

INSPECTION REPORT

BRINSWORTH HOWARTH JUNIOR AND INFANT SCHOOL

Brinsworth, Rotherham

LEA area: Rotherham

Unique reference number: 106918

Headteacher: Mr J Hodgkins

Lead inspector: Mr G Bancroft

Dates of inspection: 27 – 29 September 2004

Inspection number: 266487

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: 190

School address: Whitehill Lane
Brinsworth
Rotherham
South Yorkshire
Postcode: S60 5JR

Telephone number: 01709 828613
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Appropriate authority: Governing body
Name of chair of governors: Cllr. A Jackson

Date of previous inspection: 18 January 1999

CHARACTERISTICS OF THE SCHOOL

The school provides education for infant and junior children of the Brinsworth Howarth community on the southern fringe of Rotherham. The school is of average size. Social and economic circumstances are average and the percentage of pupils eligible for free school meals is broadly in line with the national average. The percentage of pupils' first language believed not to be English is high. The attainment of children when they start school is below average. The percentage of pupils with special educational needs is above the national average. The percentage of pupils who have statements of special educational need is broadly in line with the national average. The school is part of the Excellence in Cities programme and gained a School Achievement Award in 2002.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
3687	G Bancroft	Lead inspector	Science Physical education Personal, social and health education and citizenship Areas of learning in the Foundation Stage
9002	D Ashton	Lay inspector	
8263	M Forsman	Team inspector	Mathematics Information and communication technology Geography History Religious education
30439	M Heyes	Team inspector	English Art and design Design and technology Music Special educational needs English as an additional language

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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, subjects and courses	
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, SUBJECTS AND COURSES	17
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	27

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Brinsworth Howarth Junior and Infant is a **good** school in which pupils achieve well. The quality of teaching and learning is good. The leadership and management of the school are satisfactory. The school provides good value for money.

The school's main strengths and weaknesses are:

- The school provides children in the reception class with a good start to their education.
- By the time they leave the school, pupils achieve well in English, mathematics, science, physical education, music and personal, social and health education.
- Standards in information and communication technology (ICT) in Years 1 to 6 and in mathematics in Years 1 and 2 are below average.
- Not enough use is made of ICT to enhance pupils' learning across the curriculum.
- Provision for pupils with special educational needs is good.
- Teaching assistants make a very good contribution to pupils' learning.
- The leadership of the headteacher is good.
- The time allocated to teaching in Years 3 to 6 falls short of that recommended.
- Pupils are not involved sufficiently in developing an understanding of the targets set for their learning or in knowing what they need to do to improve.

Improvement since the last inspection is **satisfactory**. Standards are higher and the quality of teaching has improved. The school has addressed the issues from the last inspection satisfactorily, with the exception of improving standards in ICT and developing the use of ICT across the curriculum.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	D	B	B	A
mathematics	E	A	D	A
science	C	A	A	A

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

Pupils of all backgrounds and abilities **achieve well**, including those with special educational needs. Children enter the school with below average attainment. At the end of the Foundation Stage standards are average and children achieve well, in all areas of learning, except communication, language and literacy, in which standards are below average and children achieve satisfactorily. The 2004 national tests for the end of Year 6 show that standards compared with those in similar schools are well above average. Inspection findings show that standards, at the end of Year 2, are average in English and science, but below average in mathematics. Standards at the end of Year 6 in English, mathematics and science are average. Standards tend to vary year-on-year. This is mainly because some years have significantly more pupils with special educational needs than other years. The school sets suitably challenging and realistic targets for attainment. These indicate that standards are likely to be maintained in the foreseeable future. Pupils' personal qualities, including their

spiritual, moral, social and cultural development, are **satisfactory**. Their attitudes, behaviour and attendance are also satisfactory.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good**, resulting in good achievement. However, pupils are not involved sufficiently in understanding the targets set for their learning or in understanding what they need to do to improve further. The curriculum is satisfactory, but there are not enough opportunities for pupils to use ICT to enhance their learning. In Years 3 to 6 the time allocated for teaching and learning falls short of the recommended amount. The provision for the care, guidance and support of pupils is good. Partnerships with parents, the community and with other schools are satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. Governors are very supportive of the school, but arrangements to ensure they are well informed about developments and about the quality of education have only just been introduced. The leadership of the recently appointed headteacher is good. In partnership with governors and teachers he has devised a very good plan for the development of the school and has introduced arrangements to ensure that staff with responsibilities can undertake their duties effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think the school is good. Parents expressed their overall satisfaction with the school in the questionnaires they completed and at the pre-inspection meeting. Pupils also think the school is good. They enjoy attending the school and feel they are supported very well.

IMPROVEMENTS NEEDED

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

- Improve standards in ICT in Years 1 to 6 and in mathematics in Years 1 and 2.
- Increase the use of ICT in other subjects to enhance pupils' learning across the curriculum.
- Increase the amount of time allocated for teaching in Years 3 to 6 in line with recommendations.
- Ensure that pupils are involved fully in setting targets for their learning and in understanding what they need to do to improve.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Children in the reception class achieve well. Pupils' achievement is also good by the end of Years 2 and 6.

Main strengths and weaknesses

- By the end of Year 2 pupils achieve well in English, science, and art and design. However, attainment in mathematics is below average.
- By the end of Year 6 pupils achieve well in English, mathematics, science, art and design, physical education, music and personal, social and health education.
- In all years attainment in ICT is below average, although pupils achieve satisfactorily.

Commentary

1. Attainment on entry to the reception class is below average. Sometimes, in previous years, attainment on entry has been well below average. In Reception, children achieve well. The current reception children are on course to attain the early learning goals in most areas of their learning. The exception is in their communication, language and literacy skills where standards, by the time children enter Year 1, are likely to be below average. However, given their low starting point, children achieve satisfactorily in this area of their learning.

Standards in national tests at the end of Year 2 – average point scores in 2004

Standards in:	School results	National results
reading	14.4 (13.5)	16.0 (15.7)
writing	15.4 (11.2)	14.8 (14.6)
mathematics	15.8 (15.7)	16.5 (16.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average point scores in 2004

Standards in:	School results	National results
English	27.6 (27.8)	27.0 (26.8)
mathematics	26.4 (28.8)	27.2 (26.8)
science	28.9 (30.6)	28.9 (28.6)

There were 31 pupils in the year group. Figures in brackets are for the previous year

2. Standards in the national tests for the end of Years 2 and 6 tend to vary from year to year. This is mainly because some years have far more pupils with special educational needs than others. In recent years, standards at the end of Year 2 in reading, writing and mathematics have been mainly below and sometimes well below average. The most recent tests show improvements in writing and the 2004 tests results are generally better than they were in 2003. Inspection findings indicate that the trend in improvement

is likely to be maintained in 2005. At the end of Year 6, in the 2003 tests, standards in English were above average and standards in mathematics and science well above average. The 2004 test results are not as good. Standards in English were still above average. Standards in science were average, but standards in mathematics were below average. However, when compared with similar schools, on the basis of pupils' prior attainment, standards in all three subjects are well above average. Inspection findings indicate that the current Year 6 pupils are likely to attain average standards in the 2005 national tests.

3. The table below shows pupils' attainment and achievement at the end of Years 2 and 6 in all subjects where inspection evidence made it possible to make a judgement.

Subject	Standards and achievement by the end of Year 2	Standards and achievement by the end of Year 6
Reading	Attainment is average and pupils achieve well	n/a
Writing	Attainment is average and pupils achieve well	n/a
English	n/a	Attainment is average and pupils achieve well
Mathematics	Below average. Pupils achieve satisfactorily	Attainment is average and pupils achieve well
Science	Attainment is average and pupils achieve well	Attainment is average and pupils achieve well
Religious education	Satisfactory achievement	Satisfactory achievement
Information and communication technology	Below average attainment and satisfactory achievement	Below average attainment and satisfactory achievement
Geography	Attainment is average and pupils achieve satisfactorily	Attainment is average and pupils achieve satisfactorily
History	Attainment is average and pupils achieve satisfactorily	Attainment is average and pupils achieve satisfactorily
Art and design	Average standards with good achievement	Average standards with good achievement
Design and technology	Attainment is average and pupils achieve satisfactorily	Attainment is average and pupils achieve satisfactorily
Music	No judgement	Average standards. Pupils achieve well
Physical education	No judgement	Average standards. Pupils achieve well
Personal, social, health education and citizenship	No judgement	Pupils achieve well

4. Pupils from different backgrounds, those with special educational needs and those who come from homes where English is not the first language all achieve well. Pupils' competence in language and literacy skills across the curriculum is satisfactory. Their competence in mathematics across the curriculum is satisfactory in Years 3 to 6, but

unsatisfactory in Years 1 and 2. Pupils competence in ICT across the curriculum is unsatisfactory. The school has set realistic and challenging targets for attainment that indicate standards are likely to be maintained in future years, with pupils achieving well, given the range of their abilities.

Pupils' attitudes, values and other personal qualities

In Years 1 to 6 pupils' attitudes to learning and their behaviour are **satisfactory**. Children's attitudes and behaviour in the reception class are good. Pupils' personal qualities, including their spiritual, moral, social and cultural development are satisfactory. Attendance is satisfactory.

Main strengths and weaknesses

- Behaviour is managed well throughout the school.
- Pupils are generally enthusiastic about coming to school.
- Pupils willingly take responsibility for aspects of school life, but are not enabled to take enough initiative or responsibility for their own learning.
- The provision for moral and social development makes an important contribution to pupils' personal development.

Commentary

5. The school has improved this aspect of its work recently. Pupils' attitudes to learning are more positive than they were and the overall standard of behaviour has improved. The improvements have come about because of more consistent teacher expectations and because of imaginative systems for encouraging, recognising and rewarding the pupils' efforts. Rewards and sanctions of the 'Going for Gold' system are applied fairly and effectively. Pupils' own expectations of the behaviour of their peers in school have been raised and they are critical of misbehaviour. The combination of the structured personal, social and health education (PHSE) programme, the rewards and sanctions scheme and the Healthy School project has improved the school ethos appreciably. Pupils with special educational needs are fully integrated into the life and work of the school, and are often well supported in class by their classmates. There have been no recent exclusions. Cases of bullying are rare because of close monitoring and the increasingly positive nature of the school's ethos. There are good levels of racial harmony in the school.
6. Pupils enjoy coming to school. They are interested in their work, and attendance and punctuality are satisfactory. The school stimulates a desire to learn and pupils are often genuinely excited by what they discover. They talk enthusiastically about what they have achieved, and most take pride in showing and discussing their work. However, some pupils do not take sufficient care to present their work neatly and teachers do not give enough attention to ensuring this happens. A number of pupils are not sufficiently aware of others and the practice of listening carefully to teachers or speaking in turn is not established in some year groups. This leads to some waste of time and effort and decreases the enjoyment of lessons.
7. The school makes satisfactory provision overall for pupils' spiritual, moral, social and cultural development. The good quality of moral and social direction results in most pupils having good social skills and a good sense of morality. Pupils are given significant responsibility. The playground buddy system is well established and the school council is involved in selecting the buddies. All pupils were involved in the

discussions for the improvement of the playground and successfully raised over £1000 for new equipment. The older pupils not only selected and purchased equipment but also have the responsibility of managing it on a daily basis. The regular discussion opportunities in circle time are appreciated by pupils as times when things that are important to them can be discussed safely. At present, the procedures for assessment and target setting do not involve pupils sufficiently and so do not offer them enough responsibility for their own learning.

8. Provision for spiritual and cultural development is less well established. Pupils are encouraged to develop aesthetic appreciation in art and music, and the imaginative refurbishment of the school grounds provides quiet reflective areas. Awareness of other cultures comes largely from the world faiths studied in religious education. Teachers take full advantage of incidental opportunities for pupils to appreciate other cultures.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.9
National data	5.4

Unauthorised absence	
School data	0.4
National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
146	2	0
2	0	0
2	0	0
1	0	0
1	0	0
15	0	0
3	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Throughout the school the quality of teaching and learning is **good**. The curriculum and opportunities for the enrichment of pupils learning are **satisfactory**. Resources to support learning, and the accommodation, are satisfactory. Provision to ensure pupils' welfare, health and safety are **good**. The school's links with parents, the community and other schools are **good**.

Teaching and learning

Teaching throughout the school is good. The quality of learning in lessons is also good. The schools procedures to assess pupils' attainment and progress are satisfactory.

Main strengths and weaknesses

- Teachers' planning meets the needs of all pupils well.
- Teaching in the Foundation Stage is good.
- Teachers provide good support for pupils with special educational needs.
- Teaching assistants make a very good contribution to pupils' learning.
- Teachers do not involve pupils sufficiently in setting targets for their learning or in developing and understanding what they need to do to improve further.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3 (10%)	23 (74%)	5 (16%)	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.

9. Teachers' planning is good and ensures that the needs of all pupils from differing backgrounds and of different abilities are met well. This is particularly true of pupils who have special educational needs, who are supported well by teachers. The teaching provided for children in the reception class is consistently good and they achieve well in most aspects of their learning. Teaching assistants make a very good contribution to the learning of pupils from all ability groups. The work of teaching assistants, when they work with small groups of pupils, is very effective. Teaching assistants are very well informed about the materials and nationally recommended schemes of work they use to underpin pupils' learning. The approaches they use are very effective in mathematics.
10. Teachers expect pupils to achieve well. Pupils respond well to these expectations by applying themselves and persevering at the tasks they given. Pupils work well together in groups and contribute effectively during discussions. However, teachers do not give enough attention to ensuring that pupils present their work as neatly as they should. Consequently, a good deal of the work in pupils' books is untidy.
11. Arrangements to assess pupils' attainment and progress are satisfactory. Assessments are accurate and teachers have good knowledge about how well pupils are making progress. They use this knowledge well to plan the next stages of pupils' learning. However, teachers do not involve pupils sufficiently in setting targets for their learning or in developing an understanding of what they need to do to improve further. The quality of marking of pupils' work is satisfactory but varies in its usefulness in different parts of the school. Sometimes it does not provide pupils with enough information to help them improve the quality of their work.

The curriculum

The Foundation Stage curriculum is **good**. The curriculum in Years 1 to 6 is **satisfactory**. The range of additional activities to enrich pupils' learning is also satisfactory. Resources for learning and accommodation are satisfactory.

Main strengths and weaknesses

- ICT is not used enough to enhance pupils' learning in all subjects.
- The time allocated for teaching pupils in Years 3 to 6 is not long enough to meet national recommendations.
- The programme for the development of pupils' personal, social and health education is good.
- All staff work effectively to ensure that pupils are included well in the provision made for their education.
- Provision for pupils' with special educational needs is good.

Commentary

12. The curriculum includes all subjects and provides all pupils' with learning opportunities that are satisfactorily broad and balanced. A review has been undertaken to make the curriculum more interesting and relevant to meet the needs of the pupils and this is beginning to have a positive effect on pupils' learning. The school also recognises that the use of ICT needs to be integrated more fully to enhance pupils' learning in all subjects. The school does not currently allocate enough time for teaching in Years 3 to 6. This is unsatisfactory and does not meet with national recommendations.
13. There is good provision for pupils' personal, social and health education. This helps pupils to achieve well as they progress through the school. This was evident in a Year 1 lesson, when pupils' discussed the issues of friendship and caring for each other. This contributes to an ethos of total inclusion, where all pupils are valued and supported both academically and personally within a secure and caring school environment. Children in the Reception class are on course to attain the early learning goals in their personal, social and emotional development.
14. The provision for special educational needs is good and meets pupils' needs well. Teaching assistants are well trained and provide effective support within withdrawal groups and in lessons. This was seen in a Year 6 English lesson, when pupils with special needs received support from a teaching assistant to compile a list to help them write a newspaper article. There are effective links with the local high school to help pupils' with special needs make a successful transfer when they leave the school at the end of Year 6.
15. The school offers pupils a satisfactory range of enrichment activities. At various times throughout the year, these include board games, computer club, craft club, drama club, association football, street dance, short tennis and touch rugby. These activities are well attended by pupils. Pupils in Years 5 and 6 are also offered the opportunity of going on a residential visit to Hartington Hall in Derbyshire, where they undertake outdoor and adventurous games. Visitors into school enhance the curriculum offered to pupils. They include the school nurse, police, local clergy and a youth worker representing different churches in the area. There are also visits from different theatre groups, such as the high school drama group.
16. The match of teachers to the demands of the curriculum is satisfactory. There is a very effective team of support assistants in the school. These members of staff have benefited from a good level of training and, in consequence, they work well alongside teachers and provide good support for pupils in lessons. There is ample accommodation for the needs of the curriculum. Improvements, introduced by the recently appointed headteacher, such as carpeting large areas of the school, have created a pleasant learning environment. There are sufficient resources to meet the needs of all curriculum areas, and these are well managed and used effectively in lessons.

Care, guidance and support

The school makes **good** provision for ensuring pupils' care, welfare, health and safety, and provides pupils with **good** support and guidance.

Main strengths and weaknesses

- Pupils feel secure and work in a pleasant, healthy and safe environment.
- Pupils achieve well because their progress is closely monitored.
- Pupils with special educational needs are very well supported.
- Induction and transition arrangements are organised well.
- The pastoral care of pupils is good.

Commentary

17. The school provides a happy and friendly environment that is conducive to learning. Close attention is paid to health and safety issues and risk assessments, particularly when planning visits to places of interest. Pupils' healthy and safe living is well promoted through the good personal, social and health education programme, which is enhanced by talks from various guest speakers. First aid provision and arrangements for caring for sick children are good. Child protection procedures are good and there is good liaison with other agencies. The pupils benefit greatly from very effective support staff, and a caretaker who takes a pride in the maintenance and appearance of the premises.
18. Teachers and support staff are sensitive to the needs of the pupils and thus able to provide good support and guidance. The good relationships between pupils and staff encourage pupils to raise any concerns they may have, knowing they will be dealt with sympathetically. Teachers track the progress and personal development of all pupils, including those with special educational needs and this contributes to how well they achieve. A reward system is used to good effect to highlight and encourage pupils' achievements.
19. Induction arrangements are well organised and ensure that children settle happily into school life. These include visits to nurseries and playgroups. There are several opportunities for parents to visit the school and an informative booklet is supplied. An attractive outdoor play area provides a secure base for children in the Reception class to learn out of doors. A 'Buddy' system operates in which older pupils befriend younger children. Pupils are well prepared for transfer to secondary education. The school has recognised that there is room for development in consultations with pupils and has already set up a school council. Pupils clearly take their responsibilities very seriously and enthusiastically participate in their new roles on the council.

Partnership with parents, other schools and the community

Relationships between the school and the parents are **satisfactory**. There are good links with other schools and pre-school providers and the school is well regarded within the local and wider community.

Main strengths and weaknesses

- Parents are pleased with the changes introduced by the recently appointed headteacher.
- Parents' views are now sought and valued well.
- The home/school association provides valuable support for the school.
- Reports to parents about the attainment and progress made by their children are good.

Commentary

20. Parents are kept well informed about the school through the prospectus, regular newsletters and other correspondence. They are also informed about their children's progress through consultation evenings, open days and annual reports. Parents are welcome to discuss concerns about their children's progress at any time. Inspection findings agree with the parents who wish to be more fully informed of what their children can do to further improve their learning, and the school is currently reviewing these arrangements.
21. Parents are more satisfied with the school since the appointment of the new headteacher. Their views have recently been sought by way of a questionnaire and meetings, and they feel more valued and encouraged in their support of the school. They feel comfortable in approaching the school with any concerns. They know that their children are encouraged to be mature and responsible and they appreciate the increased range of extra-curricular activities. The recent introduction of a 'Going for Gold' reward scheme has helped to allay parents' concerns over misbehaviour. Parents of children entering the reception class receive good advice on how to help their children to cope with school life.
22. A few parents make a good contribution to their children's learning by providing assistance in the classrooms and on trips and visits. They also raise significant funds and organise special events through the home/school association. Many parents support their children with their homework.
23. Links with the community include the parish church, where pupils take part in celebrating Christian festivals. The school invites the grandparents of pupils for a Christmas treat and distributes harvest produce to senior citizens. Many parents attend the music mornings, sports days and class assemblies. Members of the community give talks at the school and have included church representatives, a puppet show and a nurse from the children's hospital. Good working relationships exist with the local primary and comprehensive schools, and the collaboration of staff and resources enhances the teaching and learning of all pupils. All these initiatives contribute positively to the progress and achievements of the pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The governing body undertakes its duties satisfactorily. The leadership of the headteacher is good. The leadership of other key staff is satisfactory. Management is satisfactory.

Main strengths and weaknesses

- The headteacher has a clear vision for the development of the school and for the improvement of standards.
- Plans for the development of the school are linked well to the use of resources.
- Arrangements for members of staff with additional responsibilities, and for governors to keep a check and to help to improve provision, have been introduced successfully.

Commentary

24. The governing body fulfils its duties satisfactorily. This includes undertaking all the duties required by law. Governors undertake well their duty to oversee arrangements to ensure health and safety. They are proud of the school and the contribution it makes to the community and they are very supportive. Arrangements to ensure that governors are well informed about developments and about the quality of education have only just been introduced. However, governors are already much better informed about the work of the school than they were. In partnership with the recently appointed headteacher, governors have established a timetable for visiting in order to keep track of the work of the school. They also meet with subject leaders to discuss progress and developments. Governors have made a good contribution to the thoughtfully prepared school development plan.
25. The leadership of the recently appointed headteacher is good. In partnership with governors and teachers he has devised a very good plan for the development of the school and has introduced arrangements to ensure that staff with responsibilities can undertake their duties effectively. The headteacher has a clear vision of what the school needs to do to improve. His supportive and collaborative style of leadership ensures that governors, staff, parents and pupils are well placed to contribute to and support this vision for improvement. The headteacher has introduced a range of measures to improve provision. These have been received well by members of the school's community and have led to rapid improvements. For example, the development of the computer suite is set to provide more opportunities for pupils to use ICT to support their learning.
26. Other key staff and subject leaders undertake their duties satisfactorily. The headteacher has introduced a timetable for all subject leaders to have opportunities to check on and support the improvement of teaching and learning in their subjects. There are examples of good leadership and management of some aspects of the school's work. For example, the work of the special educational needs co-ordinator (SENCO) is good and the work of the deputy headteacher in developing provision for personal, social, and health education and behaviour is proving to be effective. The leadership and management of the Foundation Stage are good.
27. The management of the school is satisfactory. The new development plan ensures that the use of resources is linked well to initiatives and developments. Governors apply the principles for ensuring best value in the purchase of services and resources satisfactorily. The school gives good value for money.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	455,502
Total expenditure	453,123
Expenditure per pupil	2,372

Balances (£)	
Balance from previous year	19,763
Balance carried forward to the next	2,396

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the Foundation Stage is **good**.

Main strengths and weaknesses

- Children achieve well and the quality of teaching is good.
- Teaching assistants make a very good contribution to children's learning.
- There are good opportunities for children to make progress in all areas of their learning.
- Leadership and management of the Foundation Stage are good.

Commentary

28. Children enter the school with attainment that is below that expected for their age. During their time in the reception class they achieve well and attain the goals set for their early learning in most areas. The exception is in communication, language and literacy in which children achieve satisfactorily but do not attain standards that match those expected for their age. This is mainly because they start school with attainment that is well below average in this area of their learning. Children who speak English as an additional language achieve well.
29. The quality of teaching and learning is good, with teaching assistants making a very good contribution to children's learning. Teachers' planning is effective because it provides a good basis to meet children's needs in each area of their learning. A good range of activities for each area of learning helps to ensure that children learn well and enjoy their time in the reception class. Procedures to assess children's attainment and progress are satisfactory. There are good arrangements for teachers to liaise with parents and to share information about children's attainment and progress. Parents are welcomed into the classroom on a daily basis. Staff are good at sharing children's successes and discussing any concerns they might have with parents and carers. Arrangements to assess children's attainment and progress are satisfactory. Children come from a wide range of pre-school settings, and liaison with pre-school providers is satisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

30. Children are on course to attain the goals set for this area of their learning and they achieve well. Most children are developing a good awareness of the needs of others. They are becoming increasingly courteous and helpful. Children's listening skills are improving steadily and they sustain interest and concentration for increasingly longer periods. Children play well together, and many maintain their interest in an activity without the need to be supervised directly.

COMMUNICATION, LANGUAGE AND LITERACY

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

31. Children achieve satisfactorily but are unlikely to attain the early learning goals by the time they leave the Reception class. Teachers and teaching assistants make

satisfactory provision for children to speak and children are beginning to recognise the sounds made by letters and combinations of letters. However, having arrived in school with attainment that is well below average some children do not speak clearly and their progress is slow. There are frequent opportunities for children to listen and to discuss stories. On these occasions, children respond well and the higher attaining children comment thoughtfully about the stories, often drawing conclusions from the illustrations. Teachers are good at encouraging children to organise and talk about their ideas logically, and children express themselves with increasing clarity. This happened during the inspection when children thought about the questions they might ask to a parent who was visiting school and bringing a baby to show them. At such times, teachers encourage children successfully to discuss their ideas with their 'talking partners'. Children's reading and knowledge of books is developing satisfactorily. Higher attaining children are showing an increasing interest and enjoyment of stories, and they make good use of their classroom reading corner to choose and read books. There are good opportunities to children to improve their writing skills. Regular handwriting practice leads to children beginning to form letters legibly. An example of this is when children write captions for the pictures in their story books and write their own endings to stories.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

32. Children are on course to attain the early goals by the time they leave the reception class. They make good progress in counting because they are taught well. Higher attaining children are developing the ability to keep numbers in their head. Teachers use questions very well to encourage children to explain the answers they give when recognising and adding numbers. Teachers use resources effectively, such as number lines, to help children place a series of numbers in the correct order. Children count using coins. Counting to ten is developing well and higher attaining children add single-digit numbers to much larger numbers.
33. Children are starting to use the correct mathematics language. For example, terms such as shorter, larger and smaller are used correctly. Children's knowledge and recognition of basic two-dimensional shapes is also developing well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

34. Good teaching and good opportunities for learning ensure that children achieve well and are on course to attain the early learning goals. For example, children understand well how to care for babies and know what babies need to thrive and grow. Children's interest is captured well by topics such as 'My Body' and 'Ourselves'. They use magnifying glasses carefully to look at and describe 'mini-beasts'. Children also make scientific predictions. In an investigation about materials and their properties children predicted, often correctly, which objects would float or sink when placed in water. Children's understanding of healthy eating and healthy lifestyles is good.
35. Children are becoming increasingly confident in their use of computers, making frequent use of painting and drawing programs. Children apply their counting skills and

learn about directions when using a 'Roamer', programmed to move in the directions and distance they want. Children are supported very well by teaching assistants when taking part in these and other similar activities. Children's spiritual and cultural education is developing well. They have good knowledge of religious stories and know about religious celebrations, such as the Nativity and Easter.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

36. Children achieve well and are on course to attain the early learning goals. They benefit greatly from good opportunities to play outside in the newly-created outdoor play area and from daily visits to the school hall. Children move around safely and show a good awareness of space and of others moving around them. Children's control of implements, such as pencils and paint brushes, is good and they use tools such as scissors safely.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

37. Children achieve well and they are on course to attain the early learning goals by the time they leave the reception class. The majority of children can name a range of simple musical instruments correctly. Children enjoy using simple instruments to make music. They beat out rhythms, using simple percussion instruments, and count the number of beats. These and similar activities support children's mathematical development well. Teachers and teaching assistants use role play well to encourage children to use their imaginations, for example when children play in the hospital role-play area. Teachers also provide good opportunities for pupils to draw, paint and construct, and children are becoming increasingly proficient in these activities. For example, they create good quality, large, painted butterflies and collages, using a range of materials.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Effective measures are in place to improve standards and to improve leadership and management.
- All teachers have secure subject knowledge and plan lessons that meet the needs of all pupils well.
- Time and resources are used well, including the effective deployment of teaching assistants.
- ICT is not used enough to enhance pupils' learning in the subject.
- Marking is not used consistently by all teachers to help pupils to know what they need to do to improve.

Commentary

38. Inspection evidence shows that at the end of Years 2 and 6 standards are average and pupils achieve well. Since the appointment of the current headteacher in April 2004, a number of effective systems and measures have been put in place to raise standards and to improve the provision of the subject. The subject co-ordinator has received training from a local authority advisory teacher to help her undertake the role of leading and managing the subject. The co-ordinator has monitored teachers' planning and has undertaken lesson observations of her colleagues during the current academic year. Improved assessment procedures have been recently implemented, but will need time to become embedded into the normal practice of the school. The headteacher has undertaken an analysis of the most recent test results, which has identified the need to improve pupils' skills of inference and deduction in their reading and in writing. There is an emphasis on improving pupils' ability to compose pieces of writing. This results in pupils of all abilities achieving well as they progress through the school, including those with special educational needs and those with English as an additional language. Improvement since the last inspection is satisfactory.
39. Standards in speaking and listening are in line with the national average at Year 2 and Year 6. The positive and supportive atmosphere found in classrooms encourages pupils to share their thoughts, ideas and findings. This was seen in a Year 3 art and design lesson, when pupils discussed how to mix paint correctly before using it on their piece of work. Personal, social and health education lessons are used effectively to develop pupils' speaking and listening skills. They have gained sufficient confidence to use a range of vocabulary and expression when they speak in either formal or informal situations. This was seen in a Year 5 English lesson in which some pupils acted out the roles of characters from a novel read by the whole class.
40. Standards in reading at Years 2 and 6 are in line with the national average. Throughout the school, pupils are involved in guided reading activities to help drive up standards. There is a clear focus in these activities to help develop pupils' inference and deductive skills. Pupils' progress in reading is regularly recorded, and this information is used well to plan future reading tasks for them. Pupils enjoy reading and are willing to share their thoughts about books and authors they like the most. For example, a Year 2 pupil said she enjoyed reading Jill Murphy, whilst a Year 6 pupil expressed a preference for the books of Jacqueline Wilson.
41. Standards in writing, by the end of years 2 and 6, are average. The school has a clear focus on ensuring writing is developed in all areas of the curriculum. Year 2 high attaining pupils can write legibly in sentences using capital letters and full stops, and interesting vocabulary in their written work. Lower attaining pupils need reminding of the need to spell correctly and to shape their letters and words properly. Year 2 pupils have written for a variety of purposes such as writing an account of why 'Plants make a good Gift'. This is built on as pupils move into years 3 to 6. By Year 6, pupils write for different purposes in a range of subject. An example of this is when they write about their residential visit to Hartington, a village in Derbyshire, and the stories they write on a theme of the 'Long Walk' by George Layton. High-attaining pupils use paragraphs correctly and check punctuation in their written work, but their handwriting needs to be improved, as does their spelling. Lower-attaining pupils need support in using the correct punctuation when composing their sentences.

42. The quality of teaching and learning is good. All teachers plan effectively for lessons to ensure that pupils are included with activities and work that is well matched to their needs. This was demonstrated in a Year 6 lesson, when the class teacher and teaching assistant worked with groups comprising pupils of different levels of prior attainment, to identify the key points necessary for inclusion in a newspaper article. The specific needs of pupils with special educational needs are well met and, as a result, they achieve well in lessons and make good progress over time. The marking of pupils' work is inconsistent. Some examples help take pupils' learning forward well, whilst other examples just consist of a tick and one word comment. The organisation and working partnership of all teachers and teaching assistants ensures there is an inclusive atmosphere in classrooms, which helps pupils overcome any problem they may encounter. This was demonstrated in a Year 3 lesson, when lower-attaining pupils, with teacher assistant help, produced a group poem on the theme of observation using one of their senses. Although the computer suite is used to support pupils' learning, there are missed opportunities for pupils to consolidate skills learnt on computers when they away from the computer suite.

Literacy across the curriculum

43. The use of and development of literacy skills across the school is good. There are good opportunities for pupils to develop their speaking and listening skills across the curriculum in subjects such as art and design and physical education. Classrooms have informative displays that contain specialised vocabulary within a particular subject such mathematics, history and art and design. Writing skills are used satisfactorily by all teachers to help pupils write for a variety of purposes and audiences.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teachers plan their lessons well and meet the learning needs of all pupils effectively.
- Pupils' grasp of addition, subtraction, multiplication and division is good in Years 3 to 6 and improving in Years 1 and 2.
- Support for pupils' learning through additional programmes and working with teaching assistants is good.

Commentary

44. The inspection findings indicate that the pupils' attainment at the end of Year 2 is below national expectations, and that pupils achieve satisfactorily. At the end of Year 6, attainment is in line with national expectations and pupils achieve well. Pupils with special educational needs and those who speak English as an additional language achieve well. Improvement since the last inspection has been good overall in relation to issues raised at that time.
45. Pupils enter school with low numerical understanding. They make satisfactory progress in in Years 1 and 2, but do not reach the expected levels. Their understanding of number is developed better than their appreciation of shape and space or their ability to apply their knowledge to problems. Some pupils lack confidence and are often slow to respond to questions, even though they may have the right answers.
46. Older pupils achieve well by the end of Year 6. The latest results from national tests show that the school has succeeded in challenging the more able pupils to achieve well. Pupils have a sound grasp of number. They can apply correctly the four operations and recognise how they can be used together to solve number problems. Pupils develop appropriate mathematical vocabulary and some use it confidently, for example in work on fractions. Pupils benefit from more opportunities to use mathematical skills in real problems such as those involving number and shape. Although pupils are confident in reading bar charts they are less confident with other forms of data handling, and lack experience of the higher skills. Although pupils clearly are interested in their work time and effort are occasionally wasted because they do not listen to their teachers or to each other as well as they should.
47. Teaching and learning are good. Pupils benefit from the skilful support of classroom assistants, especially in several classes where there is a high percentage of pupils with special educational needs. Lessons are planned and prepared to a consistent format, and resources are used effectively to develop the understanding of new concepts. Mental mathematics starter sessions are satisfactory in all classes. Teachers are alert to pupils' needs and are quick to provide reinforcement or extension work.
48. Teachers' expectations about the presentation and layout of calculations are not high enough. The practice of squeezing calculations into two columns on each page does not allow pupils to explain their methods or to keep track of their working out. The lack of titles or learning objectives makes it difficult for pupils to appreciate the purpose of work when they look back on it, or to measure their own progress. Similarly, the quality of

marking and feedback varies and does not always give pupils sufficient help and advice to improve their work.

49. Leadership and management are satisfactory. The co-ordinator has monitored teachers' planning and has undertaken lesson observations of her colleagues during the current academic year. Assessment procedures are accurately identifying the learning needs of pupils and the analysis of information has resulted in a well-considered improvement plan. Targets for improvement for pupils have been identified. However, pupils are not sufficiently involved in this process. Currently, pupils do not make enough use of ICT to support their learning in mathematics. In part, this is because the school has only recently acquired suitable resources.

Mathematics across the curriculum

50. Pupils make satisfactory use of mathematics in their work in other subjects. In science lessons, opportunities are provided for pupils to take measurements and for them to record their findings in charts and graphs. In history, pupils have experimented with numerals from ancient civilisations and worked on problems about rationing. They have been able to apply their knowledge of geometry to on-screen control in ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Teaching is good and pupils achieve well.
- Pupils are not involved sufficiently in setting targets for their learning or in understanding how well they are getting on.
- The science curriculum is good.

Commentary

51. Inspection findings show that standards in science at the end of Years 2 and 6 are average and that pupils from all backgrounds and abilities achieve well. Leadership and management of the subject are satisfactory. The school provides pupils in all years with a curriculum that covers all areas of science well. Some topics are revisited each year and this enables pupils to consolidate their learning and improve their understanding.
52. Teaching and learning are good and pupils show good attitudes to their learning. However, the presentation of pupils' work, in their books, is currently a weakness. Teachers do not place sufficient importance on pupils presenting their work neatly. Pupils in Year 2 learn about the need for different types of food. They undertake surveys about the foods that classmates like and dislike. They record their results in tables and evaluate the quality of their recording well in response to very good questions posed by their teacher. In a Year 5 lesson, pupils learned about the timeframes of the earth's movements in relation to the sun. The teacher's very good relationship with the pupils enabled them to achieve well, and pupils responded well to this challenging topic. The well-organised practical approach to this topic, using torches and globes, was

particularly effective in supporting the learning of lower attaining pupils and those with special educational needs.

53. Arrangements to assess pupils' attainment and progress are satisfactory. Teachers are knowledgeable about how well pupils are achieving. They plan effectively to ensure that the needs of all pupils are met well and to ensure that progress is maintained. However, not enough is done to involve pupils in setting targets for their learning, or to develop their understanding of how well they are getting on and what they need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Plans to ensure the curriculum for the subject is covered fully are good. However, due to unsatisfactory coverage of the curriculum in the past there are gaps in pupils' knowledge and learning.

Commentary

54. Standards of attainment at the end of Years 2 and 6 are below expectations. This is largely due to the lack of satisfactory resources for the teaching the National Curriculum until very recently. Since pupils have had access to satisfactory resources the pace of their progress has improved. Achievement by pupils in both key stages is now satisfactory. Pupils show good interest in their work but lack the confidence to work independently. Below average attainment in ICT was a key issue at the last inspection. Standards remain similar to those found at the time of the last inspection. Consequently, improvement is unsatisfactory.
55. The quality of teaching and learning is at least satisfactory and is often good or better in Years 3 to 6, where there is some specialist input by the ICT co-ordinator. Pupils' previous learning was largely limited to using ICT to write and paint. In this respect, pupils in Years 1 and 2 can enter text and make simple amendments, and older pupils produce documents that include clipart and a variety of layouts. They have not had the opportunity to explore multimedia applications or to make extended use of email and the Internet. There has been very little work on data handling throughout the school. With the improved resources and regular access, pupils are operating at the expected levels, for example in manipulating graphics and using control simulations.
56. The curriculum is securely based on the recommended guidance. Because of the gaps in pupils' experience, teachers are amending the scheme this year so that pupils can learn the missing skills and move on to appropriate units of work. The school recognises that teachers need further inservice training to allow them to make best use of the new resources when teaching the full scheme.
57. The quality of subject management is good. The new co-ordinator has been responsible for major improvements in a very short time in the provision for ICT and has implemented an effective action plan for the subject. The ratio of computers to pupils is now well within the national targets. The co-ordinator has begun monitoring and evaluating teaching and learning by conducting interviews with pupils. At present, the school has not formalised its Internet safety policy or set up procedures for accurate assessment of pupils' progress. In the long term, the management of ICT will follow the new guidelines agreed this term for all subject managers.

Information and communication technology across the curriculum

58. The use of ICT to support and enhance other subjects is unsatisfactory. This is recognised by the school and is largely due to the lack of appropriate resources in the immediate past. Extending the use of ICT across all subjects is a priority in the school improvement plan. Currently, teachers are increasing the use of ICT in subjects, for example by improving pupils' vocabulary skills in literacy and increasing opportunities for pupils to use the Internet for research in history and geography.

HUMANITIES

Not enough teaching was seen to enable judgements to be made on the overall provision for geography and history. Judgements for these subjects are based on the analysis of pupils' work, teachers' documentation and on discussions with pupils and with teachers.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Coverage of the locally agreed syllabus for the subject is good.
- Arrangements to assess pupils' attainment and progress are unsatisfactory.
- The presentation of pupils' work is sometimes unsatisfactory.
- Links with local churches and religious groups are good.

Commentary

59. The standards of attainment are in line with those expected in the Rotherham Agreed Syllabus. Pupils make steady progress from a low level on entry to school, and overall achievement is satisfactory. Improvement since the last inspection has been satisfactory. The quality of teaching and learning is satisfactory. The analysis of pupils' work indicates that teachers' expectations have lacked consistency and, in some year groups, comparatively little work has been done in the past. However, examples of good teaching were seen during the inspection. Pupils in Years 3 to 6 learnt the meaning of the Passover as part of a series of well-designed lessons on celebrations. Well-managed discussions in Year 3 enabled pupils to extend their understanding of religious signs and symbols. Overall, there is more emphasis on learning about religion than on learning from religion.
60. The curriculum is based on the locally agreed syllabus and is complemented by units from the recommended scheme of work. The study of world faiths such as Islam, Judaism and Hinduism is drawn upon regularly. Pupils in Year 4, for example, report in detail on the main features of Islam. Christianity is studied in depth in some year groups. The curriculum is enhanced by visits to local churches for both study and special celebrations.
61. There was no subject co-ordinator at the time of the inspection but the agreed guidelines for subject management are satisfactory and an appropriate action plan for the development of the subject is in place. Resources are adequate. Procedures for assessment have still to be formalised.

Geography and history

62. A sampling of present and previous work indicates that standards are in line with those expected of pupils at the end of years 2 and 6. The school's curriculum plan shows that the subjects are taught regularly, following satisfactory schemes of work. Scrutiny evidence shows that teachers' expectations about the quality and quantity of work have varied in the past. The approaches teachers use to develop pupils' written work do not always give pupils sufficient opportunities to develop extended writing skills or to study

topics in sufficient depth. When such opportunities are given, for example, when pupils study of the Indian village of Chembakoli, they achieve satisfactorily.

63. The stimuli of visits, such as that to Jorvik and the Ark, result in deeper knowledge and understanding of historical topics. Expeditions to contrasting locations such as Filey give pupils the opportunity to undertake real research. Younger pupils benefit from the quality of the interactive displays that encourage the development of early mapping skills and vocabulary.
64. Leadership and management of the subjects are satisfactory. The co-ordinator is newly appointed and is following the guidelines for subject management recently implemented by the school. Resources for both subjects are satisfactory and the relevant action plans identify appropriate steps for improvement. The standards observed at the last inspection have been maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Not enough teaching was seen to enable judgements to be made on the overall provision for design and technology, physical education or music. Judgements for these subjects are based on the analysis of pupils' work and teachers' documentation and on discussions with pupils and with teachers.

Art and Design

The provision for art and design is **satisfactory**.

Main strengths and weaknesses

- All teachers' have secure subject knowledge, and use effective demonstration and questioning techniques in lessons.
- The work of well known artists is used effectively in lessons to develop and inspire pupils' knowledge and understanding of the subject.
- There are good links with other areas of the curriculum.

Commentary

65. Pupils' attain average standards and achieve well. All elements of the art and design curriculum are undertaken by the school. Currently there are no whole-school assessment procedures in place to help and assist the co-ordinator to undertake her role in monitoring and leading the subject. However, there are plans in place for this to happen in the near future, including the use of a moderated file of pupils' completed work to help with planning and assessment.
66. The quality of teaching is good. This was characterised by effective demonstration and questioning in lessons. For instance, in a Year 3 lesson, the teacher demonstrated to pupils how to match a paint colour by testing it against the colour they were attempting to create. Teachers use the work of well-known artists effectively to help pupils' learn about different styles of presenting work by using different mediums. For example, in a Year 1 classroom, there is the example of Gerrit Rietveld's work which demonstrates how he used different sized squares and rectangles when creating a piece of work. Pupils' in Years 3 and 4 have used the ideas of William Morris when completing their

work on pattern designs using pencil and paint. Good links are made with other areas of the curriculum such as history and physical education. For instance, in a Year 5 lesson, pupils were making 3-dimensional figures in clay, inspired by shapes they made in a gymnastics lesson, with the aid of photographs and sketches.

Design and technology

67. The analysis of teachers' planning and a scrutiny of pupils' previously completed work indicate satisfactory coverage of the National Curriculum requirements for this subject, and that standards are average, with pupils achieving satisfactorily. For example, pupils in Year 2 have made hand puppets of a quality that is in line with that expected for their age. Pupils in Year 5 have made stringed instruments that are linked well with their work in music and the study of sound in science. The oldest pupils, those in Year 6, have designed and made vehicles with moving parts and powered by batteries. Their finished models and their evaluations of their work are in line with the standard expected for their age.

Physical education

68. No physical education lessons were observed in Years 1 and 2. Inspection evidence indicates that, in Years 3 to 6, standards are average and pupils achieve well. Curriculum coverage is satisfactory and includes opportunities for pupils in Years 4 and 5 to learn to swim. Pupils in Years 5 and 6 achieve well in gymnastics. Teaching in gymnastics lessons is good. Teachers provide pupils with good opportunities to evaluate their own work and to plan how they will improve. Pupils respond well to these opportunities. They also work thoughtfully and persevere to improve the quality of their gymnastic movements and the sequences they create by combining movements. When pupils in Years 3 to 6 play games, such as basketball and cricket, in the playground they show skills that are in line with those expected for their age.
69. Leadership and management of the subject are satisfactory. A strength of the provision is the liaison with the local specialist sports college and the sports co-ordinator employed by the district council. There is a satisfactory range of extra-curricular activities and pupils have achieved success in tennis tournaments against other schools.

Music

70. No music lessons were observed in Years 1 and 2. Inspection evidence indicates that standards in Years 3 to 6 are average and pupils achieve well. Pupils in Year 6 learn very well during the very good teaching provided by the subject co-ordinator. They are provided with very good opportunities to apply their understanding of basic musical notation when they compose their own rhythm patterns. When pupils do this they attain average standards and achieve well. Pupils also reflect and evaluate carefully to improve their compositions and make them increasingly complex. During the inspection pupils in Year 4 were inspired by the performance of a drummer from a well-known rock band who visited the school and played for them. Pupils responded thoughtfully to questions that extended very well their knowledge of percussion instruments. Many pupils were thrilled to have the opportunity to successfully follow the rhythm patterns taught to them by the visiting expert.

71. Leadership and management of the subject are satisfactory. The co-ordinator is working effectively to improve the quality of resources and has provided a scheme of work that is helping teachers to gain confidence when they teach the subject. Pupils' learning is also supported well by peripatetic musicians who visit to teach cello, guitar and violin, and pupils perform recitals for their parents each term.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Not enough teaching was seen to make an overall judgement on the quality of provision. Judgements on the small number of lessons seen and discussions with teachers and pupils.

Personal, social and health education and citizenship

72. Inspection evidence indicates that pupils achieve well. Pupils throughout the school are taught aspects of the subject each week. Teachers provide frequent, good opportunities for pupils to take part in discussions about world issues and issues of local and personal concern. These opportunities are helping pupils to improve their listening skills and to become increasingly confident speakers. This happened in a Year 1 class when pupils discussed how family and friends show they care for each other. The programme is helping pupils to improve their attitudes to their learning and their behaviour, especially in the playground.
73. Leadership and management of the subject are good. The deputy headteacher is working effectively to ensure there is good coverage of the subject throughout the school and has ensured that a good range of resources are available to support teaching and learning well. In addition to teachers, teaching assistants and mid-day supervisors are also benefiting from good training opportunities. Good use is made of visitors to support pupils' learning on such topics as sex education and to raise pupils' awareness of the dangers of drug and alcohol abuse.

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	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
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	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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