

INSPECTION REPORT

SCAWSBY ROSEDALE PRIMARY SCHOOL

Scawsby, Doncaster

LEA area: Doncaster

Unique reference number: 106721

Headteacher: Mrs H Bellinger

Lead inspector: Mr Stephen Lake

Dates of inspection: 9th – 11th March 2004

Inspection number: 260772

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	258
School address:	Emley Drive Scawsby Doncaster South Yorkshire
Postcode:	DN5 8RL
Telephone number:	01302 784098
Fax number:	01302 391656
Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Carling
Date of previous inspection:	19 th October 1998

CHARACTERISTICS OF THE SCHOOL

This is a larger than average size school set on the outskirts of Doncaster. It has a part time nursery catering for 16 full time equivalent children (32 part-time). The background of the pupils is almost entirely white British background with three pupils from families who are refugees or asylum seekers. Two of these pupils are at an early stage of language acquisition. This number is below average. There are 18 pupils on the school's register of special educational needs with two pupils having statements of special educational need. This is below average. The additional needs of these pupils are diverse. Three have moderate learning difficulties, two are autistic and two have emotional and social difficulties. The remainder have specific difficulties. The number of pupils entitled to free school meals is broadly average.

A number of significant changes have taken place during this school year. A new headteacher and acting deputy took up post in January and many governors are new. The chair of governors is new to the post. Mobility is broadly average but the 2003 Year 6 cohort had 25 per cent mobility between Year 2 and Year 6. Many of the pupils who moved in had attained lower results in the Key Stage 1 national assessments than those that moved out. This affected the performance of the school in the 2003 national assessments.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22191	Stephen Lake	Lead inspector	Mathematics Information and communication technology
11392	Terry Heppenstall	Lay inspector	
32103	Jane Wheatley	Team inspector	English History Geography Religious education
24031	Iris Idle	Team inspector	Science Art and design Design and technology Music Physical education
20815	Patricia English	Team inspector	Foundation stage

The inspection contractor was:

Parkman Ltd in association with *PkR*
 35 Trewartha Park
 Weston-Super-Mare
 North Somerset
 BS23 2RT

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	8
Standards achieved in areas of learning and subjects	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	11
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	15
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	28

PART A: SUMMARY OF THE REPORT

This is a good and **effective** school that gives good value for money. After coasting for several years it is improving rapidly under the good leadership and management of the new headteacher and management team. The quality of teaching is good and pupils learn well. The many new governors are learning their role quickly ensuring that governance is satisfactory.

The school's main strengths and weaknesses are:

- Standards are above average in English and mathematics at age eleven and well above average in art and pupils achieve well by the time they leave the school at age eleven.
- Children in the Foundation Stage achieve well.
- Standards in mathematics and information and communication technology, although improved, are below average at age seven.
- Standards in science have fallen for several years at age eleven and, although average, are not as good as those in English and mathematics.
- The new headteacher has a very clear vision of where the school should be and very high aspirations for the pupils.
- The leadership and management are good.
- The overall good quality teaching ensures good learning.
- Provision for pupils with special educational needs is good.
- The governing body, although improving its role rapidly, does not have sufficiently systematic or rigorous procedures for finding out the strengths and weaknesses of the school.
- Attendance is unsatisfactory but is improving significantly as a result of the action initiated by the new headteacher.
- The governors' annual report does not meet statutory requirements
- The school cares for pupils well and links with parents are very good

Improvement since the last inspection is satisfactory overall. Standards in English and mathematics are similar to those at the last inspection at age eleven. Standards are lower in science and in mathematics at age seven. Standards in information and communication technology and art are significantly higher than at the time of the last inspection at age eleven. The key issues of the last inspection have been dealt with at least satisfactorily. The curriculum is now satisfactory, the quality of assessment has improved well; the role of the co-ordinators is much stronger and some improvements have been made to the accommodation. The quality of leadership and management is better than at the last inspection. Taking into account the commitment of the new governors and the enthusiasm and skill of the new management team, the school is well placed to bring about further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	B	B	C	C
Mathematics	B	C	E	E
Science	A	B	C	C

*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 only tells part of the picture as the 2003 Year 6 cohort contained a significant number of pupils with special educational needs, some of whom were not present in the school at age seven. This makes the comparison with similar schools appear lower.

The inspection finds that standards on entry to the school are just below average. Children achieve well in the Foundation Stage and standards on entry to Year 1 are broadly average. Pupils are

achieving well in Year 1 but are not achieving well enough in Year 2. Recent changes in Year 2 have improved achievement but this will not be enough to bring standards up to average in all subjects by the end of this year. By the end of Key Stage 1, standards are broadly average in reading and writing but below average in mathematics. Standards in science are broadly average although pupils' knowledge is not as good as their understanding of the investigative process. Standards in ICT are below average and standards in religious education meet the requirements of the Locally Agreed Syllabus for religious education.

By the end of Key Stage 2, standards are well above average in art, above average in English and mathematics and average in science and ICT. Standards in religious education meet the requirements of the Locally Agreed Syllabus for religious education. Overall, pupils are achieving **well** from their entry into the school until the end of Key Stage 2 and very well in art. Achievement in science is satisfactory at Key Stage 2 and not good enough in comparison to the achievement in other subjects. Pupils with special educational needs achieve well in relation to the targets set for them. Pupils' spiritual, moral, social and cultural development is **good** overall and as a result, behaviour is satisfactory and pupils have good attitudes to work.

QUALITY OF EDUCATION

The quality of education is **good** overall. The quality of teaching is **good**. The curriculum is satisfactory and the enrichment of the curriculum through extra-curricular activities is good. The care, support and guidance for pupils are good and the links with parents and the community are very good. The accommodation is satisfactory overall although the distance between the two sections of the school and the cost of managing two sites are a difficulty for the school.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is **good**. The headteacher has a very clear educational vision and very high aspirations for the pupils. She is supported well by the acting deputy headteacher. Most subjects and areas are managed well. The governance of the school is satisfactory although the high percentage of new governors means that new procedures are being established in some areas of governance. Most statutory requirements are met but the governors' annual report does not include all required information.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think very highly of the school and support it very well. Most pupils have a very good opinion of the school and contribute well to the life of the school.

IMPROVEMENTS NEEDED

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

- Improve standards in mathematics and ICT at age seven and raise standards in science at age eleven to match those in English and mathematics.
- Improve the procedures for informing governors of the strengths and weaknesses of the school
- Maintain the efforts to improve attendance.

To meet statutory requirements

- Ensure that all required information is included in the governors' annual report to parents.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards of attainment are **above average** overall at age eleven and pupils achieve **well**.

Main strengths and weaknesses

- Standards are above average in English and mathematics and well above average in art by age eleven.
- Standards are below average in mathematics and ICT at age seven.
- Achievement overall is good.
- Pupils with special educational needs achieve well.

Commentary

1. The results of the 2003 national assessments were well below average in mathematics at age seven and age eleven. Standards had been falling in science for three years and overall standards in the 2003 assessments showed that the school was coasting. The 2003 results were not a totally accurate indication of achievement for that group of pupils as they are based upon attainment of the Year 2 pupils in the school at age seven. However, the group contained a well above average number of pupils with statements of special educational need. Many of these had moved into the school after Year 2 and almost all were boys. The attainment of these pupils at age seven is not taken into account. Nevertheless, analysis of data shows that standards had not risen fast enough over the previous few years. The improvement in the school's results was below the national trend at ages seven and eleven. This underlying trend has been turned around this year as a result of much improved teaching and effective leadership and management. The table below shows the results of the 2003 national assessments for pupils aged seven.

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

Standards in:	School results	National results
reading	16.4 (15.8)	15.7 (15.8)
writing	15.7 (14.3)	14.6 (14.4)
mathematics	15.0 (15.8)	16.3 (16.5)

There 42 pupils in the year group. Figures in brackets are for the previous year.

2. Attainment on entry to the nursery is below average overall as a result of the unsatisfactory skills in communication, language and literacy. Children make good progress in the Foundation Stage and by the time they start compulsory schooling at age five, attainment is broadly average.
3. Achievement in Key Stage 1 is satisfactory overall but there are some inconsistencies. Pupils in Year 1 are achieving well this year but the school's own analysis of attainment shows that pupils in Year 2 have not been achieving well enough especially in mathematics. The good management of the headteacher and acting deputy has changed this situation. Decisive action has already improved the progress that pupils are making in Year 2.
4. The acting deputy has taken over the teaching of Year 2 since half term and achievement has improved significantly as a result of the good teaching. Pupils are attaining satisfactorily in reading and writing and achievement is satisfactory. Attainment is below average in mathematics. This is an improvement from last year when attainment in mathematics was

well below average. In science pupils have a good understanding of the investigative process by the end of Year 2 but their knowledge and understanding is not as good. Overall attainment in science is satisfactory by age seven and pupils achieve satisfactorily.

5. Attainment in ICT is unsatisfactory at age seven. In Year 1 attainment is at least satisfactory with some pupils working above average. However, this strong picture has not been sustained in Year 2. In particular, pupils do not have good enough keyboard skills by the age of seven and this limits the progress that they make. Although achievement is good in Year 1, overall achievement in ICT is unsatisfactory by age seven. Examination of the work of some older pupils shows that the unsatisfactory achievement in ICT at Year 2 has been present for some time. Although significant improvement was noted during the inspection, there is not enough time to bring standards up to average before the end of the year.
6. In all other subjects, where a secure judgement is possible, attainment and achievement are satisfactory by the age of seven.
7. In Key Stage 2 the good teaching is enabling pupils to make good progress. Attainment is above average in English and mathematics and pupils are achieving well. Attainment in science and ICT is average by age eleven and attainment in religious education meets the requirements of the Locally Agreed Syllabus. This is a significant improvement from the results of the 2003 national assessments shown in the table below.

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

Standards in:	School results	National results
English	27.0 (26.6)	26.8 (27.0)
mathematics	25.2 (26.8)	26.8 (26.7)
science	29.1 (29.7)	28.6 (28.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

8. Achievement this year is good overall for all groups of pupils including those with special educational needs. This is due to the very good analysis of data from last year's assessments and good management which has brought about effective action. The support given for all pupils whose attainment was deemed to be below average when they were assessed in Year 5 last year and changes in the way additional support is given in mathematics are responsible for the significant improvements. When the current attainment is compared with that at the time of the last inspection then improvement is satisfactory although standards are lower in science at both key stages and in mathematics at age seven. Part of the drop in science standards is due to the changes in teachers that resulted in the loss of some with specific skills in the teaching of science.
9. A strength of the school is the attainment in art which is well above average at age eleven. Pupils achieve very well in art at Key Stage 2 as a result of the systematic teaching of skills and high expectations of the teachers. It was not possible to make a secure judgement on attainment in other subjects at age eleven.
10. Pupils with special educational needs are supported well throughout the school and this ensures that their achievement matches that of other pupils. Although the 2003 national assessments showed a difference in the attainment of boys and girls, this is no longer the case.

Pupils' attitudes, values and other personal qualities

The development of the pupils' attitudes, values and personal qualities is **good**. Behaviour is **satisfactory**. Pupils like school and respond **well** to the opportunities for them to develop

personally and academically. Attendance is **unsatisfactory** but significant improvements are being made. The provision for pupils' spiritual, moral, social and cultural development is **good**.

Main strengths and weaknesses

- The pupils like school and they have good attitudes to work.
- The pupils' personal development is good.
- There are very good procedures to promote good attendance.
- Attendance is improving.

Commentary

11. The pupils like school and they believe that they make good progress in their lessons. Parents are aware that their children enjoy school. The pupils' attitudes to work are good, for example, there is no shortage of volunteers to contribute in lessons. A similar situation was reported at the previous inspection. Good attitudes make an important contribution to the pupils' progress. The school has a clear set of values and principles that guide pupils in their day-to-day lives. Many opportunities are provided for pupils to develop a sense of empathy with others. The very good work in art develops pupils' expression and creativity.
12. Overall behaviour is satisfactory. Although it is good in most classrooms, some unacceptable behaviour was noted on the playground and in some lessons. Parents and pupils are happy with the standards of behaviour. The good provision for the moral development of pupils is having an effect on behaviour, which is improving. There is widespread agreement among pupils and parents that a new behaviour management initiative, known as Golden Time, has brought about significant improvements. Pupils believe that any incidents of unsatisfactory behaviour are dealt with promptly and effectively by the staff. The pupils are courteous in general and they respect property. However, some pupils have an aggressive manner and there is a noticeable restlessness in some lessons. This affects the ability of all the pupils to learn. Three fixed period exclusions were reported in the year prior to the inspection.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
227	3	0
0	0	0
3	0	0
2	0	0
1	0	0
1	0	0
2	0	0
1	0	0
1	0	0
5	0	0

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

13. The provision for the social development of pupils is good. Pupils respond very well to the opportunities provided by the school to help them mature. There are various opportunities to help around school, such a litter duty and assisting in assembly. Even the youngest pupils carry out tasks confidently. However, the most important examples are the school and class

councils. These allow every pupil to contribute to the school's development. The arrangements are taken seriously and they are very well regarded.

14. The provision for pupils' cultural development is satisfactory with many good initiatives. Pupils are given an awareness of the beliefs and cultural heritage of British culture. Through religious education they are developing a satisfactory understanding of other cultures. In some of their art work pupils learn to respect other cultures, for example, when drawing African masks. However, not enough examples of art from other cultures are shared to develop a much wider appreciation of other cultures.

Authorised absence 2002/2003	
School data	6.3%
National data	5.4 %

Unauthorised absence 2002/2003	
School data	0.0%
National data	0.4%

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

15. Attendance is unsatisfactory when looked at over the last full year but improving. The table above shows attendance in the last full year. Recently introduced measures to monitor and promote good attendance have been very successful. They have produced a significant improvement in the attendance level. Holidays in term time are major factors affecting attendance levels.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good** overall due to the good teaching, good care, support and guidance for pupils, very good links with parents and the community and the satisfactory curriculum.

Teaching and learning

The quality of teaching is **good** overall and pupils learn **well**. The quality of assessment is **good** in most subjects and classes.

Main strengths and weaknesses

- Teaching is consistently good in most year groups including the Foundation Stage.
- Assessment in the core subjects of English and mathematics is good in most classes.
- Pupils are learning well in English, mathematics and art.
- Most Learning Support Assistants (LSAs) make a very good contribution to teaching and learning.

Commentary

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	11 (24%)	20 (44%)	12 (27%)	2 (4%)	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. Teaching in the Foundation Stage is consistently good. Only a small amount of teaching was judged less than good and no teaching was unsatisfactory. This is a key factor in the good progress made by children in the Foundation Stage.
17. School records show that teaching in Key Stage 1 has been inconsistent and pupils have not been learning well enough in mathematics and ICT in Year 2. This resulted in standards in

mathematics being well below average in 2003 and standards in ICT being below average. The situation has changed, as two of three teachers in Key Stage 1 are different from last year. Teaching is now good across the key stage with a significant amount of very good teaching observed. No unsatisfactory teaching was observed. Pupils are learning well but it is not possible for the lost time in mathematics and ICT to be made up by the end of the year. Nevertheless, the good quality learning that is now taking place means that achievement noted in the inspection is good.

18. Teaching in Key Stage 2 is good overall with a high proportion of very good teaching observed. A small amount of unsatisfactory teaching was observed. This was mainly due to unsatisfactory behaviour management and unsatisfactory use of assessment to match work to the needs of the pupils.
19. The good learning that is taking place now across the school is due to the many strengths seen in the teaching. Assessment information is being used well in almost all classes. Clear targets are set for pupils and these are included in the front of the English and mathematics books for pupils in Key Stage 2 or set as class and group targets for pupils in Key Stage 1. Although most marking is good, there are some inconsistencies in Year 3 and this slows progress for some pupils.
20. It is very clear to most pupils what they have to learn and how well they are doing. In English and mathematics assessment information is used well to organise additional teaching in small groups supported well by the LSAs. Pupils make very good progress in some of these groups as a result of the targeted teaching. This is the most significant factor responsible for the improvements noted this year. In contrast, assessment is not used in the same way in science and in this subject achievement in Key Stage 2, although satisfactory, is lower than in English and mathematics. The good assessment procedures have not extended to the Foundation Stage subjects and this is a minor area for development. In the unsatisfactory lessons observed, a major contributory factor to the unsatisfactory learning was the inappropriate match of tasks to the needs of the pupils.
21. The changes in the behaviour policy mean that most teachers manage behaviour well and this is consistent across most classes. Almost all adults have very good relationships with pupils that promote good attitudes to learning. The good behaviour management means that behaviour in classrooms is better than on the playground and the atmosphere in the classroom supports learning well. On the few occasions where behaviour management was not good, this caused the quality of learning to drop off and pupils did not achieve as well as they should.
22. Most teachers use a good range of strategies to motivate and stimulate pupils and this enables effective learning. Resources especially LSAs are used well to support learning in most classes. In many classes teachers and LSAs work very well as a team to support pupils. Many instances were noted of very good support provided to pupils by LSAs enabling pupils with special educational needs to be fully included in lessons. However, a few instances were noted where the contribution made by an LSA was not good enough. In these cases the LSA was often inactive for a significant part of the lesson. These instances are few but significant as this is an expensive resource that used well makes a significant contribution to learning.

The curriculum

The Foundation Stage curriculum provides pupils with a **good** start to their school life. The curriculum for Years 1 to 6 is **satisfactory** and is enriched by a **good** range of extra-curricular activities. There is **good** provision for pupils with special educational needs. The accommodation and resources are **satisfactory**.

Main strengths and weaknesses

- The good curriculum in the Foundation Stage.
- The provision for pupils with special educational needs is good.
- The good range of extra-curricular opportunities, particularly in the arts.
- Children in the Reception class do not have good enough access to outdoor play facilities.

Commentary

23. The curriculum in the Foundation Stage is good. It covers all of the required elements and is well organised to ensure that children have a rich experience that promotes good learning. The curriculum in Key Stages 1 and 2 is satisfactory. It meets the requirements of the National Curriculum and religious education and includes suitable provision for personal, social and health education.
24. A good range of extra-curricular activities enriches the curriculum well. Over half the pupils in school learn musical instruments, including guitars, clarinets, flutes, recorders, keyboards and violins, or are a member of the choir. Much of the music tuition is done by a Year 1 teacher. A large number of older pupils are in the school choir. Pupils have good opportunities to extend their skills by joining a range of clubs including art, French, ICT, the school magazine club and swimming team and the more able pupils' mathematics group. The school places a strong emphasis on pupils learning through first hand experiences. A good range of visits are planned for all classes to support the curriculum as well as a residential visit for Year 5 pupils to Robin Hood's Bay each year.
25. The school has identified the need to audit the timetabling of the curriculum in order to establish a whole school cross-curricular approach to teaching and learning. At the time of the inspection, some links were observed between different subject areas but this was not consistent across the school.
26. The provision for pupils with special educational needs is good. The new co-ordinator has a sound overview of the needs of all pupils and capable teaching assistants support these pupils very well both within lessons and in smaller groups. Their particular needs are clearly understood and their learning is well structured to meet them.
27. Resources are satisfactory overall. An appropriate number of teachers and support staff is available and the qualifications and experience of most teachers is well matched to their role in the school. The nursery has a secure outdoor area but reception children do not have immediate access to this. There is insufficient large equipment to provide for a full range of imaginative, vigorous activity for nursery and reception class children. This has a limiting effect on achievement. However, the co-ordinator has identified these needs in her action plan to improve the quality of learning resources.
28. The accommodation was a key issue at the last inspection. The specific point mentioned has been dealt with and further improvements have been made to toilets. However, the design of the Key Stage 2 building does not support the way in which the curriculum is now taught. The open spaces between adjoining classrooms allow teaching from one room to interrupt teaching in the adjoining room. On occasions this disrupts learning.

Care, guidance and support

Provision for the care, welfare and health and safety of pupils is **good** and they receive **good** support and guidance. **Very good** efforts are made to determine and act on pupils' views.

Main strengths and weaknesses

- The school has a very strong caring ethos.
- The pupils are justifiably happy with the support they receive.
- The school seeks and acts very well on the pupils' views.
- There are good arrangements for the induction of new pupils.
- Formal procedures to maintain health and safety standards need to be improved.
- There is no formal monitoring or recording of the pupils' personal development.

Commentary

29. The school gives a high priority to the care of its pupils. For example, the Local Education Authority has recognised the school's good practice in its approach to the healthy schools initiative. This promotes the well being of staff and pupils. Raising the self-esteem of the pupils is an important part of the school's caring ethos. The pupils are valued and their successes in all activities are celebrated. The high standard of care helps the pupils to feel secure and to enjoy school. A high standard of care was noted at the previous inspection.
30. There is a relatively large number of support staff in classrooms and there are good assessment procedures. This, together with the good relationships in the school, provides a strong basis for giving pupils support and advice about their academic work. However, there are no formal procedures to monitor and record personal development. Rather, reliance is made on the teachers' personal knowledge of their pupils. Whilst this is good, the information is not readily available to other members of staff.
31. The pupils feel well supported. They are very happy to turn to their teachers with any problems and they are confident that they will receive proper help. The headteacher and lunchtime supervisors are included amongst the people who will help with difficulties. Pupils are also very satisfied with the way the school determines and takes account of their views. This is achieved mainly through the school and class councils. It has resulted in recent pupil contributions to the healthy schools initiative, the development of procedures to befriend people and to the design of a new toilet block.
32. Induction arrangements for new pupils starting at any time are good. Parents are very happy with the way the school helps their children settle. Discussions with a recent new starter indicated that he was made to feel very welcome.
33. A conscientious effort is made to maintain good standards of health and safety. Although everything that should be done is done, the current procedures are unsatisfactory because they are rather informal and they do not have a proper role for the governing body. Therefore, there is nothing to inform a new person with health and safety responsibilities about what should be done. These deficiencies have been recognised by the school.

Partnership with parents, other schools and the community

The school has **very good** links with parents. Parents give good support to school activities and to the learning of their children. Links with other schools are **good** and there are **very good** links with the community.

Main strengths and weaknesses

- The parents support the school and their children's learning in school well and hold the school in very high regard.
- The school makes very good efforts to develop strong links with parents.
- There are strong links with other schools and very strong links with the community.
- Parental support for learning at home is limited.

Commentary

34. The parents are very satisfied with the school and there are no significant areas of concern. Parental satisfaction and support was indicated as a strong element of the school in the previous inspection report. Parents are encouraged, very strongly, by the school to participate in its activities. The school is welcoming and letters from school keep parents well informed about matters of interest. There are good provisions for parents to learn about what their children do in school. For example, a well-organised family learning scheme has provided workshops in literacy and numeracy for various year groups.
35. The response from parents is very good. They support all aspects of school life well. For example, there is an active 'Friends of Rosedale' association, which raises funds and supports school events, parents' consultation evenings are well attended and there is a good level of parental help on school visits. Parents also support learning well in school. There are a good number of regular parental helpers and many parents of children in the infant classes remain at the start of the school day to help them with items of work. The available evidence indicates that parental help with learning at home is less well supported. However, the overall contribution of parents to the life of the school helps pupils with their learning and to value education. For example, through listening to children read at home.
36. The information provided by the school is satisfactory overall. The pupils' annual progress reports used last year did not consistently indicate what should be known, what is known and what steps are needed to improve or the performance of pupils relative to their peer group. This has already been dealt with by the new headteacher and a new style report is in draft form to be used this year. The content of the governors' annual report to parents fails to meet statutory requirements.
37. The school has very strong links with the local community. They enhance the curriculum well and contribute to the pupils' personal development. For example, several local shops provide resources and opportunities for visits, the local water company supports an environmental project, there are contacts with local arts and theatre groups and the school has a range of visitors such as policemen and firemen. Links with local schools and colleges are also strong and improve learning opportunities. The school participates in a City Learning Centre scheme which aims to improve achievement through the use of ICT. Leading teachers in mathematics and literacy from other schools give lessons and there is very close liaison with the local comprehensive school over the transfer of pupils. Pupils about to transfer are happy with the arrangements.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The headteacher provides **good** leadership. Governance is **satisfactory** and improving.

Main strengths and weaknesses

- The new headteacher has a very clear vision and high aspirations for the pupils.
- The new headteacher is leading and managing the school well with the support of an effective team.
- Most areas and subjects of the curriculum are led and managed well.
- The governing body has many new members and manages the budget well but procedures for governors to find out the strengths and weaknesses of the school are not sufficiently systematic or rigorous.
- Some minor statutory requirements in the governors' annual report to parents are not met.

Commentary

38. The new headteacher is bringing about effective change in just a short period of time. She has a very clear vision for where the school should be and a good understanding of how to achieve her objectives. The headteacher believes that the pupils are capable of achieving high standards. To help this vision come to reality she has created effective teams that share her vision. The acting deputy and senior management team support her well and the effect of this can be seen in the rapidly rising standards of attainment. Almost all co-ordinators lead and manage their subjects well. Special educational needs is managed well.
39. The school development plan is a useful tool for bringing about school improvement. All co-ordinators contribute to this through their own action plans and regular evaluations take place to ensure that objectives are being met. Priorities are appropriate and contribute well to school improvement.
40. Teaching and learning are monitored well by the head and acting deputy and co-ordinators have appropriate opportunities to monitor teaching and learning in their own subjects. This has been a key factor in identifying the improvements needed to raise standards in mathematics.
41. Many members of the governing body are new and the chair is relatively new to the post. Together with the new headteacher governors are establishing their role and becoming more involved in school life. Budgets are managed well. The financial information to governors is presented in a form that is easily understood. The priorities of the school development plan guide budget setting. The views of pupils are considered and taken into account. For example, the budget surplus has already been put to good use improving the toilets – an area identified by pupils as a priority – and pupils chose the fittings and colour scheme.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	720,900	Balance from previous year	78,841
Total expenditure	758,208	Balance carried forward to the next	54,176
Expenditure per pupil	2,544		

Much of the balance brought forward to this year was allocated to building improvements.

42. Governors are starting to develop an understanding of the strengths and weaknesses of the school through the partnership with the new headteacher. However, this are at an early stage and formal procedures for governors to identify strengths and weaknesses of the school are not yet sufficiently rigorous or systematic. Governors are aware of this and working hard to improve the situation. Most statutory requirements are met but the governors' annual report to parents has some items of information missing.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **good**.

Main strengths and weaknesses

- The management of the provision for children in nursery and reception is **good**.
- Achievement made by children from entry is **good**.
- The quality of teaching is **good**.
- **Good** use is made of ongoing assessment to inform curriculum planning.
- The resources for outdoor vigorous and imaginative activities are **unsatisfactory**.

Commentary

43. The co-ordinator is developing a very effective team approach. Through monitoring and the subsequent in-service training that she has instituted there is now a developing shared understanding of what constitutes good quality provision and how best to achieve it.
44. Children enter nursery showing the full range of development but overall attainment is below age-related expectations. The assessments throughout the nursery and reception classes are very effectively used to enable the planning of learning experiences to meet the particular needs of the children. This supports the good achievement of all children.
45. Teaching is judged to be good in each area of learning except physical development where there is insufficient evidence to support an overall judgement. This quality of teaching is characterized by the setting of clear learning objectives and the commitment to a practical approach to learning. The learning environments are organized well to provide a good range of purposeful, practical activities to support a good balance of teacher-directed and self chosen tasks to which children can return to explore or to practise learned skills as they need. Consequently most children are enabled to make a smooth transition to the work of the National Curriculum by the time they transfer to Year1.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good induction procedures are in place.
- There is a clear commitment to developing positive attitudes to learning.
- Good relationships are developed between children and those who work with them.

Commentary

46. A high priority is placed on development in this area. The well-organized induction procedures and links with parents ensure that children enter nursery with a good measure of confidence. The good range of purposeful activities and well-judged teacher intervention encourages children to work together, sustain interest and to develop positive attitudes to learning. A calm approach is used when encouraging the development of social conventions and establishing acceptable behaviour. Adults consistently appreciate children's positive attitudes. This helps children to recognize their good achievement.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Language development **effectively** permeates all areas of learning.
- Effective use is made of direct teaching activities.

Commentary

47. Achievement over time is good, all staff consistently use a varied range of vocabulary to increase the bank of words children use and understand. Appropriate grammar and the structures of spoken language are consistently used and children are encouraged to use these when sharing their ideas. Adults acknowledge what children say so that they feel valued and confidence in learning is promoted. Direct teaching is effectively used to introduce children to the organisation of books, letter shapes and sounds and to using a pencil effectively. As a result, a nursery child 'writes out the bill' for mending a customer's car in the nursery garage using letter-like shapes. Children in reception read books by recognising familiar words and their growing knowledge of the sounds that letters mean. Most children in reception are on target to attain the early learning goals by the time they enter Year1.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A practical approach is used very effectively.
- A good balance of direct teaching and independent activities across the curriculum develops and consolidates understanding.

Commentary

48. Achievement in learning sessions is good. Children's progress owes much to the range of practical experiences provided to which they can return to reinforce their learning. Children are encouraged to use mathematical knowledge and skills in all activities. For example, a nursery child exploring the patterns she could make repeatedly counted the patterns to a total of eleven. Reception children become passengers on the Rosedale Bus to solve subtraction problems involving numbers up to ten and record the outcome in a number sentence.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Good use is made of resources.
- The balance of directed and independent activities is effectively planned.

Commentary

49. A suitable range of topics is planned through which children can investigate and observe for themselves. Children in the nursery daily check the progress of the cress seeds they sowed recently and explore the irreversible changes brought about when baking Cheesy Chicks.

Children show well what they know about the world when using construction equipment. This was well illustrated when two boys in reception sustained considerable effort in designing and constructing a significantly complicated skateboard park.

PHYSICAL DEVELOPMENT

50. There is insufficient evidence to make an overall judgement on the quality of teaching in this area. This makes an overall judgement on provision for this area inappropriate.
51. Daily opportunities to handle pencils, scissors and manage small construction equipment are integrated in many activities. As a consequence, children receive well-judged intervention and time to practise to improve control strategies. The lack of appropriate, large resources for outdoor vigorous and imaginative activity for both nursery and reception children has a limiting effect on the development in this area. The opportunities for indoor physical education are too often overlooked and this further has a limiting effect on children's physical development.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Good opportunities are planned for children to explore a suitable range of media.
- Good use is made of resources and opportunities for role-play.
- Purposeful activities are effectively linked to other areas of learning.

Commentary

52. Children experience significant pleasure in exploring effects from using a range of media and tools. Where teachers and support staff intervene to promote skills and techniques children are enabled to make good progress and enjoy success.
53. Adults provide very effective input in encouraging children who have limited experience of 'pretend activities'. This was well illustrated in nursery where the teacher modelled the language of a customer while the garage owner wrestled with fixing her car.
54. Where creative activities are linked to other areas of learning children have a practical means of expressing what they know, understand and feel. This was well illustrated in the rainbows created in the nursery and the homes the reception children created from boxes.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND MODERN FOREIGN LANGUAGE

French

55. The teaching of French has been introduced in Year 4. It was only possible to see one lesson but during this session it was clear that pupils were learning well and enjoying the experience. This subject is enriching the curriculum and making a good contribution to pupils' cultural development.

English

Provision in English is **good**.

Main strengths and weaknesses

- Pupils in both key stages achieve well.
- Teaching is good overall and very good in some lessons.
- Provision for pupils with special educational needs is good and learning support assistants help pupils to achieve well.
- There is a good range of writing across the school but handwriting is not consistent across the school.
- Speaking and listening are strengths of the school.
- Library skills are not yet developed.

Commentary

56. Pupils in both key stages achieve well. Reading and writing are better than at the time of the last inspection. Currently standards of attainment are average at age seven and above average at age eleven. Pupils are achieving satisfactorily well overall but achievement is satisfactory in Key Stage 1 and good in Key Stage 2. Although pupils in Year 2 are currently improving rapidly, standards are not yet as good as they should be. The satisfactory achievement over the key stage is due to good achievement in Year 1. The new teacher in Year 2 is improving achievement of these pupils.
57. Teaching is good overall with elements that are very good. In a very good Year 2 lesson, pupils were read a story in both Bengali and English and their visitor, who came from India originally, told the children about the differences between India and England. The children learnt how to say 'My name is ...' (Ammar Nam) and 'Thank you' (Dhanna bad) in Bengali. In a very good Year 3 lesson, pupils made good progress as a result of good teacher input.
58. Teachers plan and organise their lessons well. In a very good lesson seen, work proceeded at a very good pace and was well matched to pupils' needs. As a result, pupils were highly motivated and worked at their best. Teachers focus well on learning objectives set, sharing them with pupils and reviewing progress at the end of the lesson to ensure understanding.
59. Pupils with special educational needs are supported well and make good progress. Teachers ensure that work is well matched to their needs and learning support assistants also support them well ensuring that pupils stay on task and are fully included in all activities.
60. Guided reading sessions are used effectively in most classes. Pupils are encouraged to read in small groups, discussing story plots, predicting endings and empathising with characters. Good use of questioning techniques clarifies understanding and encourages all pupils to take part. Pupils are confident when reading at all levels and use letter sounds and picture clues when stuck. More able readers are able to discuss what they have read and to empathise with characters. They can discuss their favourite authors and texts well and explain their preferences.
61. Pupils in Year 2 and 6 attain good standards in writing. They write for a variety of audiences and purposes throughout the school. Their work is valued by the teachers who use praise effectively to encourage and support learning. Pupils present their work to other members of their class, for example, in a very good lesson pupils read out their story beginnings using high quality vocabulary and winning praise from their peer group.
62. Pupils are encouraged to develop speaking and listening skills well in lessons across the curriculum. They are given good opportunities to talk to each other in pairs as well as in small groups. They act out scenes from stories well and engage in role play in their class rooms.
63. Very few pupils can talk about how to use library skills to find a book and those who can have learned them from using a local library away from the school. The school is currently

- developing a new library area but at the moment pupils do not have sufficient skills to benefit from it. The co-ordinator and senior staff are aware of this and have a suitable action plan.
64. The school has recently adopted the Nelson scheme to improve standards of handwriting throughout the school. This has not yet had an effect on standards and there is a marked difference in presentation between some classes.
65. The literacy co-ordinator leads the subject well. Although she has only had responsibility for English for a short period she demonstrates enthusiasm and commitment. She is knowledgeable about areas of strength and those for development and has a good action plan to improve standards further. She is fully aware of standards on entry to school and at the end of both key stages and has made good use of tracking procedures.

Language and literacy across the curriculum

66. Pupils use their language skills satisfactorily in other areas of the curriculum such as religious education and science but the co-ordinator is aware that this could be better. The impact upon the development of literacy skills from other subjects is satisfactory although there is also some room for improvement here.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average at age eleven and pupils achieve well.
- Standards are below average at age seven and overall achievement is unsatisfactory.
- Recent changes in the way mathematics are taught are responsible for the good improvement from last year.
- There is some inconsistency in the teaching of mathematics in Year 3.

Commentary

67. Standards in mathematics have fallen over time and were well below average in the 2003 national assessments for pupils aged seven and eleven. The drop in standards in mathematics is the main reason for the trend in improvement in the school's overall results being below the national trend.
68. Pupils in Key Stage 1 are not achieving well enough but pupils in Key Stage 2 are achieving well. When pupils' attainment at age eleven is compared with their attainment on entry to Year 1, then achievement overall is good.
69. The school has analysed performance in mathematics well and taken suitable action. Records show clearly that the 2003 national results for pupils aged eleven were affected by the very high number of pupils with special educational needs in Year 6. The results of the national assessments of pupils aged seven are low for more complex reasons. In particular the teaching styles employed have been considered and suitable professional development has taken place. The mathematics co-ordinator has taken over the teaching in Year 2 to help deal with the low standards. She has identified that although pupils are now making good progress in number work, their understanding of capacity is well below average and unlikely to improve greatly before the national assessments this year despite all the extra support. This is only because not enough time is available.
70. The teaching is now good and pupils' attainment is improving rapidly. Effective use is made of learning support assistants to work with small groups on specific areas of difficulty. In particular this enables pupils with special educational needs to achieve well. ICT is used appropriately to support the teaching of mathematics but this is not consistent throughout the

school. Very good examples of ICT supporting mathematics were seen in Year 1 where pupils made very good use of programmable robots to develop their understanding of space and shape. Assessment information is generally used effectively to plan work matched to the needs of the pupils, although there is some inconsistency in the use of assessment in Year 3.

71. The co-ordinator monitors teaching and learning well and has a good understanding of the strengths and weaknesses in the subject. The information gathered has enabled much of the improvement that has taken place recently.

Mathematics across the curriculum

72. The use of mathematics across the curriculum is satisfactory. In science pupils use their mathematical skills to analyse data and present in the form of tables or graphs. In design and technology measuring skills are developed through their use in construction.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Good emphasis is given to developing investigative skills.
- Good assessment and data analysis is in place and is beginning to feed into planning.
- The more able pupils, in Year 6, are not challenged enough.
- Lack of consistency in the presentation of pupils' work does not enable them to see their own progress.
- ICT skills are not used to support science work except in one of the Year 3 classes.
- Teachers' marking is not helping pupils to extend their learning and no pupil targets are set.

Commentary

73. Standards of attainment are average at age seven and eleven. This is a drop from the standards noted at the last inspection. Pupils have not had sufficient opportunities to maintain the high levels achieved in science at the last inspection. Experienced science teachers have left the school and the school has experienced a period of limited challenge. Teachers' subject knowledge is less secure in this subject than in English and mathematics. The science focus, during the inspection, was investigation and both the sample of work and lessons seen show that pupils' skills in this aspect of science are developed well. Year 2 pupils, in discussion, were very keen to explain how they found the warmest place in the classroom by experimenting using ice cubes. They know that ice 'turns back to its liquid form' when it is in a warm place. In Year 3 pupils extended their investigative skills further when they compared different rocks and explored the properties of these. This work was linked well to a recent visit to Conisbrough Castle as part of their work in history and art. Year 6 pupils have good opportunities to predict what will happen when two different materials are mixed together. They know that when a material dissolves 'it breaks down into small particles' and demonstrate good understanding of how to separate solids and liquids. In Year 5/6 they record their findings well, regularly using tables to achieve this.
74. It was only possible to observe one lesson in Year 1, where the teaching is very good. School records and discussion with pupils show that the progress in Year 1 has not been maintained in Year 2 until very recently. Pupils in Year 2 now have good opportunities to develop early investigative skills by observing mystery objects such as a sunflower seed head as part of an exciting display in their classroom. However, it is not possible, in the time available, to catch up in the current Year 2 class with the achievement in Year 1.

75. Teaching in Key Stage 2 is satisfactory and pupils make satisfactory progress. However, not enough challenge is given to the oldest pupils and as a result, too few pupils attain above average. Good teaching was observed in a Year 3 class where the teacher's good subject knowledge, thorough planning and very lively approach made a good contribution to pupils' achievement.
76. Good assessment information is available but this is not used well enough to match work to the needs of pupils. Marking of pupils' work is inconsistent. The better examples take pupils' learning forward while others just contain a tick or one-word comment. The presentation of pupils' work in science is unsatisfactory. All the work seen is on paper and not in exercise books and this does not help pupils to see clearly the progress they make. Individual targets are not in place and pupils do not understand how to achieve higher standards. The only ICT work seen in science was in a Year 3 class when pupils used their mathematical knowledge to represent scientific findings using bar graphs.
77. The co-ordinator is very new but is very well supported by her mentor and already has a good overview of the subject. She is keenly interested and has good subject knowledge. Good assessment and data analysis is in place and this is beginning to be used for planning. Suitable monitoring of teaching, learning and planning has taken place previously and will continue with mentor support. The co-ordinator has already identified the need to become more familiar with the work in Key Stage 1 and the Foundation Stage.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Improvement since the last inspection is good.
- Standards in ICT are below average at age seven.
- Leadership and management in ICT are good.
- The use of ICT across the curriculum is inconsistent.

Commentary

78. At the last inspection a key issue was to improve standards in ICT. This issue has been dealt with well. Standards have improved significantly at age eleven and are now in line with national expectations. Standards of attainment remain unsatisfactory at the end of Key Stage 1 despite the good achievement in Year 1.
79. Standards of attainment in Year 1 are satisfactory, however, by the end of Year 2, standards are below average. The main reason for this is that pupils have not received enough teaching in ICT and in particular in keyboard skills. The new teacher in Year 2 is planning appropriate work for the pupils but being held back by pupils' unsatisfactory basic skills. The co-ordinator is aware of the situation and is working hard with her colleagues to ensure that procedures are put into place to ensure that this does not happen again. Pupils are gaining extra skills as a result of intensive teaching and a new ICT area is being established in Key Stage 1 to allow easier access to computers. At present, pupils in Key Stage 1 have to walk some distance to the Key Stage 2 building in order to use the computer suite. This is not an efficient use of time. A good start has been made on the facility at Key Stage 1 thanks to a donation from the parents' association. This is already proving a valuable resource after only a few weeks.
80. Standards at age eleven are satisfactory. The improved ICT suite is comparatively new and therefore pupils in Year 6 have not had as much access to computers as would normally be expected. Despite this pupils are achieving satisfactorily. This is good progress since the time of the last inspection as a result of the efforts made to raise standards.

81. A key factor in the improvement in standards is the enthusiasm and drive of the co-ordinator. Supported by the governors who have invested in new equipment, the co-ordinator is setting a good example for her colleagues in the use of ICT and providing good support to those less confident. The computer suite, situated in a shared area of the school is very accessible to pupils in Key Stage 2 and teachers make good use of this accessibility.
82. Teaching is satisfactory with some good and very good teaching observed. For example, in Year 1 very good team work between a teacher and support assistant enabled pupils to make very good progress in the use of programmable toys. Training and support from the co-ordinator has given teachers the confidence to use the new equipment, such as the interactive whiteboard, and this is making a good contribution to the improvement in standards.

Information and communication technology across the curriculum

83. The use of ICT across the curriculum is a major priority in the co-ordinator's action plan. Although some use is made of ICT in many subjects, for example, multimedia presentations and digital photography to support learning in the humanities and the use of ICT in mathematics, this is inconsistent. Some teachers make more use of ICT than others. Subject schemes of work have some references to use of ICT but this is not yet the case in all subjects.

HUMANITIES

84. No lessons were observed in geography and only two in history, therefore no judgements can be made about teaching in these subjects. Judgements are made based upon work scrutiny and discussions with co-ordinators and pupils. This evidence indicates that attainment in geography and history is in line with national expectations and that is the same as the last inspection.
85. Teachers plan history and geography in line with national guidelines, which are then modified to suit the school's needs. More time is spent teaching history than geography and this is reflected in pupils' enthusiasm for, and knowledge of history.
86. In a good history lesson pupils were able to talk knowledgeably about Norman clothes and utensils, identifying the materials they were made out of. They demonstrated good research skills. Cross curricular links were made with art and science as pupils who had visited a local castle closely observed building materials used and interpreted them in sketches.
87. Older pupils are able to talk about World War Two, the Tudors and the Ancient Egyptians. They find it difficult to recall geography topics without prompting although they could recall the residential visit to Robin Hood's Bay and work on rock pools. The school has appointed a teacher with geography and history specialism for the new academic year.
88. Work scrutiny showed a variety of cross curricular links to history, for example, the use of ICT and PowerPoint, identifying countries invaded during World War Two, and using scientific skills to look at the quality of Roman roads. Display work around the school is to a high standard and pupils talk proudly about their achievements. Displayed work covers a range of literacy skills, including writing a diary and empathising with those involved in World War Two.

Religious Education

Provision for religious education is **good**.

Main strengths and weaknesses

- Teachers have good subject knowledge.
- Teachers make good use of speaking and listening opportunities to enhance learning.
- Pupils talk confidently about what they have learned.
- Assessment in religious education is at an early stage of development.

Commentary

89. Teaching is good overall and standards are in line with both national expectations and the Locally Agreed Syllabus. This is the same as at the last inspection. Boys and girls of all levels of attainment achieve satisfactorily. The school draws mainly on the national scheme supplemented by the Locally Agreed Syllabus. Teachers are confident in their delivery of religious education and use imaginative ways to extend pupils' knowledge and understanding. For example, in a very good lesson in a Year 1 class, pupils learnt about Jairus's daughter and were asked to use facial expressions to depict how Jairus might have felt.
90. All teachers observed made good use of speaking and listening skills. Pupils in a Year 6 class were encouraged to talk to a partner to share ideas about how Sikhs use sacred texts, whilst pupils in a Year 3 class acted out a Jewish wedding.
91. Pupils can talk confidently about what they have learned, identifying the main features of Christianity, Judaism and Sikhism. They can compare and contrast these different religions and demonstrate good knowledge and understanding.
92. The co-ordinator monitors planning and supports individual teachers with their planning appropriately. She made a presentation to governors when the national scheme was first introduced that gave governors a satisfactory understanding of the changes. Assessment in religious education was introduced during the last year but is not sufficiently developed to let the co-ordinator know what the standards are upon entry to the school and at the end of Year 6.
93. Recorded work in religious education shows that both quality and quantity varies between classes of similar age pupils. There is some overlap of teaching Sikhism across three year groups. Some work is copied, therefore below average and above average pupils produce exactly the same work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

94. It is not possible to make secure judgements on design and technology, music and physical education as too little teaching was seen. Comments are based upon a sample of pupils' work available in design and technology, observations of music in assemblies, discussions with pupils and co-ordinators and examination of planning.
95. In **design and technology** younger pupils in Year 1 have good opportunities to explore materials as they work in the 'Toy Factory Shop'. They make their own toys, selecting their own collectable materials and completing them by painting. Older pupils begin to develop an understanding of how air makes things move as they begin to make their moving monsters using air in a balloon to create the movement. The design and make process is soundly in place in Years 4, 5 and 6. They record the materials and equipment needed to make a model wheelbarrow and a working torch. They also evaluate their finished work, identifying clearly the changes they would make. The oldest pupils in school present their design

sheets very well, including sketches, coloured pictures and written evidence. These pupils obviously enjoy the opportunities to take part in technology challenges and two reached the regional final last year.

96. In **music** a parents' music assembly was observed in which pupils demonstrated their skills for the rest of the school and for parents. Many pupils demonstrated sound skills when playing a range of instruments. Over half the pupils in school learn a musical instrument or are a member of the choir and half of the pupils in Years 3 to Year 6 are members of the school choir. During discussion with a group of Year 2 pupils, they confidently sang one of their favourite songs. They showed a good sense of rhythm and, without accompaniment, their singing was tuneful and in pitch. Pupils can clap back a given rhythm accurately, particularly so when they listen carefully. These pupils can describe a range of percussion instrument correctly and know how to hold them properly. Half the Year 2 pupils learn to play the recorder. Discussion with Year 6 pupils revealed that they have sound opportunities to listen to music and they particularly enjoy the World War 1 songs, linked to their visit to Eden Camp. These songs helped them to experience the mood and events at that time. Pupils use a music program on the computer well to compose their own music.
97. One lesson was observed in **physical education** (PE). In this good lesson pupils moved around the hall in an orderly manner responding appropriately to the teacher's instructions. Good use was made of warm up and warm down activities. The pupils were encouraged to try out their different curling and stretching shapes on the hall floor before moving on to the apparatus. All children were actively engaged in the lesson and some were used to demonstrate good teaching points of stretching and curling. Good use was made of informal assessment and children were encouraged to think about their movements and how to improve them. The pupils were able to talk about the different things they had learned in PE and to say they liked the apparatus best.

Art

Provision for Art and design is **good**. Pupils make satisfactory progress in Key Stage 1 and very good progress in Key Stage 2.

Main strengths and weaknesses

- Standards at Key Stage 2 are better than at the time of the last inspection.
- There is a good variety of media used throughout the school.
- Pupils produce high quality observational drawings and work with clay.
- There are not enough planned opportunities for pupils to study, and work in the style of, a wider range of artists.
- Very good displays in most areas of the school have good impact on learning.

Commentary

98. Standards in Year 2 are in line with those expected. By the end of Year 6, pupils have made very good progress and the standard of their work is well above the level expected for their age. This is due to the good teaching they receive, the high expectations of the teachers who teach the older pupils and the emphasis placed on careful observation. Evidence of this is clearly demonstrated in the Year 6 work where the quality of detail and texture in the pencil drawings of a range of musical instruments is of a high standard. All pupils have good opportunities to work in a range of media. Younger pupils use paint regularly and have a sound understanding of different shades of colour and how to mix other colours. They use their computing skills well to create simple pictures of princesses well linked to their work in literacy. Their early observation skills develop soundly when they observe and draw artefacts used by the Victorians.

99. Older pupils use a range of pencils, chalks, pastels, paint, watercolours and clay to further develop their techniques and skills. The work seen shows good development of skills. Year 3 pupils looked very carefully at the textures seen on the stones of Conisbrough Castle and reproduced these well using paint and various pencil techniques. Pupils in Year 4 use chalk pastels very effectively to create winter landscapes. Miniature landscapes are the theme in Year 5 using watercolour washes effectively and carefully adding ink outlines to emphasise buildings. In Year 6, pupils have very good opportunities to listen to the music of Debussy and sketch the feelings they feel the composer is trying to portray. This results in some very sensitive pencil sketches within tear drop shapes. Year 6 pupils, as part of a project on African Masks, achieved excellent pencil drawings. They extended this work very well by creating a very colourful mask painting and by making their own clay masks. Their work in clay shows a high level of attention to detail and many have really captured the intricate patterns used on the original masks. The very good displays in most classrooms and work areas are used well by teachers to stimulate learning and create very exciting learning environments.
100. Pupils do not have sufficient opportunities to study, and work in the style of, a wider range of artists. This limits their opportunities to understand how artists of other cultures express their ideas through their work and does not provide sufficient opportunities for pupils to understand art from different cultures. The work in lessons is well supported by an after school art club for two terms each year. The art co-ordinator has a good overview of the subject and has clearly identified areas for development. These include inviting more artists into school to work with pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

101. Personal social and health education is an integral part of the curriculum. Although only a little teaching was observed, it is clear that provision is satisfactory. The school and class councils make a good contribution to this area. Health education is well organised and contributes well to this area. Teachers are now timetabling sessions for this area but the organisation of the timetable does not make this very easy. Despite this many teachers are giving this due consideration and the monitoring of pupils' personal development is an area identified as a priority for improvement.

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	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
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	3
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	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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