. The school benefits from very good leadership and management and the very strong support of parents and pupils. Overall, standards are average in Years 1 to 6 and pupils' achievement is good because of the good teaching. All pupils benefit very well from what the school has to offer. Pupils' personal development is very strong because provision is good. Consequently, the school gives good value for money.

The school's main strengths and weaknesses are:

- In the 2003 national tests for 11 year olds, standards were above average in English.
- In the 2003 national tests for 7 year olds, standards were above average in writing.
- Overall, pupils' achievement is good, including pupils with special educational needs.
- Effective provision for pupils' personal development leads to very good attitudes and relationships.
- Overall, the quality of teaching and learning is good. Assessment is very thorough.
- The school has a very effective curriculum that is very strongly enhanced by activities that enrich the provision.
- The head teacher and senior colleagues provide very good leadership and management.
- Pupils are very well cared for and this is much appreciated by pupils and their parents.
- In mathematics, standards in problem-solving are not high enough.
- Standards in handwriting and spelling are not high enough.

There has been good improvement since the last inspection. The school has maintained the strengths identified in the last report and improved the areas identified as weaknesses. Pupils' attainment in information and communication technology has improved and provision is now very good; investigation skills are better in science, and there has been good improvement in assessment. In mathematics pupils' problem-solving is an area for development.

STANDARDS ACHIEVED

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

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

Overall, pupils' achievement is **good**. Children enter reception with levels of attainment that reflect the full range, but are average overall. Children achieve well and by the time they enter Year 1 most will meet the goals they are expected to achieve by this age in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. By the age of seven, standards seen are above average in reading, writing and average in mathematics. This represents good achievement for most pupils. By the age of 11, standards are above average in English, and average in mathematics and science. Pupils achieve well in Years 3 to 6, and this judgement is supported by the results of the school's tracking of pupils' achievements as they move through the school. These findings are similar to the results shown in the table above. Pupils with special educational needs and those learning English as an additional language make good progress towards the targets set for them. Overall, standards in English skills are mostly good enough in Year 6 but there is room for improvement in handwriting and spelling. In mathematics and science, pupils' investigation and

problem-solving skills would be helped by clearer and better organised presentation of their work. Girls did better than the boys in the national tests but there is little evidence of significant differences in the present classes. The targets set by the school are challenging and high enough. Standards in information and communication technology are average, but improving. Standards in art and design, history and religious education are above average.

Overall, pupils' personal development is **very good**. Provision for pupils' spiritual, moral, social and cultural development is good. The particular strengths are the very strong attitudes, behaviour and relationships that are fostered. Pupils like school and attendance is satisfactory.

QUALITY OF EDUCATION

Overall, the quality of education is **good**. The quality of teaching and learning is **good**. Over three-quarters of the lessons were good or better. All teachers taught mainly good, or better lessons. The satisfactory teaching was spread throughout the school and amounted to single lessons for most of the teachers. Teachers know their subjects and plan lessons very well. They judge pupils' levels of attainment very accurately and meet the diverse needs in the classes. Provision for pupils with special educational needs and those learning English as an additional language is very effective. This is due mainly to the rigorous assessment of pupils' work that provides a high level of information about individuals and groups.

Overall, the curriculum is very good and is enriched by a very wide range of activities. All pupils benefit equally from what the school has to offer. Provision for reception children is very strong. The steps taken to ensure pupils' care, welfare, health and safety are very effective and a particular strength is the development of very good and trusting relationships with adults. Links with parents and the community are good. The school has very good and productive links with other schools and colleges.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **very good**. The headteacher provides very good leadership and a clearly articulated vision for the school that embraces strong academic and caring values. This has been important at a time of change when the quality of teaching and standards have been adversely affected by staffing difficulties. Nevertheless, standards continue to improve at a rate greater than the national picture. The headteacher has strong support from key staff who successfully manage subjects and show initiative. The work of the governing body is very good. They are supportive, inquisitive and check closely on the work of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school. Parents are particularly happy about leadership, management, teaching and the expectations of staff and their children's progress and growing maturity because of fair treatment. Pupils enjoy the school and are proud of its achievements. They find lessons to be well prepared, challenging and interesting.

IMPROVEMENTS NEEDED

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

- improve standards in mathematics, particularly in problem-solving;
- improve the quality of handwriting and spelling.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Main strengths and weaknesses

- Standards in English are above average and achievement is good.
- Standards in art and design and religious education are above average.
- Pupils with special educational needs achieve well.
- In mathematics, problem-solving is not as good as it should be.
- In English, standards in handwriting and spelling are not good enough.

Commentary

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

Standards in:	School results	National results
reading	16.1 (16.6)	15.7 (15.8)
writing	15.5 (16.2)	14.6 (14.4)
mathematics	16.3 (17.4)	16.3 (16.5)

There were 30 pupils in the year group. Figures in brackets are for the previous year

1. In relation to the data in the above table, standards in reading and writing are above average and average in mathematics. The proportion of pupils attaining the higher Level 3, was average in reading, above average in writing and mathematics and well above average in science. Over three years, results in reading, writing and mathematics were above average. There was no significant difference in the attainment of girls and boys. The trend in the school's results is above the national one.

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

Standards in:	School results	National results
English	27.9 (27.5)	26.6 (26.9)
mathematics	26.6 (26.9)	26.8 (26.7)
science	28.4 (29.0)	28.6 (28.3)

There were 43 pupils in the year group. Figures in brackets are for the previous year

2. The table above shows results in English that are above average and broadly average in mathematics and science. In comparison with similar schools, English results were above average and below average in mathematics and science. Overall, results were average in comparison to all schools and similar schools. The proportion of pupils attaining the higher Level 5 was above average in English and average in mathematics and science. Over three years, results are a little above average in English and mathematics and average in science. The trend in results is inconsistent but, overall, is above the national trend. Girls outperform boys, particularly in English.

Work seen during the inspection

3. In English, overall standards are above average in speaking, listening, reading and writing. The school has rightly adopted a policy of using and developing pupils' skills, knowledge and

understanding across the full range of subjects. Consequently, pupils have developed high-level skills in finding, synthesising and presenting information. High priority is also given to writing for particular purposes and audiences and pupils are skilfully producing work that is full of appropriate vocabulary, carefully constructed arguments and strong views. At the core of this work is a strong oral tradition, where pupils spend time in discussion with each other before writing. Standards in handwriting and spelling do not match the general picture, particularly for average and lower attaining pupils.

4. In mathematics, standards are average at ages seven and 11. Achievement is good. Pupils skilfully manipulate numbers and have sufficient recall in their mental work. They know about a range of two- and three-dimensional shapes and calculate area using appropriate facts. Data collection is good and their skills are used well in science, geography and information and communication technology work, for example. A strong feature is the way that pupils work in pairs to discuss their approaches to work and find new ways to calculate and find answers. However, standards in problem solving could be higher and the main area for development is in the setting out of work so that calculations can be carried out accurately.
5. In science, standards match the national average and achievement is satisfactory. There has been a good improvement in pupils' skills as investigators. Pupils have a good scientific vocabulary and their use of literacy skills enhances the work they do, for example, labelling diagrams, writing instructions, using bullet-points and developing flow-charts. By the age of 11, pupils know about the conditions needed for green plants to grow, how photosynthesis works, how circuits are made and the way that sound travels. Presentation skills are often weak and their work is not a good reflection of the work completed.
6. In information and communication technology there has been a significant improvement since the last inspection. Standards are average and achievement is good. Their skills, knowledge and understanding are developing well. The biggest improvement is in the pupils' use of information and communication technology as a way of improving their knowledge in many of the other subjects.
7. In religious education, standards are above those expected in the locally Agreed Syllabus. Pupils achieve well. At the age of seven, they have a good knowledge of Christianity and talk about the differences found in the Old and New Testaments. By the age of 11, they have built on the earlier work, but now their knowledge is much broader with their work on other religions such as Hinduism, Islam and Judaism. Most strikingly, pupils are increasingly able to compare and contrast some of the celebrations in each religion.
8. In art and design, standards are above average and pupils achieve well. There are strong elements to their own artistic work and they also respond well to the opportunities for them to talk about and compare the work of a range of artists. Art and design also provides good information and illustration for pupils' work in other subjects such as history and RE.
9. In other subjects, standards are average in history at the age of seven and above average at the age of 11. In design and technology, geography, music and physical education there was not enough evidence to make a secure judgement.
10. Pupils with special educational needs and those learning English as an additional language make good progress and achieve well in relation to their prior abilities. The school provides extra support for pupils as soon as there is cause for concern. These interventions are effective because specific difficulties are dealt with at an early stage. Assessments and individual education plans are used effectively to plan for and track pupils' progress. Pupils contribute to their own learning by helping to identify what they need to do next. This is taken into account when setting targets. Consequently learning targets are relevant, manageable and lead to good progress.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Provision for spiritual, moral, social and cultural development is **good** overall. Attendance is **satisfactory** and pupils are usually punctual. This is a similar picture to that at the time of the last inspection.

Main strengths and weaknesses

- Most pupils behave very well and show very good attitudes to learning.
- Very good pastoral care leads to very positive relationships free from all forms of harassment.
- The school council enables pupils to begin to take responsibility and make decisions.

Commentary

11. In lessons, pupils listen carefully to each other, work very well independently and collaboratively, and share resources appropriately. They enjoy their time in school, and concentrate on their work and behaviour to earn "choosing time" on Fridays. This period is greatly valued and the loss of this time through misbehaviour is a very effective sanction. Staff work hard to keep pupils on task and relationships with adults are very positive. The school is very successful in building confidence and self esteem and pupils are very aware of their actions on others. The pupils are very willing to accept responsibility by performing small tasks or being elected to the school council. In Year 6, these responsibilities extend to looking after the younger pupils in a variety of ways including care in the playground and checking the "friendship stop".
12. The school meets success when setting very high standards of behaviour because staff work very hard and consistently to achieve them. Pupils behave very well in lessons and around the school. The staff are particularly successful in managing those younger pupils who exhibit the most challenging behaviour. Behaviour at lunchtime and in the playground is good although, on occasion, some of the boys can be over boisterous in their play. The pupils value their surroundings and develop good personal qualities. There are no exclusions.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	303	0	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	2	0	0
Chinese	1	0	0

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

13. Overall, the school's provision for pupils' spiritual, moral, social and cultural development is good. The school effectively develops pupils' self- knowledge and spiritual and cultural awareness through:
- acts of worship that are very well planned and explore meaning, purpose of life and values in a memorable way;
 - the religious education curriculum which includes significant topics on religions such as Hinduism and Islam;
 - class discussions that shed light on topics such as pupils' own 'histories' and use these to help in the understanding of the lives of well known religious figures.
14. The overall quality of the provision is supported by the good range of resources, particularly in the well-stocked library and displays around the school. This is an improvement on the findings of the last inspection. Furthermore, the learning of French and Spanish and the appreciation of art, music and literature enhances pupils' appreciation of other cultures. The provision for moral and social development is also good. Staff provide good role-models by working hard and developing very good relationships with colleagues and pupils. The school rightly places high priority on collaboration in the classroom and elsewhere and this is developing good social skills in the pupils. Most pupils have a good understanding of their responsibilities within the school community and the importance of self- discipline is promoted well.
15. Pupils' attendance at school is satisfactory and punctuality is good. Pupils enjoy coming to school and arrive in good time. However, a very small number of pupils do not arrive on time and an even smaller group are persistent non-attenders. The school, in addition, does not receive good support from those parents who regularly take holidays in term time. This absence has an adverse effect on the teaching and learning process for those pupils.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.3
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.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Overall, provision is **good**. Teaching and learning are **good**. The curriculum is **very good**. Care and welfare are **very good**. Links with parents and the community are **good**. Links with other schools are good.

Teaching and learning

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

Main strengths and weaknesses

- The teaching has improved since the last inspection.
- Pupils are developing very well as independent learners.
- Assessment procedures and practices are very good.
- Owing to insufficient time being applied to improving pupils' presentation skills, attainment is affected in English, mathematics and science.

Commentary

Summary of teaching observed during the inspection in 47 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7(15%)	31(66%)	9 (19%)	0	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.

16. The overall quality of the teaching is better than at the time of the last inspection because: the amount of very good teaching has gone up a little;
- there is no unsatisfactory teaching;
 - the teaching of information and communication technology has improved from unsatisfactory to good.

Much of the credit for this must go to the headteacher who has managed the school very well through a difficult period. In the recent past the school has faced significant staffing problems that have had an effect on staff morale and pupils' standards. These are being overcome and the present team has high morale. Parents and pupils are very satisfied with the quality of teaching. The school has successfully introduced two newly qualified teachers into the school this year. Inspectors agree with the evaluation made by the headteacher prior to the inspection.

17. All of the teachers taught, at least, some good lessons and one teacher taught all very good lessons. Teachers in Years 3 to 6 taught more very good lessons than teachers in other parts of the school. The main strengths in the teaching are
- the very good planning that has clear and achievable learning objectives and a range of tasks that are matched closely to individuals;
 - the very strong emphasis on encouraging pupils to take a full part and draw on their own experiences. For example, in a Year 5 religious education lesson pupils were asked to share their memories of earlier childhood as a way of understanding the story of Mohammed's life;
 - classroom management is very good and this leads to the very effective use of time;
 - the very good use of partners to discuss matters and the effective use of hand held whiteboards to note down ideas and report back to the group;

- the very effective assessment of pupils' work and their knowledge, skills and understanding helps to shape future lessons. Teachers usually start a lesson well with a comprehensive recap of previous learning.

All of these factors are playing a very good part in the development of pupils as independent learners.

18. Marking is good and comments are helpful and challenging. However, very few teachers are looking to remedy the weaknesses in presentation that have an effect on standards in English, mathematics and science. Standards in spelling are lower than they ought to be for average and lower attaining pupils, but teachers are trying hard to improve this. One very welcome method is the identification of common errors in the full range of subjects and the teaching and checking of these words on a regular basis.
19. The quality of teaching and support for pupils with special educational needs and those learning English as an additional language is very good. Teachers and classroom assistants have clear, well thought-out and challenging targets for these pupils and they form the major part of each pupil's individual education plans. In the classrooms, teaching assistants give appropriate support, but they also encourage these pupils to learn for themselves by providing them with the necessary skills. In addition, there is also some very helpful individual reading work that is done on a one-to-one basis with staff, such as the learning mentor. This is often done outside of the classroom.
20. The school is rigorous in its assessment procedures. Data from national tests is analysed and identifies pupils who need extra help or where particular groups of pupils are falling behind. This enables management to carefully deploy staff to support these pupils. Teachers have a good understanding of the needs of their pupils and are able to provide appropriate activities.

The curriculum

The school provides a **very good** curriculum which caters for the needs of all the pupils. There are many opportunities for enrichment and the links between subjects are well developed. The school environment is well maintained and enhanced by attractive displays.

Main strengths and weaknesses

- Pupils get a good start to their education in the nursery and reception classes.
- The school makes sure that all pupils have equal access to the curriculum and opportunity to learn.
- Links across subjects make sure pupils understand the relationships between different subjects.
- A wide range of activities outside lessons, visits and visitors enrich the curriculum.
- Very good resources support teaching and learning.

Commentary

21. The quality and range of learning opportunities for pupils in nursery and reception are good. Pupils in these classes take part in a wide range of planned and carefully structured activities and experiences which give them a good start in their education.
22. The school is committed to pupils having equal access to the curriculum. Assessment procedures make sure that activities in lessons are well matched to the needs of all pupils. Individual education plans are up to date, reviewed regularly and have appropriate targets which meet the needs of pupils with special educational needs. Teaching assistants are well briefed, familiar with pupils' individual education plans and keep the special educational needs co-ordinator informed of individual pupils' progress. Gifted and talented pupils are able to receive additional mathematics teaching in a local secondary school and an art club

encourages entry into competitions. Pupils have opportunity to receive tuition in guitar and brass instruments from a visiting teacher.

23. The school meets all statutory requirements and drugs and sex education are delivered within the context of personal, social and health education. A cross-curricular approach makes explicit to pupils how study skills can be applied across different subjects. At times subjects are delivered within a topic as a blocked unit of work to ensure secure acquisition of knowledge.
24. A strength of the school is how visits or visitors are used to support teaching and learning. The school has a policy that each class has a visit or visitor each half term so that learning takes place in meaningful context. A residential visit to Whitby developed Year 6 pupils' historical and geographical skills. They used their information and communication technology skills to access the internet and research coastal features and the historical background of Whitby. A visit of a 'Viking' lady gave Year 3 and Year 4 pupils an insight into how Vikings lived. Year 6 pupils prepared questionnaires and made notes as they interviewed adults on 'How we used to live.' They were thoroughly engrossed in their discussions and the lesson made a valuable contribution to the development of writing and speaking and listening skills. The school provides many opportunities for pupils to write for different purposes within the curriculum. This has been a significant contributory factor to the raising of standards in English.
25. The school's provision for pupils with special educational needs is very good. The coordinator is knowledgeable and systems are well managed. Detailed individual plans support pupils' learning and ensure they participate in all school activities. They receive very good support from classroom assistants and make good progress. A recently appointed governor has a good understanding of her responsibilities and has professional knowledge of the issues relating to special educational needs.
26. Activities outside lesson times include football, netball, line dancing, art club and information and communication technology club. All pupils have opportunity to attend these clubs at some time.
27. Information and communication technology resources are very good and this is a significant improvement since the last inspection. Skills are used very well to enhance learning in other subjects such as data handling in numeracy. All subjects have a very good range of resources which enriches and enhances pupils learning. The libraries are spacious and well stocked with a good range of books. Attractive and useful displays contribute towards an attractive learning environment.

Care, guidance and support

The school takes **very good** care of its pupils. This is a similar finding to the last inspection.

Main strengths and weaknesses

- Procedures for ensuring the welfare health and safety of pupils including child protection are very good.
- Guidance for pupils' personal development is very good.
- Pupils have a good opportunity to have a voice in the running of the school.
- The surface of the school playground and the steps up to the front door are greatly in need of improvement.

Commentary

28. Child protection procedures are very good and all members of staff understand their responsibilities. Routines for dealing with first aid, medicines and accidents are well established with almost all staff trained in emergency first aid. All necessary checks, risk assessments and fire drills are carried out regularly. However, The playground is in a poor state of repair and presents a potential hazard. There is a need for improvement in levelling and re-surfacing to cover previous repairs. The steps up to the front door and reception area are not very accessible to members of the public and require renovation.
29. This is a very caring school and teachers know the pupils very well. The use of circle time (class discussions) and the personal, social and health education programme enables teachers to share the pupils' development and report to parents each term in the pupil behaviour report. There is also additional support from the learning mentor where this is required. The pupils' progress both academic and personal is very well monitored throughout their time in school. All the pupils spoken to and nearly all those who responded to the questionnaire were able to say there is at least one adult in school in whom they could confide.
30. Induction arrangements into the nursery are good and flexible according to the needs of the child. Induction into reception class also works well where the welfare of the child is paramount. This means that in nearly all cases the children are able to settle down to the routines of school life without upset.
31. The organisation of the school council has been refined over recent years. Pupils value this forum for debate. They feel that most teachers are interested in their views. The class councils are held in circle time and feed back to the school council on issues such as forward planning for school meals and how to raise money for the school.

Partnership with parents, other schools and the community

The school's partnership with parents and the community is **good**. There are **very good** links with other schools.

Main strengths and weaknesses

- Parents have a very high regard for the school. Parents receive very high quality information on all aspects of school life including their children's progress.
- Liaison and transfer arrangements with the high school are very good.
- Links with the wider community through school visits and visitors coming into the school are good.
- The school is working towards more parental involvement with the work of the school.

Commentary

32. Those parents who attended the parents' meeting prior to the inspection and those who returned the questionnaire indicated that they were mainly very happy with the school's provision. There were no real concerns although a small number of parents were not sure whether some pupils always behaved well. However, it was agreed that school was quick to deal with any signs of harassment or misbehaviour. Parents appreciate strongly the academic standards their children achieve, the standards of behaviour and the general ethos of the school. This picture has been built upon since the last inspection.
33. The school provides parents with very good quality information by way of weekly newsletters, curriculum advice, and behaviour reports in addition to a detailed prospectus, an A-Z of the school and the governors' annual report to parents. Parents feel able to approach the school at any time if they have any concerns about how their child is progressing. The pupil reports

give all relevant information to parents together with strengths and targets to be achieved. The behaviour reports are particularly important in giving regular information at the end of each term on personal development.

34. There is no parent teacher association and although parents are invited to help in school, not many are able to take up this offer. However, the school does offer training for those parents who wish to help on school visits and this assistance in the work of the school is valued. The school has carried out its own survey of parents and dealt with all the issues raised. It is anxious to get more parents involved in their children's learning. The parents' evenings are well attended at the infant stage and less well by the junior parents. There are family literacy sessions and computer classes for parents and parents are generally able to give more support in homework. Parents support the school in family assemblies and all activities which directly involve their children, such as school productions.
35. There are very good arrangements in place for the transfer of pupils to the local high school. In addition, their teachers come into school to give weekly French and Spanish lessons to Year 6 and there are also arrangements for some shared mathematics and information and communication technology. There are strong links with the local special school where a small number of pupils join in a variety of subjects. Links with the community generally are good, particularly with local churches and the activities of the school choir. The local area is well used for visits linked with the curriculum and the school encourages visits from people within the community such as the local football club. Pupils also travel beyond the local area to galleries and the theatre and to participate in the highly successful residential stay in Whitby.

LEADERSHIP AND MANAGEMENT

Overall, leadership and management are **very good**.

Main strengths and weaknesses

- The school is highly responsive to the need to keep improving and to minimise the effects of difficulties.
- The headteacher provides very good leadership and management.
- Governance is very good.
- Financial management is very good.

Commentary

36. The very strong leadership and management of the school are a reflection of the way that the governing body and management of the school have promoted improvement and sought effectively to minimise difficulties. Since the last inspection:
- results in national tests at the age of 11, have improved significantly, particularly in English;
 - the trend in the school's national tests results is above the national trend at the ages of seven and 11;
 - the governing body is much more involved in the work of the school and plays a full part in the improvement of the school and in monitoring provision;
 - financial management and control have improved with the support of a part-time bursar;
 - the school has undergone significant difficulties in staffing and recognises that this has affected pupils' learning and standards. Currently, the school has two newly qualified teachers.

37. The headteacher continues to be a very strong and very well informed leader and manager. She strenuously seeks, and obtains, vital information through a wide range of checking methods, for example:
- analysing pupils' work in classrooms, workbooks and test results;
 - observing teachers in the classroom, analysing their planning and assessments.
- Once she has collected her evidence she makes strong and very purposeful interventions. She very closely supports the English coordinator by sharing the role and there has been a significant improvement in standards since the last inspection. She is now turning her attention to mathematics because she recognises that improvements are needed. She has been unafraid to recommend to the governing body that radical changes are needed, such as opting-out of the agreement with the local authority for the provision of special educational needs. The school now has its own very good system. The staff are challenged to improve and retain high standards in their teaching and management roles and the high quality of support they receive has been recognised in the Investors in People award.
38. The local education authority holds her in high esteem, further testimony to her skills, knowledge and understanding. For example, she has been invited, and accepted, the challenging role of acting headteacher in a school facing significant difficulties. Furthermore, she also mentors local headteachers and the fees generated have paid for members of the senior management team to attend significant management training.
39. Staff with senior management responsibilities provide good support for the headteacher. They have a full say in the decision-making and planning of school improvement. They lead effective teams and provide a useful method of communication throughout the school. Senior staff provide good support for colleagues and, in particular, act as effective mentors for newly qualified staff. These teachers are very pleased with the help they receive and their induction is effective.
40. In relation to special educational needs, provision is managed well by the coordinator who is well trained and skilled. The responsible governor is new to the role, but has a clear overview of what is needed and monitors provision closely to ensure quality is maintained.
41. There is a very good and challenging relationship between the governing body and school management. A good balance has been achieved between support and challenge. The governing body are very well informed about the school and they are aware of its strengths and weaknesses. Most importantly, they have a full say in the devising of the school improvement plan. This is mainly due to a very useful training day when governors and staff meet to evaluate strengths and weaknesses and plan for the future. Governors check the plan closely and, also, the procedures for performance management. For example, they know that the headteacher and senior colleagues track individual pupils' achievement throughout the school and base performance management discussions and targets on the information.
42. Financial management and control is prudent and responsive to the needs of the school. The bursar and school secretary manage very effectively the day-to-day administration of funds. The whole staff and governors have a say in the allocation of funds and their judgements are closely allied to the priorities identified in the school improvement plan. Given that the school is very well resourced, finance is allocated very effectively. Governors, and particularly the finance committee, are well informed about income, expenditure and future plans for spending. The budget surplus is reasonable, given the variable rolls and governors and management want to appoint further staff so that standards can be driven up further, particularly in mathematics.
43. The school has very good procedures for obtaining value for money in its purchasing of supplies and services. As a result, service providers have been changed and the quality improved.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	678,706
Total expenditure	635,891
Expenditure per pupil	2,018

Balances (£)	
Balance from previous year	27,600
Balance carried forward to the next	70,415

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The quality of provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Leadership and management of the Foundation Stage is very good.
- Good deployment of staff, with teachers and supporting adults working very effectively as a team.
- Teaching is good because planning is rigorous, uses the on-going assessments and focuses on developing key skills.
- Children feel secure, happy and motivated to learn.
- The balance between the direct teaching of specific skills and the use of adults in purposeful intervention to support learning through child-initiated activities needs further development.

Commentary

44. Provision has improved since the time of the last inspection. The induction arrangements, which focus on the needs of each child, help the nursery children settle quickly and happily into school routines. They attend part-time in either the morning or afternoon. There is good contact between home and school and parents are welcome into the classrooms at the start of sessions, to read and work on letter formations with their children and to speak to the staff. Reception children are taught either in the mixed nursery and reception class or in a single reception class.
45. Attainment on entry to school covers the full ability range and is at an average level overall. Children of all abilities achieve well and make good progress during their time in the Foundation Stage because teaching is good in all areas of learning. Leadership and management is very good and teachers, nursery nurse, teaching assistants and other adults work very effectively as a team. Relationships are good and children feel secure, happy and motivated to learn. Learning activities are carefully planned to meet the children's needs and develop skills, knowledge and understanding. However, the staff team need to continue to work on achieving a better balance between the direct teaching of specific skills and the use of adults in purposeful intervention to support learning through child initiated activities. Good attention is paid to following and recording the achievements of individual children, evaluating their learning and planning the next steps. Assessments are used directly to plan work at the correct level for all children, including those with special educational needs, so there are no problems in teaching mixed ages in Foundation Unit 1.
46. By the time that children are ready to start in Year 1 they all meet the early learning goals in all of the areas of learning, with some pupils exceeding the nationally recommended early learning goals.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well and reach the expected learning goal in this area.
- Relationships are good and so children quickly settle into school routines.
- Adults set high expectations and are good role models.
- Children become eager learners because the teaching is motivating.
- The children learn to behave well and grow in confidence and self-esteem.

Commentary

47. The quality of teaching and learning is good and children achieve well. By the time that they start in Year 1 all children will have attained the early learning goal for this area of learning and a good number exceed them.
48. In the nursery, the children quickly learn to hang up their coats and register themselves, guided by the parents, which is a lovely touch. Older children are expected to tidy up and dress themselves after physical exercise. Children in the reception class choose their activities sensibly, and treat the resources and equipment with respect. Role-play areas and outdoor provision promote co-operative play and enable children to develop self-confidence and independence. All adults provide good role models. There is a consistent approach to expectations in terms of behaviour and this is made clear to the children. This consistent approach helps most children to conform well.
49. The classrooms are orderly and children are well managed so they feel secure and happy in the calm environment. The teaching team uses every opportunity to promote self-esteem and sensitivity to the needs of others. Children are encouraged to share resources and to take turns and to put up their hands when asking or answering questions. Most conform to these requests, interact well and play harmoniously together. Many pupils work for good periods of time on specific tasks. They show good levels of concentration and perseverance, for example, during whole-class introductions, and the early seeds of children wanting to do well and work hard are already starting to flourish.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching is good and children achieve well.
- The development of children's vocabulary is a strong feature.
- The development of speaking and listening skills is good.

Commentary

50. In this area of learning the children achieve broadly as expected by the end of the reception year. Children's speaking and listening skills are developed through every opportunity. The development of vocabulary is a strong feature of the teaching in all areas of learning. The teachers and other adults skilfully join children as they work making collages, using a feely box and in the water tray full of spaghetti, asking questions, making observations and providing a running commentary using language which is well matched to children's level of understanding. Adults consistently encourage children to answer in complete sentences and to try and expand their vocabulary. The children love listening to stories and the expressive and animated ways in which the teachers and other staff read, captivates their attention. The quality of relationships in the classrooms means that children are always ready to offer their views and opinions or talk about happenings in their life. Children handle books well and are already starting to link pictures with print and recognise that print conveys meaning. Staff in

the nursery class set the children off to a flying start by teaching the links between letters and sounds through 'fun' activities and rhyming words, songs and games. In learning to write, the children are supported as they move from one step to the next, by linking the learning of letters and sounds to spelling as well as reading and by showing them how to create letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good and children achieve well.
- Good opportunities are provided for children to learn through practical activities.
- Good and effective questioning by the teachers.
- The development of children's mathematical vocabulary is a strong feature.

Commentary

51. Teaching and learning are good and this helps to ensure that all children achieve well and attain the early learning goal by the time that they are ready to start in Year 1. In both the Nursery and Reception classes, the lessons are full of practical activities, which are interesting and fun. These practical activities help children to get a far more concrete understanding of number and also keep them interested. In the nursery, half of the children recognise the numerals that represent one to ten (some, one to twenty) and are able to select these from an array and order them. Good questioning, 'What is one more than two?' 'What is one less than five?' and 'Which number comes before six?' encourages all of the children to think about number order. A good range of counting songs and rhymes also enhances the children's learning. These help them to understand the idea of 'taking one away' and 'adding one to'. A group of nursery children sang and acted out 'Five Speckled Frogs' and 'One, Two Three, Once I caught a Fish Alive'. The teacher constantly asked 'How many next?' and 'How many left?'
52. In the reception class, in one lesson observed during the inspection, the teacher used a 'human' number line, with the numerals one to twenty in the wrong order. The children sorted themselves into the correct order. The teacher skilfully differentiated her questioning to the ability of each child, giving praise and encouragement.
53. New mathematical vocabulary is introduced confidently. 'Tall' and 'short' were introduced during one lesson observed. Some children ordered cones according to height, others used unifix cubes to measure the height of different objects and then put them in order from tallest to shortest, while others ordered the heights of the children in their groups. Again, very good quality questioning by the teacher and teaching assistant helped consolidate this work. All these practical activities ensure that the children really do understand the mathematical concepts, and pave the way for future learning.

Knowledge and Understanding of the World

It was not possible to see all aspects of this wide area of learning during the inspection. However, there is sufficient evidence from the examination of planning, work on display, on-going activities and those aspects that were seen to show that provision for knowledge of the world is **good**.

Main strengths and weaknesses.

- Teaching and learning are good and children achieve well.
- The teaching units are well organised and provide a good range of learning opportunities including a full range of direct experiences.
- The continuous access to the outdoors and a range of large apparatus extends and enriches class-based provision.

Commentary

54. The effective teaching and learning ensures that children achieve well and by the time they start in Year 1 they will have attained the early learning goal. Teaching is effective because it continually encourages the natural curiosity of children to explore the world around them, particularly through the regular use of the external accommodation and large apparatus. Observational skills are enhanced. During the inspection, a small group of children were observed, using magnifying glasses to look at and discuss a collection of small creatures and natural materials located in the sand pit. Their sense of touch was also investigated through the use of a 'feely' box. Through skilful questioning, the teachers helped the children to articulate what the objects felt like. Nursery children responded in complete sentences 'It's wobbly.' 'It's tickly' and 'It's soft and fluffy.' Staff tap into children's own experiences through well-led discussions and good questioning. Discussions about children's feelings and happenings in their lives engender an early awareness of care and respect for others. The children in both the nursery and reception classes have regular access to computers, which they use confidently.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- The outdoor areas enhance children's physical development.
- There are many effective opportunities for children to develop their physical skills in the nursery and reception classes.
- Fine motor skills are being developed well.

Commentary

55. The quality of teaching ensures that children achieve well and attain the early learning goal by the time that they are ready to start in Year 1. The outdoor activity area offers good opportunities for physical development, having a good variety of apparatus including tunnels, climbing frames, walkways and large wooden blocks to develop ability to climb, balance and swing. During a physical education session, reception children used space well and their movements, including stretches and balances, were confident and controlled. The children were able to use movement, body positions and facial expressions to re tell the story 'We're going on a bear hunt.' Fine motor skills are being developed well, as children use play-dough, clay and other malleable materials. Staff also make sure that children are directly taught how to use scissors, glue, paint, pencils and crayons. During the inspection, children used textured rollers and play-dough containing the essence of orange, peppermint and coffee (linked to smell and touch) and glue and textured materials.

CREATIVE DEVELOPMENT

It was not possible to see all aspects of this wide area of learning during the inspection. However, there is sufficient evidence from the examination of planning, work on display, on-going activities and those aspects that were seen to show that provision for creative development is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Children benefit from a good range of learning opportunities.

Commentary

56. Teaching and learning are good and all children achieve well and attain the early learning goal by the end of the reception year with a significant percentage likely to exceed them. The good provision in the nursery and reception classes includes a range of materials from which children can choose and express their creativity. During the inspection, children in the reception class selected materials from the creative workshop to make pictures focusing on texture. The children were encouraged to use their sense of touch to explore and then describe the material. Most children demonstrate good levels of co-operation and collaboration during creative activities. Role-play is well used to extend the children's learning in the other areas of the curriculum. During the inspection, the role play area in the nursery became a café with menus, money and order pads, linked to 'The tiger who came to tea.'

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Overall, standards are above average at the ages of seven and 11. Pupils' achievement is good.
- The quality of teaching and learning is good.
- Strong support for pupils with learning difficulties.
- Very good leadership and management.
- The use and development of literacy skills through other subjects is very good.

57. Standards and provision have improved since the last inspection. Pupils' achievement is enhanced by the opportunities to use and develop oracy and literacy skills across the full range of subjects, Pupils with special educational needs and those learning English as an additional language are making good progress towards the targets set for them.

58. By the age of seven, speaking and listening skills are developing well because of the wide range of opportunities in English lessons and across the wider range of subjects. Pupils are used to discussing issues in pairs, groups and whole class sessions. Pupils read very well and all are, rightly, expected to reach national standards in the forthcoming tests. Higher attaining pupils are very good readers of challenging texts and are able to pinpoint accurately the main points about the plot and characters. In addition to being very expressive, they also know how to use the library to find information. The content of pupils' writing is good and interesting. All pupils are developing good punctuation skills. Standards of handwriting and spelling are not high enough.

59. By the age of 11, the majority of pupils have above average speaking, listening and reading skills. The highest attainers talk at length and with great interest about the work they do, events in the news and complex issues such as similarities between religions. Their oral

skills are also used effectively when they lead discussion groups and often they bring out the best in their peers. Most pupils are mature readers who have a wide range of reading interests. Their recall of books read previously is very good and their knowledge of plot and character is very accurate, informative and interesting. Lower attaining pupils have effective basic skills and provide good detail when they discuss plot and characters. All pupils know about and use effectively the well-organised and widely stocked library. All pupils write interesting and thought-provoking pieces. They are skilled at grabbing the readers' attention and have a good knowledge and understanding of writing styles, such as persuasive pieces and recounting events. There has been good improvement since the last inspection in the use of paragraphs. Higher attaining pupils have strong and accurate skills in spelling and punctuation. However, handwriting skills are not as good as they should be for all pupils and spelling skills are not strong enough for average and lesser attaining pupils.

60. Overall, the quality of teaching is good. The subject coordinator has very strong skills and she taught a very good lesson. Throughout the school, the main strengths in the teaching are:
- very good planning that emphasises the effective use of time in developing pupils as independent learners;
 - the very effective use of teaching assistants to develop good skills in group work and to give strong support for pupils with learning difficulties;
 - the very good use of assessment to guide individual pupils' learning and, on a wider scale, to identify significant weaknesses. Pupils have improvement targets in their books. Marking is good. Teachers are accurate in their judgements and make appropriate comments that are aimed at improvement. Insufficient attention is paid to handwriting and spelling and this leads to inconsistent standards.
61. Leadership and management are very good, because of:
- the very strong monitoring, tracking and development of teaching, standards and achievement;
 - the high emphasis on developing pupils' analytical skills, research methods and collaborative working, even when this level of focus leaves less time for the development of other writing skills.
- The coordinator shares responsibility with the headteacher and this has brought a fresh and searching rigour to teachers' approach.

Language and literacy across the curriculum

62. This is a very strong part of the school's work. Almost without exception, other subjects provide very good opportunities for pupils to use and develop their speaking, reading and writing skills, for instance:
- in science, Year 6 pupils are very good at writing and following instructions and use bullet-points accurately and to good effect;
 - in geography, there are good examples of persuasive writing, good use of paragraphing and pupils draft and re-draft their work;
 - in information and communication technology there is a wide range of word processing, drafting and re-drafting.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Teaching is good with some very good teaching challenging pupils.
- Teachers know their pupils well and provide activities which support pupils in their learning.
- Teachers' marking is very good and identifies what pupils need to do to improve.

- A newly implemented method of setting precise individual targets is contributing to rising standards.
- Pupils use their basic numeracy skills well in calculations. However a lack of consistency in layout and poor presentation limits their ability to solve problems.
- Leadership and management are good because of effective monitoring and evaluation of teaching and learning.

Commentary

63. Standards by the end of Year 2 and year 6 are in line with national expectations. This is similar to those seen in the previous inspection. Pupils make satisfactory progress compared to their attainment on entry to the school. Where teaching is challenging pupils achieve well. Pupils with special educational needs and those learning English as an additional language receive very good support and make good progress within lessons. Suitable arrangements are in place to meet the needs of the gifted and talented who also achieve well. The school has made progress in developing pupils' abilities in using and applying number which was a key issue in the last inspection. Problem solving is a regular part of lessons and pupils are usually accurate in their calculations. However, analysis of work in books shows pupils to be less effective in using these skills in solving word problems because of inconsistencies in layout and presentation.
64. Teaching is good with some very good examples. All teachers are well prepared with detailed planning. Teachers know their pupils well and provide resources and activities which support their learning. In a good Year 2 lesson all pupils made good progress in manipulating numbers. This was because the teacher had provided the pupils with apparatus and activities clearly matched to their abilities. In a challenging activity higher attaining pupils persevered in completing a nine square addition grid to a given total. They made good progress in their understanding of the relationship between addition and subtraction. Very good teaching was seen in two Year 6 lessons. This was exemplified by very clear and carefully structured explanations matched well to pupils' abilities. Lower attaining pupils in one lesson made good progress in their understanding of the relationship between fractions and decimals. Higher attaining pupils, in the other lesson, constructed formulae which could be used to solve a given problem. Both lessons were characterised by very good relationships which gave pupils the confidence to 'have a go' at challenging problems.
65. Leadership and management are good. There is careful monitoring and evaluation of the subject. Effective assessment procedures track pupils' individual progress. This helps management to identify groups of pupils who need extra support and ensure school targets are met. For example, a 'booster' class for Year 6 will ensure that pupils affected by staffing will achieve their full potential. Management is responsive to perceived needs. Individual targets have recently been refined to make them more specific for individual pupils. Teachers follow guidelines for marking and provide pupils with advice on how they can improve. This combined with very good teaching in Year 6 is beginning to impact well on raising standards.

Mathematics across the curriculum

66. The school ensures that pupils have opportunity to apply and use their mathematical knowledge in other subjects. In information and communication technology they collect and display data in tables and graphs and explore the attributes of two-dimensional shapes. In their science work they record and organise data in comparing growth rates between boys and girls. They carry out traffic surveys in geography; complete a tally chart and pictograph. Paired discussions are a regular feature of lessons and contribute to the development of pupils speaking and listening skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The teaching of experimental, investigative science and the development of scientific vocabulary has improved since the last inspection.
- Scientific enquiry is an essential part of every unit of work in the scheme of work.
- Learning intentions are made clear to pupils.
- The science co-ordinator has a clear view of the strengths and areas for improvement in the subject.
- The school needs to further develop pupils' recording of their investigations, deductions and hypotheses and their presentational skills in general.

Commentary

67. Results in the national tests over the last four years have been variable, but the trend is basically one of improvement. Pupils' attainment is broadly in line with expectations for their ages and is satisfactory. Good progress has been made since the last inspection and the key issue to improve pupils' individual investigational skills has been fully implemented. In fact, pupils' enquiry skills are much improved, such as their ability to think scientifically and make sensible hypotheses. Relationships are supportive and encouraging, allowing pupils to work confidently and to enjoy science.
68. Overall, the quality of teaching and learning is good. Teachers build well on pupils' knowledge and understanding. There is a strong emphasis on pupils experimenting for themselves. Pupils are encouraged to work in groups and to discuss their observations. Marking is supportive and makes good suggestions as to how pupils can improve. In Year 2, a two-part lesson on materials and their properties, was divided into a practical session, requiring pupils to group materials into three categories 'definitely man made', 'definitely natural' and 'unsure' and a research session. The research session involved the pupils using a range of information sources to place the materials they were unsure of in a category. In another lesson, pupils in Year 5 showed a good understanding of how some mixtures can be separated, while appreciating that it is more difficult to reverse others and for some it is impossible.
69. Written recordings in science books are limited and do not reflect the pupils' investigative skills and understanding or the excitement and pride they have in their science work. This is an area for development. However, the limited amount of written work seen, does encouragingly show different methods of recording investigations including labelled diagrams, flow diagrams, instructions, bullet points and explanation.
70. Leadership and management is good overall. The coordinator is knowledgeable about his area of responsibility, and has undertaken some monitoring and evaluation through:
- scrutiny of planning before and after lessons;
 - analysis of national test results;
 - the analysis of pupils' work.
- A limited amount of monitoring through classroom observations has been undertaken and further, more systematic, monitoring through lesson observation is planned. The coordinator knows the strengths of his subject and can identify areas for development. Science is well resourced, and new resources are purchased to support teaching on request to the headteacher.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching helps pupils make good progress in the acquisition of basic skills in ICT.
- Teachers know their pupils well and provide activities which are challenging but matched to their abilities. Pupils are therefore confident as learners.
- Information and communication technology supports learning in other subjects very well.
- The subject is very well resourced and teachers have the necessary skills and support because of very good leadership and management.

Commentary

71. Standards by the end of Years 2 and 6 are in line with national averages. This represents a good improvement since the last inspection. All pupils make satisfactory progress and achieve well in challenging lessons.
72. Teaching is good with clear explanations. Pupils therefore acquire basic keyboard skills at an early stage. In a good Year 2 lesson pupils were able to access a 'paint' programme and use the mouse to select different tools from the tool bar. They were able to choose colours and create a 'warm' or a 'cold' picture. Year 4 pupils made good progress in their understanding of how ICT can be used to simulate real life situations. This was because the teacher made good use of the projector to 'model' (show the pupils) the activity. Good explanations, questioning and paired discussions developed pupils' understanding of cause and effect of changing the value of different functions. Activities in this lesson were carefully matched to pupils' abilities by changing the number of variables in the simulated programmes on throwing a ball and managing traffic lights signals. All pupils were, therefore, busy, enthusiastic and displayed a good attitude to learning. By the time they reach Year 6 pupils have a good understanding of how information and communication technology can help them in other subjects. They talk confidently about using information and communication technology as a research tool and as a word processor. They have experienced activities in all strands of the subject including remote control and sensing.
73. Leadership and management are very good. All aspects of issues raised at the previous inspection have been addressed. Resources have been updated and a pragmatic decision taken to use laptops. This has been well implemented and the school has made very good use of external support in this process. Staff training has increased teacher knowledge and confidence and in using information and communication technology across the curriculum. The subject coordinator is not complacent and recognises the need to continue staff development and further improve resources. The subject is monitored and evaluated and end of unit assessments for pupils are in place. The school is now well placed to further drive up standards.

Information and communication technology across the curriculum

74. The school is making good progress in developing the use of information and communication technology across the curriculum. For example:
- Year 5 pupils use their skills to present data collected in mathematics in a graphical form. They create spreadsheets to compare the relationship between the area and perimeter of shapes;
 - Year 6 pupils use a program to explore and record the attributes of quadrilaterals;
 - pupils use word processing across the curriculum to develop their writing skills and change the style of presentation for different purposes;
 - historical, geographical and scientific reports are written and complemented by data and pictures acquired from the internet or from CD ROMs.

HUMANITIES

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- By the age of 11, standards exceed the expectations of the locally Agreed Syllabus and achievement is good.
- The quality of teaching and learning is good.
- Leadership and management are very good.
- Good use and development of literacy and information and communication technology skills.

Commentary

75. Throughout the school, pupils have very good knowledge and understanding of the topics they follow. Although written work in books is a little less than the norm, discussions with pupils in all years show a keen interest and wide knowledge of Christianity, Hinduism and Islam. Furthermore, the acquisition of this knowledge and understanding is very strongly helped by the pupils' wide range of information-gathering skills in literacy and information and communication technology, for example, using the internet to find an Inuit creation story.
76. By the age of seven, pupils know about Jesus and that his story is told in the New Testament. They talk at length about his performing of miracles and provide examples which they have often acted out in classroom and assembly role-plays. In addition, they know that the Bible has an Old Testament and New Testament. They know about many of the characters from the Old Testament, such as Adam, Eve and Jonah.
77. By the age of 11, pupils have built successfully on prior knowledge, skills and understanding. Particularly good is their knowledge of religions other than Christianity and their understanding of the similarities in these religions. For example, the importance of light in festivals such as Christmas, Divali and Hannukah. Further, the oldest pupils talked sympathetically about the very recent deaths of many Muslims in Mecca during the Hajj celebration. They are also able to compare and explain pilgrimages for Christians, such as those to Bethlehem, Jerusalem, Rome and Canterbury.
78. Overall, the quality of teaching and learning is good. The main strengths are consistent throughout the school. For example:
- planning is detailed, matched to the range of pupils' levels of attainment and carefully identifies the opportunities to use and develop skills in literacy and information and communication technology;
 - pupils' understanding is supported by detailed reference to their own similar experiences, for example, in Year 5 pupils recalled events from their past as an illustration for how they should look at the life of Muhammad;
 - assessments are detailed and accurate and support the choice of work and level of assistance given to pupils. Teachers plan a range of visits to enrich the programme and these include a Mosque in Doncaster and the local church.
79. The coordinator has very good knowledge and understanding of the subject. She encourages colleagues to use the skills, knowledge and understanding that pupils have gained in other subjects to enhance their standards in religious education. For example, links with the very strong art and design lead to pupils knowing about the imagery in Holman Hunt's 'Light of the World'. She checks regularly on teachers' planning and the quality of pupils' work. The level of resources is good.

History

Provision for history is **good**.

Main strengths and weaknesses

- Pupils' learning is supported well by visits, visitors and resources.
- Good links across the curriculum and use of information and communication technology.
- There is good emphasis on the development of historical enquiry.
- Good leadership and management monitors and evaluates the subject.

Commentary

80. Standards by the end of Year 2 are in line with national expectations and by the end of Year 6 above national expectations. This represents good progress when compared to attainment on entry. It also represents an improvement on the standards seen in the last inspection.
81. Analysis of pupils' work and observation of three lessons indicates that teaching is good. Good questioning and explanations helped Year 2 pupils understand time lines and how historical periods differ. Pupils were able to place photographs at the correct date on the timeline and also explain differences when comparing a photograph of a modern London scene with one of Tudor London. Visits and visitors are used to develop pupils' enthusiasm for history. A visitor from the Viking exhibition captured Year 3 pupils' imagination and they enthusiastically used reference books and the Internet to research how Vikings lived. Pupils had made clay pots in art based on their observations of Viking pots. There is a good emphasis on the development of pupils' historical skills and the interpretation of evidence. For example Year 3 and 4 pupils described the appearance and purpose of a Viking oil lamp. Year 4 pupils, through role-play, developed an understanding of the character of Boudicca and of how individuals influence events. This helped to develop their writing skills as they wrote an interesting interpretation of Boudicca's character. Year 6 pupils' writing and speaking and listening skills were well developed as they interviewed adults about 'How they used to live.' This activity made a valuable contribution to the development of their skills in historical enquiry and interpretation.
82. Leadership and management are good. A two-year cycle of topics makes sure that pupils study the appropriate range of themes and also supports teachers in their planning. The topic approach and wide range of visits emphasise the links between subjects but teachers' planning indicates that subject specific skills are taught. The subject is well resourced with a good range of objects and books. The subject is monitored and evaluated and end of unit assessments of pupils' progress are in place.
83. In **geography** pupils' work was sampled and only one lesson was seen. It is, therefore, not possible to form an overall judgement on provision. The pupils' work and teachers' planning indicates that adequate coverage of the content and the skills is in place.
84. It is clear that educational visits play an important part in making the subject interesting and relevant to pupils. In a well-planned and prepared lesson, Year 1 pupils collected data on traffic flow at various locations. By reference to the data, with guidance, pupils were able to draw a conclusion as to which was the busiest road. They then constructed a pictograph for each location from the data collected. This activity not only developed their geographical skills but also mathematical skills of representing and interpreting data. A visit to Whitby supported Year 6 pupils' work on settlement studies and coastal features. They are able to describe the features peculiar to Whitby as a coastal settlement.

85. An analysis of the subject coordinator's file indicates that guidance is in place which supports teachers' planning. Work in the subject is monitored and evaluated and pupils' work is assessed at the end of a unit of work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision for art and design is **very good**.

Main strengths and weaknesses

- Art and design and display are strengths of the school.
- Teaching was never less than good and on occasions very good.
- Leadership and management of art and design are good.
- Very good use is made of visits to art galleries and museums.
- Links between art and other subjects are a particular strength.
- The use of visual diaries and sketchbooks needs further development.

Commentary

86. Pupils reach good standards in art and design at both seven and 11 years old. This is evident from the quality pupils' work displayed around the school and in the pupils' art folders, as well as in the lessons observed. Art plays a leading part in giving depth and balance to the school's curriculum. Art and design is a strength and makes a good contribution to the ethos of the school. Pupils' work is displayed carefully and imaginatively to complement children's efforts. The quality of provision and standards achieved have improved in art and design since the last inspection. The school is in the process of applying for the Arts' Mark Silver Award.
87. Pupils produce work of a good quality because of the close attention given throughout the school to the development of skills and techniques and the use of a wide range of media. The scheme of work is used effectively; so ensuring pupils make appropriate progress throughout the school. There is good progress throughout school in painting techniques and brush control. Pupils learn to mix colour well. This begins in the Foundation Stage and is built on each year. Pupils learn to use pastels, charcoal, pencil, pen and ink with confidence, as seen in Year 1 and 2 lessons. Observational drawing is well developed throughout the school.
88. In the lessons seen, planning was rigorous and focuses on developing skills. The pupils' evaluative skills are good. In a very good Year 6 lesson, the pupils were evaluating how different artists such as Picasso, Hockney, Warhol and Frink capture portrait. The teacher skilfully built on the pupils' prior learning through good questioning and encouraged the pupils to question the pictures and make reflective observations. The higher attaining pupils used the internet to research information about the artist and the person in the portrait.
89. Planning and pupils' work show that activities are planned to give as wide a variety of experience as possible. Links with other subjects, such as history and the Fire of London, are developed very well. Good use is made of information and communication technology throughout the school, both through the use of paint packages, such as the computer-generated patterns in the style of William Morris, and the internet for research into artists and styles. The curriculum is enriched through visits to local art galleries.
90. The coordinator is very effective and has a good understanding of the strengths of her subject and areas for development. The use of sketchbooks and visual diaries requires further development. Resources are good and carefully used by staff and pupils.

91. In **design and technology**, it was not possible to observe any lessons during the inspection. Inspectors spoke with the coordinator, looked at planning and examined pupils' work on display.
92. It is evident from work displayed around the school that provision is becoming a strength of the school. Design and technology is taught in blocked periods of time, ensuring the pupils see the design process from planning to the evaluation of the finished product. Planning is rigorous, with assessments built into every unit of work.
93. The work on display around the school is of a good standard. In Years 1 and 2, pupils have made firemen's coats. The design process, from testing and investigating the qualities of materials to the evaluation of the finished products, is displayed. In Years 5 and 6, displays show the processes followed in making slippers. Pupils' work show the full design process including generating and clarifying ideas, adapting and developing plans, testing and evaluating materials used and finally the evaluation of the finished products. The coordinator is very effective and has a good understanding of the strengths and weaknesses of her subject.
94. In **music**, no direct teaching was observed during the inspection and it was not possible to make an overall judgement on provision. A comprehensive scheme for the teaching of music is in place.
95. All opportunities are used to develop pupils' appreciation of music. For example, when pupils went into assembly, they listened attentively and with enjoyment to a piece of music. The teacher discussed the composer and the music. The pupils sang tunefully in assembly. Pupils occasionally get a chance to perform to a wider audience, such as at the Christmas concert. In Years 1 and 2, pupils are offered the opportunity to listen to both a brass ensemble and a percussion group. In addition pupils are given the chance to learn guitar and brass from a visiting teacher. Gifted and talented singers from across both key stages attend a weekly singing group where they are given opportunity to extend their musical skills, both as a group and as soloists.
96. The new coordinator is knowledgeable about his area of responsibility, and has undertaken some monitoring and evaluation. Further, more systematic monitoring through classroom observation is planned. He knows the strengths of his subject and can identify areas for development.
97. In **physical education**, only a very small proportion of the work undertaken by the school could be observed. Consequently, no judgements are made about provision, attainment, achievement, teaching and learning. However, in swimming, records show that most pupils reach the national target of 25 metres, by the age of 11.
98. Planning for the subject shows a good programme of activities for the pupils and includes all of the aspects prescribed in the National Curriculum. The school's success is recognised in their achieving the 'Activemark' in 2003 and in the very good involvement in sporting activities, including competitive matches.
99. In the three good lessons observed, the main strengths were:
- good planning, that emphasised the need for a warm-up, effective attention to skills and plenty of activity;
 - good demonstration of skills by the teacher and/or pupils who are doing well;
 - pupils being asked to think as well as act, for instance when following a code that determined the direction of their movements.
- In the Year 2 lesson, there were also some very useful links with mathematics when pupils volunteered the description 'quarter turn' and they knew it was a right angle.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

100. It was only possible to observe one lesson of personal, social and health education and although it is not possible to make an overall judgement on provision, it is recognised that the school places a high importance on the development of personal and social skills. A good scheme of work is in place encompassing developing relationships, health education and citizenship. 'Circle time' is used to discuss issues. In addition the school has achieved the Healthy Schools Award.

101. The school has a school council, 'well being' monitors, a 'friendship stop' in the playground and a learning mentor to support the children. There is also evidence of 'circle time' being used to foster pupils' skills in making democratic decisions. The scheme of work is good and is linked to resources, visits and visitors. Visitors are encouraged to share their experiences with the pupils, for example, a visitor who spoke to the pupils about the role of volunteers in charitable organisations.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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