

## INSPECTION REPORT

### **THORNE MOORENDS MARSHLAND PRIMARY SCHOOL**

Moorends, Doncaster

LEA area: Doncaster

Unique reference number: 106690

Headteacher: Mrs D Stones

Lead inspector: Mrs O Cooper

Dates of inspection: 17 – 19 November 2003

Inspection number: 258191

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	155
School address:	Marshland Road Moorends Doncaster
Postcode:	DN8 4SB
Telephone number:	01405 812693
Fax number:	01405 741038
Appropriate authority:	Governing Body
Name of chair of governors:	Councillor P Richardson
Date of previous inspection:	8 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

The school serves the disadvantaged village of Moorends, which consists mainly of rented or low cost housing. The pupils are predominantly white and of United Kingdom heritage. None speak English as an additional language. There are nine Travellers, with at least one pupil in each class. The proportion of pupils with special educational needs is broadly average; with most having moderate learning or emotional and behavioural difficulties. The transfer and admission of pupils during term time is not a major issue for the school. Overall attainment on entry to the reception class is well below that expected for the children's age, particularly in language and literacy. The school is involved in a national initiative to support parents and their children up to eight years of age. A Schools Achievement Award was received in 2002, in recognition of the improvement in standards. The school has experienced a high turnover in staffing in the previous two years and the headteacher is the only member of staff who was in post at the time of the previous inspection.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10859	Mrs O Cooper	Lead inspector	Foundation Stage Science Art and design Music English as an additional language
11457	Mrs J Beattie	Lay inspector	
23081	Ms C Waine	Team inspector	English Geography History Religious education
17907	Mr M Bowers	Team inspector	Mathematics Information and Communication technology (ICT) Design and technology Physical education Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

The school provides its pupils with a **sound** education. Standards are **below average**, but pupils' achievement is **satisfactory**. A significant number of parents do not support the school's aims and values, or show sufficient interest in their child's work and this adversely affects pupils' attainment. The leadership and management of the school, the teaching and learning and the curricular provision are **satisfactory**. The school is providing **sound** value for money.

The school's main strengths and weaknesses are:

- Good achievement in reading and mathematics.
- Good provision for children in the reception class and for all pupils with special educational needs enables these pupils to make good progress.
- Standards have risen during a period of severe turbulence in staffing.
- Good leadership by some key staff is positively influencing the drive to raise standards.
- Standards in writing and science throughout the school and in geography, history and religious education in Years 3 to 6 are below average.
- The roles of some subject co-ordinators are insufficiently developed.
- Information and communication technology is not used effectively to support learning.
- Some teachers carry too many responsibilities.

The school has made satisfactory improvement since the previous inspection. Good improvement has been made in remedying several key issues, such as the provision in the Foundation Stage, in information and communication technology and for pupils' personal development. Pupils' progress and achievement are satisfactory overall and standards have risen from the very low levels found in English and mathematics, but with further work to be done. Standards in geography and religious education in Year 6 have declined.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			Similar schools
	2001	2002	2003	2003
English	E	E	E	D
Mathematics	E	E	E	E
Science	E*	E	E*	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.*

The table above does not reflect the current situation in the school, especially in science, where the 2003 results were in the lowest 5 percent compared with schools nationally. Pupils' achievement is currently **satisfactory** overall, and is **good** in the foundation stage (the reception class). Despite the good progress in the reception class, few are on course to reach the goals children are expected to reach by the end of reception and standards are below average and well below in literacy. In Years 2 and 6, current standards are broadly average in reading and mathematics and are below average in writing and science. Pupils' writing skills are slow to develop, which affects their ability to record their work in English and science. Standards in art and design are above average. In all other subjects inspected standards are average in Year 2, but below those expected in Year 6 in geography, history and religious education because insufficient time has been given to teaching them.

**Pupils' personal qualities develop satisfactorily**, including their spiritual, moral, social and cultural development. Many pupils arrive on time because they like school and want to learn, but for a significant number this is not the case. Pupils appreciate the range of extra-curricular activities provided and are keen to take part. A high number of exclusions (thirteen) for unacceptable behaviour were made in the latest reporting period, involving seven boys. The number has reduced significantly so far this year. **Attendance** is unsatisfactory, although the school's procedures for monitoring it are very good and the education welfare service actively involved.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.** Teaching and learning are **satisfactory** and good in the Foundation Stage, Year 2 and Year 6, where most pupils rise to the teachers' expectations of them and make good progress. Teaching is good in mathematics. Pupils have good knowledge of their pace of learning from the targets set and from judging their own progress in lessons. The school's care for its pupils is good, with much guidance given which helps pupils with their learning.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are satisfactory.** The headteacher has successfully built a cohesive staff team after a period of very high staff turnover and the school is now moving forward with a strong sense of purpose. The other key staff provide strong and effective support and guidance for staff and pupils and are positively influencing the drive to raise standards. The governance of the school is satisfactory. All statutory requirements are met.

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

Most parents are **satisfied** with the school's provision. Few questionnaires were returned and only a handful attended the pre-inspection meeting with inspectors. However, the high staff turnover has concerned some parents.

Pupils are also **satisfied** with most aspects of the school, but the behaviour of a few upsets others.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing and science throughout the school and in geography, history and religious education in Years 3 to 6.
- Reduce the responsibilities delegated to some senior managers.
- Develop further the roles and responsibilities of subject co-ordinators.
- Make more effective use of information and communication technology to support learning in other subjects.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Achievement in the Foundation Stage is **good**. For pupils in Years 1 to 6, achievement is **satisfactory** overall. Standards rise from well below average on entry to below average overall in Year 6. Pupils' achievement is good in reading and mathematics resulting in broadly average standards. Lesson observations and discussions with pupils show standards in science are higher than test results indicate. Pupils with special educational needs and Traveller children achieve well and make good progress towards their targets because they receive good support in school and from external agencies. There is no significant difference in the performance of boys and girls in lessons.

#### Main strengths and weaknesses

- Pupils achieve well in reading, mathematics and in art and design.
- Children in the Foundation Stage make good progress.
- The trend in improvement is above the national trend in Year 2 and in line with the national trend in Year 6.
- Standards in information and communication technology have improved since the previous inspection.
- Standards in writing throughout the school and in history, geography and religious education in Year 6 are not high enough.

#### Commentary

1. Children in the reception class (The Foundation Stage) make good progress in developing their literacy, numeracy, personal, creative and physical skills and in their knowledge and understanding of the world around them. Because of their low level of knowledge and skills on entry, this good progress is not sufficient to bring standards up to the level expected by the end of the year in reception. Few children are on course to reach the goals expected in all areas of learning and standards in literacy are well below average.
2. Standards at the end of Year 2 in 2002 were above the national average in reading, broadly average in writing, but below average in mathematics. These results compared favourably with similar schools and were well above the average in reading, above average in writing and broadly average in mathematics. Standards in 2003 dipped, as shown in the table below, were well below the national average in reading, writing and mathematics. When compared to similar schools, standards were below the average in reading and well below in writing and mathematics. However, the trend in improvement over recent years has been above the national trend despite the high staff turnover and declining attainment on entry.

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

Standards in:	School results	National results
Reading	14.2 (16.4)	15.7 (15.8)
Writing	12.6 (14.5)	14.6 (14.4)
Mathematics	14.5 (15.8)	16.3 (16.5)

*There were 21 pupils in the year group. Figures in brackets are for the previous year*

3. Standards at the end of Year 6 in 2002 and 2003 were well below the national average in English, mathematics and science, and in science in 2003 were in the lowest five per cent of

schools. When compared to similar schools the results were well below the average in English, mathematics and science. Because this school has very few higher attaining pupils, the significant improvement that has been made since the previous inspection is not evident in the average points scores. For example, at the time of the previous inspection nine percent of pupils reached the expected level 4 in mathematics. This has risen to 54 percent in 2003. The overall trend in improvement is in line with the national trend.

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

Standards in:	School results	National results
English	24.7 (24.8)	26.8 (27.0)
Mathematics	23.6 (24.1)	26.8 (26.7)
Science	25.4 (26.0)	28.6 (28.3)

*There were 26 pupils in the year group. Figures in brackets are for the previous year*

4. This inspection found standards in the Foundation Stage to be well below average in literacy and below average in numeracy and all the other areas of learning. The proportion of children on course to reach the goals expected by the end of reception is currently below average. However, this is an improvement from the well below standards found on entry, because of the good teaching and interesting activities, which motivate the children to want to learn.
5. In Year 2, current standards are broadly average in reading and mathematics and below average in writing and science. The pupils' writing skills hinder their ability to record their work clearly in science. From talking to the pupils, many are on course to reach the expected level for their age in science by the end of the year, but because there are few higher attaining pupils, overall standards are below average. Pupils' investigative skills are developing well because of the recent emphasis on practical investigations. There is no significant difference in the attainment of boys and girls, because the school has taken action to raise attainment among boys.
6. Current standards in Year 6 are average in reading and mathematics, but below average in writing and science, for the same reason as in Year 2. Investigative skills in science are also developing well in Years 3 to 6 as pupils are enjoying this practical work. The analysis of pupils' performance in national tests has highlighted the weaknesses in their writing skills and these are being addressed in lessons and through setting targets for improvement, which inform pupils of what they need to do to move onto the next stage in their learning. In art and design, standards are above average throughout the school and pupils achieve well. Standards in information and communication technology have improved and are now broadly average in Years 2 and 6. In all other subjects inspected in Year 2, standards are broadly average and achievement is satisfactory. In Year 6, standards in history, geography and religious education are below average as insufficient time has been allocated to teaching these subjects and pupils have superficial knowledge. No judgement could be made in design and technology as insufficient evidence was available and only one lesson seen.
7. Standards achieved by many of the pupils with special educational needs and some Travellers are well below average. However, these pupils achieve well making good progress towards their targets. The school caters well for these pupils, who between them have a wide range of learning difficulties, for example specific mathematical delay, concentration difficulties and emotional and behavioural difficulties. A small number of pupils have impaired sight or hearing. External agencies make a significant contribution to the support provided and attainment of these pupils.
8. The underachievement evident in national test results has been overcome due to the assessment and tracking procedures now implemented, which show the progress made by individual pupils from year to year. All pupils have targets for improvement based on the

assessment information and are aware of what they need to do to achieve their targets, which are often referred to in lessons. Pupils have a much better understanding of their learning and progress and inform teachers how well they think they understand by giving a thumbs up, to show they are confident, thumbs sideways if they are reasonably confident, with thumbs down showing they need more practise.

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

Pupils' attitudes, values and other personal qualities are **satisfactorily** developed by the school. Pupils' attitudes and behaviour are **satisfactory**. The development of pupils' spiritual, moral, social and cultural development is **sound**. Attendance is **unsatisfactory**.

### **Main strengths and weaknesses**

- The school has very good strategies to promote a high level of attendance but in spite of their best efforts the attendance level is well below the national average.
- Pupils respond well to the school's procedures to involve them in discussions about activities.
- Relationships between staff and pupils are good.
- Older pupils willingly take on a range of responsibilities including care of the younger ones.
- A very small minority of pupils show disruptive and challenging behaviour.

### **Commentary**

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

Authorised absence	
School data	6.9
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

9. The school's attendance level, as shown above, is below the level found in most primary schools. The school and the educational welfare services work very closely with families, and with pupils, to raise the levels of pupils' attendance when there is cause for concern. Pupils are keen to receive the individual and class rewards for good attendance. However, in the last year the attendance level was reduced significantly by families who took holidays during term time.
10. The large majority of pupils have positive attitudes towards school. They say that they find their lessons interesting, they are expected to work hard, and that the other children are friendly. Most pupils have a high level of trust in their teachers and they consider that they are treated fairly. Pupils take an active part in school life and in the range of extra activities the school provides outside lessons. They are eager to offer their own ideas and suggestions in class and they learn to respect and listen to the views of others. Caring adults have developed positive relationships with pupils with special educational needs and with Travellers who in turn feel secure and happy in their care. Pupils with emotional and behavioural difficulties trust the adults who regularly visit the school to work with them; consequently they take part in conversations, listen to advice, they try out new ideas to help them concentrate and cope with everyday situations in school. These pupils behave well in class, take their turns and follow instructions.
11. Behaviour in school is satisfactory overall. The school sets high expectations of good behaviour and pupils contribute their ideas to their own class rules. However, a small minority of pupils do not always keep to the school and class rules and their behaviour is occasionally disruptive. During the last school year seven pupils were excluded temporarily for unacceptable behaviour, as shown in the table below, and since the start of this term the

school has temporarily excluded two pupils to prevent disruption to the learning of others. Behaviour at lunchtime and in the playground is generally good and several of the older pupils look after the younger ones well, both in the dining room and the playground.

## 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	150	13	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0

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

12. The school's robust stance against bullying is generally effective and all such incidents are investigated thoroughly. Very occasional racist comments are treated very seriously. Pupils respond well to the many ways in which the school prevents and counters any bullying. Most pupils are confident and secure although a few continue to have concerns.
13. Pupils learn about other faiths and beliefs in the world and about their own traditions and culture and those in other countries. During assemblies and at the end of the school week pupils are encouraged to reflect on their own personal experiences. From the earliest years in school they develop an understanding of right and wrong. Pupils have a good awareness of the responsibilities of community life and they take part in class and school councils with enthusiasm, contributing original ideas to the debates about school activities. The older pupils can be relied upon to carry out a range of duties, which contribute well to the school community. Pupils, and their parents, raise money for world-wide and local charities.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **satisfactory**. The teaching is **sound** overall and is **good** in the Foundation Stage and in mathematics where achievement is good. The curriculum provides a sound range of relevant opportunities and experiences for learning, and is becoming more interesting as cross-curricular links develop. The provision for pupils with special educational needs and Traveller children is **good**.

### Teaching and learning

The quality of teaching and learning is **satisfactory** overall. Assessment procedures have improved and are **satisfactory**, but they are not yet fully embedded.

### Main strengths and weaknesses

- Teaching overall is good in the reception class, Year 2 and Year 6 and in mathematics.
- Teaching assistants provide good support for pupils and teachers.
- Pupils have good knowledge of their pace of learning.
- Time available for learning is used effectively.
- There is unsatisfactory teaching in occasional lessons.
- There is insufficient use of computers to support pupils' learning across the curriculum.

## Commentary

### Summary of teaching observed during the inspection in 37 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0 %)	3 (8 %)	17 (46%)	14 (38%)	3 (8 %)	0 (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.*

14. Teaching and learning are good in Years 2 and 6 and in the reception class. In Years 2 and 6, the good teaching results from thorough, detailed planning based on secure subject knowledge and activities that are challenging, but not too demanding, for all groups of pupils. Frequent references are made to pupils' targets for improvement displayed in classrooms and so pupils understand the purpose of what they are doing and how it is helping them move towards the next stage in their learning. In Year 6 time limits are set for many activities, and this helps to keep lessons moving at a good pace. Strong emphasis is placed on developing speaking and listening skills by planning group discussions into lessons. In the reception class, the key features of the good teaching are the wide range of activities provided across the areas of learning each day and which are closely matched to the learning needs of the children. Good routines are established to encourage independence in collecting resources and in tidying away and there is a good balance between opportunities for the children to choose what they do and activities led by an adult. The planning includes good opportunities for learning out of doors, but overall is inconsistent across the areas of learning. The planning for literacy and numeracy is based on national guidelines and identifies learning targets for each lesson, but learning targets are not identified in other areas of learning, which makes the assessment of what children have learned more difficult.
15. The teaching in mathematics is good. Teachers have secure understanding of the National Numeracy Strategy and a greater emphasis is now being placed on developing pupils' investigative and mental arithmetic skills and on solving number problems. Many of the lessons seen in literacy were good. The school has adapted the National Literacy Strategy to meet the needs of the pupils, with more emphasis on developing writing skills, and this is helping to raise standards.
16. A significant strength in the teaching throughout the school is in the deployment of teaching assistants, who do much to support the pupils and teachers, including those supporting Traveller children or pupils with special educational needs. In addition, there is good support from a range of external agencies, which enhances the quality of teaching, for example staff from Doncaster Rovers Football Club taught games skills and the Traveller Education Centre taught literacy skills, using resources of particular interest to travellers. Teachers take care and ensure all pupils have the same opportunities to learn and make progress. In English, for example, some more able pupils work with older ones in lessons planned to develop their skills in writing. The marking of pupils' work is good in all classes, with comments to show what pupils did well and where they could improve. Pupils were eager to read them when given their books. A further strength is in the use of time available for lessons; they start promptly each morning and afternoon.
17. In most classes, teachers insist on high standards of behaviour and are consistent in their approach to this. When interesting activities are planned, such as practical investigations in science, pupils maintain their concentration, work hard and behave well. However, when lessons last too long, for example, a whole afternoon, pupils become tired towards the end and their concentration lapses in some cases and what started as a good lesson becomes satisfactory. Unsatisfactory lessons resulted from inaccurate teaching in mathematics and tasks not closely matched to the learning needs of pupils, leading to insufficient progress, in others.

18. The use of information and communication technology is insufficiently planned into class lessons to support pupils' learning across other subjects, although pupils in Years 3 to 6 show good capacity to work independently and collaboratively. Good use was made of computers to support the learning of children with special educational needs in the reception class. Individual education plans are of good quality and include clear targets, which direct lesson planning, and time limits to enable teachers to judge the rate of progress. These pupils and Travellers are fully included in lessons and sometimes withdrawn for short periods of intensive teaching according to their current levels of attainment.
19. Procedures for assessing pupils' attainment and progress are satisfactory. While good procedures have been introduced, an improvement since the previous inspection, they are not yet fully embedded. The information is just starting to be used to identify pupils in all year groups who need a boost to their performance to ensure they are making as much progress as they can. Detailed records are kept in English and mathematics, but as yet pupils' attainment in other subjects is not recorded sufficiently. Pupils' performance in national tests is analysed and the information used to amend the curriculum, evident in science during this inspection. Teachers and teaching assistants use assessment effectively to monitor the progress of pupils with special educational needs and of Traveller children. Pupils have good knowledge of their pace of learning through targets set in lessons and their own assessment of how well they have been met, and through group targets set in English, mathematics and science.

### **The curriculum**

The school provides **sound** curricular opportunities for its pupils and **good** opportunities for children in the reception class, those with special educational needs and Travellers' children. The curriculum is enriched through a **good** range of extra-curricular activities, which are well supported by the pupils and promote their learning. The accommodation is **good**. Resources for learning are **adequate**.

### **Main strengths and weaknesses**

- The quality of the Foundation Stage curriculum is good.
- The provision for pupils with special educational needs and for Travellers is good.
- A good range of activities outside the school day helps the pupils to develop their creativity.
- There are good procedures for the induction of children into the Foundation Stage and for the transfer of pupils to secondary schools.
- Links between subjects are not systematically developed.
- The low teaching time in Years 3 to 6 is affecting pupils' attainment in some foundation subjects.

### **Commentary**

20. The school has maintained the generally satisfactory curriculum noted in the last report. Good progress has been made in improving the curriculum for information and communication technology. The development of the computer suite, its effective use, together with a satisfactory scheme of work, is beginning to have a positive effect on standards, although the use of information and communication technology as part of pupils' learning in other subjects is not systematically developed.
21. The quality of the curriculum for children in the Foundation Stage is good. Activities each day include all areas of learning and a good balance between opportunities for children to choose what they do and activities led by an adult, for example to develop reading and writing skills. The secure outdoor area is used well for learning as well as for activities to develop physical skills.

22. In Years 1 to 6 all National Curriculum subjects and religious education are taught. The curriculum meets statutory requirements. The compilation of schemes of work in information and communication technology and the planning of the Foundation Stage according to the early learning goals have remedied these key issues from the last inspection.
23. The curriculum effectively promotes pupils' personal and social skills and their awareness of citizenship. Sex and drugs education is taught according to the agreed school policy. Allocations of teaching time are above national guidelines in Years 1 and 2 but are below recommended minimum levels in Years 3 to 6. This affects the provision for some foundation subjects in these year groups. Insufficient time is allocated to them and, consequently, pupils' levels of knowledge and quality of research are below expected levels.
24. Pupils with special educational needs and Travellers receive the full curriculum offered by the school. They take part in all activities and take their turn in carrying out duties that help the school operate efficiently. When planning the English and mathematics curriculum, the teachers modify their expectations to reflect the targets and objectives of pupils' individual education plans or to meet pupils' learning needs. There are well-planned opportunities for lower attaining pupils to receive extra help and support through both individual work and small group activities. Visiting experts from the local authority provide very good help and support for pupils with emotional and behavioural difficulties and some Travellers.
25. There are some opportunities for pupils to develop their creativity but the identification and use of links between subjects are not systematically developed. There are some useful examples where younger junior pupils incorporate recently learned scientific skills into their designs for torches, or when the oldest pupils use information and communication technology to revisit their mathematical studies of negative numbers and co-ordinates within the four quadrants.
26. There are good procedures for introducing children into the Reception class and good links have been forged with the local secondary school, ensuring that the Year 6 pupils' transition to the next phase of education is effective. The learning mentor from the secondary school visits this school and works with Year 6 pupils well in advance of their transfer, so that any fears can be overcome. This is particularly helpful for any vulnerable pupils, as they know an adult to approach on entry to the secondary school should problems arise.
27. The school makes good use of visits and visitors to enrich the curriculum. Older juniors have the opportunity to benefit from residential education where they develop such qualities as independence, team spirit and self-esteem. Theatre groups entertain pupils, they visit sites of cultural importance and many sing in the choir, taking part in national events. There is a good range of interest clubs and the school takes part in a typical range of competitive sporting events.
28. Staffing levels are good in the Foundation Stage and are satisfactory in Years 1 to 6. The accommodation is good. Classrooms are spacious and extra rooms are available for small group activities and long-term projects such as design and technology or art. Resources are suitable and sufficient with the exception of physical education, where insufficient large equipment is available to challenge the junior pupils and extend their skills and the reception class, where there are insufficient, attractive resources for practical activities in all areas of learning. The classroom computers are not yet networked to the machines in the computer suite although plans are in hand for this to happen.

### Care, guidance and support

The school's care, welfare, health and safety of its pupils are **good**. There is **good** provision for pupils' support, advice and guidance, based on monitoring of their progress. The school ensures **good** involvement of pupils through seeking, valuing and acting on their views.

## **Main strengths and weaknesses**

- The school has very good procedures to introduce pupils to the reception class and to support the personal development of vulnerable pupils.
- Supervision at lunch-time is good.
- The school makes good use of agencies to promote good attendance, good behaviour and encourage friendship among pupils.
- The school council plays an active part in making sure that pupils' views are known and taken into consideration when the school makes decisions, which affect them.
- The school has good procedures to include all pupils, whatever their specific needs or circumstances, in all school activities.

## **Commentary**

29. The school has good procedures to promote the health, welfare and care of pupils at all times. Child protection procedures are fully in place and all staff know what to do if they have any concerns. Pupils are well supervised, both in and out of lessons, and on all school trips. The school makes risk assessments for school trips and regular inspections of the school premises to eliminate hazards. Pupils have clear guidance on personal safety and healthy living. They are warned of the dangers of drug and alcohol abuse. The school has good procedures to work together with parents and the school nurse to provide for pupils' medical needs.
30. The school makes a determined effort to provide well for the general and specific needs of all pupils. Agencies, including the educational welfare service and the school psychological service, have made a good contribution to procedures to promote a climate of friendship and support for all pupils, whatever their needs and circumstances. Consequently pupils develop a strong sense of community and learn to care for each other. The very good support given to individual pupils with emotional or behavioural difficulties or with vision or hearing impairment by experts, who regularly visit the school, ensures that both teachers and support staff are aware of the best ways to support these pupils. This does much to support the development of pupils' self-esteem, confidence and inter-personal skills.
31. The school has satisfactory procedures for monitoring academic progress. The use of assessment information to set individual targets in each subject, so that all pupils can make their best progress, is not yet fully embedded.
32. Good practices for meeting parents and carers, and getting to know children before they start school, are followed by very good procedures to monitor pupils' personal development as they progress through primary school. Any concerns are raised and problems and incidents are recorded so that pupils can be helped at an early stage and difficulties are dealt with before they grow. Parents are involved at an early stage if their child has problems in school. In class, pupils have regular opportunities to discuss matters that concern their personal and social development.
33. Effective procedures to reward good work, behaviour and attendance encourage pupils to do their best. Procedures to counter any oppressive behaviour and bullying are robust and pupils know that any such incidents should be reported. The large majority of pupils say that they know an adult they would turn to if they were worried.
34. Pupils know that their views matter and are taken seriously. The weekly meeting of the school council and the class councils provide a forum for pupils to express any ideas, concerns and comments on any aspect of the school's provision. Pupils contribute to their individual records of achievement and, at the end of the year, assess their own strengths and weaknesses so that they can set themselves general targets for the future.

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

The school has a **satisfactory** partnership with its parents. Links with the community and other schools are **good**. Courses for parents are provided in school, which help them to work in closer partnership with the school by supporting their children's learning at home.

- **Main strengths and weaknesses**

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- The information for parents about the school and about pupils' standards of progress is very good.
- The school responds well to parents' questions or concerns and has good procedures to include parents in decisions affecting their children's education and well being.
- Good quality courses are provided for parents as part of the Sure Start programme.
- A significant number of parents do not co-operate with the school by supporting their children's learning at home.
- The school has good links with the community and with other schools and colleges.

### **Commentary**

35. The quality of information provided for parents is very good. The school provides very useful 'Welcome' booklets for the parents of children in each class, which include the topics to be studied. End of year reports and consultation evenings give parents a clear account of what their children have studied and how well they have worked. Admission procedures, which are good, enable pupils to settle quickly in school.
36. Parents are involved at an early stage in any action to provide for their children's educational or personal needs and invited to all review meetings and any interim meetings. All teachers are readily accessible to any parent who has specific concerns or questions. The large majority of parents say that they feel comfortable about approaching the school. The school has sent a questionnaire to seek parents' views and has taken action in response to suggestions.
37. A few parents provide much valued help in school and some have subsequently joined the staff as classroom assistants. Some parents support their children's learning at home very well but a significant number of pupils do not have the support that they need at home to enable them to make their best progress.
38. The school has good links with the local community. The school premises are used for pre-school and holiday projects. Pupils' personal and social education benefits from resources provided by an anti-drugs foundation and books from a multi-national company. A local team provides football coaching and Year 5 and 6 pupils benefit from basketball coaching. Year 6 pupils take part in an annual technology challenge organised by a local business enterprise.
39. Governors provide good links with the church and with local schools and colleges. The effective links with the local secondary school provide opportunities for staff to liaise with secondary colleagues to provide pupils with a good start in their secondary education. The school has offered work experience placements for students from University and college courses.

### **Educational support programmes for parents.**

40. Through the 'Sure Start' programme courses are provided for parents in behaviour management, literacy and numeracy. These are of good quality, with some parents taking advantage of all courses and moving on to follow courses in running creches. Parents spoken to felt they had learned much from these courses and this helped them to support their children's learning at home.

## LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory** overall and have promoted satisfactory improvement since the previous inspection. The school is led satisfactorily by the headteacher. The leadership of other senior staff in improving provision in the Foundation Stage, in English, mathematics, science and assessment is good. There is a range of satisfactory management structures and procedures to underpin the work of the school. The governance of the school is sound and the governing body fulfils its statutory duties well.

### Main strengths and weaknesses

- The pastoral leadership of the headteacher is good.
- An effective staff team has been created.
- Key staff show good leadership with a clear commitment to raising academic standards and improving the curriculum.
- The provision for pupils with special educational needs and for Travellers is well led and managed.
- Some senior staff have very heavy workloads.
- The roles of some subject co-ordinators are insufficiently developed.

### Commentary

41. After an extended period of staff change, the headteacher has successfully established a united staff team who are committed to making good provision for the all round development of pupils. The headteacher has a clear focus on pupils' personal welfare and development and this is reflected in the caring ethos established. Pupils are valued and their successes are celebrated in many attractive displays that raise self-esteem and promote a positive learning environment. The school is totally committed to ensuring that all pupils take a full part in all activities. The leadership of the provision for those pupils with special educational needs and for Travellers is good and ensures that these pupils are supported well in lessons. There is good liaison with external agencies, which provide additional support and guidance and together with the school help these pupils to achieve well.
42. All staff other than the headteacher are recent appointments to the school and share a clear commitment to improving provision and raising standards. Senior staff have very heavy workloads, because the headteacher, who is retiring in December 2003, has responsibility for the pastoral care of pupils and delegates responsibility for subjects and some aspects to other staff. This means other senior managers each have more than one subject and an aspect and work very hard to try to ensure that there is good provision in each, with a main focus on English, mathematics, science, special educational needs and assessment. They have shown good leadership in identifying weaknesses in provision and taking steps to remedy them. The special educational needs co-ordinator checks that pupils with statements of their need and Travellers are making good progress and ensures that the conditions, advice and directions within the statements are met and acted upon. The headteacher has checked the overall quality of teaching and learning through lesson observations and examination of pupils' work in previous years and there is a satisfactory timetable established for her work in this area for the current year. However, some key staff have not had sufficient time as yet to carry out their management roles in checking the quality of teaching and learning throughout the school or to evaluate the effectiveness of their initiatives. This is partly due to the high staff turnover and the desire to avoid further disruption for pupils. The roles of some foundation subject co-ordinators are insufficiently developed for them to be able to play a full part in school self-review and evaluation procedures and so influence standards in their subjects. This is because they are new to their roles this term and have concentrated on getting to know their classes first.

43. The school has established a good bank of assessment information over the past year by which it can check the progress of pupils and is now beginning to set targets for improvement linked to teachers' performance. It analyses its performance in the results of national tests in detail and identifies weaknesses in provision. For example, staff have highlighted extended writing and experimental and investigative science as weaker areas and have put effective strategies in place to improve provision and performance. Governors have a clear understanding of the school's strengths and weaknesses in performance and are actively involved in planning for the school's development. They are not afraid to make unpopular decisions, such as when they reduced the level of staffing at the start of the current year, and challenge the school on issues such as behaviour management. The governors fulfil all their statutory responsibilities. The school development plan was recently modified following advice from the local education authority and now provides a clear picture of timescales and progress towards the targets. Overall the day-to-day management of the school is sound and it runs smoothly.

**Financial information for the year April 2002 to March 2003**

Income and expenditure (£)	
Total income	525,548
Total expenditure	520,260
Expenditure per pupil	3,134

Balances (£)	
Balance from previous year	68,346
Balance carried forward to the next	86,184

44. The management of the school's finances is sound and the previously large reserve has now been used effectively to benefit pupils. The school has an above average income and costs per pupil are higher than in most schools. This is because of extra grants the school attracts to support specific groups of pupils, such as Travellers, and money is spent wisely on extra staffing to support their needs effectively. The school makes satisfactory arrangements to consult and inform parents. Overall, in view of the satisfactory and improving provision and achievement of pupils, the school gives satisfactory value for money.

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

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

Provision in the Foundation Stage is good. This is a significant improvement since the previous inspection.

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

- Teaching and learning are good overall.
- The foundation stage is well led and managed.
- The good quality and range of practical activities planned in the curriculum support learning well.
- The good accommodation has a positive impact on the children's progress.
- There are insufficient attractive resources in some areas of learning.
- The planning across the areas of learning is inconsistent.

#### **Commentary**

45. The children are admitted into the reception class in September following their fourth birthday. Assessments soon after they are admitted show attainment to be well below that expected for their age, especially in their language and numeracy skills, which for many are at a low level. Attainment on entry has declined since the previous inspection. The children achieve well in all areas of learning and a few are on course to reach the goals expected by the end of the academic year. The significant majority, however, are unlikely to reach all the expected goals, especially in literacy and numeracy and overall standards are below average in all areas of learning and well below in literacy because of the low attainment on entry.
46. Teaching is good overall, with effective links made between the areas of learning. The staff work cohesively together as a team to ensure all children are well supported and fully included in all activities as far as possible. Children with special educational needs and Travellers' children are well supported, not only by teaching assistants, but also by external agencies, for example by speech therapists. The staff manage the children well and often adapt their teaching according to concentration levels, choosing activities that interest the children and which motivate them to want to learn. Activities in literacy and numeracy are planned well, but in other areas of learning lack information as to the purpose. Frequent assessments of the children's attainment and progress are recorded on post-it notes and transferred to individual records at frequent intervals.

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

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

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

- The consistency in expectations and good role models set by all staff.
- The emphasis on developing the children's self-esteem and independence.
- The behaviour management strategies are effective in helping the children settle into school routines.
- Not all children are happy to come to school.

## Commentary

47. Much emphasis is placed on developing the children's personal skills through careful observation and assessment of their progress. A sense of community is developing among the large majority of children, where each child is treated as a valued member. The rewarding of children's efforts is a key feature in the work of all staff, helping to sustain children's concentration, which for many is limited, and make sure that children do their best and achieve well. Most children are now beginning to understand that good behaviour is expected and the staff sensitively and calmly manage disruptive behaviour and help the children understand why it is not acceptable. Some are beginning to show independence in moving around different activities, completing one successfully before moving on. Others lack concentration and flit from one activity to another when not working with an adult. The good range of well-organised practical activities effectively encourages the children to take turns, share fairly and learn to work with each other. The children's enjoyment of activities out of doors, such as painting the garden shed and raking up leaves was evident from their chatter and participation.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- Secure understanding of how to teach early skills in reading and writing.
- The strong emphasis on developing the children's speaking and listening skills.
- The development of children's writing through purposeful tasks.
- There are insufficient attractive resources to enthuse and interest the children.

## Commentary

48. The children show interest in sharing books and discussing events in stories through the pictures. They are beginning to recognise and write a few letter sounds and apply their knowledge in games such as 'I spy'. Some children have difficulty in remembering sounds they have learned previously and so much reinforcement is carefully planned through group activities led by an adult. This gives all children short periods of intensive teaching, which is further reinforced through a choice of activities. The staff skilfully help the children to extend their range of vocabulary by using and talking about unfamiliar words. The staff are sensitive to those reluctant to speak in a group. Spoken language is central to most activities, when children are encouraged to offer contributions and so increase their ability to express their feelings and ideas. Speech therapy is provided in school for those in need, giving valuable support and helping these children make good progress towards their targets. Most children generally enjoy the activities, which are closely matched to their levels of attainment. The children have learned how to form some letters correctly and a few are beginning to copy their names. Effective use is made of computer programs to support letter formation and recognition. A writing table is available, but very few children choose to use it as yet, as they are not confident in attempting to write letters unaided.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- The range of interesting ways in which counting skills are developed.
- All opportunities are taken at other times to count the number of children or of objects and so develop the children's counting skills.

## Commentary

49. The teaching of mathematics through practical activities is the key factor in the children's good achievement. Basic skills in counting are low on entry, but through frequent opportunities, such as counting those having school dinners or packed lunches, or singing number songs and rhymes, the children soon join in. Interesting activities, such as dressing the class toys in bead necklaces, encourages individual children to count the number of beads and then for the more able to try and identify the correct numeral. Few children are currently at the stage of recognising numerals. The class teacher has made good quality resources to support the children's development of skills, but there are insufficient for children to work independently.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- The activities set cater well for the needs of all children.
- Effective links are made with communication, language and literacy and mathematics.
- The purpose of activities is not clear in the planning.

## Commentary

50. When children start school, many have very limited knowledge of the world around them. An interesting and wide range of activities is planned to develop this knowledge, often through practical experiences. The children develop confidence, self-esteem and interest to talk about their world through opportunities to play with toys and participate in role-play. Much learning is through investigation, exploration and through visits, such as the autumn walk in the local area. Through first hand observations the children learned about changes in autumn. Having read the story of 'Mrs Wishy Washy', the children pretended to be Mrs Wishy Washy cleaning the mud off her animals. The teaching assistant talked to the children about the story, helping them to sequence events in the right order. The planning in this area of learning does not show what the children are expected to learn, which makes assessing their attainment more difficult.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

### Main strengths and weaknesses

- Outdoor provision is good and helps the children to learn.
- Lessons in the hall provide good opportunities to develop physical skills.
- Examples of good quality intervention, but some opportunities were missed.

## Commentary

51. The children's physical skills develop well because they have access to a good range of resources, both indoors and out. The outdoor area, a significant improvement since the previous inspection, is used well. Resources such as large wheeled toys, gardening tools and smaller equipment, such as balls and Frisbees, stimulate and challenge the children to try new skills. The children enjoy outdoor play because the activities are varied; using paint rollers to paint the shed, for example, was very popular. There is much enthusiasm as children negotiate pathways on tricycles and good interaction from an adult, acting as an

elderly grandma crossing the road, furthered the children's learning about families. The staff have a good eye to safety and deploy themselves well to ensure they have sight of all children. When using the hall for physical activities, the children became over excited, with several refusing to obey the teacher's instructions. The children were rightly taken back to the classroom in the interests of safety and in reinforcing expectations of behaviour. Many of the children still struggle when using scissors and in gripping pencils and crayons firmly when writing or colouring. Planning often describes the activities provided, but not what skills the children are expected to develop.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**

### **Main strengths and weaknesses**

- The good range of opportunities to develop creativity.

### **Commentary**

52. The children enjoy joining in role play activities, when they pretend to be who they want to be, such as a crossing patrol warden, controlling the children riding on tricycles, or their parents when using paint rollers, or dressing up to go to parties. The children also enjoy music and rhymes, which are a part of daily routines. Many carefully prepared experiences allow the children to explore colour and texture, for example, when they print autumn pictures using leaves, and create a mobile of fish under the sea. As part of their topic on homes and families, the children develop their creative skills when making houses from cardboard boxes and other materials cut and glued together. The skills to be developed from activities are not always clear from the planning.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision in English is **satisfactory** and is improving as new policies and procedures are beginning to have an impact on achievement. Overall, the quality of the teaching and the work planned for pupils is sound and ensures that they achieve satisfactorily overall. Standards are higher than they were at the time of the previous inspection and progress in Years 3 to 6 has improved and is now satisfactory.

### **Main strengths and weaknesses**

- Pupils achieve well in reading.
- The quality of teaching and learning in Years 2 and 6 is good.
- Standards in writing are below average.
- Marking gives pupils a clear picture of how well they are doing and what they have to do to improve.
- Leadership of the subject is good but the co-ordinator does not have sufficient time to check the quality of teaching and learning.

### **Commentary**

53. Standards in English are below average in both Years 2 and 6. Pupils' achievement, however, is satisfactory overall. Assessment information shows that in writing, there has been some underachievement among the current Year 6 pupils in previous years. This has been identified and remedied and standards are rising as a result of the focus on improving

the quality of teaching and learning. The overall improvement shown is a credit to the school in view of the recent turbulence in staffing and the declining standards in literacy on entry. It is not yet reflected fully in the results of national tests, where standards are usually well below average and below those of similar schools. Throughout the school, higher standards in reading are compensating for lower standards in writing. Results of national tests at the end of Year 2 show that girls achieve better than boys but by the end of Year 6 both achieve at similar levels.

54. Standards in reading are currently average at the end of both Years 2 and 6 and pupils achieve well from a low starting point. This is because of consistently good teaching, supported well by a sound range of attractive and good quality books, which promote enjoyment of books and reading. Pupils select their own books from a structured selection, learning to discriminate in their choices; older pupils develop preferences for the work of certain authors and styles of books, discussing their preferences with confidence. For example, some prefer mystery or humorous stories, whilst others enjoy the works of Dick King Smith and Jacqueline Wilson. Pupils are encouraged to read with parents and carers at home to help them to learn; whilst many parents provide good support a significant minority does not.
55. Pupils' skills in speaking and listening are below average in Year 2 but are close to average by Year 6. Throughout the school most listen with interest to what their teachers have to say but a few find it hard to maintain concentration throughout a full lesson, which slows their own learning. By Year 2, most pupils speak in simple sentences and develop appropriate confidence in speaking aloud in whole class sessions. They build on this satisfactorily in Years 3 to 6 as teachers try to ensure that pupils understand new vocabulary in each subject, pronouncing words clearly and explaining meanings. Whilst pupils mainly explain their work satisfactorily in lessons, they do not use a wide range of descriptive vocabulary. This affects the quality of their writing, which is below average. Pupils in Year 2 are making good progress and achieving well, although a large group of lower attaining pupils find it hard to write at sufficient length. Pupils benefit from good teaching of basic literacy skills, such as spelling and punctuation and write for a sound range of real purposes; for example, they write instructions to tell others how to make puppets. Pupils in Year 6 have not benefited sufficiently from a systematic approach to teaching of the basic skills in the past and their standards of spelling and punctuation are not good enough. For example, some do not understand common spelling and punctuation rules, such as: dropping the 'e' at the end of a word before adding 'ing' and spell 'writing' as 'writeing'; failing to use capital letters at the beginning of sentences.
56. Standards are now improving because of good teaching in Years 2 and 6 and in many lessons throughout the school. Teachers use the new bank of assessment information well to identify groups of pupils for specific support and provide work that closely matches the needs of each group. A new system to target specific pupils across all of Years 3 to 6 once a week, by grouping them together on the basis of prior attainment, is helping teachers to focus well on building on writing skills and promoting better progress for all groups of pupils. Pupils with special educational needs are supported well, often working in small groups with additional help from teaching assistants. Staff provide well planned work for Traveller children with good support and encouragement from adults, either on a one-to-one basis or within a small group. The additional support from the local authority is of good quality and resources are carefully selected to provide reading material of specific interest to Travellers. Teachers' marking is good; it rewards pupils' successes in a 'bubble' and provides guidance on how to improve in a rectangular 'box'. The school is continuing to target writing for improvement and recently introduced a new system of providing pupils with individual targets, so that they know what they need to do to improve. This is not yet fully embedded in practice in each classroom. Good examples of pupils' writing from each year group are celebrated in displays around the school to provide an inspirational model for others.

57. A new subject co-ordinator has a very clear view of what is needed to improve the subject further. However, the co-ordinator has a very heavy workload and has not been in the school for a term as yet and so has not had sufficient time to check the quality of teaching and learning in all classes or evaluate the effectiveness of new procedures.

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

58. Teachers provide satisfactory opportunities for pupils to use their language and literacy skills in other subjects, although these opportunities are not highlighted in the planning. Whilst pupils' reading skills allow them to access information in books and computers to a satisfactory level, their writing skills are not good enough to help them record work sufficiently well in other subjects and thus consolidate their learning.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Many pupils are beginning to achieve well, particularly in Years 2 and 6 because of good teaching, and standards are rising.
- There is a strong focus on developing pupils' numeracy skills.
- The use of computers in mathematics, and of mathematics in other subjects is under developed.
- There are good systems for assessment and the tracking of pupils' progress.
- The subject is effectively led and change is managed well.
- Pupils are often involved in mathematical investigations.
- There is an occasional unsatisfactory lesson due to insecure subject knowledge.

### **Commentary**

59. Standards in mathematics in both Years 2 and 6 are average. In the 2003 national tests, over three-quarters of the Year 2 pupils and 65 percent of Year 6 pupils reached the expected level. Ten percent of Year 2 pupils together with 12 percent of Year 6 achieved the higher levels. These results must be taken with regard to the low attainment on entry of many of these pupils, together with high numbers of children with special educational needs in some year groups. Overall pupils are making good progress and achieving well; the improving trend is continuing. Pupils with special educational needs and Travellers, well supported by teachers and teaching assistants, achieve as well as their classmates. Although girls do better than boys, this is because of the differences in ability of the gender groups.
60. Since the last inspection, the school has worked hard to raise standards in mathematics, especially in Years 2 and 6. The emphasis has moved from the acquisition of examination techniques to the development of subject knowledge and understanding, and in Year 6, the rising trend in attainment is similar to the national pattern. Most pupils enter the school with below average mathematical understanding but by Year 2 are working within the expected range for their age.
61. There is a strong focus on numeracy skills, which has improved pupils' knowledge and capability. A good balance has been achieved in respect of other mathematical areas. Investigations are part of the teaching and learning process.
62. The quality of teaching is good overall. It is unsatisfactory in Year 5.

Strengths include:

- Carefully planned lessons with clear learning objectives which have a positive effect on pupils' learning and standards;
- Teaching that captures pupils' interest and enthusiasm;
- Good examples of the correct use of mathematical vocabulary;
- The good explanation of methods of calculation (Year 2);
- Teaching assistants are well briefed and effectively lead group or specific tasks;
- Questioning is used well to check pupils' understanding and advance their thinking;
- Clear explanations ensure all pupils understand how to complete their tasks.

63. Where a lesson is unsatisfactory there is a lack of teacher subject knowledge, that prevents the pupils from building up their understanding. There is no planning for work to challenge and extend the pupils thinking. Occasionally the failure to use the school's routines to support a pupil with special educational needs causes some difficulties in keeping the pupil on task.
64. Adoption of the National Strategy as the basis for planning in the subject has made significant contributions to the rise in standards. Marking is informative and consistent and the recent introduction of a whole school assessment and tracking system is beginning to inform the teachers' planning, enabling them to pitch their lessons at challenging levels. A regular pattern of monitoring arrangements has recently been established and the availability of useful visual resources helps pupils with special educational needs to identify patterns and solve problems. The strong leadership of the subject co-ordinator and the supporting role of the deputy head teacher are key elements in the subject's improvement. Almost all of the pupils in the current Year 6 are in line to achieve the expected level by the end of the current academic year with one pupil in five already working at the higher level.

### **Mathematics across the curriculum**

65. Pupils use tables and graphs to record and analyse data in science, or as part of a mathematics topic. There was little evidence of pupils' work in geography, history or design and technology, but discussions with pupils indicate numeracy skills are used in these subjects, but there is room for further systematic development of numeracy skills through other subjects.

### **SCIENCE**

Provision in science is **satisfactory**.

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

- There is a strong emphasis on developing pupils' investigative skills.
- There is some very good teaching and learning.
- The subject is well led and managed.
- Standards although rising are still below average.
- Information and communication technology is not used sufficiently to support pupils' learning.

#### **Commentary**

66. The results of national tests in Year 6 in recent years show pupils' attainment to be well below the national average and the average for similar schools. Lesson observations and discussions with pupils show standards are higher than the test results indicate. In a discussion with Year 6 pupils, for example, they explained clearly how to separate a mixture of salt and sand and used correct vocabulary such as 'filtering' and 'evaporating'. Because pupils' writing skills are weak, however, they struggle to record all they know. Lesson observations and scrutiny of their work show the proportion on course to reach the expected level by the end of the year is broadly average, but because there are few higher attaining

pupils overall attainment is below average. Standards at the end of Year 2 are also below average for the same reason, although pupils' attainment in the lesson seen was broadly average for their age. They understand that electricity is a source of power which makes many appliances work. Travellers and pupils with special educational needs are well supported by teaching assistants, fully included in lessons and make similar progress to their peers.

67. The new subject co-ordinator is a subject specialist and has already made significant improvements in the provision and is leading by example in teaching investigative skills effectively through well-planned lessons. Other teachers have been provided with guidelines to help pupils plan their investigations and so a more consistent, practical approach is now in use throughout the school. However, the co-ordinator has only had one opportunity to monitor the success of the planning sheets to date. The pupils enjoy their lessons more, evident in Year 2 when pupils were investigating how to make an electrical circuit. First attempts were unsuccessful so before the pupils went out to play the teacher gathered them together in a circle linking arms to represent electricity travelling along wires. The pupils were challenged to think what would happen to the power source if the circle was broken up and to apply this to making their circuit. On returning from play, pupils soon began to experience success and the bulbs lit up, as the circuits were completed. The subject co-ordinator found gaps in pupils' knowledge from analysing their performance in national tests and those aspects were being taught during the inspection, showing the information is being used. All classes have clear targets for improvement displayed and these are often referred to in lessons to focus pupils' attention on what they need to do to improve.
68. Teaching and learning are satisfactory overall, but there is good teaching in Year 2 and an example of very good teaching in the mixed Year 3 and 4 class. The very good lesson on conductors and insulators resulted from the teacher's good subject knowledge and understanding of the process of science. Pupils were encouraged to share predictions as to the outcomes, which they then tested out. This gave the pupils the confidence to try for themselves. Good opportunities for speaking and listening were provided as pupils worked in groups to make predictions and discuss their findings. Teaching assistants were well deployed to support groups in explaining their findings and recording them. Pupils' interest was sustained well throughout the lesson and attainment was above that expected for pupils of this age. Where teaching is only satisfactory this is because the lessons last for the whole afternoon and once pupils have completed their investigation in the first part of the afternoon, they lose interest towards the end. Pupils expressed a desire for two shorter lessons. A strength in the teaching throughout is in the marking of pupils' work, which contains helpful comments. Insufficient use is made of computers to record and present findings from investigations, with no examples seen in the scrutiny of work or in the portfolio of examples of work. Improvement since the previous inspection has been satisfactory, with the school now well placed to make further improvement.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- There have been recent improvements in subject documentation;
- Procedures for monitoring and evaluating provision and standards in ICT have been established;
- ICT is not used consistently to support learning in other subjects.

## **Commentary**

69. By Year 6, pupils' ICT skills are average. Discussions with pupils, the analysis of their work displayed around the school and the recently established portfolio of pupils' work indicate that they make steady progress in all aspects of the subject. There has been a good improvement since the last inspection when standards were below expected levels and the subject failed to meet statutory requirements. Pupils now have regular access to modern machines and satisfactory use is made of the computer suite.
70. The use of national guidelines as the basis for a scheme of work ensures that all pupils experience the full National Curriculum programme of study and statutory requirements are met. Examples of pupils' work show that they are learning to use ICT for word-processing, graphics, data handling and to access the Internet as well as for controlling, monitoring and modelling. The assessment procedures for the subject are straightforward, efficient and accurate. They follow national guidance and provide secure evidence that many pupils are achieving at the levels expected for their ages. Whilst conversations with pupils confirm that classroom computers are used regularly, these computers were rarely observed being used by pupils during the inspection. The school is currently preparing to network these machines with the ICT suite. No direct teaching of information and communication technology was seen during the inspection, but conversations with pupils and examples of their work show that they are confident in accessing the Internet for research into the earth and the solar system in Year 6. Year 5 pupils input information onto databases successfully, and then re-assemble the information into bar graphs and pie charts to evaluate it. All pupils use word processing techniques successfully to record written and factual information. The oldest pupils use 'text boxes' effectively to accompany illustrations as they prepare multi-media presentations. Pupils in the infants are introduced to modelling as they 'dress Teddy'. All use picture graphics and tool bar techniques successfully to create images and aesthetic artistic patterns.
71. Recent initiatives led by the subject co-ordinator ensured that the key issues from the previous inspection have been dealt with. Procedures for assessing pupils' progress are now in place and they have been taught to save their work onto class directories, thereby enabling the subject co-ordinator to evaluate satisfactorily the experiences the pupils receive and their levels of competence.

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

72. During the inspection little use was seen of ICT in lessons. The oldest pupils used the classroom computer during the week to revisit their work in mathematics on 'The Four quadrants'. There were sound links with mathematics when pupils used data handling applications to create bar charts and sensing devices are used in science to record changes in temperature to investigate the insulation qualities of various materials. Each classroom computer base has relevant software for use in almost all subjects. During the inspection they were used, but not seen by inspectors, and there was no evidence in the work scrutinised of ICT being used in science, religious education, geography or history.

## **HUMANITIES**

### **History and geography**

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

- Standards are below average in Year 6.

## Commentary

73. Work was sampled in **history** and **geography**, with only two lessons seen in geography and none in history. It is therefore not possible to form an overall judgement about provision in these subjects. Examination of a very limited range of pupils' written work and discussion with Year 6 pupils indicate that standards are broadly average in Year 2 and below average in Year 6. This is a similar situation in history to that at the time of the previous inspection, but represents a decline in geography in Year 6. Pupils in Year 6 express a lack of interest in both subjects, although they enjoy the visits, which make their work more interesting and relevant.
74. In both subjects, the planned curriculum matches the requirements of the National Curriculum but pupils in Year 6 have only superficial knowledge of topics studied previously, such as the physical features of rivers and life in the time of the Victorians. For example, Year 6 pupils talk about toys in the Victorian era but know very little about the development of industry and inventions that still affect our lives today, such as the railways. In geography, mapping skills are insufficiently developed, with some pupils drawing pictures rather than geographical symbols on their maps and not applying grid references. This, combined with the very limited range of recorded work, indicates that not enough time has been spent teaching the subjects in sufficient depth.
75. A new co-ordinator for the subjects has begun to improve provision but has a very heavy workload and has not as yet had time to check the quality of teaching and learning throughout the school. The co-ordinator has begun to compile portfolios of work in each subject to help teachers in planning for more progressive development of skills and knowledge, but further time is needed to complete this work.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory** and meets the requirements of the locally agreed syllabus.

### Main strengths and weaknesses

- Knowledge and understanding of world faiths are below average in Year 6.
- There are no assessment procedures and no system of checking the quality of teaching and learning.
- Good links are made with other subjects.

## Commentary

76. Standards of attainment seen during the inspection are in line with expectations of the locally agreed syllabus at Year 2, as they were at the time of the last inspection. However, they are below average in Year 6 and pupils have not learned enough over their time in Years 3 to 6. Only two lessons were observed, in Years 1 and 2, and there was limited written work to examine. Pupils' writing skills are weak and their recording of work is often very brief and of poor quality. Discussions held with pupils in Year 6 showed that they have satisfactory knowledge of Christianity but are confused about other world faiths. Pupils in Year 6 show they do know that faith gives us rules for life, such as through the ten commandments but few understand the similarities between faiths, such as by comparing the stories of creation or customs such as fasting in Lent and Ramadan.
77. In both lessons seen, teaching was satisfactory, and pupils gained satisfactory understanding of Hinduism and Christianity. Role-play was used well in one lesson to bring learning to life and this consolidated pupils' learning of the story of Rama and Sita well. Much work is oral and there are too few opportunities for pupils to develop their literacy skills and consolidate learning through writing. There are good examples of links with other subjects,

such as art and design. For example, pupils drew good pencil pictures of the exterior of York Minster following a visit.

78. A new subject co-ordinator has recognised shortcomings in provision and rectified planning so that the requirements of the syllabus are met. Current timetables indicate that enough time is currently devoted to the subject but the amount of written work completed and the superficial depth of older pupils' knowledge and understanding are not enough to show that this has previously been the case. The co-ordinator has not yet had any opportunities to check the quality of teaching and learning to enable her to have a clear picture of standards across the school. She has begun to compile a portfolio of pupils' work to support teachers in improving provision. Assessment procedures are under-developed but a recent training course has provided the subject leader with a good basis to develop a new system.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

### **Design and technology**

Only one lesson was seen and so secure judgements on provision, teaching and standards cannot be made.

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

- Good links to work in other subjects.

#### **Commentary**

79. Close scrutiny of pupils' work on display showed that they are gaining experience of a satisfactory range of materials and techniques and developing the expected subject skills through designing and making a variety of products. Infant pupils' work included delightfully decorated glove puppets constructed according to the format of their detailed designs.
80. In Years 3 and 4 pupils are currently designing torches, identifying the materials they require, prior to becoming involved in their assembly. This is a good example of effective curriculum planning since it allows pupils to apply their recently acquired knowledge and skills relating to battery-driven electrical circuits. In the one lesson observed teaching was satisfactory. Pupils investigated the properties of cam mechanisms prior to using this technology to change circular into linear motion. They were experimenting successfully with ways to secure the cams to the axle and designing ways to keep the camshaft connected with the cam mechanism. The oldest pupils had successfully assembled various vehicles from construction kits carefully following their original designs. They had produced detailed design plans and their working models, some of which were powered by battery driven circuitry, indicated good knowledge of the potential of the more advanced construction kits used. The findings of the previous report have successfully been maintained.

### **Art and design**

Provision in art and design is **good**.

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

- Above average standards in Year 2 and Year 6.
- The wide range of experiences and materials provided.
- Pupils' work is valued and displayed attractively throughout the school.
- Pupils' knowledge of famous artists is limited.

## Commentary

81. Standards are above average in Years 2 and 6. Sufficient time is allocated to teaching skills and techniques using a wide range of materials and pupils achieve well, including those with special educational needs and travellers. In the lesson seen in Year 2, pupils were interested, enjoyed the activities and worked hard to complete their work. Painting skills are taught well and pupils explored the different shades of colours they could make before starting to create their own Rangoli pattern. Pictures painted following a visit from the fire service show close attention to detail, and the fire engines show good shape and proportion. Fabric pictures of autumn leaves and feathers show good use of colour and added texture from sewing stitches to add the leaf veins. The portfolio of work from Years 3 to 6 shows pupils continue to develop their observational skills with pencil sketches of good quality and careful shading showing the effect of light on the objects drawn. Techniques such as smudging pastels enabled pupils to create eye-catching pictures of a sunset at sea. Work with textiles shows further use of embroidery stitches to enhance their work and drawings show increasing accuracy in representing what they see, through close attention to detail. In discussions with pupils their knowledge of famous artists and the different techniques used was limited. Assessment procedures are in the very early stages of development as the subject co-ordinator is very new to the post and has had little time to influence developments. Standards have been maintained since the previous inspection and some good cross-curricular links are starting to develop.

## Music

Provision in music is **satisfactory**.

### Main strengths and weaknesses

- A good range of extra-curricular provision is available.
- Pupils have limited knowledge of famous composers.

## Commentary

82. Standards are broadly average at the end of Years 2 and 6 and have been maintained since the previous inspection. Pupils' achievement is satisfactory, although some of those receiving instrumental tuition achieve well. Only singing and extra-curricular activities were observed during the inspection, but discussions with pupils revealed all aspects of the subject are taught. Pupils enjoy music and sing enthusiastically when rehearsing for major concerts and for Christmas productions. They are willing to practise in order to improve their performance and teachers emphasise the need for good posture and breathing when singing. The teaching in the lessons seen was satisfactory. Infant pupils sing unaccompanied making good attempts to sing in tune, while junior pupils were accompanied by pre-recorded music, which supported them well, when singing some difficult songs. Discussions with pupils revealed limited knowledge of famous composers and their works, although music is played at the beginning and end of school assemblies and the composer and title of the piece of music displayed. The school choir has over forty members and a good mix of boys and girls. The subject is satisfactorily led and managed, the co-ordinator successfully maintaining the interest of older pupils.

## Physical education

Only three lessons were seen, two in infant classes and one in Year 6. It is, therefore, not possible to make secure judgements about the overall provision. In the lessons seen teaching was good.

### Main strengths and weaknesses

- Very good teaching of skills in football.

### **Commentary**

83. Very good use is made of the coaching services of Doncaster Football Club enabling all pupils in the infants to develop good basic skills in controlling a football, receiving it and then passing it accurately to a team mate. They enjoy these lessons and try hard to improve their skills. They apply these skills enthusiastically in small team football matches working hard but playing fairly to win the game. Year 6 pupils enjoy their gymnastics lessons. They confidently build up their repertoire of movements to include precision in stretching and holding symmetrical balances. Good teaching ensures that the pace is brisk, with the pupils challenged to include asymmetrical balances in their repertoires, which extend to high and low levels. Pupils are keen to demonstrate their repertoires, and this keenness is skilfully used by the teacher to encourage the pupils' self-evaluation of their performance.
84. From viewing the planning, and discussions with pupils, it is evident that all aspects of the subject including outdoor and adventurous activities are regularly taught. The standards of swimming by the end of Year 5 are good because these pupils have benefited from regular sessions at the swimming baths. The weakness in the teaching of games skills noted in the previous inspection report has been remedied.

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

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

### **Main strengths and weaknesses**

- There is good provision for sex and drugs education.
- Staff from the local education authority make very good contributions to pupils' personal and social development.
- Citizenship and personal responsibility are taught well.

### **Commentary**

85. Effective arrangements are in place for pupils to learn about sex education and become aware of the advantages of the use of drugs and medicines and the dangers of drug misuse. Representatives from outside agencies, such as the police and the health authority, contribute well to these initiatives. Circle time is fully introduced and all classes benefit from the strategy to help them appreciate the need for rules and develop interpersonal skills and gain strategies for dealing with difficult situations. The organisation of the class council and the pupil school council gives children valuable insights into the notion of citizenship and responsibility. Various professionals support the school well to help the pupils deal with bullying incidents. Friendship groups meet regularly to discuss issues that concern them, thereby developing their own confidence and self-esteem. Other individual meetings between these professionals and small groups of pupils or individuals help them to develop strategies for coping in class or to overcome concerns, for example, the forthcoming transfer to the local secondary school.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>5</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>4</b>
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	3
The effectiveness of management	4

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