

INSPECTION REPORT

**HOOTON PAGNELL ALL SAINTS CHURCH OF
ENGLAND PRIMARY SCHOOL**

Hooton Pagnell, Doncaster

LEA area: Doncaster

Unique reference number: 106763

Headteacher: Mrs Jan Gillard

Lead inspector: Mr Alan Fullwood

Dates of inspection: 26th – 28th April 2005

Inspection number: 267068

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

© Crown copyright 2005

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:	Voluntary aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
Number on roll:	83
School address:	Hooton Pagnell Doncaster South Yorkshire
Postcode:	DN5 7BT
Telephone number:	01977 642054
Fax number:	01977 648322
Appropriate authority:	The governing body
Name of chair of governors:	Mr John Hardaker
Date of previous inspection:	May 1999

CHARACTERISTICS OF THE SCHOOL

The school is situated in the village of Hooton Pagnell near Doncaster, but draws its pupils from a wide geographical area. The school is popular in the area and has a maximum admission limit of 84. There are 83 pupils on roll, taught in three mixed-age classes and a Reception class. The school is smaller than the average primary school. The socio-economic indicators for the area served by the school are average. Children's attainment on entry to the school is average. All pupils are of white ethnic origin. Seven pupils, approximately 12 per cent, have some form of special educational need, including one pupil who has a statement of special educational need. This is below the national average. The school gained the Healthy Schools Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr Alan Fullwood	<i>Lead inspector</i>	English; Information and Communication Technology; Geography; History; Music; Personal, Social, Health and Education; Citizenship.
19374	Mrs Wendy Sheehan	<i>Lay inspector</i>	
21816	Mrs Beryl Thomas	<i>Team inspector</i>	Foundation Stage; Mathematics; Science; Art and Design; Design and Technology; Physical Education.

The inspection contractor was:

VT Education
Old Garden House
The Lanterns
Bridge Lane
London
SW11 3AD

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	1
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	4
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	7
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	12
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	14
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Hooton Pagnell All Saints is an effective school that provides a good education for all its pupils in a secure and stimulating learning environment. Overall, teaching and learning are good, and pupils achieve well as a result. Leadership and management are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- At the end of Year 6, standards and achievement are above average in English, mathematics, and music.
- Children achieve very well in the Foundation Stage as a result of the very good curriculum and the quality of teaching.
- Some of the more able pupils do not achieve as well as they should in the investigative strand of science.
- Pupils' attitudes and their behaviour are very good, and the school promotes their personal development well.
- Pupils are not prepared well enough for life in a multicultural society.
- Assessment information in mathematics and science is not used sufficiently well to set precise and achievable targets so that pupils know what they need to do to improve their work.
- The leadership of the headteacher is very good.

Improvement since the previous inspection has been good. The school has worked successfully to address the issues for improvement identified at the time of the previous inspection. Good progress has been made in establishing very effective assessment and tracking procedures in English, mathematics, and information and communication technology (ICT), but more work is needed to do this in other subjects. Resources and the accommodation for children in the Foundation Stage have improved significantly. Standards have improved in science at the end of Year 2 and in ICT across the school. The school has developed very good self-evaluation procedures that lead to clear priorities, which the school is pursuing.

STANDARDS ACHIEVED

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

Key: A* - very high in comparison with the national average; A - well above average; B – above average; C – average; D – below average; E – well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Overall, pupils' achievement is good. It is very good in the Foundation Stage. The results of national tests in 2004 at the end of Year 6 show that standards in English were well above average in comparison with all schools and very high in comparison with those of similar schools. Standards in mathematics were average in comparison with those of all schools and of similar schools. Standards in science were below average in comparison with all schools and well below average in comparison with similar schools, Standards in recent years have shown an upward trend in English,

but have fallen in mathematics. Standards in science have varied from year to year, but fell sharply in 2004. Inspection evidence indicates that pupils in the current Year 6 are achieving well in English and mathematics, and standards are above average. Standards in science and ICT are average and pupils' achievement is satisfactory.

The results of national tests in 2004 at the end of Year 2 showed that, in comparison with all schools, standards were well above average in mathematics, above average in reading, and average in writing. In comparison with those in similar schools, standards were above average in mathematics, but below average in reading and writing. Inspection evidence indicates that standards in reading and mathematics in the current Year 2 are above average and that pupils achieve well. Standards in writing, science and ICT are average and pupils' achievement is satisfactory.

Overall, children's attainment in the Foundation Stage is likely to exceed the goals they are expected to reach by the end of the Reception Year in all areas of the curriculum. Children make very good progress and achieve very well.

Pupils with special educational needs (SEN) achieve well in relation to their prior attainment. They are well supported by teachers and by learning support assistants.

Pupils' attitudes to school and their behaviour are very good. Pupils' attendance is good. **The promotion of pupils' values and personal qualities, and of their spiritual, moral, social and cultural development is good.** However, pupils have too few opportunities to learn about the multicultural nature of society in Britain today.

QUALITY OF EDUCATION

The school provides a good education for its pupils. The quality of teaching and learning are good in Years 1 to 6 and very good in the Foundation Stage. The teaching of pupils with SEN is good. Across the school, the teaching of English and mathematics is good and effective assessment procedures are used to track pupils' attainment and progress. However, in other subjects, procedures are not effective in ensuring that all pupils, particularly the more able, make suitable progress. Homework is used well to support pupils' learning.

The curriculum is good, and it is enriched through clubs, activities, visits and visitors to the school. Staffing levels are good, as is the standard of accommodation. Overall, learning resources are satisfactory; in the Foundation Stage they are good. The school has good links with parents, with the community and with other schools. The school provides very good care and support for pupils, but its guidance to them needs to be improved further.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The governance of the school is good; governors have a clear understanding of the school's strengths and development needs, based on their own monitoring of the school's performance. All statutory requirements are met. The headteacher provides very good leadership and a clear educational direction to the work of the school; she is ably assisted by the management teacher. The overall management of the school is good, and senior managers and staff work well as a team in leading curriculum development in individual subjects. Senior teachers monitor teaching and learning well, and they make good use of the services of local educational authority advisers and consultants.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the school and they are very supportive of it. Pupils' views of the school are very positive. They feel well supported by teachers and by learning support assistants, and they enjoy the many clubs and activities on offer.

IMPROVEMENTS NEEDED

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

- Raise the achievement of more able pupils in the investigative strand of science.
- Make better use of assessment information in mathematics and science to set precise and achievable targets so that pupils know what they need to do to improve their work.
- Ensure that pupils are prepared for life in a multicultural society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is very good in the Foundation Stage, and it is good in Years 3 to 6.

Main strengths and weaknesses

- Standards at the end of Year 2 in reading and mathematics are good.
- Standards at the end of Year 6 in English, mathematic and music are good.
- Some of the more able pupils are not challenged enough in the investigative strand of science and do not achieve as well as they should.
- Good provision is made for pupils with SEN and they achieve well as a result.

Commentary

1. Children's attainment on entry to the school is average. Children make very good progress and achieve very well in the Foundation Stage, as a result of very good teaching and the very good leadership of the co-ordinator. Children are likely to exceed the goals they are expected to reach by the end of the Reception Year in their personal, social and emotional development, and in their literacy, language and communication skills. They are also likely to exceed the goals they are expected to reach in their mathematical, physical and creative development. Standards have improved since the previous inspection.

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

Standards in:	School results	National results
reading	16.5 (15.8)	15.8 (15.7)
writing	15.0 (15.6)	14.6 (14.6)
mathematics	17.7 (18.0)	16.2 (16.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

2. In comparison with all schools, the results of national tests in 2004 at the end of Year 2 were above average in reading and average in writing. In comparison with those in similar schools, results were below average. Standards have shown an upward trend in reading, but in writing they have varied from year to year. Generally, girls perform significantly better than boys. Inspection evidence indicates that pupils in Year 2 are on track to achieve well above average standards in reading and average standards in speaking, listening and writing. Pupils make good progress and achieve well in reading. In writing, pupils' progress and achievement is satisfactory. Two-thirds of pupils in this age group are boys. Having carried out a careful analysis of past results, the school was aware that some boys in Years 1 and 2 were underachieving, and it put in place a number of effective strategies to improve boys' attainment. As a result, boys are now achieving as well as they should and at levels which are similar to those of the girls. Overall, standards in writing are not as high as they were at the time of the previous inspection, but they have been maintained in reading, and speaking and listening.

3. The results of national tests in 2004 in mathematics at the end of Year 2 were well above average in comparison with those of all schools and above average in comparison with those of similar schools. Standards have varied from year to year, but generally they have been above the national average. Girls and boys perform similarly. Inspection evidence indicates that the standards of attainment of the current Year 2 pupils are above average and that pupils are achieving well. The good standards found at the time of the previous inspection have been maintained.

4. In science, teachers' assessments in 2004 for Year 2 pupils showed their attainment to be very high. Inspection evidence indicates that the current group of Year 2 pupils are attaining average standards and achieving satisfactorily. This marked difference reflects differences in the ability of the two groups of pupils. A greater emphasis on practical work and the teaching of pupils' scientific enquiry skills are having a positive impact on attainment. Standards have improved since the previous inspection.

5. Standards in ICT are in line with expected levels, and pupils' achievement is satisfactory. This represents an improvement since the previous inspection. In art and design, design and technology, geography, history, music and physical education, standards are satisfactory and have been maintained since the previous inspection.

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

Standards in:	School results	National results
English	29.5 (28.2)	26.9 (26.8)
mathematics	27.0 (27.6)	27.0 (26.8)
science	27.5 (29.7)	28.6 (28.6)

There were 12 pupils in the year group. Figures in brackets are for the previous year

6. The results of national tests in 2004 in English at the end of Year 6 were well above average in comparison with those of all schools and very high in comparison with those of schools that achieved similar standards at the end of Year 2. The school reached its targets for the percentages of pupils who would achieve Level 4 or above, and exceeded the target for those who would achieve Level 5. Standards have varied from year to year, as they are liable to do with small groups of pupils, but they have remained above national averages since 2002. Generally, girls perform slightly better than boys, but both boys and girls perform better than they do nationally. Inspection evidence indicates that Year 6 pupils are achieving well and that the attainment of the current group is likely to be above national expectations at the end of the year. They make good progress in all aspects of the subject. The good standards noted at the time of the previous inspection have been maintained, as a result of good teaching and good use of assessment data to plan challenging work for pupils and track their progress closely.

7. The results of national tests in 2004 in mathematics at the end of Year 6 were average in comparison with those of all schools and of similar schools. However, the school's targets for the percentage of pupils who would achieve a Level 4 or 5 were not reached. Standards have declined slightly over the last two years. Generally, boys perform better than girls. Inspection evidence indicates that pupils are achieving well and that standards of the current group of Year 6 pupils are above average. This is due to good teaching and the good leadership of the co-ordinator. However, despite good assessment procedures being in place, the resulting information is not used well enough to set specific targets so that pupils know what they need to do to improve. The good standards noted at the time of the previous inspection have been maintained.

8. The results of national tests in 2004 in science at the end of Year 6 were below average in comparison with those of all schools and well below average in comparison with those of schools whose pupils achieved similarly at the end of Year 2. Results in national tests improved significantly in 2003, but fell sharply in 2004. Generally, boys and girls perform similarly. Inspection evidence indicates that standards in the current Year 6 are average and that pupils' achievement is satisfactory. However, more able pupils are not sufficiently challenged and assessment procedures need strengthening to set pupils targets for improvement, particularly in developing their skills of scientific enquiry and in developing their scientific vocabulary. Standards have been maintained since the previous inspection.

9. Standards in ICT are average and have improved since the previous inspection. Pupils' standards of attainment in music are good and have improved significantly. There was insufficient evidence to make secure judgements about pupils' attainment and progress in other subjects.

10. The achievement of pupils with SEN is good, matching that of their classmates. Many of them attain the expected standard for their age by the time they leave the school. Carefully structured individual plans, based upon accurate assessment, successfully guide their work in the classroom.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Their personal development is good, and there is a climate for learning in which pupils are happy and relate well to each other. Pupils' spiritual, moral, social and cultural development is **good** overall. Attendance and punctuality are **good**.

Main strengths and weaknesses

- Pupils' behaviour and their attitudes to learning are very good, and this contributes to a positive climate for learning.
- There are not sufficient planned opportunities to develop pupils' knowledge and understanding of different cultures.
- Pupils develop a good range of personal and social skills.
- Levels of attendance and punctuality are good, and so pupils spend as much time as possible in learning.

Commentary

11. Pupils' attitudes and their behaviour are very good. Pupils usually settle very quickly in class. They listen very well and are keen to learn. They support each other very well in paired and group work. For example, in a Year 3 and 4 literacy lesson, in which pupils were required to use connectives to join sentences, pupils shared their ideas sensibly and respected the opinions of others. Pupils who have SEN are given very good support; they feel confident and so show positive attitudes in lessons. Pupils' behaviour is very good throughout the school day. Playtimes are friendly, social occasions, and older pupils care sensitively for younger pupils in the playground. The overwhelming majority of parents who responded to the questionnaire agreed that behaviour was good. No evidence of bullying was found during the inspection and, in discussion, pupils felt that bullying was very rare, and that staff dealt with any instances quickly and appropriately. The school has launched active measures to safeguard against bullying, including a 'Buddy' scheme in which older pupils are matched with younger pupils, to whom they offer care and support. There have been no exclusions in recent years.

12. Pupils' spiritual development is supported well in all lessons and helps to raise their self-esteem and self-awareness. Assemblies have a strong Christian ethos and fully meet the requirement for an act of collective worship. Pupils' social and moral development is very well provided for, with many opportunities for pupils to work together in class, a good range of extra-curricular activities, and opportunities to compete against other schools. Pupils frequently raise funds for charities, helping them to appreciate the needs of others. Pupils understand very clearly the impact of their behaviour on others. However, the school does not provide sufficient opportunities for pupils to learn about other cultures. The school has no pupils from ethnic minorities, and there is not enough emphasis on ensuring that pupils are introduced to, and helped to understand, the different cultures represented in Britain today.

13. Attendance levels have improved over the past year and in the Spring Term they were above the average for primary schools nationally. Parents are very conscientious about contacting the school when their children are absent, and the school secretary monitors the registers carefully. The informal start to the day, with pupils arriving up to 20 minutes before registration and settling to do early work, helps to ensure that pupils are usually in school by registration time.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.9	School data	0.1
National data	5.4	National data	0.4

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

14. Pupils' behaviour and attitudes to learning have improved since the school was inspected previously. This has had a positive effect on pupils' standards and progress. Pupils feel secure and valued in the school and therefore they achieve well.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a good quality of education. Teaching and learning are very good in the Foundation Stage and good in Years 1 to 6. The curriculum is good and is enriched by a very good range of extra-curricular activities. Levels of staffing and the standard of accommodation are both good, and learning resources are satisfactory. The school's links with parents, with the community and with other schools are good. Pupils are very well cared for and supported. The guidance they receive is satisfactory.

Teaching and learning

Teaching and learning are good overall. The quality of assessment of pupils' work is satisfactory. It is good in English, mathematics and ICT, but is not well enough developed in other subjects.

Main strengths and weaknesses

- Teaching and learning in the Foundation Stage are very good.
- Teaching in Years 1 to 6 is good.
- Across the school, the teaching of English and mathematics is good.
- Assessment and tracking procedures have been established in English, mathematics and ICT, but need to be developed for other subjects.
- Good use is made of homework to support pupils' learning.
- Pupils with SEN are supported well.

Commentary

Summary of teaching observed during the inspection in 31 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0 (0%)	10 (32%)	16 (52%)	5 (16%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

15. The quality of teaching and learning in the Foundation Stage is very good overall; it varies from very good to good. As a result, children of all abilities achieve well. Adults have very good relationships with children, and lessons are well planned and exciting. All lessons begin with a clear focus, and finish with time for children to think about and evaluate what they have learned. Staff work well as a team, and this ensures consistency in approach and insistence upon high standards of behaviour. There are very good procedures for assessing children's attainment and for monitoring their progress. The accommodation and learning resources for the Foundation Stage are good and have vastly improved since the previous inspection.

16. The teaching of English is good. Teachers have a very good understanding of how to teach the literacy strand of the National Primary Strategy, both in discrete lessons and across other subjects of the curriculum. They plan lessons well and make good use of assessment information to plan a variety of work to match the needs of all pupils, and to set realistic and achievable targets for improvement. Teachers adopt a lively and enthusiastic approach.

17. The teaching of mathematics is good. Teachers have a good knowledge of the numeracy strand of the National Primary Strategy. The mental recall of number facts and calculations is good. Teachers use a wide range of teaching strategies, and make good use of praise to encourage pupils when they answer questions. They encourage pupils to take an active part in their own learning, by sharing intended learning outcomes with them at the start of lessons and evaluating how well they have been achieved at the end. Assessment procedures are in place, but they are not used well to set specific targets to help pupils to improve the standard of their work.

18. The teaching of science is good. Lessons stimulate pupils' interest and help them to enjoy the subject. Recent improvements have led to a greater emphasis on promoting pupils' scientific enquiry skills, but there are still too few opportunities for pupils to devise their own investigations in response to a problem posed by the teacher. As a result, some of the more able pupils underachieve. There is little assessment of this aspect of the subject. Lessons are well structured, and teachers make good use of questioning to ensure pupils' understanding of scientific concepts. However, there is not enough emphasis on pupils' use of scientific terms.

19. The teaching of ICT is good. Teachers have better subject knowledge than they had at the time of the previous inspection and effective assessment procedures have been established. Interactive whiteboards and computers are now available in each classroom.

20. The school has worked hard to ensure that very effective assessment and tracking procedures have been established in English, mathematics and ICT. The outcomes of these are used very well to plan lessons for pupils of different abilities. However, the use of assessment information to set specific and achievable targets in mathematics is in need of further improvement. Currently, the targets set are too broad to let pupils know what they need to do to improve their work. In science, there is a lack of rigour in assessing pupils' investigative skills, and the school has yet to establish effective assessment procedures in other subjects. This is identified as an area for development in the school improvement plan.

21. The quality of the marking of pupils' work is variable. Teachers' comments are positive, but they do not always explain clearly enough to pupils what they need to do to improve their work further. Homework is set regularly and makes a good contribution to pupils' learning at home and at school.

22. Teachers and support staff are acutely aware of pupils with SEN and give them good support during lessons. They plan carefully to make sure that there are appropriate opportunities for these pupils to achieve success. Pupils who have emotional needs are given sensitive support, so that they settle easily into the life of the school.

The curriculum

The school provides **good** curricular opportunities; the curriculum is stimulating and innovative. All statutory requirements are met. Issues from the previous inspection have been tackled effectively. A new classroom and outdoor play area for the Foundation Stage have been completed, and resources for ICT have been improved.

Main strengths and weaknesses

- The school is very successful in providing equality of access and opportunity for all its pupils.
- The planning of the curriculum has improved since the previous inspection, particularly in subjects that, at that time, had no schemes of work.
- Information and communication technology (ICT) is identified in planning and this results in frequent opportunities for pupils to use computers.
- Children in Reception make a very good start to their learning at school.
- Provision for personal, social and health education (PSHE) is good.
- Enrichment through extra-curricular activities is a strong feature of school life, with a range of opportunities in both sport and the arts.
- The school is well staffed with teachers.
- More opportunities are needed for investigative work and to learn about other cultures.

Commentary

23. The school provides a broad and relevant curriculum that is enlivened by clubs, practical activities and visits related to the topics being studied. Arts and Health Education weeks, and projects with English Heritage and in technology, really motivate pupils and inspire them to learn. The school has fully embraced the principles of educational inclusion and makes very good provision to ensure that all pupils have full access to all subjects and activities. Provision for pupils with SEN is good. Teachers and support staff are acutely aware of the individual needs of these pupils. They plan carefully to make sure there are appropriate opportunities for all to achieve success. No pupils are disapplied from any aspects of the curriculum, and pupils with SEN have good individual educational plans (IEPs) which ensure that work is matched well to their ability and to their personal needs.

24. The school is successfully improving pupils' interest in joining the school clubs, including conversational French, quiz, music, choir, netball, football and tennis. Pupils also have opportunities to take part in a variety of other activities, such as tag rugby and golf coaching, and to participate in the Doncaster and District local schools' tournaments and swimming galas. The school has a range of events and visits such as those to Murton and Brodsworth Halls, the Bradford colour museum, and 'The Deep' in Hull, all of which add real interest to the curriculum.

25. Suitable emphasis is placed on English and mathematics. The literacy and numeracy strands of the National Primary Strategy have been used very well by teachers as the basis for their planning in these subjects, and this has contributed to the continuing improvement in standards. The provision for ICT and the standards and quality of learning in this subject have improved considerably since the previous inspection. There are schemes of work for all subjects, based on a two-year rolling programme of work. However, these do not include enough opportunities for investigative work or for pupils to experience the music, works of art or literature of other cultures.

26. Provision in the Foundation Stage is very good. Children work from an effectively planned, interesting and coherent curriculum. They have a very good range of engaging and exciting experiences, and are helped to develop the social skills necessary to learn successfully. As a result, they enjoy learning and achieve very well. The school now has a classroom for the Reception children and an outdoor area which is used very successfully to promote all areas of the curriculum.

27. Health education and guidance about the dangers of misusing drugs are planned and taught well, as an aspect of science and as part of the PSHE and citizenship provision. This work is enhanced through a school 'focus week' on healthy eating as part of the Healthy Schools' initiative.

28. The school has a very good match of well-qualified teachers to the demands of the curriculum and the learning needs of all pupils. A specialist music teacher teaches all music lessons, and a specialist science teacher teaches science to the juniors. The learning support staff for pupils with SEN are well deployed during lessons, and this results in these pupils receiving good support and full access to the same curriculum as their peers.

29. Accommodation is good. The school hall is a small space for physical education, but the outside areas for games are very good. The accommodation for the Reception children is very good. Classrooms are bright and are enhanced by stimulating displays. There is a satisfactory range of resources to support subjects.

Care, guidance and support

Procedures for pupils' care, welfare and health and safety are **very good**. The school involves all pupils satisfactorily through seeking and acting on their views.

Main strengths and weaknesses

- The school's procedures for health and safety are very good, and ensure that pupils work in a safe and secure environment.
- Every child is valued, and achievement in all aspects of school life is celebrated.
- Pupils are not always given sufficient guidance on how they could improve their work further.
- Good procedures for induction help pupils to settle in well.
- Pupils' views are listened to sensitively.

Commentary

30. Staff in the school know individual pupils well and show concern for their welfare. Adults are very good role models for pupils, and by Year 6 the pupils show high levels of maturity, independence and concern for others. Staff always make time for pupils, sorting out their problems and offering support to them. The headteacher's door is always open and pupils regularly visit to celebrate their achievements with her. Child protection procedures are fully in place, and staff monitor pupils' day-to-day welfare very carefully and record any concerns. The school ensures that regular health and safety checks are carried out, and the governing body is effectively involved in supporting these arrangements. Thorough procedures to ensure a safe learning environment are in place, and risk assessments are carried out. The caretaker ensures that pupils enjoy a clean, safe and secure environment. Through the Healthy Schools' initiative, pupils learn how to keep safe and healthy. In physical education lessons, safety is given high priority.

31. Pupils are not always given sufficient guidance on how they could improve their work further. The marking of pupils' work is variable. It generally includes positive comments but does not always explain to pupils how they can improve their work. In Years 3 to 6, writing assessment books provide a useful indicator for pupils on what level they are working at, but these are not referred to in pupils' day-to-day work. Guidance on personal development tends to be informal, although whole-class targets are set each week; for example 'to do things the first time I am asked'. In the Foundation Stage, assessment is used very effectively, and weekly group targets are set and reviewed systematically, so that children know clearly how well they have achieved.

32. Good induction procedures enable children to enjoy a smooth transition into Reception. Pupils who joined the school in other years say that they settled quickly and soon had plenty of friends.

33. In lessons and during informal chats with teachers, pupils' views are listened to carefully. The school recognises that it has no formal method of seeking pupils' ideas, and plans are in place to start a school council next year. The school creates an extremely positive learning environment, in which pupils who have any special educational needs are identified early and receive good support. Overall, as at the time of the previous inspection, the school's provision for pupils' care, guidance and support is good.

Partnership with parents, other schools and the community

The school's partnerships with parents and with the community are good. Links with other schools are also good.

Main strengths and weaknesses

- Parents' views of the school are favourable.
- The school provides a suitable range of information for parents.
- Links with the community and with local schools are good.

Commentary

34. Views expressed at the parents' meeting and in the parents' questionnaires reflect satisfaction with most aspects of the school. Parents are very supportive; for example, the majority listen to their child read daily. Some parents expressed concerns about pupils falling out, but were happy that instances of inappropriate behaviour were dealt with quickly and effectively by the school. During the inspection, pupils said they felt safe and that the school was very friendly. Some parents felt they were insufficiently informed about their children's progress. At present, the school provides termly opportunities for parents to meet teachers, as well as an annual written report. This is typical of the procedures in most primary schools. However, as many pupils travel to and from school by bus, there is little daily contact between parents and teachers. The information that the school provides for parents is satisfactory. The well-written prospectus and the formal governors' annual report give clear and helpful information, and meet statutory requirements. Newsletters are sent out frequently and provide useful information on events and activities. However, the school does not send out sufficient curriculum information to give parents an overview of what is being taught. Pupils' annual reports meet requirements, but do not give sufficiently clear targets to show pupils how they could improve their work. As a result, parents are not made aware of how they can help their children. The 'Friends of the School Association' actively supports the school's work, raising funds to improve the learning environment, for example by purchasing computers. The school has yet to introduce a systematic method of seeking parents' views, although the Friends Association do discuss school issues at their meetings.

35. The school works in close partnership with the parents of pupils with SEN. Information is shared at review meetings, and parents are involved in deciding their children's educational plans and targets. There are also informal meetings between the special needs co-ordinator (SENCO), parents, and staff to discuss individual pupils' needs.

36. The school has developed good links with the community. For example, pupils visit the local church, and Mass is said in the school hall at least once each term. Members of the local golf club come in weekly to teach older pupils the basics of golf. Good links exist with the main feeder secondary schools to which most pupils transfer, and various school cluster meetings promote the sharing of ideas and good practice between primary schools.

37. Good links with parents have been maintained since the previous inspection.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership of the headteacher is very good. The governance of the school is good.

Main strengths and weaknesses

- The headteacher's purposeful leadership and high aspirations are enabling the school to raise standards in English and mathematics.
- The staff team work well together to ensure that pupils make good progress and achieve well.
- The governors fulfil their roles well.
- Finances are used well.

Commentary

38. The headteacher leads very well and has established a very clear vision and educational direction for the school. Together with the management team, she has made a careful and thorough analysis of the school's work and has ensured that all staff work closely together to identify key areas that require attention. For example, changes have been made to the way in which science is taught in Years 3 to 6, and a greater emphasis is being given to developing pupils' skills in scientific enquiry.

39. Teachers and learning support assistants work well together and there is a strong sense of shared values. Teaching and learning are monitored and evaluated effectively, and experienced staff model good practice. The school provides good opportunities for the professional development of staff. The happy, purposeful and energetic atmosphere of the school is directly attributable to the headteacher and the team that she has established. The leadership and management of the Foundation Stage are very good. The leadership of the school ensures that all pupils are valued and supported well.

40. The school improvement plan is a good, clear document based on a careful analysis of the results of tests at all levels. This information is used well to set priorities for improvement and to ensure that all staff work towards achieving those priorities. The current plan addresses all priorities in detail. Progress towards meeting improvement targets is monitored closely by the headteacher and the governors, and this is having a good effect on pupils' achievement.

41. The governing body gives good support to the headteacher and staff, and is fully involved in monitoring the work of the school. Governors are well aware of the school's strengths and weaknesses, and are fully involved in taking decisions about the actions necessary to bring about improvements. They have a clear view of their role in evaluating the work of the school, which includes becoming familiar with the school's recent performance in national tests. All governors visit the school on a regular basis to monitor the subjects of the curriculum for which they have been given responsibility. They attend lessons and meet with co-ordinators. Good systems are in place for the performance management of staff, and governors fulfil their role in setting targets for the headteacher. All statutory requirements are met.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	284,745.00	Balance from previous year	18,229.00
Total expenditure	289,420.00	Balance carried forward to the next	13,554.00
Expenditure per pupil	3529.00		

42. Financial management is good and enables resources to be focused on the school's educational priorities. The headteacher exercises good strategic oversight, and is very well supported by the school secretary in carrying out day-to-day financial procedures. The governors ensure that 'best value' principles are applied to budget decisions. The school has implemented the national workforce remodelling guidelines ahead of the government's target date.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

43. Provision for children in the Foundation Stage is very good, enabling all children to achieve very well. It is a strength of the school. The children enter the Foundation Stage in the September before they are five, and at the time of the inspection there were 12 children on roll. There were no children with SEN in this group.

Main strengths and weaknesses

- Very good leadership and management ensure that children receive a flying start to their education.
- Achievement is very good.
- Teaching is consistently very good and results in very good learning.
- Lessons begin with a clear focus on what children are going to learn, and finish with time for children to think about and talk about what they have learned.
- The teacher knows in detail about the progress children make, because assessment procedures are applied very well.
- The classroom is bright and welcoming, with stimulating displays that celebrate children's learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Achievement is very good because of very good teaching and high expectations.
- Every opportunity is taken to promote children's confidence and independence.
- Children develop very good relationships, both with adults and with other children.
- Behaviour is very good.

Commentary

44. Teaching is very good and, as a result, children make very good progress and achieve very well in their social development. All children are on course to achieve levels well beyond the Early Learning Goals. This reflects the emphasis the school places on developing the whole child. All adults have established good routines, so that children feel safe and confident. Children have opportunities to work alone and in small groups. The teacher takes every opportunity to praise children, constantly encouraging interaction and rewarding them with merit points. Everyone has high expectations of children's behaviour. Children are clear about what is expected of them, as they are set clear boundaries and offered consistent role models. All children develop their independence in dressing and undressing, and take care with their personal hygiene. Assessment and record keeping for this area of learning is excellent.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Achievement is very good.
- Teachers and teaching assistants take every opportunity to develop children's language skills.
- The presentation of children's work is very good.
- Children enjoy handling books and make very good progress in early reading and writing.

Commentary

45. A third of the children have well developed communication, language, and literacy skills when they enter Reception. These children are already working beyond expected levels. The other children will exceed the expectations in speaking and listening, reading and writing. Children make very good progress as a result of the many opportunities they are given to read, write, talk and listen. Staff take every opportunity during all activities to develop children's vocabulary through very good questioning and through consistently encouraging children to answer in complete sentences. For example, when children explain what they have learnt in a lesson, the teacher insists that they use a sentence rather than give one-word answers. Activities such as music lessons, and asking children to answer questions about the books they have read, develop listening skills well and give children confidence in answering questions. They enjoy books and listen attentively. Phonics have been very well taught, by means of a commercial programme. All children can read, and the higher attaining children are almost ready for reading library books independently. Handwriting skills are developing well. All children hold their pencils correctly, and write their names. They make very good progress with their writing, with good presentation, from making marks to starting to write sentences.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Every opportunity is taken to promote children's mathematical development.
- Children achieve very well because they are given many opportunities to develop mathematical skills across all areas of learning, inside and outside the classrooms.
- Children are fully involved in their own learning.

Commentary

46. Most children enter Reception with levels above those expected for their age. Children will easily exceed the goals they are expected to reach by the end of Reception; several children are already well beyond them. Teaching is very good, with an emphasis on practical activities. At the time of the inspection, children were already beginning to count to a hundred. The teacher takes every opportunity to reinforce and extend children's mathematical skills and language, by encouraging them to solve practical problems which involve counting and comparing, in real and role-play activities. Children begin to understand and use the vocabulary related to money as they pay for items in the 'Garden Centre'. Children are helped to improve their work as a result of very good plenary sessions at the end of lessons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children achieve well because of the very good strategies teachers use.
- Very good use is made of the classroom and the outdoor area for exploration and investigation.
- Children have many opportunities to use computers and the interactive whiteboard.

Commentary

47. When children enter Reception they have had good experiences to draw upon. Teaching and learning are very good, and children achieve very well. A good variety of appropriate, interesting activities is planned to stimulate children's curiosity and enhance their understanding. For example, the story 'We're going on a bear hunt' served as a basis for exploring the senses of smell, touch, hearing and sight. Experiments were carried out to see whether objects floated or sank and what happened when ice melted. The outdoor garden and the 'Garden Centre' is a resource rich in opportunities for exploring and investigating. For example, children became very curious when they planted their marigold seeds and saw them growing. Investigating what happened when flour was added to water caused excitement: 'We've made milk'; 'The water has gone all cloudy'; and 'My fingers are sticking together because I haven't used much water'. The well-stocked 'Travel Agents' in the role-play area gives children an understanding of different places in the world and the opportunity to identify the countries they have visited. The teacher builds children's confidence in using the computer, roamer, calculator and tape recorder. As a result, they have positive attitudes and display good levels of skill. Good use is made of the digital camera to capture children's learning, and this contributes to the assessment of each child's achievement.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**. Outdoor facilities are **very good**.

Main strengths and weaknesses

- Teachers plan very well for learning outside the classroom.
- Children enjoy their physical education lessons.

Commentary

48. Most children will exceed the goals they are expected to reach by the end of the Reception Year, and achieve very well. The newly acquired outdoor area and adventure playground facilities are used very well by teachers and learning support assistants. Teaching and learning are very good. Children develop very good movement skills and hand-to-eye co-ordination. The very good records kept by the teacher show that children achieve very well.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children achieve well because they are taught well and experience a wide range of creative activities.
- Children achieve very well in music.

Commentary

49. This area of learning is well planned. There are many opportunities for children to develop creativity. Children have access to a good range of materials, with opportunities to paint, draw and make models. Teaching is very good. Most children will exceed their learning goals by the end of the year. Children really enjoy their music lessons, which are taken by a music specialist. They are able to sing a variety of songs very well. They enjoy selecting instruments, creating compositions in small groups, and evaluating their performance. They gain confidence and an awareness of steady beat of a piece of music. All are working above the expected level in music.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- By the time pupils leave the school, the standards attained in English are above average.
- There is not enough emphasis on the development of pupils' vocabulary in Years 1 and 2.
- Teaching and learning are good.
- The subject is well led and well managed.

Commentary

50. By the end of Year 2, pupils are likely to reach standards of attainment that are above national expectations in reading and in line with them in speaking, listening and writing. Their achievement is satisfactory in relation to their levels of attainment when they entered the school. By the end of Year 6, pupils are likely to attain standards which are above national expectations in reading and writing, and in line with expectations in speaking and listening. This represents good achievement overall. Because teaching is good and assessment information is used well, pupils make good gains in their learning, particularly in Years 3 to 6. Pupils with SEN make good progress, owing to the extra support given to them by teachers and learning support assistants.

51. At the end of Year 2, many pupils lack confidence in discussing their work and describing their ideas, and they have a limited vocabulary. Improving pupils' speaking and listening skills is a current focus for development across the school. In the lessons observed, pupils had many opportunities to talk in pairs and small groups, and to take part in whole class discussions. This is beginning to have a positive impact on pupils' standards and achievement. By the end of Year 6, pupils are more confident speakers and readily share their ideas and opinions. However, except in the case of higher attaining pupils, they lack both the confidence and the ability to express ideas clearly in more formal situations, such as in whole class discussions or in talking to inspectors.

52. Standards in reading are good across the school. Most Year 2 pupils read a variety of texts with confidence and make use of a range of strategies to read unknown words. A significant number of higher attaining pupils read fluently and expressively, and fully understand the main events in stories. Most pupils in Year 6 read widely and with enjoyment. Higher attaining pupils use inference and deduction when reading more difficult texts. This was admirably demonstrated when pupils were analysing examples of persuasive texts and how the author was using language to persuade the reader to their point of view. Pupils are regularly heard to read in group reading sessions. Teachers and learning support staff listen each day to the reading of pupils experiencing difficulties and those with SEN. These strategies ensure that all pupils make good progress and achieve well in their reading.

53. Standards in writing are in line with average at the end of Year 2 and above average at the end of Year 6. A scrutiny of pupils' work in Years 1 and 2 indicates that good provision is made for developing pupils' writing skills by giving them a good variety of writing opportunities. However, many pupils still have a limited vocabulary and make use of a narrow range of connectives, such as 'then' and 'and'. Pupils are set individual targets for improvement and these are reviewed termly. Generally, the marking of pupils' work is good. The teacher comments when pupils have achieved a target or says what they need to do to improve. However, praise is sometimes given to pupils when the quality of their work does not justify it. Also, there is not enough emphasis on developing pupils' written vocabulary through providing a 'word rich' environment in the classroom.

54. In Year 6, higher attaining pupils structure their writing well by using paragraphs and making good use of descriptive language, such as when a child described spiders' webs as 'veils of fine white lace'. The work of averagely attaining pupils is not of the same quality, lacking the variety of vocabulary, but their writing is grammatical and punctuated well, and ideas are 'fleshed' out and developed. Lower attaining pupils extend their ideas in their writing, but trip up grammatically, for example in making incorrect use of the past tense of irregular verbs such as 'fight'. Pupils are given good opportunities to write extensively and imaginatively in a range of formats, such as stories, play scripts, reports and poetry. Year 5 and 6 pupils were observed evaluating persuasive texts to identify features of persuasive writing, and to identify subordinate clauses and use them to improve the quality of their writing.

55. In the lessons seen during the inspection, teaching and learning were consistently good or better. Teachers make good use of the literacy strand of the National Primary Strategy in their planning and provide challenging work for pupils of different abilities, including those with special educational needs. Teachers are lively and enthusiastic in their approach. The pace of lessons is brisk, and pupils enjoy their work and concentrate well. Teachers make good use of regular assessments of pupils' work to set individual targets for improvement and rigorously to track pupils' progress.

56. The leadership and management of the subject are good. The co-ordinator, with the help of the headteacher and local authority advisers and consultants, has a clear idea of standards and has accurately identified the need to develop pupils' speaking and listening skills and to ensure that boys, particularly those in Years 1 and 2, achieve as well as they should. The subject has a high profile in the school, as shown by the many displays of work around the building, and is well placed to improve further. Resources are satisfactory.

57. The provision made for the subject has been improved since the previous inspection. Better use is made of assessment information to provide challenging work to meet the needs of individual pupils, particularly the more able. Pupils with SEN are supported well.

Language and literacy across the curriculum

58. Pupils use language and literacy skills well in other subjects, including history, geography and science, such as in writing up conclusions to experiments or describing life in Roman times. Appropriate use is made of pupils' ICT skills when drafting and redrafting their work.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards at the end of Year 2 and Year 6 are above average.
- Pupils are achieving well.
- Pupils enjoy the challenge of mathematics and have very good relationships with their teachers and with their peers.
- Planning for the curriculum is good.
- Systems of assessment do not currently give enough information to pupils about what they need to do to improve their work.

Commentary

59. Standards of attainment in mathematics in Year 2 and in Year 6 are above average. The work of current pupils suggests that these standards will be maintained and that achievement is good. Pupils with SEN achieve well in relation to their prior attainment.

60. Since the previous inspection, the school has continued to work hard to maintain the high standards achieved in mathematics, despite a decline in Year 6 in 2004. This was due to a small cohort and more pupils with SEN than previously. The teaching programme is based on identified learning objectives and is planned thoroughly, to ensure that expectations are high, that approaches are consistent, and that there is good progression through the school.

61. Teaching is good overall. Teachers have a good knowledge of the numeracy strand of the Primary Strategy. The daily mathematics lesson is extended through out-of-class activities and regular homework. Teachers use a wide range of teaching strategies. They always value pupils' contributions and this encourages them to feel secure and to answer questions with no fear of failure. The foundations of mental calculation and recall of number facts are established thoroughly before standard written methods are introduced. In all the lessons seen, learning points were drawn together very well at the end of lessons.

62. The subject co-ordinator has carried out some good analysis of test papers to identify pupils' strengths and difficulties, and to ensure that areas of difficulty are well planned and taught. Assessments include formal observations and oral questioning, with regular tests of multiplication tables. Recording procedures give teachers the information they need in order to plan and report to parents. However, although pupils have learning targets in the front of their books, these are very general and do not let pupils know what they need to do to improve their work. Homework arrangements are good.

63. The co-ordinator was concerned about the slight downward trend and the dip in mathematics results at the end of Year 6 in 2004. The school was aware that there were a significant number of pupils who were not able to achieve the higher than expected level in this small cohort. The higher attaining pupils in Year 2 are well taught as a group by the headteacher, and booster classes are in place for Year 6 pupils. Resources are sufficient for current needs and are used well.

Mathematics across the curriculum

64. Pupils use mathematics to support their work in other subjects. They use graphs and tables as a means of recording data in science and geography, and practise their skills in measuring when they undertake practical tasks in design and technology. Mathematics lessons contribute well to developing speaking and listening skills, and aid pupils' understanding and achievement.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching is good. It stimulates pupils' interest, developing in them good attitudes to learning.
- The subject is led and managed well.
- There is a lack of consistency in the way the pupils record their work.
- Higher attaining pupils are not challenged enough.
- There is a lack of rigorous assessment for the investigative strand of the subject.
- Pupils are not set realistic targets to help them to improve the standard of their work.
- There is not enough emphasis on the use of technical language.

Commentary

65. Standards of attainment in science by the end of Year 2 are in line with national expectations, which represents an improvement since the previous inspection. Pupils' achievement is satisfactory. This reflects a better picture than the below average standards in 2004, when standards fell sharply from the previous year.

66. Although standards in science appear to have declined since the previous inspection there is clear evidence that standards are now rising and that achievement is being improved. The school had identified the need to ensure that more emphasis is placed on the investigative strand of science and this is now evident in teachers' planning. A specialist teacher now teaches science in Years 3 to 6. However, these improvements are only just beginning to have a positive impact on pupils' achievement.

67. Pupils of all abilities, including those with SEN, are supported well by teachers and teaching assistants. The quality of teaching and learning in the lessons observed during the inspection varied from good to satisfactory. Where teaching was better, lessons were well structured and the pace of pupils' learning was brisk. Introductions were short and focused, and pupils set to work with enthusiasm. However, planning for lessons does not include enough challenge for the higher attaining pupils, as all pupils undertake the same tasks.

68. Older pupils have a sound knowledge and understanding of scientific facts and concepts, but in discussion they found it difficult to explain them, as they did not fully understand scientific terms. There are still not enough opportunities for pupils to set their own questions, and to organise their own investigations and the resources they need to solve a problem posed by their teachers. Pupils enjoy practical activities and work co-operatively, such as when finding out what factors affect the pulse rate and measuring the forearms of pupils of different ages. Good questioning ensures that pupils make predictions based on their previous knowledge and understanding, and draw clear conclusions from their investigations. This ensures that pupils make good progress and achieve well. Better use is now made of pupils' ICT skills in getting access to information and in recording results in tables and graphs. The scrutiny of pupils' work indicates that there is inconsistency in the ways in which pupils record their work, and this leads to confusion and a lack of clarity.

69. Improvement since the previous inspection has been satisfactory overall, with evidence of good improvement in the past few months. There remain some areas for development. There is not enough challenge for the higher attaining pupils. There is a lack of rigorous assessment procedures for the experimenting strand of the subject, to help teachers build up a clear picture of pupils' attainment in this important element of the curriculum. There are no targets set for pupils to identify what they need to do to improve their work. However, as a result of the steps which have been taken, the school has good capacity to improve further. Resources for the subject are adequate, and they are well organised and easily accessible.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment have improved since the previous inspection.
- Teachers make good use of assessment to plan work to meet the individual needs of pupils.
- The subject is led and managed well.
- Good use is made of pupils' ICT skills across the curriculum.

Commentary

70. Pupils attain average standards by the end of Years 2 and 6, and achieve satisfactorily. The school has worked hard to improve resources and build teachers' confidence in using them. These include interactive whiteboards, which have been installed in each classroom and are used well during lessons. As a result, standards have improved. From a scrutiny of pupils' work, from discussions with them, and from the lessons observed during the inspection, it is apparent that pupils are given regular opportunities to learn a range of skills in word-processing, data handling, control technology and using the Internet to find information. Year 1 and 2 pupils were observed

giving instructions to a programmable toy so that it was able to follow a simple route. Year 3 and 4 pupils constructed pie charts to represent the information they had collected about the number of boys and girls in each class. Year 5 and 6 pupils planned multi-media presentations about healthy eating for younger pupils.

71. The quality of teaching and learning is good overall, but varies from good to satisfactory. Teachers have a good knowledge and understanding of the curriculum and this ensures that lesson introductions and instructions are clear, and pupils understand what they have to do. Ongoing teacher assessments indicate how well pupils did and what they found easy or difficult. Records are kept of the skills pupils develop, and Year 5 and 6 pupils are responsible for updating their own records of achievement. Resources are satisfactory.

72. The subject is led and managed well by the co-ordinator, who adopts good strategies for reviewing the curriculum and for ensuring that resources are used efficiently. Assessment procedures are well established.

Information and communication technology across the curriculum

73. Pupils make good use of their ICT skills in most subjects, including English, science, and art and design. In discussion, Year 6 pupils felt that they had plenty of opportunities to use computers in lessons, during break times, and before and after school.

HUMANITIES

74. No lessons were observed in history and only one lesson was observed in geography. It is therefore not possible to make secure judgements about the provision in these subjects or the quality of teaching and learning. However, a scrutiny of pupils' work since September, and discussions with pupils and teachers, indicates that standards are average and pupils' achievement is satisfactory.

75. In **geography** and **history**, Year 1 and 2 pupils learn about the seaside today and in the past, and what people did on holiday in earlier times. Using a variety of information, including maps and photographs, they learn about the Isle of Struay and track the journeys of a soft toy (Barnaby Bear) around the world. They have good opportunities to compare artefacts, such as toys, buildings, homes and shops, now and in the past. They learn about famous people, such as Florence Nightingale and Mary Seacole, and how they altered the course of history. Pupils in Years 3 to 6 learn about world climates. Year 6 pupils are knowledgeable about how rivers develop and the names given to features, such as 'source', 'meander' and 'mouth'. They are aware of how children were evacuated during the Second World War, and of social phenomena of the Sixties such as the Beatles and the development of pop music. In discussion, pupils have good recall of the work that has been covered.

76. Assessment procedures have yet to be established in either subject. Teachers therefore have no clear indication of pupils' geographical and historical knowledge or skills on which to base their planning; this is a weakness. The school is aware of this, and the development of assessment procedures in all foundation subjects is a future focus for improvement in the school development plan.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. No lessons were seen in art and design or in design and technology, and only one lesson was seen in physical education. It is not therefore possible to make a firm judgement about provision. However, limited evidence indicates that provision is good in physical education. In all subjects, improvements have been made, and programmes of work are now in place. However, the use of assessment in all these subjects is still underdeveloped.

78. In **art and design**, it is evident from teachers' planning, from discussions with pupils, and from a scrutiny of their work that all pupils have experience of exploring and developing ideas, investigating and making, and evaluating and developing their work. All pupils took part in creating observational drawings of the headteacher, using pastels and pencil; this was used to show the progression of skills across the school. The results have been retained to go towards the development of assessment in art, in order to help illustrate the standards required at each stage. The English Heritage project based on 'Chintz' gave the pupils in Years 3 and 4 a good opportunity to work with an Indian textile artist, but the curriculum does not include enough exposure to the work of craftspeople and designers working in the wider world. The curriculum was enriched by experiences in an Art and Design Week based on a visit to 'The Deep' in Hull and the film 'Finding Nemo'. The whole school created a picture of an undersea world of animals and plants, which will be displayed in the school's entrance hall.

79. In **design and technology**, discussions with pupils and a scrutiny of their work shows that they are gaining experience of a range of materials and techniques, and developing expected subject skills through designing and making a variety of products. Younger pupils had created a house for Hansel and Gretel, and designed and made fire engines. Years 3 and 4 had designed and created wallets and purses, and Year 6 had successfully made slippers based upon detailed plans. Pupils are adept at planning and designing their products, and pupils are used to producing objects with a high quality finish. By Year 6, pupils' evaluative skills are good. The school takes part in the district 'Technology Challenge' every year and this has a positive impact on their achievement.

80. In **physical education**, the school works hard to overcome the limitations imposed by its hall, but the outside facilities are very good for all activities. The curriculum is planned very well, with pupils having many opportunities to develop their skills in gymnastics, games and dance. By Year 6, the standards in swimming are very good, and pupils benefit from weekly sessions in a pool in Doncaster. In the very good lesson observed, pupils made very good progress in developing the skills needed to perform a forward roll. There is a very strong programme of additional events and clubs to enrich the curriculum. There are good links with outside clubs for golf and tag rugby. Enthusiastic subject leadership over recent years has provided girls and boys with regular opportunities to compete, collaborate and play a part in teams in the Doncaster and District events. They learn how to enjoy success and accept defeat in a sporting manner.

Music

Provision in music is **good**.

Main strengths and weaknesses

- By the end of Year 6, pupils' standards of attainment are good.
- The curriculum has improved since the previous inspection.
- The teaching of music is good.
- Pupils have good opportunities for instrumental music tuition.

Commentary

81. Standards in music are in line with national expectations at the end of Year 2 and above expectations at the end of Year 6. This is a significant improvement since the previous inspection, due mainly to the good quality of specialist music teaching and more opportunities for pupils to perform for their peers, for parents and for the community.

82. From a scrutiny of teachers' planning and from discussions with pupils and staff, it is apparent that the curriculum for pupils in Years 3 to 6 has improved since the previous inspection. The specialist music co-ordinator teaches these year groups and the quality of teaching is good. Teaching is also good in Years 1 and 2. Pupils have regular opportunities to listen to music, to play tuned and untuned percussion instruments, to compose their own music and to appreciate the work of famous composers.

83. Teaching observed during the inspection was of good quality, and pupils made good progress in their learning and achieved well. Lessons have a brisk pace and the activities provided are challenging and keep pupils' interest. Consequently, they achieve well.

84. The school provides good opportunities for pupils to learn to play an instrument, and the majority of Year 5 and 6 pupils play the flute, clarinet or guitar. There is also a school choir. The co-ordinator organises school performances and musical events to give pupils opportunities to perform in public, and this has a good impact on the standards they achieve. Resources for the subject are satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social, health and citizenship education

85. Lessons in PSHE were only sampled, and there is insufficient evidence to make a secure judgement about overall provision. However, the school provides regular opportunities for pupils to discuss moral issues and relationships. As a result, pupils work and play together well and feel valued by the school. The school's involvement in the Healthy Schools Award ensures that pupils are knowledgeable about what constitutes a healthy lifestyle and about the importance of a balanced diet. Year 5 and 6 pupils in ICT were observed preparing multi-media presentations for younger pupils about healthy eating. The school provides good guidance to pupils about the dangers of misusing drugs.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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