

INSPECTION REPORT

Thorne Moorends West Road Primary School

Moorends, Doncaster

LEA area: Doncaster

Unique reference number: 106691

Headteacher: Mr J G Skill

Reporting inspector: Chris Hemmings
14614

Dates of inspection: 05/11/01 – 08/11/01

Inspection number: 192930

Full inspection carried out under section 10 of the School Inspections Act 1996

© Crown copyright 2001

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: Infant and Junior School

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: West Road
Moorends
Doncaster
South Yorkshire
Postcode: DN8 4LH

Telephone number: 01405 812734

Fax number: 01405 740874

Appropriate authority: The Governing Body

Name of chair of governors: Mr R Lees

Date of previous inspection: 17/03/97

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14614	Chris Hemmings	Registered inspector	Science Art & Design Design & Technology	What sort of school is it? The school's results and pupils' achievements What should the school do to improve further?
10481	Kanti Patel	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21526	Carole Green	Team inspector	Music Special Educational Needs	How well is the school led and managed?
17557	Sandie Sykes	Team inspector	Geography History Religious Education Equal Opportunities	Pupils' attitudes, values and personal development
24392	Helen Banks	Team inspector	Physical Education Under Fives	How well are pupils taught?
27447	John Sweet	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
15088	Terry Dentith	Team inspector	Mathematics Information & Communication Technology	

The inspection contractor was:

Norfolk LEA

Norfolk Education Advisory Service
Norwich Professional Development Centre
Woodside Road
Norwich
NR7 9QL

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	16
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	21
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Road Primary School is a large village school, catering for boys and girls between three and eleven years of age. It is set within a south Yorkshire village where the main source of employment used to be coal mining. The pit has long since been closed and a government sponsored initiative to regenerate Moorends and reduce disadvantage has recently been established. Most housing is rented. At the time of the inspection there were 331 children in the school with a further 69 children attending part-time in the nursery. Pupils' attainment on entry to the school is below that expected nationally. Almost one third of the pupils are registered for free school meals, which is above the national average. Slightly more than one quarter of the children have special educational needs which is above the national average for primary schools. The number of pupils with statements of special educational needs is more than double the national average. Eleven teaching assistants and two nursery assistants support the 15 teachers in providing for the needs of the children. In total there are similar numbers of boys and girls in the school but in some classes there is a large imbalance in the numbers of boys and girls. The very great majority of children come from white ethnic backgrounds.

HOW GOOD THE SCHOOL IS

West Road Primary School is a secure, stimulating and attractive place for children to learn. It is an effective and rapidly improving school. Very good progress has been made in raising the standards achieved in the first two years to the national average. Although it is not evident in the test results of eleven year-olds, the current work of the older pupils, too, is now much better than in recent years. There is a high proportion of good teaching throughout the school with few instances of unsatisfactory teaching. Teachers and children are very well supported by the skilled teaching assistants. Pupils' behaviour is very well managed and they develop positive attitudes to learning. The leadership is strong in its clear focus on raising standards and setting priorities. The mechanisms for implementing changes are not always sufficiently rigorous. The school provides satisfactory value for money.

What the school does well

- The good quality of teaching in many classes helps pupils learn well.
- The headteacher cares very well for his pupils and staff and is committed to raising the standards that the pupils achieve.
- The school works well with parents and values their contributions to their children's learning.
- The good quality of education provided for children under five, in the foundation stage.
- The pupils enjoy coming to school and they are enthusiastic about their work. They behave well and get on well together.
- The teaching assistants are very good at supporting children in their learning.
- The day-to-day running of the school is very good and the finances are spent carefully.
- The standard of art and design throughout the school is good, particularly drawing and painting.

What could be improved

- The standards of speaking, information and communication technology (ICT), design and technology, history and religious education (RE) are not high enough.
- The quality of teaching in a small minority of lessons is not good enough.
- The role of the governing body in helping the school to get better.
- The way the school puts its plans into action and checks that they are working.
- The range of opportunities children are given to think and talk about how well they are learning.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 when raising standards in years 3 to 6 was identified as needing to improve. National test results over the past four years show that progress has been slow with this issue but inspection evidence shows that the standards currently being achieved by the older pupils in the school are average in English, mathematics and science. Standards reached in reading, writing and mathematics have improved steadily in years 1 and 2. The quality of teaching has improved in years 3 to 6 and there is more good or better teaching throughout the school now. The literacy and numeracy strategies have been successfully introduced. Curriculum planning has improved. Resources for learning have improved, particularly the number, organisation and use of computers. In response to the last inspection there have been some improvements in the monitoring of teaching and learning by senior managers but the role of subject coordinators remains under-developed. While there have been improvements in development planning, the school still does not focus sufficiently on checking the progress of the changes that have been introduced.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	D	E	E
mathematics	E	E	E	E
science	D	E	E*	E *

Key

well above average A

above average B

average C

below average D

well below average E

Children start school with levels of attainment in language, mathematics, physical and personal, social and emotional development below the standards normally expected for their age. The majority of children make good progress to reach the standards set out in the early learning goals by the end of the reception year. The 2001 Key Stage 1 test results show that standards in reading, writing and mathematics are similar to the national average, following a steady upward trend over the last four years. By the age of eleven standards achieved in the national tests by pupils are well below those expected in English, mathematics and science

in comparison to all schools nationally and those schools in a similar context. Results in science were among the lowest five per cent of schools nationally. However, inspection evidence shows that the school is now beginning to make an impact on the persistently low standards in this age group. Currently pupils are making sound progress and achieving average standards in English, mathematics and science. The school achieved its own targets but has not reached the ambitious targets set by the local education authority. New targets have been set which are realistic yet challenging. Pupils with special educational needs make sound progress. Standards are satisfactory in all years in physical education and music but they are below average in speaking, information and communication technology, design and technology, history in Years 3 to 6 and religious education. They are above average in art and design.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Children of all ages show positive attitudes to school.
Behaviour, in and out of classrooms	There is good behaviour throughout the school as a result of the consistent way in which all adults work with the children.
Personal development and relationships	The school makes sure that pupils get on well together. The personal development of pupils is satisfactory.
Attendance	Attendance is satisfactory.

Pupils are eager to learn. Relationships throughout the school are positive. The majority of pupils behave well in lessons and at playtimes. In some lessons there are too few opportunities for pupils to make decisions and to organise their own work.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	GOOD	SATISFACTORY	SATISFACTORY

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching in the school is satisfactory overall. Although slightly more than half of all lessons are good or better there are inconsistencies in the quality of teaching in all years. A small proportion of teaching is unsatisfactory. The quality of teaching in the nursery and reception year is good and there is some very good teaching throughout the school. The teaching of literacy, including reading and writing, is good in all years. In numeracy, teaching is satisfactory overall but it varies from unsatisfactory to good in all years. Teachers have high expectations of pupils' behaviour and they establish very positive relationships with their class. Pupils respond well to this and are keen to learn. The best teaching enables all children in the class, including those with special educational needs, to think and work hard and to make good progress. Unsatisfactory teaching occurs occasionally in Years 1 and 2 and Years 3 to 6 when teachers spend too much time describing and explaining what the children will be doing and the work set is not challenging enough.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	This is satisfactory overall. The literacy and numeracy strategies are well established. Planning is satisfactory and all pupils have access to the whole curriculum.
Provision for pupils with special educational needs	Pupils are well supported by their teachers and learning support assistants. Overall, pupils with special educational needs are well provided for.
Provision for pupils' personal development, including spiritual, moral, social and cultural development.	Pupils' moral and social development is good. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	The school takes good care of the children's welfare. There are good procedures for ensuring their health and safety and child protection. Monitoring of pupils' progress and development is satisfactory.

The school works in close partnership with parents. One strength of the partnership is the opportunity the school provides to support parents with helping their children with literacy and numeracy. Many parents are actively involved in the school and this helps their children to make better progress. There are effective links between parents and the school and the quality of information parents receive is satisfactory.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher sets out a clear direction for improvement. The management of development by him and the teachers with responsibilities is not always rigorous enough. Day-to-day organisation is good.
How well the governors fulfil their responsibilities	The governors support the school well, but they are not yet sufficiently involved in deciding what the school needs to do to improve further, or in checking that the school has carried out agreed actions.
The school's evaluation of its performance	The headteacher and the school management team analyse school test results well, and identify what needs to be done next to improve further. They are less successful at ensuring that decisions are fully implemented and at rigorously evaluating the quality of teaching in classrooms.
The strategic use of resources	The school manages its finances well to further its priorities.

School buildings are very well cared for and provide attractive accommodation to support all areas of the curriculum. The recently installed computer suite is having a positive impact on

pupils' learning. The school library, however, is under used and poorly equipped. Although the books in the library are well cared for, many are out of date. Resources in all other areas of the curriculum are adequate.

The governors finance committee monitors the school budget well and has a good understanding of, and is beginning to apply, the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That their children like coming to school. • That their children make good progress. • That behaviour in the school is good. • That good teaching takes place in the school. • That they feel comfortable when approaching the school with questions or a problem. • That the school expects children to work hard and achieve their best. 	<ul style="list-style-type: none"> • A more interesting range of activities outside school. • More homework being set for their children. • More information on their children's progress.

Inspectors' judgements support the parents' positive views. Evidence gathered during the inspection shows that the range of activities provided outside lessons is similar to that provided by most schools, that the homework provided by the school is satisfactory and the quality and quantity of information provided to parents on their children's progress is good. For example, end of year progress reports provide parents with a good picture of how well their child is doing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start school in the nursery their attainment in all areas of learning is at levels below the standards normally expected for their age. They make good progress and the majority of children are likely to reach the expected early learning goals by the time they enter Year 1. The pattern of results in the national tests since the last inspection shows a clear trend towards improving standards in Years 1 and 2. In reading, writing and mathematics the rate of improvement has been greater than the national average and the gap between the school's results and those achieved by all schools has been closed. The 2001 test results show that pupils are achieving average standards. In comparison to schools in similar contexts the school's performance in reading was well above average, in writing it was close to the average and in mathematics it was above average.
2. In Years 3 to 6 the picture is more complex. Inspection evidence highlights a distinct mismatch between the latest national test results and the standards achieved by the pupils currently in the school. Trends in performance since the last inspection indicate that, despite some improvements in English, mathematics and science, standards have remained stubbornly below the national average. A sharp improvement in pupils' performance in the English 2000 tests was followed by an equally sharp drop in performance in 2001. The steady gains in performance in mathematics and science results were similarly reversed in the 2001 tests. Close analysis of available data, however, reveals that the 2001 test results represented reasonable progress in relation to the earlier assessments of attainment in that particular cohort. The performance of the current Year 6 pupils indicates that they are on target to achieve better results than in recent years. They are achieving average standards in English, mathematics and science. There are no significant differences in performance between boys and girls.
3. In reading, standards are close to what is expected for a typical seven and eleven year-old. Pupils with special educational needs make sound progress with their reading. In Years 1 and 2, pupils make sound progress and the proportion of pupils achieving the higher level was well above average in the 2001 test. In Years 3 to 6 the sound progress is maintained. Most older pupils read fluently and they are becoming enthusiastic readers.
4. While pupils make satisfactory progress in writing throughout the school, standards for seven and eleven year-olds are less secure than those in reading. In Years 1 and 2 they are close to the national average and average in relation to similar schools. Few pupils achieve the higher levels. In Years 3 to 6 challenging targets have been set to raise standards. Standards are improving and the older pupils are achieving standards that are similar to those expected for their age.
5. Standards in speaking are below average in all parts of the school. This weakness limits pupils' capacities to express themselves and to talk about their learning in a range of subjects. It restricts the achievements of pupils across the curriculum.
6. In mathematics evidence gathered during the inspection shows that attainment at seven is average. Since the last inspection there has been a significant improvement in the standards achieved in mathematics in Years 1 and 2. In Years 3 to 6, inspection evidence indicates that attainment is improving; currently, standards are average and most pupils are achieving well in Year 6.

7. In science the teacher assessments, when the pupils are seven, indicate that standards in science are average. When compared with all schools nationally and schools in similar contexts, fewer pupils achieve the higher levels than is average. The 2001 National Year 6 assessment test results are well below average. Evidence gathered during the inspection period shows that pupils are currently achieving average standards in science in all years. They are making sound progress in developing scientific knowledge and the skills of scientific enquiry.
8. In art and design standards are above average, with pupils achieving high standards in drawing and painting in all years. This is a strength of the school. Children achieve average standards in their work in physical education and music in all years and history in Years 1 and 2. In ICT, despite recent good progress in developing knowledge and skills, standards are below those normally expected for seven year-olds and well below the standards expected for eleven year-olds. In design and technology in Years 1 to 6, history in Years 3 to 6 and religious education across the age range, standards are below the expected levels in all years.
9. The school, in collaboration with the local education authority, sets statutory targets for the attainment of pupils in Year 6. The school did not meet the ambitious targets for 2001 but it is committed to improvement and has set challenging but achievable targets for the current Year 6 pupils who are making good progress towards them.

Pupils' attitudes, values and personal development

10. Pupils are eager to learn and have good attitudes to school and to each other. All across the school, pupils settle down to their learning quickly, except when, occasionally, they are not clear about what they have to do. They take great care in presenting their work well. This is a considerable improvement since the last inspection. They listen diligently and most pupils readily carry out their teachers' instructions. They concentrate well and respond with enthusiasm, even when, sometimes, the activities do not sufficiently involve them. Where the quality of teaching is good and the lessons are interesting and challenging, pupils show intense concentration and interest. For example in a Year 6 literacy lesson, pupils worked animatedly and with genuine interest to create witch's spells in the style of Shakespeare. Their teacher's high expectations of them and the strength in the relationships across the class are significant features in enabling these excellent responses to learning and to each other.
11. Positive relationships are enjoyed throughout the school. The good behaviour is a strong feature in nearly all lessons and around the school. The staff uses the school's behaviour policy consistently to make sure that pupils are helped to behave well and to feel safe. Pupils greatly enjoy earning merit certificates; this is very important to them. Break times go smoothly. Pupils play well together and they clearly feel safe playing outside. They move around the school very sensibly and patiently queue to go to the hall for assembly. There have been five fixed-term exclusions in the past year.
12. Pupils work very well together in lessons. They make helpful comments to each other whilst they are working and show genuine interest in what others are doing. Pupils clearly enjoy each other's successes and listen attentively to ideas in whole class sessions and when working in groups. They help each other in other ways, for example, they readily share equipment, help resolve computer problems and show

positive attitudes when clearing up at the end of lessons. They regularly help the daily routines of the school run smoothly by taking registers to the office.

13. Few pupils demonstrate well-developed initiative or an aptitude for making decisions. Too few opportunities are provided by the school for pupils to develop their personal skills and to take responsibility, both in lessons and more generally in contributing to the life of the school.
14. Pupils arrive punctually at school and are clearly happy to be there. The attendance rate is broadly average and few children have time off without the school knowing why.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching, overall, is satisfactory. In over nine out of ten lessons (94 per cent) the quality of teaching is satisfactory or better. Slightly more than half of all the teaching is good or better but there is a minority of teaching which is unsatisfactory. The quality of teaching in the foundation stage is good and teaching in more than four out of ten lessons is very good. There is no unsatisfactory teaching. In Years 1 and 2 teaching is satisfactory with almost half of the lessons being good or better. However, there is a small proportion of unsatisfactory teaching. In Years 3 to 6 teaching is satisfactory with a high proportion of good and better teaching. Two out of the thirty-three lessons seen were unsatisfactory. This represents a substantial improvement since the previous inspection when the teaching in one in every five lessons in Years 3 to 6 was unsatisfactory. The improved quality of teaching is reflected in improvements in the children's learning across the school.
16. The structure of the National Literacy and Numeracy Strategies is carefully introduced in the reception year. These have been successfully implemented in all years and children make good progress. The quality of teaching in literacy lessons is always satisfactory or better. In all years teaching in at least half of the lessons was good or better. One lesson in Years 3 to 6 was excellent. This represents good progress since the last inspection. In numeracy lessons the quality of teaching is satisfactory. The interactive learning styles promoted by the numeracy strategy enable the teachers to maintain a brisk pace and challenge in the mental and oral parts of the lesson and encourage children to explain their thinking. In the majority of lessons teachers give strong emphasis to developing mathematical thinking. Practical work is not yet used by all teachers in all lessons. In the small proportion of lessons where weaknesses occur, lessons are dominated by teachers talking too much and questioning does not develop pupils' mathematical thinking. In both literacy and numeracy lessons the plenary sessions are not always used effectively to provide opportunities for children to consider what they have learned and what progress they have made.
17. Good subject knowledge underpins the good and better teaching. It enables teachers to challenge pupils' thinking and to present new ideas in a carefully structured way. The use of nationally produced schemes of work is helping to support teachers' subject knowledge across the curriculum. In the small number of unsatisfactory lessons weak subject knowledge results in a lack of focus upon specialist language; this inhibits the development of children's understanding.
18. In a substantial number of good lessons a very positive climate is fostered, in which pupils are confident that their views and opinions will be listened to and respected.

Teachers provide materials and ideas which inspire the pupils and fully engage their interest throughout the lesson. This provides a context in which teachers can deepen children's knowledge and understanding. In Year 6, the teacher challenged and extended the pupils' scientific thinking throughout the lesson and helped them to understand that scientific ideas are based on evidence.

19. Pupils with special educational needs are supported well through the firm, calm guidance that their teachers and other adults working with them provide. Lessons are planned to meet the full range of needs within classes, including the more able. However, inspection evidence indicates that, occasionally, activities provided for the more able are sometimes too hard for them to undertake without adult support.
20. The contribution of teaching and learning support assistants is a significant strength of the teaching throughout the school. Good support is provided, both within lessons and in withdrawal groups, especially for pupils with special educational needs. Assistants have developed very positive relationships with the pupils and have good knowledge of their learning needs. They therefore know when to prompt and support individual children and when to encourage them to work independently. When providing in-class support, assistants often help pupils of lower-attainment and enable them to cope with tasks which would otherwise be beyond them. Effective support is similarly provided for the most able pupils.
21. In most lessons staff share the learning objectives with the pupils and discuss with them how successful they have been in meeting them. A common weakness is that insufficient time is allowed at the end of lessons to involve the children in reviewing their progress. Work is generally clearly marked and there are some good examples of marking which tells pupils what they need to do next.
22. In the small minority of lessons with shortcomings in teaching these are often related to a lack of clarity about what pupils need to do to achieve appropriate standards both in learning and behaviour. Pupils, therefore, do not know how to improve and are less likely to achieve a sense of success. Work is not well matched to the range of pupils' abilities and where the work is too difficult pupils are unable to work independently. There are a very small number of instances when teachers are confrontational in managing pupil behaviour and this is not productive.
23. The attention given to speaking and listening is a key aspect in whether or not pupils make progress with their learning. Speaking and listening is identified in some teachers' planning and this helps to identify where it is significant. In a Year 1 history lesson the teacher modelled the use of specialist words to describe artefacts and pupils' language skills were developed further in whole class discussion. Such opportunities help pupils to develop language for reasoning and deepens their understanding.
24. Since the last inspection the staff have been involved in a range of training aimed at improving teaching. This has resulted in the use of a wider range of strategies and an emphasis on encouraging pupils. However, the improvements in teaching are inconsistent across the school and the impact of developments on pupils' learning has not been systematically monitored by senior managers or subject coordinators. Some monitoring of teaching has taken place but a system for rigorous monitoring of teaching on a regular basis has not yet been established. The school does not yet have a teaching and learning policy which would clearly establish what effective teaching and learning looks like. Consequently, although there has been good

progress with improving the quality of teaching, inconsistencies and weaknesses still remain.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

25. The school adequately fulfils the requirements to teach all aspects of the National Curriculum and religious education. Appropriate provision is made for sex education. Existing schemes of work for all subjects are constantly being up-dated and revised to take account of new developments. Most recently this has involved incorporating aspects of the Qualifications and Curriculum Authority (QCA) schemes of work and ensuring that citizenship is promoted in all subjects. There is good provision for children in the foundation stage and the six areas of learning are covered well. An act of Collective Worship takes place every day which is largely of a Christian character. The National Literacy and Numeracy strategies have been effectively implemented in all years.
26. Planning, which was described as inconsistent in the previous inspection, has improved. Medium and short-term plans clearly reflect the National Curriculum programmes of study for each subject. Learning objectives and opportunities for assessment are identified.
27. Provision for personal, social and health education (PSHE) is satisfactory. There is a comprehensive policy based on current practice which stresses the importance of incorporating PSHE into other curriculum subjects. During the inspection a good example of this in practice was seen in a Year 6 religious education lesson. The pupils discussed, identified and celebrated the qualities of friendship with their teacher. This leads to stronger relationships within and beyond the class. A specific programme designed for Year 6, called the 'Resistance in Drug Education Project' is well received by pupils and parents. A good outcome from this was the 'Bullying Awareness Project' which was requested by parents. Another programme for the Year 6 pupils is the 'Crucial Crew Project' which is organised by the emergency services and aims to promote 'life skills', such as safety in the home.
28. A satisfactory range of extra-curricular activities is provided. Pupils can pursue their interests outside lessons by taking part in a number of activities taking place at lunchtimes or after school. These include football and netball clubs, recorders and guitar, choir, needlework, science, chess and a news club. The new ICT suite is open to pupils at certain times for them to develop their skills. While some of these activities are open to pupils of all ages, those running after school tend to be for the older pupils.
29. The curriculum is enriched by educational visits out of school and by visitors to the school. For example, each year the school choir joins in with several thousands of other children in a fund raising choral event at the Sheffield Arena.
30. Links with the community are good. There are strong links with the local comprehensive school and other primary schools in the neighbourhood. This ensures that the transition from primary to secondary school is as smooth as possible, with pupils visiting the secondary school and teachers from the secondary school visiting West Road. Particular care and attention is given to those pupils with special educational needs on transfer. There are also positive links with the church, local industry and local community groups.

31. The provision for spiritual development is satisfactory. Some opportunities are made in religious education, Collective Worship and through circle time to discuss and reflect on values and beliefs. There are too few planned opportunities for children to reflect on their learning and their experiences. In this respect, the school has made limited progress since the last inspection.
32. Provision for moral and social development is good. The whole atmosphere in the school makes a significant contribution to helping pupils know the difference between right and wrong and in encouraging them to behave well. The headteacher takes a strong lead in this aspect of provision and embodies the values he wishes to promote, notably mutual respect and civility. The comprehensive behaviour policy sets out in detail what is expected and what is unacceptable. The school values good behaviour and respect for individual differences. It rewards pupils' efforts to be good citizens through the 'special mentions' assemblies on Fridays.
33. The provision for developing pupils' cultural awareness is satisfactory. They learn about their own and other cultures through several areas of the curriculum, including English, music and art and design. Displays around the school draw their attention to the richness and diversity of other cultures and faiths, including Islam.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school has satisfactory procedures for ensuring the health, safety, care and protection of all pupils. All teaching and non-teaching staff understand the child protection procedures and there is a named contact. The policies for health and safety are clear and fire equipment and electrical appliances are regularly checked.
35. There are good systems for monitoring and promoting good behaviour. A system of awarding stickers and certificates for good behaviour, and good attendance, is effective and is valued by the pupils. The school has systems for eliminating oppressive, racist or bullying behaviour and the school ensures that such behaviour is dealt with promptly and appropriately. It provides a helpful advisory leaflet for parents, which makes them aware of the value of good attendance.
36. The procedures for monitoring pupils' academic achievement and progress are satisfactory. Pupils are assessed twice a year in numeracy and literacy and comprehensive data is collected to establish pupils' progress. Procedures for assessing pupils' work are more effective in the core subjects of English, mathematics and science than they are in the foundation subjects. In religious education, the school follows the Doncaster agreed syllabus and is currently in the process of implementing the newly published assessment arrangements. The assessment and identification of personal development is good in the foundation stage but is under developed at other stages.
37. Pupils like coming to the school and they feel safe and happy in the environment of care and security that the school creates. The class teachers know the children well and they feel valued. There are good arrangements to support the pupils with their medical needs. Several of the staff are trained first-aiders and the school nurse visits the school every week. The school nurse is involved in delivering the health promotion and drugs education.
38. Pupils with special educational needs are identified early and they receive effective

support. The special educational needs register includes relevant information and meets statutory requirements. Weekly targets, linked to pupils individual education plans, and the work they do when they are withdrawn from class, are set by class teachers and learning support assistants and this ensures that appropriate activities are planned to help pupils progress in their learning. There is good liaison between teachers, learning support assistants and external support staff. While the school has clear procedures for checking that pupils weekly targets are met, there is insufficient monitoring of how well they manage to apply what they have learnt to work with the whole class.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has a good relationship with parents and the staff know many of the families well. The teachers are generally very accessible to parents and parents often take the opportunity to talk to the teachers when dropping-off or picking-up children.
40. At the foundation stage, there are very effective entry procedures for the new arrivals and some very good links are made between parents and the early years staff. Workshops for pre-school children are held twice a term and these are valued greatly by parents.
41. There are some effective links with parents through the participation of the Family Literacy and Numeracy Programmes. The parents attend a course that raises their knowledge and understanding of literacy and numeracy and how children learn. This improves their capacity to help their children at school and at home. Those parents involved in this scheme value the very positive and highly beneficial contribution the scheme makes. The school is keen to exploit such schemes and makes great efforts to reach out to parents.
42. The school is well supported by parents at various events that it organises. Many parents make a useful contribution through their day-to-day involvement as parent helpers in the classrooms and on school trips.
43. The school prides itself in keeping its doors open to parents and being accessible to them. It is sensitive to the parents' views and tries to address them when concerns are aired. For example, when parents raised concerns about a teacher's long-term absence, a meeting was quickly arranged to give them information on how the school was managing the cover for the absence.
44. Parents have positive views about the school. They value the care and support their children receive and consider that they are making good progress.
45. General information provided to the parents is usually in the form of a letter. On key communications the school follows this up by phone calls to ensure that the messages reach home. The school also provides parents with useful leaflets about issues such as homework and attendance. Termly parents' evenings provide parents with opportunities to discuss pupils' progress and the annual reports give the parents a good picture of their child's performance, attitude to work and academic attainment. The parents of pupils with special educational needs are fully involved in statement reviews and are kept well informed of their children's progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The care and commitment of the headteacher and the school management team to pupils' welfare ensures that the school provides a secure and stimulating environment where pupils enjoy their learning. Their commitment extends beyond the school into the local community and parents feel welcomed and valued. The headteacher is also very supportive of his staff and ,consequently, staffing is stable and relationships within the school are good.
47. The headteacher and his management team have a sound understanding of the school's current strengths and weaknesses and have a commitment to improving the standards that pupils achieve. Over the last two years the school has begun to carry out detailed analysis of tests results in order to identify how standards, and teaching and learning, across the school could be further improved. This work is very thorough, and is carried out by all staff and has led to a clear vision of how improvements can be achieved. As a result, challenging targets have been set for all pupils, a range of methods for improving teaching have been identified; there is a shared understanding by the headteacher and staff of what the school needs to do to further improve. This has been supported by the introduction of performance management targets for all teaching staff. There is a more focussed approach to school development planning. The management team identified the need to improve standards through increasing the number of teaching assistants and this is having a very positive impact on pupils' progress.
48. Although the school has been successful in identifying appropriate areas for development, systems and procedures for monitoring and evaluating the progress of these developments are not sufficiently rigorous and the school does not take effective action to ensure that decisions are carried through. For example, the headteacher, deputy head and English coordinator have monitored the quality of teaching in classrooms and have consequently identified areas for improvement, and shared these with staff. There is evidence from the inspection of improvement in teaching as a result of this work. However, there has been insufficient focussed monitoring and evaluation by the headteacher and school management team to enable them to measure the success and impact of this work and to therefore ensure further improvements in the quality of teaching. The School Development Plan is clearly focussed on raising standards and sets out how this will be achieved, but it does not indicate who is responsible for monitoring its progress or evaluating its success, although an audit of performance forms part of the following year's plan. Action plans from subject coordinators are not fully costed on paper.
49. The headteacher is beginning to use the individual strengths within the school management team well. The foundation stage coordinator offers strong leadership, and this enhances the good progress that pupils make in the foundation stage, but the role of subject coordinators remains underdeveloped. Although they mostly have a clear understanding of the strengths and weaknesses within their subjects, and are keen to develop their work further to secure improvement, their opportunities for monitoring are limited. All coordinators develop their own annual action plan, but the current School Development Plan indicates that opportunities will be made for the observation of teaching only in ICT, and the continued observation of literacy. Coordinators' action plans in the foundation subjects are mostly limited to resourcing and further monitoring of planning.

50. The governing body is very supportive of the school and the chair of governors is a regular visitor and knows staff and children well. Governors play an effective role in setting and regularly monitoring the school budget, and have set performance management targets for the headteacher. Governors' strategic role in identifying and monitoring priorities in school development planning is underdeveloped, and consequently not all governors are secure in their understanding of the school's current strengths and weaknesses. There are not sufficient procedures to ensure that governors are fully informed of the standards that pupils achieve and the quality of teaching and learning within the school. Governors are beginning to use the individual strengths of recently appointed members to develop a more active and critical role.
51. The school manages its finances well, and day-to-day administration of the school is very effective. The headteacher and the school administrative assistant work closely with governors to set the annual budget, which is closely linked to school management planning, and to carefully monitor spending throughout the year. They are very aware of the principles of best value and are currently considering how best to monitor the effectiveness of the recent increase in teaching assistants. The most recent auditors' report recommended some areas for improvement, all of which have been fully addressed. As a result of the auditors' recommendations a very efficient stock control system has been developed by a member of the school management team and a teaching assistant.
52. The school buildings are very well cared for and they provide attractive accommodation to support all areas of the curriculum. They are particularly clean and carefully maintained. The recently installed computer suite is starting to have a positive impact on pupils' learning. A weakness is the school library; it is underused and poorly equipped. Although the books in the library are well cared for, many are out of date. Resources in all other areas of the curriculum are adequate.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. i. **Raise standards in:**

Speaking by:

- consistently planning opportunities in all subjects;
- establishing a framework for assessing children's progress in speaking in listening;
- extending the existing range of teaching strategies to enhance pupils' oral skills, particularly their language for reasoning.

Information and communication technology by:

- fully implementing the school's existing plan;
- raising staff competence and confidence in teaching ICT;
- providing appropriate technical support.

History in Years 3 to 6 and religious education at all ages by:

- fully establishing a clear curriculum framework;
- fully implementing the assessment of pupils, specified by the religious education syllabus.

Design and technology by:

- undertaking an audit of teachers professional development needs and ensuring that all teachers are well supported in teaching the new planned curriculum.

ii. Improve further the quality of teaching throughout the school by:

- identifying what is working well and sharing good practice;
- extending the role of subject coordinators so that they take a lead in improving teaching in their subjects;
- ensuring that the monitoring and evaluation of teaching clearly defines how teaching should be improved and checks that improvement is sustained.

iii. Further develop the role of the governing body by:

- ensuring that it makes a greater contribution to identifying priorities for improvement;
- establishing procedures to inform governors about the progress the school is making;
- encouraging more governors to act as 'critical friends' to the senior managers.

iv. Further develop the monitoring and evaluation role of the school management team by:

- ensuring that the impact of the actions taken to raise standards and to improve the provision are rigorously evaluated.

54. Minor issue:

- Review the quality and range of the stock of books in the library and the way it is used so that the library fully supports the planned curriculum and the learning needs of all children.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	63
Number of discussions with staff, governors, other adults and pupils	44

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	22	26	4	0	0
Percentage	2	16	35	41	6	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	69	331
Number of full-time pupils known to be eligible for free school meals	0	75

FTE means full-time equivalent.

Special educational needs

	Nursery	Y1 – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	112

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	28
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

%

Unauthorised absence

%

School data	7.15
National comparative data	5.6

School data	0.01
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	15	21	36

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	10	13
	Girls	20	20	21
	Total	30	30	34
Percentage of pupils at NC level 2 or above	School	83 (69)	83 (67)	94 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	13	13
	Girls	20	21	21
	Total	29	34	34
Percentage of pupils at NC level 2 or above	School	81 (69)	94 (96)	94 (80)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	24	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	19
	Girls	14	8	13
	Total	29	24	32
Percentage of pupils at NC level 4 or above	School	55 (79)	45 (63)	60 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	20	20
	Girls	14	9	13
	Total	32	29	33
Percentage of pupils at NC level 4 or above	School	60 (65)	55 (53)	62 (62)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	271
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y7

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	24.3
Average class size	27.8

Education support staff: Y[] – Y[]

Total number of education support staff	11
Total aggregate hours worked per week	243

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	34
Total number of education support staff	2
Total aggregate hours worked per week	55
Number of pupils per FTE adult	17

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White	5	0
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000
	£
Total income	775153
Total expenditure	762057
Expenditure per pupil	2083
Balance brought forward from previous year	21108
Balance carried forward to next year	34204

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	802
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	36	0	1	0
My child is making good progress in school.	49	42	8	0	1
Behaviour in the school is good.	50	32	8	5	3
My child gets the right amount of work to do at home.	28	38	24	7	3
The teaching is good.	38	51	4	4	3
I am kept well informed about how my child is getting on.	37	37	20	3	1
I would feel comfortable about approaching the school with questions or a problem.	55	32	8	4	1
The school expects my child to work hard and achieve his or her best.	50	46	1	0	3
The school works closely with parents.	36	36	18	7	4
The school is well led and managed.	34	45	9	7	4
The school is helping my child become mature and responsible.	36	50	7	3	5
The school provides an interesting range of activities outside lessons.	21	24	28	20	8

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55. Children are admitted to the nursery and two reception classes in September. Most children who start in reception have had a year in the nursery class. Children's attainment on entry is below average, particularly in their physical development and spoken language. At the time of the inspection the children had been in nursery for four weeks and full-time in reception for a similar length of time. Despite being in separate locations the staff in nursery and reception work closely together to plan work within the foundation stage. The quality of planning is good and is carefully linked to the stepping stones in the QCA guidance for the foundation stage.
56. The coordinator for the foundation stage provides strong leadership and promotes effective teamwork. The members of staff have a good understanding of how young children learn and employ an appropriate range of teaching and learning strategies. They provide a rich and exciting learning environment for the children, with activities that are relevant to the children and engage their interest. Significant attention is given to promoting children's personal, social and emotional development and their expressive language. There is a good working partnership with parents and the staff has run a series of workshops for parents of three year-olds before they start nursery, which parents found very helpful. The staff carefully monitors children's development using a range of assessment techniques and this is used in subsequent planning. The overall quality of teaching in the foundation stage is very good and the children make good progress.

Personal, social and emotional development

57. Children's personal and social development is below expectations when they start nursery. Staff provide a well structured and secure environment and the children quickly settle into the routines. The very positive way in which staff teach personal and social skills ensures that children make good progress. By the time of the inspection they were very independent and confident in the way they moved around the different areas in the nursery and used resources. The teachers' questioning encourages children to make decisions. Staff are sensitive to the personal and emotional needs of the children and help them to develop self-confidence. The children play together well.
58. These aspects of personal, social and emotional development continue to be developed well in the reception classes. Staff establish very clear expectations about behaviour and encourage independence in all activities. The children enjoy taking responsibility and many opportunities are provided for the children to reflect on their feelings. All staff use their very positive relationships with the children to encourage a 'can do' approach and readily praise children's achievements. Children make good progress in personal, social and emotional development and most are likely to meet expectations in this area by the end of the foundation stage.

Communication, language and literacy

59. Children make good progress in developing all aspects of language skills from a low base. Staff are aware of the critical role of speaking and listening in learning and plan many opportunities to develop this across the curriculum. In the nursery, good questioning by the teacher helps the children to describe more clearly what they have done. In reception, activities in the sand were used well to promote the children's use of descriptive language such as cold, wet and sticky. Children in nursery and reception listen attentively to stories and express their ideas about what is happening and they are encouraged to explain their thinking.
60. Shared and guided reading are used well in reception to develop children's knowledge about print. The children talk about the title, author and illustrator and enjoy joining in with reading the text. Children of all levels of ability are eager to read and most are beginning to read simple texts, some with very good expression. They hold a pencil correctly, most children can write their name, and are using letter strings to write their own ideas about a story. Staff instruct children well, for example, modelling joined writing and sentence structures. The ongoing feedback provided by staff ensures that children are aware of their own success and try even harder to improve their skills.

Mathematical development

61. Children make sound progress in developing their mathematical understanding. Good attention is given to developing mathematical language and counting skills in the nursery. More able children count to five confidently and most children show numbers up to five with their fingers. Staff model mathematical language in play activities such as describing the shapes and colours of sticky shapes that children select to put on their model firework. In tidying up the wooden blocks the children are able to match these to outlines of the shapes and talk about the size of the bricks. Teachers have high expectations of children's use of mathematical language in reception and children use terminology such as edges and vertices when describing two-dimensional shapes. They are able to recognise and name shapes such as rectangle, square and circle. Displays also reinforce mathematical ideas such as a Carroll diagram of the number of boys and girls who are four or five years-old. By the end of reception children are able to do simple addition and subtraction problems with numbers up to ten and are beginning to record numbers to 100.

Knowledge and understanding of the world.

62. There are many well planned opportunities for children to develop their knowledge and understanding of the world. In the nursery, children enjoy experimenting with different types of water wheel and water pumps and are able to demonstrate how they work. They talk about past and present events but the extent to which they are able to describe these experiences is limited by their skills in speaking.
63. In reception, children use their senses to investigate a range of materials. They express their preferences for the taste of different fruits and record their ideas in pictorial form. The teacher uses this opportunity very well to develop children's awareness of their senses and they are able to recall words that they use to describe touch such as hot and cold. Information and communication technology skills are taught systematically and the children are confident in using a range of computer programs. A range of visitors also helps to extend children's knowledge.

Physical development

64. Children's physical skills are poorly developed on entry to the nursery. Staff focus on developing these skills and the children make very good progress during the foundation stage. In the nursery they have regular opportunities to use a range of wheeled vehicles and larger equipment such as the parachute. In using the resources in the nursery they already show awareness of the space, of themselves and of others. They are beginning to use a range of tools and equipment with increasing control. In reception, children are encouraged to think about the effect of exercise on their bodies. The very good organisation and structure of lessons in the hall helps children to learn how to move safely and make good use of the space. The teaching assistant provides sensitive support for less confident children and also uses the lesson to assess children's development in physical skills.

Creative development

65. The nursery and reception classes provide a rich environment in which creativity and expressiveness are valued. In particular, significant emphasis is given to the development of role play and during the year children have the opportunity to take on different roles in the contexts such as the home area, post office, nursery rhyme cottage, garden centre and travel centre. The teaching assistants have contributed greatly to the development of a really stimulating area between the two classes. As soon as they start in the nursery children are shown how to mix their own powder paints and they readily express their ideas using paint, printing and other materials. In reception children are given time to discuss their ideas for a painting with a parent helper and this helps them to think about the choices they make. Nursery children enjoy joining in action songs. In reception they are able to experiment with the sounds made by an interesting range of musical instruments. They listen well to music and describe their responses. In a movement session in the hall they responded sensitively to music with a range of fluid dance movements.

ENGLISH

66. Standards in Years 1 and 2 are average. The results of the National Curriculum tests for seven year-olds in 2001 show that standards are average overall in reading, with many pupils reaching standards which are well above average. In writing, pupils achieve standards that are very close to the national average and they achieve average standards when compared with similar schools. Pupils achieve well in spelling and standards are in line with national expectations for pupils of this age. Standards seen during the inspection indicate that the school is maintaining these standards with the majority of pupils reaching national averages in reading and writing.
67. Standards achieved by the eleven year-olds who took the national tests in 2001 were well below the national average in both reading and writing. However, assessment information in the school shows that this group of pupils made sound progress from a low starting point, particularly in respect of their language development on entry to school and in reading and writing when they were seven. In addition there was a larger than average proportion of pupils with special educational needs in this cohort. Challenging targets have been set for the current Year 6 in 2002. Inspection evidence indicates that, currently, pupils are achieving standards that are close to those expected for their age and they are making good progress in reading and writing.

68. Standards of speaking are below average in all parts of the school. While the majority of pupils are good conversationalists, many find it difficult to put their thoughts and feelings into words. This is particularly the case in respect of the language needed to talk about their learning in a range of subjects, including English. This affects standards achieved across the curriculum. The school acknowledges this and many strategies, including the use of drama, are currently being implemented.
69. In Years 1 and 2, pupils generally listen carefully to their teachers and classroom helpers and are keen to answer questions. They can predict what is going to happen next in a story but many find it hard to talk about the characters or re-tell the story in their own words. In Years 3 to 6, many pupils have made sound progress but lack the confidence to answer questions in lessons or discuss their learning. In a Year 4 literacy lesson, pupils had difficulty in formulating questions to investigate the text they were reading. When asked to discuss a character in a Year 5 literacy lesson, some pupils struggle to find the words to express their thoughts without the support of an adult. However, they make good progress in the Year 6 class where the pupils are expected to contribute fully in lessons. When discussing suitable words and phrases for a spell, the talk was animated. It enables them to get their thoughts in order before attempting to write.
70. In Years 1 and 2, standards in reading are average. In Year 1, pupils read aloud with expression and have a good sight vocabulary. They are beginning to use their phonic knowledge to decipher words and can build simple words consisting of a consonant, vowel, consonant, in this way. Some pupils are keen to talk about their reading whilst others are reluctant to offer opinions about the text or to say what might happen next. Better readers were reading a relatively sophisticated book about vegetables independently and with sustained concentration. In Year 2, several pupils are enthusiastic readers. In lessons they are keen to read the big book with the teacher, although many find it difficult to keep up. More able readers are able to talk about their likes and dislikes in reading. Many can name a favourite author and read aloud with expression. Pupils are developing a range of strategies to make sense of what they are reading, particularly recognising words on sight or sounding them out phonetically. However, many lack confidence in talking about the plot, the characters or what might happen next in the story. While this group is well supported at home and books are regularly read with parents or other family members, many reading records could be better used to further the dialogue between parents and teachers.
71. In Years 3 to 6, pupils display a positive attitude to reading. This is directly attributable to their teachers who present reading to them as an enjoyable and worthwhile activity. While they come across a wide range of texts in the literacy hour books chosen for independent reading are exclusively fiction. Many pupils in Years 3 and 4 continue to read books from schemes that fail to present them with sufficient challenge or interest. Sometimes the books they choose are too hard for them to read without adult support. By the time they reach Year 6 most pupils use a range of strategies to read, and more able readers talk with confidence about what they are reading and are beginning to use inference and deduction.
72. Throughout the school information retrieval skills, especially the use of the library, are under-developed. This is because the cataloguing systems in the library are not sufficiently clear and because it is not well enough stocked to provide a satisfactory resource for the teaching of these skills. When directed to find a book about music or elephants, pupils found them difficult to locate.

73. Standards in writing are less secure than those in reading in all years. The school recognises this and has identified writing as a priority in the School Development Plan. However, pupils make satisfactory progress across the school and by the time they are eleven, standards are close to the national average. Pupils in Years 1 and 2 have positive attitudes to writing and their willingness to write independently in lessons is striking. They attempt to spell unknown words using their knowledge of sounds and most pupils can construct simple monosyllabic words well. Most pupils write neatly, forming their letters correctly and using a joined script. This represents an improvement since the last inspection when pupils did not pay sufficient attention to the appearance of their work. The range of writing undertaken is good. They write lists, captions, instructions and poetry as well as stories. Year 2 pupils have been taught the conventions of procedural writing and write successful instructions for 'how to clean your teeth'.
74. In Years 3 to 6 pupils, including those with special educational needs, continue to make satisfactory progress overall. By the time they reach Year 6 many are able to write with confidence for a variety of purposes. They write notes to help them learn and remember stories, instructions and poetry; some of which have been attractively published using ICT. Pupils with average and above average levels of ability use a variety of sentence structures and technical and adventurous vocabulary when appropriate. More able pupils have learnt to punctuate dialogue accurately and use similes effectively in their stories, or parts of stories. Their efforts are clearly valued and there is a good range of writing attractively displayed around the school. Particularly worthy of note are the books written as part of the family literacy project which are beautifully produced and inviting to read. There are too few opportunities for pupils to develop their writing skills in other subjects and to reinforce the writing in different styles.
75. Pupils generally enjoy their literacy lessons. They behave well and are keen to answer questions, even when they're not sure of the answer. In the main they have developed good work habits, settle to tasks quickly and concentrate well. Where this is not the case they are unsure about what they have to do or the task does not engage their interest. In some cases tasks are not well matched to the group because they are either too easy or too hard.
76. The quality of teaching is always satisfactory or better. In Years 1 and 2 the teaching in more than half of lessons was good. In Years 3 to 6, teaching in half of the lessons was good or better. One lesson was excellent. This represents good progress since the last inspection when a third of lessons were good in Years 1 and 2 and there was some unsatisfactory teaching in Years 3 and 6. Across the school, lessons are carefully planned using objectives from the National Literacy Strategy Framework for Teaching. These objectives are often shared with pupils so that they are clear about what they are learning and what is expected of them. The enthusiasm with which teachers demonstrate reading aloud to the pupils is a strength of the teaching and ensures that pupils are developing positive attitudes to reading. The deployment of teaching and learning support assistants in lessons is also a strength. Outside the literacy hour they work effectively with small groups or individuals; some of whom have special educational needs.
77. Teachers make good use of a range of resources in the literacy hour. They use big books well to teach reading and flip charts to teach writing. Sometimes puppets are used well in Years 1 and 2 as a teaching aid. In the most successful lessons teachers use a range of strategies (including drama) to engage pupils in the learning

process. In a Year 6 lesson pupils talk in pairs before contributing to a class discussion about poetry.

78. Most teachers set targets for writing based on their knowledge of what pupils need to do next. This process is not yet sufficiently consistent throughout the school and many pupils are not yet aware of what they need to do to improve. This is because teachers do not refer to these targets when marking work or review progress towards them in lessons.
79. The literacy coordinator has a good knowledge of the subject and has overseen the successful implementation of the National Literacy Strategy across the school. A programme of monitoring has begun and one cycle has been completed. This process is as yet underdeveloped, although it has improved since the last inspection. She has taken a strong lead in the development of resources in the school and has a clear idea where money needs to be spent. The range and quality of book stocks in the school is satisfactory overall and is supplemented from the school library service. The library, however, is inadequate to meet the needs of the National Curriculum in:
- promoting independent reading;
 - teaching information retrieval skills;
 - providing an up-to-date reference for all subjects.

While the books are well cared for, many are out of date.

MATHEMATICS

80. In the 2001 National Curriculum standard assessment tests, pupils in Year 2 achieved standards in line with national averages compared to schools nationally. The percentage reaching level 2 was higher than nationally but slightly fewer achieved level 3. Standards were good compared to schools in a similar context. Since the last inspection there has been a significant improvement in years 1 and 2. This is particularly positive compared to the low attainment of pupils as they enter the school, as measured by the baseline assessment.
81. At the end of Year 6 in 2001 standards were well below national averages. These results were in line with the school's predictions for the year group but fell short of their ambitious targets. The school's analysis of data for this cohort shows that less than half the pupils achieved level 2 in their Key Stage 1 tests and have made reasonable progress from this low base. At the time of the last inspection standards were below average at the end of Year 6 and there has not been a significant rise in National Curriculum results from 1997 to 2001.
82. The work seen shows attainment in Years 1 and 2 continues to be in line with the national picture. In Years 3 to 6 the picture is improving with standards broadly in line with what is expected nationally. The current Year 6 are achieving well compared to their results in Key Stage 1 and many are on track to achieve a level 4 or better in the tests this year. In all years, pupils are stronger in their work on number, shape and space and handling data than in using and applying mathematics. Their progress is hampered by their lack of confidence in speaking, despite the emphasis teachers put on appropriate vocabulary.
83. In Year 2 most pupils are confident with addition and subtraction facts to ten and some to 20. Higher-attaining pupils are confident handling larger numbers and able to solve more complex problems mentally but have difficulty explaining how they arrived

at their solution. At the time of the last inspection no pupils were working towards level 3, whereas now around one in five achieve the higher grade.

84. By Year 6 pupils are confident in using large numbers with a range of strategies to calculate on paper and mentally. Pupils understand fractions and many identify equivalence and find fractional parts of numbers. Their vocabulary is increasing and they accurately use terms like 'factor' and 'multiple' in their work. They understand the concept of probability and use the "certain" to "impossible" scale correctly. Higher-attaining pupils extend this to calculating the probability of events. Where pupils are less confident is explaining how they will tackle a particular problem, selecting the mathematics they will need and trying out their own ideas.
85. There are examples of numeracy being used appropriately in other subject of the curriculum. In science pupils calculate accurately and graphs and charts are used in various subjects. Information technology is not used sufficiently in mathematics and there are missed opportunities, for example, to graph data and to develop number patterns.
86. Teaching of mathematics is satisfactory in all years. However, a quarter of the teaching seen was unsatisfactory. Lessons are generally well planned using the National Numeracy Strategy as a basis. The strategy is having a positive impact on pupils' mathematics, particularly their competence and confidence with number through the emphasis on mental work. Most weekly plans include activities well matched to the range of pupils in the group. In most of the unsatisfactory lessons the work was set too high and not suitably adapted when this was realised, resulting in pupils making insufficient progress in the lesson. The objectives for the lesson are usually explicit and often shared with pupils at outset. In better lessons these are revisited at the end to reinforce what the pupils have learnt. A feature of good lessons is the teacher having high but realistic expectations, to which pupils respond well. In almost all lessons teachers manage pupils well and relationships are good between pupils and with the teacher. Occasionally, when poor behaviour is not addressed quickly, the lesson deteriorates. Most lessons proceed with a good pace and pupils concentrate on the task in hand. Teachers use number fans, white boards and "show me" cards effectively to assess all the pupils during the oral work and to move the lesson on briskly. Low-attaining pupils generally make sound progress throughout the school and this is enhanced with the well focused support from teaching assistants. Regular homework is used to reinforce the work done in class and is recognised as important by most pupils.
87. Pupils' attitudes to mathematics are occasionally unsatisfactory but usually good and sometimes very good. They usually work hard and respond to challenges set. They are keen to explain their work, even if they find it difficult at times and most listen sensibly to the teacher and others. Pupils and their parents who are involved in the family numeracy respond very positively. A well planned sequence of activities is improving the confidence of parents and their children in mathematics. The high quality number games invented and produced by the parents are enjoyed by all involved.
88. Mathematics is well coordinated in the school. There has been significant work analysing test data and past performance to provide a clear understanding of pupils' strengths and weaknesses. Forecasts of performance in the Key Stage 2 standardised tests have been used to set ambitious targets which, if met, will exceed national averages. Pupils in years 3 to 6 are put into ability sets designed to reduce the range of abilities and help challenge higher-attainers but in the Year 5 and 6 sets

there are well over 30 pupils in each. This is having a detrimental effect on the progress possible, even though there is a narrower range of ability in each set. Although the monitoring of mathematics is included in the School Development Plan it has yet to begin.

SCIENCE

89. The pattern of results in recent national tests shows that standards were below average in Years 3 to 6 compared to those of other schools nationally. In comparison to similar schools teacher assessments indicate that standards in Years 1 and 2 were above average but the proportion of pupils achieving the higher level was below average. In Years 3 to 6 standards were well below average. However, evidence indicates that the cohort of pupils who took the test last year had made sound progress in relation to their prior attainment at the end of Year 2. From the work seen in lessons, scrutiny of folders of work and exercise books, discussions with pupils and study of displays around the school it is evident that standards in the current Year 2 and Year 6 are average.
90. In Years 1 and 2 pupils are making sound progress in developing scientific knowledge and the skills of enquiry. In their work on using electricity Year 2 pupils enthusiastically identify which appliances need electricity to work and most have a secure understanding that electricity is energy. Pupils' knowledge and understanding of senses, parts of the body and healthy eating are average for their age. They are making sound progress in learning to record on a table accurately using writing and drawing, to label drawings and present results carefully. At present, there are too few opportunities for pupils to use computers to record evidence or present results.
91. In Years 3 to 6 pupils make satisfactory progress in acquiring scientific knowledge and in developing the skills to undertake scientific enquiry. However, the rate of progress varies within classes. There are strengths in teaching and learning of science in Year 6. Pupils make very good progress in developing their enquiry skills when exploring ways of making air visible. They respond confidently to the teacher's explicit challenge to think like scientists, to explain their reasoning and to risk hypotheses. Consequently pupils have a strong understanding that scientific ideas are based on evidence and tests need to be fair. Higher-attaining pupils use their good vocabulary to interpret what they are seeing and to articulate what they know; for example, that air pressure is a force and air can be compressed. Displayed work shows that pupils record accurately and present their findings clearly. Other Year 6 pupils know about electrical circuits and switches, the difference between solids and liquids, that solids can change shape, that some materials dissolve in water and liquids evaporate when heat is applied. Younger pupils know that different foods can be grouped in categories and that a balanced diet is essential for growth and good health. Workbooks show that they are making sound progress in recording evidence. This is often supported by structured worksheets from a published scheme. However, there is a weakness in pupils language skills. Within lessons many pupils are limited by their language skills; they struggle to find the correct terminology to accurately describe or detail what they have observed or thought. Pupils have positive attitudes to learning science. In particular they enjoy investigative work, and this is especially beneficial to pupils with special educational needs who receive very good quality support from teaching assistants within the class.
92. The quality of teaching is satisfactory, overall. The teaching of the Year 6 pupils in one class is a strength. The key features of the best teaching are:

- That it is based on good subject knowledge which underpins very effective questioning which probes and extends pupils' thinking.
 - A strong structure to lessons so that pupils are clear about what aspect of science they are intended to learn, why they are undertaking the activity and sufficient time is allocated for pupils to review what they have learned and, at it's best, how well they have learned.
 - A sense of excitement and enthusiasm for science is powerfully communicated so that the pupils have a strong feeling that learning science is worthwhile and fun.
93. A weakness in teaching in a minority of the lessons seen is an over emphasis on control. This results in pupils having too little opportunity to take responsibility for framing their own questions and deciding how to record and present their findings.
94. Leadership in science is currently under-developed. The subject coordinator is a great enthusiast and advocate for science. She leads by example and is very ambitious for all pupils to achieve well. Challenging but achievable targets have been set. Whole school planning and tracking of individual pupils' progress has improved since the last inspection. National test data is analysed to identify weaknesses in performance. As a result a good range of strategies have been introduced to raise standards; good examples are the identification of those pupils judged to be capable of achieving the higher level who are receiving extra support through a science club and the deliberate practice of helping pupils to become familiar with test formats. The coordinator is already having a very positive impact upon pupils' progress in her own class and elsewhere in the school, through the support given to colleagues. At present, however, her influence upon improving teaching and learning is too limited.

ART AND DESIGN

95. No lessons were observed during the period of inspection. Judgements about standards in art and design are based upon the work on display throughout the school, samples of pupils' work and discussions with pupils. Children's artwork is given a very high value; throughout the school there are attractive displays celebrating pupils very good achievements across a good range of artwork. Two-dimensional work is framed and presented in all areas of the school building. Pupils are proud of their achievements and they are eager to talk about how they created their pictures, collages and designs. An excellent exhibition of work in Years 3 to 6 pupils, showing their responses to the landscape sculpture of the contemporary artist, Andy Goldsworthy, greets everyone at the entrance to the school. Photographs record a recent art exhibition where every pupil in the school exhibited a favourite work. Many parents attended the exhibition. Art and design makes a very positive contribution to children's sense of self-esteem. It is very effectively used to enrich the aesthetic and cultural climate of the school.
96. Standards in art and design are above average in all years. This is an improvement since the last inspection when standards were judged to be average. By the end of Year 2 pupils successfully use a range of drawing and painting media to explore and develop ideas. They make good progress in acquiring good control of tools, techniques and methods to make art, knowledge of line texture and tone and the skills of colour mixing and brushwork. Year 2 work on display shows that pupils can construct quite complex, imaginative compositions using pastels to create different effects. Drawing skills are well developed, both through sketchbook practice and observational studies. These skills are effectively used as a means of recording in

other subjects, for example, when Year 2 pupils accurately draw appliances that use electricity in science.

97. In Years 3 to 6 pupils achieve very well. The oldest pupils have a good understanding of the elements of art and pupils confidently explain how they have created particular effects. A large sample of work shows that pupils achieve high levels of skill in drawing and painting; this is a strength of the school. Older pupils observe closely and record accurately when studying and painting flowers using different brushstrokes and depth of colour to capture floral effects. Displayed work shows that they are gaining a good awareness of artists from their own and some other cultures.
98. Pupils have fewer opportunities to create on a large scale and to extend their understanding of sculpture and three-dimensional design. Information and communication technology is not well used as a tool for creating and researching yet.
99. A new curriculum has been introduced since the last inspection. It is based upon the scheme of work provided by the Qualifications and Curriculum Authority. Classrooms are well organised for artwork and resources are good. The subject coordinator is an enthusiast who actively promotes her subject. She takes every opportunity to work with, and support colleagues, within classrooms.

DESIGN AND TECHNOLOGY

100. The last time the school was inspected standards were average in all years. There has been deterioration over the past four years and standards are below average in all years. This is because pupils do not make enough progress in developing their knowledge about the design process and tools, equipment, materials and components. In the small number of lessons seen, however, standards were average in all years and there is good teaching in Years 3 to 6. All pupils have positive attitudes to designing and construction. Year 2 pupils show great enjoyment in creating rod puppets; they use a template effectively and cut out with reasonable accuracy. Nonetheless, their achievements are limited by their lack of understanding of simple mechanisms and technical vocabulary. For example, few pupils understood that their puppets work because they were using levers and pivots. In Years 3 to 6 Year 6 pupils made very good progress in designing and making slippers. They know that manufactured products have been designed with the user in mind and they use simple tools and equipment, including needles, confidently and safely. Annotated drawings indicate that good progress is being made with developing good standards of design skills. They know that materials are chosen to be fit for a purpose and evaluation may lead to modification and the next stage of the design. In Year 4 pupils enthusiastically took carrier bags apart to find the net. They took care and collaborated well in this activity. Generally though, there are big gaps in the pupils' experience and knowledge of resistant materials and systems and control.
101. Teaching is good overall; it ranges from satisfactory to very good. The strengths of the teaching are the great emphasis given to developing key knowledge and skills, including the language of design and evaluation. There is a commitment to all pupils being challenged and supported to produce high quality products. Children's creativity and curiosity about the designed and made world is fostered through a combination of open and more focused activity.
102. The school has identified the need to develop teachers' subject knowledge so that all teachers are enabled to teach design and technology confidently and well.

103. Since the last inspection coordination has been weak. A new coordinator has recently taken on the role and has begun to determine how standards might be raised. The school has adopted the scheme of work provided by the Qualifications and Curriculum Authority. This is providing a good framework for planning and there are signs that it is already having a positive effect. Resources are being matched to the new curriculum; there are too few resources to support the systems and control element. To date there have been no opportunities for the coordinator to monitor and evaluate the quality of teaching and learning throughout the school.

GEOGRAPHY & HISTORY

104. The school has an alternating cycle of geography and history and no geography lessons were observed during the week of inspection. Six history lessons were seen, subject leaders for both subjects were interviewed, and the school's planning documentation were examined. Pupils' work samples were analysed and discussions with pupils in all years were undertaken. On the basis of the available evidence it is not possible to make a judgement about overall standards or the quality of teaching in geography.
105. The school's policies for history and geography are in place and it has adopted aspects of the national guidance for planning for geography and history. As a result Years 1 and 2 have a secure framework from which teachers can plan work and assess pupils' achievements. However, changes in pupil groupings in Years 3 to 6 have required the school to adopt a four-year curricular framework. This means use of the national guidance in its current form is not suitable nor can the school easily use the new framework for assessment which the local education authority has produced. Furthermore, the time lapse from one geographical study to the next, or from one historical study to the next, weakens the continuity in learning for pupils.
106. These are significant weaknesses in the provision for these two subjects as it leaves teachers in Years 3 to 6 with an insecure framework from which to plan work and assess pupils' achievements. These shortcomings should be addressed with some urgency. As raising standards in geography was identified as a key issue for action in the school's last inspection, progress is unsatisfactory.
107. In history pupils in Years 1 and 2 achieve the standards expected. They find out about the past by investigating a suitable range of sources of evidence. They can make simple observations from pictures, toys and other information sources. Many can ask, as well as answer, questions about the past and are beginning to produce structured pieces of work.
108. In Years 3 to 6 standards in history are below that expected. Pupils in Years 3 and 4 find out about the more distant past from a range of information sources and, they too, can make simple observations from the sources provided. In the study of Boudicca, for example, pupils were beginning to discover some of the ways in which she has been represented. They use sources to make observations about what she looked like and wore. Older pupils in Years 5 and 6 are using more complicated sources of information to find about life in the past in the local area. Some are beginning to give reasons why significant changes in the area happened and are producing structured pieces of work to try and explain their views. However, too few pupils can go beyond simple observations when trying to answer questions about the

past and their ability to use appropriate terms and dates when talking about their work is not sufficiently developed.

109. Teaching quality in history varies significantly. In Years 1 and 2, where plans for teaching and assessment are secure, teaching is of high quality. Close attention is given to providing a stimulating mix of activities alongside well chosen resources. Teaching in Years 3 to 6 is satisfactory overall, although it varies from very good to unsatisfactory. Where teaching is very good approaches used enthuse teacher and pupils alike, encouraging creative responses and make the very best use of opportunities to talk purposefully. In one Year 6 class, for example, discussion about Moorends in the past enabled pupils to build on each other's comments, adding to their understanding of how hard life was in the past.
110. Pupils work hard in history lessons and most try their best. Pupils work well together when they have the opportunity. They listen to each other and show genuine interest in what other groups or individuals are doing.

INFORMATION AND COMMUNICATION TECHNOLOGY

111. The last inspection judged standards in information and communication technology to be below the national expectation in all years. Despite some good progress recently, standards are still below that expected in Years 1 and 2 and well below in Years 3 to 6.
112. The introduction of a weekly hour for pupils to use the newly installed suite of high specification computers is having a significant benefit for pupils' achievement in information technology. Clear planning, based on the QCA guidance, is supporting the work of the teachers and the development plan clearly identifies what needs to be done and the resources needed to offer the full range of the programmes of study.
113. Pupils in Years 1 and 2 open the paint programme they need and use the features with confidence. All alter the size and shape of the tools and produce a recognisable picture, for example, of a tropical fish to use in their art work. They adapt, undo and change colour to create the effect they want, many with good mouse control. Higher-attaining pupils experiment with other features and incorporate additional effects into their picture. Most pupils know how to save and print their work. Portfolios of work show pupils use a text programme to amend layout and style of a piece of writing, either their own or produced as a class. Using a floor robot or moving a turtle on screen, pupils control movement using simple instructions to produce the effect desired. Little use is made of databases to organise, classify and graph data collected. Planning for the year indicates that, with the progress they are currently making, the Year 2 pupils will be achieving national expectations by the end of the academic year.
114. In Years 3 to 6 pupils access the Internet to acquire data and pictures and use these in their work. They select and edit the text but often not efficiently, some deleting and typing in rather than dragging or using cut and paste. Most have a good understanding of writing for a specific audience, for example, the posters produced as revision aids for science work on evaporation. All pupils use clipart to enhance their work and many use pictures from the Internet, for example, aerial photographs of the school. They crop, resize and amend the layout to achieve their goal and higher-attaining pupils add graphics, for example, arrows and boxes to aid clarity. The school plans to buy additional software and equipment to use in control, sensing

physical data and simulation work, as these aspects have not been covered in the past but are now in the year's plans.

115. The weekly lesson is reinforced by some use of computers in other subjects of the curriculum but at present this is limited to art, science and using text in English and humanities. For example, in their work on Romans, Year 3 pupils write up some of their research on computer but their typing is slow and correcting spelling was difficult as the spell-check often failed to recognise their version of a word. At lunchtimes, the "News Club" meets to produce the school's newsletter which has a varied content, from jokes and crosswords to poems and stories. Individuals and small groups of pupils are frequently found working on computers outside class time.
116. Teaching of information technology is at least satisfactory and half of it is good. Teachers are confident at the level they are teaching but some are unable to deal appropriately with pupils' questions as they arise or miss opportunities to move pupils on. Training is planned to support teachers through the New Opportunities Funding, starting in January. Where teachers are secure in their understanding they are able to diagnose how well pupils are progressing and help them improve. In better lessons teachers have high expectations, ask challenging questions and expect a good end product. They extend the tasks for the higher-attaining pupils by the use of versions of programmes with enhanced facilities. Most pupils quickly pick up the techniques and are keen to try them out and incorporate them in their work. When pupils have difficulties they are supported well, often by a teaching assistant. To ensure effective use of the computer suite some teachers introduce the work on the classroom computer earlier in the day, giving pupils time to reflect on the task and maximum time 'hands on'.
117. All pupils enjoy using the computers and treat them with care. They behave well in the computer suite and usually respect the work of others. When sharing a computer they cooperate well, taking turns sensibly, often without prompting. They talk positively about their work and listen attentively to the teacher and each other. Most persevere with the task, even when it proves difficult, to produce something they are pleased to share with others. A group of 'expert' boys and girls take responsibility for some routine tasks, such as shutting down computers at the end of the day in the suite.
118. Information technology is well coordinated. There is a clear direction to the development of the subject and the coordinator gives good support to teachers. Monitoring is currently limited to reading teachers' plans and giving feedback. Time has been allocated for monitoring teaching in the school development plan but this is not yet implemented. There is technical support for the suite from the provider and some technician time from the local education authority. However, the coordinator does spend significant time on routine tasks that would be better dealt with by more technical support.

MUSIC

119. Pupils throughout the school attain the standards expected for their age.
120. By the end of Year 2 pupils can sing in tune and identify low and high pitch sounds accurately. They sing songs and hymns from memory with good expression and play tuned and untuned instruments confidently. They listen with interest to a range of different types of music at the beginning and end of assemblies. Pupils concentrate

well in lessons so that they can repeat accurately a sequence of notes played on the xylophone, and the more able pupils compose their own sequence for others to copy. There is little evidence of pupils recording their own compositions in Years 1 and 2. In good lessons teachers provide a range of interesting activities to introduce new learning and immediately engage pupils' interest. Good pace to lessons also ensures pupils concentrate well. Teachers ensure that pupils learn how to play instruments correctly to achieve a clear sound, and encourage even the youngest pupils to have confidence in performing to others.

121. In Years 3 to 6 pupils continue to enjoy singing and control their voices well to create a range of moods. Pupils in the school choir are beginning to use harmony effectively. In lessons pupils have a sound knowledge of a wide range of instruments and make considered choices to create different effects to accompany their singing and keep a steady beat. The most able are confident at experimenting to create a range of different rhythm patterns. Teachers' subject knowledge is variable across the school; where it is secure teachers are careful to use correct language to support pupils' learning and through demonstration help pupils to improve their performance. Pupils make slow progress when teachers' instruction is unclear and poor organisation leads to the transition from whole class to group work being too slow. When learning intentions are ambitious pupils respond well, but need support when discussing in small groups. Insufficient opportunities are given for pupils to evaluate their own and each other's performance.
122. Pupils in Years 3 to 6 have the opportunity to learn to play recorders or guitars with support from peripatetic teachers or join the school choir. They make good progress and are encouraged to perform in assemblies. Good links are made with the local community and with the local cluster of schools, and the school choir takes part in an annual concert in Sheffield. The subject coordinator has a good understanding of the strengths and weaknesses in the subject and supports her colleagues well. She has devised an action plan for improvement which includes increasing opportunities for pupils to perform. She monitors teachers' planning, but has not had the opportunity to monitor in lessons. Resources are satisfactory, but the music room has recently been converted into an ICT suite and large instruments are currently stored in the school library, which is also used for recorder and guitar practice.

PHYSICAL EDUCATION

123. There has been good progress in the teaching of physical education since the last inspection. Overall standards are in line with those expected for children in all years, with some pupils attaining higher levels in some lessons in Years 3 to 6. This is an improvement on the last inspection when attainment in Years 3 to 6 was below or well below average in about half the lessons. The new scheme of work is providing a much clearer basis for developing pupils skills and knowledge throughout the school.
124. The limited evidence indicates that pupils enjoy the subject and benefit from good planning. In Years 3 to 6 pupils generally make good progress in their learning. Overall the teaching is good, with some very good teaching. Clear explanations of what the pupils needed to do to achieve well encouraged the children to think carefully and develop a range of ways of balancing on the floor and using different equipment. Pupils were able to think of additional ways in which they could improve their performance such as "using correct landings like a gymnast." They paid careful attention to safety and managed the equipment well. They were also aware of the effects of exercise on their bodies and could give several reasons for needing to

warm up before exercise. The pupils made good progress during the lesson.

125. In Year 6 pupils achieve well in games because they are taught skills and techniques systematically. This was well illustrated in a lesson on invasion games when the teacher's effective planning and organisation were highly influential in activities involving pivoting, dodging and marking techniques. By skilfully using demonstration and structuring the lesson so that pupils faced increasing challenges, the teacher ensured that pupils were taken to the edge of their capabilities. The pupils worked together very well in paired and group work, developing strategies and agreeing their own rules for the game. Pupils of all abilities talked enthusiastically about the techniques they had learned from the lesson and how these might be used in games such as netball and football. Some children explained how they refined their knowledge of strategies for games by researching books in the school and local library.
126. A weakness in some lessons is that teachers focus more on the organisation and management of the children and do not pay sufficient attention to developing specific skills and knowledge. In Year 6 gymnastics pupils were unclear about what they needed to do to achieve appropriate standards and the lack of challenge resulted in poor execution of movements. However, the pupils were able to reflect on their performance and could offer a range of suggestions for ways in which they could improve this.
127. The coordinator provides clear leadership for the subject and is currently trialing an assessment system which will be used throughout the school. Older pupils are offered a reasonable range of extra-curricular sports activities such as football and netball clubs.

RELIGIOUS EDUCATION

128. One lesson was seen in Years 1 and 2 and three were seen in Years 3 to 6. In addition, children's work samples and the school's planning documentation were examined alongside the syllabus. Discussions were held with the subject leader. On the basis of this evidence children are not on course to meet the standards expected by the locally agreed syllabus for religious education in all years because most year groups are achieving at levels significantly below that expected.
129. The school's policy and scheme of work has been in place for some time but it has not been brought up to date to take account of the changes to the locally agreed syllabus for religious education and, in particular, the new framework for assessment. This is a significant weakness as it leaves teachers with no means of judging whether the level of difficulty in the work set is suitable for the age and abilities of pupils. In addition, teachers have no means of knowing whether pupils' achievements are as high as they should be. Consequently, in lessons, much of the work seen was too easy and the work provided failed to take full account of the learning objectives of the syllabus. Thus, the school's framework for teaching religious education is inadequate as it is no longer effective in supporting staff to teach and assess achievement in religious education.
130. In Years 1 and 2 pupils comment on their own feelings and experiences and close links are established to their personal and social development. However, too few opportunities are provided which link religious material to their learning, slowing their progress in learning about religion.

131. In Years 3 to 6 younger children demonstrate some understanding in their studies by asking questions about Noah, following a story. Although some were able to recount the outline of the story in their own words, most found it difficult to suggest what meaning this story might have to themselves. Some pupils made thoughtful comments about the religious artefacts being shown in a study of Islamic prayer and express delight in the patterns and colours of a prayer mat. Here, learning is more successful. Pupils respond sensitively to the artefacts and ask questions that make links between features of religious belief and practice. Although older pupils in Years 3 to 6 can discuss the qualities of friendship, few pupils show an awareness of their own qualities as a friend. In the lesson and in the plans seen education about religion is understated. In discussion few pupils say much beyond the obvious about what they have learned this term.
132. Teaching quality is broadly satisfactory in all years. Lesson preparations are diligently made and resources used are varied. The best teaching provides more scope for pupils to talk purposefully about the work in hand and helps them to frame pertinent questions. Books and stories are used well as starting points for deeper thinking. Examples of teaching ideas from recent literacy training are used to good effect in these lessons, for instance, where sharing a big book set in context Islamic belief and practice about prayer and where drama was used to deepen the thinking about Noah.
133. The school provides a range of worthwhile experiences in religious education, which are remembered in displays in shared areas. Celebrations, such as harvest, bring the school community together at key times. The school has an extensive range of religious artefacts to use in lessons. Where these are used pupils show a strong commitment to their work and are enthusiastic to try and understand the meaning behind them. They handle items with care and show respect for the views and beliefs of others. This added interest has a significant impact on their response to learning, particularly so for those pupils with special needs.

