

INSPECTION REPORT

**WEST MELTON JUNIOR AND INFANT
SCHOOL**

Wath-on-Deerne, Rotherham

LEA area: Rotherham

Unique reference number: 106917

Headteacher: Mr S Oxer

Reporting inspector: Dr B Blundell
23868

Dates of inspection: 21st-24th May 2001

Inspection number: 194481

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Stokewell Road
Wath-on-Deerne
Rotherham
South Yorkshire

Postcode: S63 6NF

Telephone number: 01709 760538

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Appropriate authority: The Governing Body

Name of chair of governors: Councillor R S Russell J P

Date of previous inspection: May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23868	Dr B Blundell	Registered inspector	Mathematics Information and communication technology Design and technology Equal opportunities	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11437	Mr A B Anderson	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
10144	Mrs M Marriott	Team inspector	Science Music Physical education Areas of learning for children in the Foundation Stage Special educational needs English as an additional language	

28320	Mr R Willey	Team inspector	English Art and design Geography History Religious education	How good are the curricular and other opportunities offered to pupils?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

West Melton Junior and Infant School is a school for boys and girls, aged 3 to 11, situated in West Melton, South Yorkshire. There are 156 pupils on roll, including 17 children in the nursery; the school is smaller than other primary schools. The percentage of pupils known to be eligible for free school meals is above the national average. Whilst the percentage of pupils identified as having special educational needs is in line with the national average, the proportion with statements of special needs is above average. The nature of pupils' special needs includes dyslexia, emotional; behavioural and physical difficulties. The ethnic background of the pupils is white with United Kingdom heritage. Pupils' attainment on entry is below average overall. No pupils have English as an additional language. Mobility is relatively high at this school, with approximately one third of pupils arriving and a third departing during Key Stage 2.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Standards in the school at the end of Key Stage 1 are in line with national averages in English, mathematics and science; standards at the end of Key Stage 2 are below average in these core subjects; the overall quality of teaching is good; leadership and management are satisfactory overall. The school is providing satisfactory value for money.

What the school does well

- The overall quality of teaching is good.
- Pupils' attitudes and behaviour are good; relationships are very good.
- Provision for pupils with special educational needs is good.
- The foundation stage for children under five is very good.

What could be improved

- Standards for pupils aged eleven are not yet high enough in English, mathematics and science.
- Although the school has recently made great improvement in its provision for information and communication technology, standards in this subject are below national expectations throughout the school.
- Assessment and its use to track pupils' progress in Key Stage 1 and Key Stage 2 are unsatisfactory overall.
- Whilst the accommodation is satisfactory overall, the lack of doors on the classrooms in Key Stage 2 allows noise to travel too easily from class to class, which affects pupils' learning adversely.
- The overall level of attendance, whilst improving under the recently appointed learning mentor, is not yet satisfactory.

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 May, 1997. The overall quality of teaching has improved considerably since then; at that time, one in every five lessons was judged to be unsatisfactory, and the proportion of very good or better teaching was exceedingly small. The key issue to raise standards overall, but particularly at Key Stage 2, has not yet been fully addressed; the improved quality of teaching has not yet had time to feed through to providing improved test results. The issue to provide a relevant and planned curriculum that complies with the requirements of the National Curriculum has been fully met. The issue to ensure that all pupils have equality of access to the curriculum has been fully met. Levels of attendance are still low, but have improved in this academic year, following the appropriate appointment of an effective learning mentor. The issue to take active measures to promote the ethos of the school, and to raise the self-esteem of pupils through emphasis on their spiritual and cultural development, has now been addressed overall. There has been considerable improvement in the level of resources. The school has improved satisfactorily overall since the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	E*	E	E	D
mathematics	E*	E	D	B
science	E	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

West Melton is a relatively small school, so the number of pupils in each year group is accordingly low. This means that pupils' average performance cannot always be measured reliably against national averages. Overall results can swing either above or below national averages if even a single pupil does especially well or particularly badly. A further factor is pupil mobility; at Key Stage 2, approximately one third of pupils join the school during the key stage. These factors need to be borne in mind when looking at the school's results. In the national tests in 2000 for eleven year olds, pupils' attainment in English and science was well below national averages; in mathematics, pupils' performance was below average. Over the three years from 1998 to 2000 taken together, pupils have left West Melton over two terms behind pupils nationally in all three subjects. When compared with schools of a similar type, having a similar proportion of pupils known to be eligible for free school meals, the school's results in the 2000 tests were below average in English, above average in mathematics and average in science.

Standards for pupils aged seven in the end of Key Stage 1 national tests in 2000 were well below national averages in reading, below average in mathematics, and average in writing. Over the years 1998 to 2000, pupils have left Key Stage 1 over one term behind pupils nationally in reading and mathematics, and nearly one term behind in writing.

The trend in results over time at Key Stage 2 shows the school's results to be rising at a slower rate than results nationally. However, mobility at this school is relatively high and pupils who remain at West Melton throughout Key Stage 2, on average, make satisfactory progress through the key stage in English, mathematics and science, and obtain test results that match national standards. The school's targets are too low.

In the work seen during the inspection, attainment for pupils aged seven meets national standards in reading, writing, mathematics and science. Standards for these pupils in geography, history, art and music meet national expectations. Standards in design and technology and information and communication technology are below national expectations. Standards in religious education meet the requirements of the local agreed syllabus.

For pupils aged eleven, standards in English, mathematics and science are below national averages. In history, geography, art and music, standards meet national expectations. In design and technology and information and communication technology, standards are below national expectations. Standards for eleven year olds in religious education meet the requirements of the local agreed syllabus. Pupils' achievement is satisfactory overall; however, the overall achievement of those pupils who joined the school during Key Stage 2, is not yet sufficiently high enough.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to the school are good.
Behaviour, in and out of classrooms	Pupils' behaviour is good.
Personal development and relationships	Pupils' personal development is satisfactory and relationships are very good.
Attendance	Pupils' attendance was well below national levels in the last full academic year. Attendance has risen this year, following the appointment of a learning mentor, but is still too low.

Pupils generally enjoy school; they are enthusiastic and want to learn. More opportunities could be offered for pupils' personal development. Relationships between pupils and with adults are very good.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	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.

The overall quality of teaching has greatly improved since the last inspection. In the lessons seen during this inspection, 95 per cent of lessons were satisfactory or better, 30 per cent were very good or better, and five per cent were unsatisfactory. The overall quality of teaching in English is good, and in mathematics, it is satisfactory. The skills of literacy are taught well, and those of numeracy are taught satisfactorily. Whilst good lessons were seen in every class in the school, the overall quality of teaching was better in the foundation stage and Key Stage 1 than in Key Stage 2. Strengths in teaching include teachers' subject knowledge; weaknesses include the marking of pupils' work in Key Stage 2, and the use of homework to support learning in Key Stage 2.

Strengths in pupils' learning include their productivity and pace of working; a relative weakness in both the foundation stage and Key Stage 2 is that pupils are not always made aware of what they should be learning.

The school includes all its pupils appropriately and meets the needs of all its pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality and range of the curriculum are very good in the foundation stage and satisfactory in Key Stages 1 and 2.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	Not applicable.

Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' personal development is satisfactory. Provision for their spiritual, moral, social and cultural development is satisfactory. Provision for pupils' spiritual development has improved since the last inspection.
How well the school cares for its pupils	The school cares for its pupils satisfactorily. Procedures for monitoring and improving attendance are good.

The school works satisfactorily in partnership with parents. The community contributes well to pupils' learning overall. There are good links with the local secondary school, particularly in the pastoral sphere. The school is rightly proud of the quality of pupils' singing in assemblies. All areas of the curriculum meet statutory requirements. Assessment procedures and their use in tracking pupils' progress and helping to plan the curriculum are unsatisfactory overall.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher is satisfactory overall. The headteacher knows his pupils well on the pastoral side. The deputy headteacher and other key staff fulfil their roles appropriately in the running of this school.
How well the governors fulfil their responsibilities	The governors' fulfilment of their responsibilities is satisfactory overall. The governing body has recently appointed a most competent and experienced Clerk to the governing body. The governors' annual report to parents does not fully comply with statutory requirements.
The school's evaluation of its performance	The school's evaluation of its performance is now satisfactory overall.
The strategic use of resources	The strategic use of resources is satisfactory; they are used effectively to support pupils' learning.

The level of staffing is satisfactory overall; the instability in staffing at the top of Key Stage 2 has been resolved recently. The accommodation is satisfactory overall, but too much noise travels between classrooms in Key Stage 2, and this is impeding pupils' learning. The quality of learning resources is satisfactory overall.

The school applies the principles of best value appropriately.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • School expects their children to work hard. • School is helping their children to become mature. • Their children are making good progress. 	<ul style="list-style-type: none"> • Some parents are not happy with behaviour at the school. • Some parents would like more homework for their children. • Some parents are not happy to approach the school with problems. • Some parents would like the school to offer a greater range of extra-curricular activities. • Some parents would like more information about their children's progress.

The inspection team generally agrees with parents' views but judges that overall behaviour is good, that the school is approachable and that information about pupils' progress overall is satisfactory. The range of extra-curricular activities could be greater.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. West Melton is a relatively small school, so the number of pupils in each year group is accordingly low. This means that pupils' average performance cannot always be measured reliably against national averages. Overall results can swing either above or below national averages if even a single pupil does especially well or particularly badly. A further factor is pupil mobility; at Key Stage 2, approximately one third of pupils join the school during the key stage. Those pupils who stay at the school are making satisfactory progress. Additionally, some cohorts have a relatively high proportion of pupils on the special educational needs register. These factors need to be borne in mind when reading about the school's results.
2. Pupils enter the nursery with levels of attainment that are generally well below average. Shortly after children enter the reception class, they are assessed to see what they know, understand and can do; social and physical skills are also noted. The intake in 1999 was judged to be below average, as were those entering in 2000.
3. By the age of five, near to the end of their time in reception, children are again assessed against national standards known as the early learning goals. The standards of the majority of the children currently in reception are just below average, and they have made good progress; their skills in literacy and numeracy are well developed.
4. At the age of seven, close to the end of their time in Year 2, pupils take the end of Key Stage 1 national tests in reading, writing and mathematics. The pupils who sat these tests in 2000 and who are now in the current Year 3, obtained levels that were below average in mathematics, well below average in reading and average in writing. Their attainments, when compared to schools of a similar type, were average in mathematics, below average in reading, and above average in writing. Those who took the tests in 1999, and are now in Year 4, attained standards that were below national averages in reading, average in writing and well below average in mathematics. Taking the results over the last three years from 1998 to 2000, averaged together, pupils' performance has been nearly six months behind that of pupils nationally in reading and mathematics, and nearly one term behind in writing. Girls have outperformed boys in all three areas.
5. Inspectors find that pupils currently in Year 2, who will take their national tests in May, 2001, are reaching average standards in reading, writing, mathematics and science. This cohort of pupils attained higher standards in their baseline tests. Standards in information and communication technology and design and technology are below national expectations; in religious education they meet the requirements of the local agreed syllabus. Pupils' attainment in music, art, geography, history and physical education meets national expectations.
6. By the age of eleven, near to the end of Year 6, pupils take the end of Key Stage 2 national tests in English, science and mathematics. Pupils' performance in the 2000 tests in terms of National Curriculum points scores was well below average in English and science, compared with schools nationally, and below average in

mathematics. It was below average in English, average in science and above average in mathematics when compared with the performance of pupils in schools of a similar type. Taking the three years from 1998 to 2000 averaged together, pupils have left Key Stage 2 over two terms behind pupils nationally in all three subjects. The difference between the performance of boys and girls was much less than at Key Stage 1; in English and mathematics they performed virtually identically but in science girls still performed better than boys overall.

7. Inspectors find that pupils currently in Year 6 are at below average standards in English, mathematics and science. This group achieved below national average points scores in their tests in 1997, at the end of Key Stage 1. The quality and quantity of work in their books show that they have not made sufficient progress in English and mathematics. However, when the work of pupils who have stayed with the school throughout Key Stage 2 is separated from that of those pupils who joined at a later stage, inspectors find that the former pupils have made satisfactory progress in English, mathematics and science and meet national standards. Progress of the "mobile" pupils has been less good. As with the younger pupils, standards in information and communications technology and design and technology are below national expectations. Attainment in religious education meets the requirements of a syllabus that has been agreed locally. In music, art, physical education, history and geography, standards meet national expectations.
8. Pupils with special educational needs make very good progress in the foundation stage and in Key Stage 1. In Key Stage 2, they make satisfactory progress overall in relation to their prior attainment, as a result of the good support they receive.
9. Since the last inspection, standards in English, mathematics and science have remained broadly similar in terms of National Curriculum test results. Standards in geography, history, music and physical education at the end of both key stages have improved, as have standards in art at the end of Key Stage 1. Standards in design and technology and information and communication technology (ICT) have not improved, although the recently acquired provision for information and communication technology should help to raise standards. Pupils who have remained at the school throughout Key Stage 2 are achieving satisfactorily overall. Nonetheless, when the whole cohort of pupils is considered, including those who joined during Key Stage 2, achievement is not high enough by the end of Key Stage 2 in English, mathematics and science. The lack of continuity in staffing at the top of this key stage has been a contributory factor here, but this issue has recently been resolved.

Pupils' attitudes, values and personal development

10. Pupils' attitudes, personal development, relationships and behaviour are good, but attendance at the school is unsatisfactory.
11. Throughout the inspection week, there were many examples of pupils displaying good and often very good attitudes both to their work, and to their fellow pupils and teachers. There is, however, documentary evidence of occasional unsatisfactory attitudes displayed by a minority of pupils. Most pupils display an enthusiasm for school and an interest in classroom activities. For example, pupils were observed to be very enthusiastic and involved in a Key Stage 2 science lesson, in which they were challenged by the teacher to research the time taken by different sizes of 'spinners' as they were simultaneously released from a given height to ground level.

In a very small number of unsatisfactory lessons, pupils were unable to sustain concentration and interest.

12. Pupils' behaviour in lessons and in the school hall is mostly good; for a whole-school assembly taken by the local minister, pupils walked quietly into the hall and then listened carefully to a story with a moral theme. The excellent 'live' music played on the piano by the school's learning mentor provided a valuable opportunity for pupils to demonstrate their very positive attitudes to both teaching staff and visitors to the school. Although there is documentary evidence of recent challenging behaviour by a tiny minority of pupils at the school, which has resulted in both fixed term and lunchtime exclusions, the vast majority of pupils at the school are consistently well behaved.
13. The day-to-day relationships between pupils and teachers are very good, and pupils were observed to be very much at ease with the many new faces at the school during inspection week. Relationships observed in the nursery were particularly good. Pupils carry out occasional tasks for teachers, such as taking attendance registers to the office, but the range of opportunities for pupils to develop their initiative and personal responsibility is limited.
14. The overall attendance at the school is unsatisfactory and is well below the national average. The incidence of unauthorised absence is significantly higher than the national average. The level of pupil lateness at the school is also high. There has been an improvement in the rates of attendance over the past few months, and the recent appointment of a learning mentor has contributed to this improvement.
15. Pupils with special educational needs have positive attitudes to school, and are well integrated within the school community. The relationships between pupils and adults are very good, and this ensures that pupils gain confidence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. The overall quality of teaching is good, and has improved since the last inspection. It is very good for children in the foundation stage and for pupils in Key Stage 1, and satisfactory in Key Stage 2. In all except two lessons observed, teaching was at least satisfactory. Overall, it was satisfactory in 26 per cent of lessons, good in 39 per cent, very good in 23 per cent and excellent in 7 per cent. Two lessons were unsatisfactory. Excellent lessons were seen in both classes in the foundation stage, and in Key Stage 1. Teaching now meets the needs of all pupils appropriately.
17. Overall, standards of teaching were at least satisfactory in all except two lessons, and examples of good lessons were seen in every class in the school. Very good or excellent teaching was seen in the nursery class, reception/Year 1, Year 1/Year 2, and the Year 3/4 class.
18. The biggest strengths in teaching include teachers' knowledge and understanding, which are good overall, and the teaching of basic skills, which is very good in the foundation stage and Key Stage 1. Weaknesses include the marking of pupils' work, and the use of homework to support pupils' learning at Key Stage 2.
19. In the two lessons that were unsatisfactory, both in Years 4/5, class management was not sufficiently effective; too much off-task talking by a number of pupils was not dealt with appropriately. This particular class has had many different, temporary

teachers; a permanent teacher was only appointed last month, and he is working hard and successfully to establish effective classroom routines.

20. Generally, through the school, pupils are aware of what is expected from them in terms of behaviour, and nearly always respond appropriately. In an excellent Key Stage 1 numeracy lesson, the pupils knew exactly what was expected from them and they responded accordingly; this helped to maximise their learning, which in this lesson was excellent. The lesson was on the subject of comparing different masses, and was meticulously prepared. The teacher ensured that her pupils thoroughly understood the subject. Children in reception, who are taught in the same class as some Year 1 pupils, made very good progress in an excellent literacy lesson on developing their writing skills. In another excellent lesson, this time for nursery children, the children made excellent gains in their personal and social skills. The teacher carried out this lesson, involving a huge parachute, in front of the whole school in an assembly, and it was an excellent model for the whole school. Children enjoyed feeling the air on their faces as the parachute floated. Classroom support assistants through the school make a valuable contribution to pupils' learning.
21. The pace of lessons is generally good through the school, and very good in the foundation stage and Key Stage 1. Pupils are sometimes reminded of the time limits on an exercise, for example, in a Year 1/2 numeracy lesson. When pupils are working independently, given relatively short time spans to complete a piece of work and reminded of this, it ensures that they focus on the work to be completed.
22. Throughout the school, literacy is well taught, and numeracy is taught satisfactorily. Lessons usually start with productive question and answer sessions, to re-cap previous work and to get pupils thinking.
23. Day-to-day marking of pupils' work and other assessment procedures lack consistency, but are satisfactory overall. They are good in the foundation stage, satisfactory in Key Stage 1 and unsatisfactory in Key Stage 2. Whilst pupils' work is often marked with appropriate comments to praise pupils' efforts, this is not done to the same degree in each class. Additionally, there are rarely comments to stretch pupils who have obtained full marks for a particular exercise. Whilst lessons generally have clear learning objectives, these are often not shared with pupils. Plenary sessions, generally, but not always, give pupils a clear indication of what they have learned. However, many lessons end with a worthwhile question and answer session, in both literacy and numeracy.
24. The use of homework is satisfactory in the foundation stage and Key Stage 1 but, as yet, unsatisfactory in Key Stage 2. It does not support pupils' learning sufficiently.
25. The teaching of pupils who have special educational needs is good, and often very good. Generally, the teaching is undertaken by the class teacher, with the support of classroom assistants. Teachers are familiar with the process of identifying pupils who have special educational needs, and follow correct procedures. Targets are specific and the teaching focused. The classroom assistants who work with pupils with special educational needs have very good relationships with the pupils and with the teachers. They work well in conjunction with the teachers to raise standards and to ensure that pupils benefit from lessons. A strength of the provision is the employment of a learning mentor, who supports individual pupils in both key stages.

26. Standards of teaching have improved considerably since the last inspection. At that time, two in every ten lessons were judged to be unsatisfactory, and the proportion of very good or better teaching was very small indeed.

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

27. The previous report stated that the school did not provide an adequate curriculum, and that National Curriculum requirements were only met in English and mathematics. Currently, all subjects meet these requirements. It also stated that the school lacked planning to ensure that the programmes of study of the National Curriculum were delivered, and that subjects lacked progression and continuity. All subjects, other than design and technology, now have schemes of work in place, although schemes of work for science and religious education are outdated and in need of review. Many of the schemes of work are based upon national guidance issued by the Qualifications and Curriculum Authority. Overall, this represents a significant improvement since the last inspection.
28. The provision for children in the foundation stage is very good. The curriculum in Key Stage 1 and Key Stage 2 is appropriately balanced overall, although the time allocation for science is too low. The curriculum is taught through a mixture of themes and subjects, organised in various ways and in various cycle formats. In Years 1 and 2, topics in history and geography are taught appropriately within a two-year cycle. English and mathematics are taught on a daily basis, and subjects such as religious education, music and art, weekly. Science is taught through other subjects, not as a discrete subject. The nature of mixed-year-group classes throughout the school means that some subjects, for pupils aged seven to eleven, are taught on a four-yearly cycle. This is true for history and geography. Pupils in these classes were all engaged on the history topic of "Britain since the 1930s". There are satisfactory policy documents for aspects of school life, including special educational needs, behaviour and provision for the under-fives. These areas are supported by designated co-ordinators. All pupils have full access to the school's curriculum.
29. The school has satisfactorily implemented the National Literacy and Numeracy Strategies. There is currently no setting for work within the Literacy and Numeracy hours, and pupils are taught within the context of their own class. Booster classes operate during Year 6 in order to raise attainment for targeted groups of pupils. Curriculum time is apportioned to subjects with an emphasis being placed upon the core subjects of English, mathematics and science, which account for more than 60 per cent of teaching time. One third of curriculum time is devoted to English throughout the school. Mathematics has just over one-fifth of curriculum time, and science only seven per cent, which is considerably less than time devoted to the subject in schools nationally. This limits the opportunity for good provision and for comprehensive coverage of all the subject's attainment targets. Physical education has more time than schools nationally. The allocation of time for science is in need of re-examination, in order to preserve a balanced curricular provision.
30. Planning overall is sound. Long-term planning is done on the basis of subject cycles within a thematic approach in Key Stage 1 and a subject-discrete approach within Key Stage 2. Medium-term planning is based on half-termly blocks of work and is supported by weekly plans. However, short-term planning is not informed by assessment, and tasks are often not appropriately differentiated. Frequently, higher attaining pupils are not challenged by the class task and, consequently, under-

achieve. There is little differentiation in favour of higher attaining pupils other than in English and mathematics. Co-ordinators monitor teacher planning. Teaching in English and mathematics is consistently monitored by co-ordinators and by the headteacher. The school is beginning to develop the use of cross-curricular links, such as literacy within history and religious education, and science links with mathematics. This is in an early stage of development, and the school is aware of its potential for enhancing curriculum provision and raising pupil attainment. There is a need to build upon the present pattern of cross-curricular links, in order to ensure that curricular provision, particularly for foundation subjects, is preserved and enriched.

31. There is a policy document and scheme of work for health education. Work in health education is related to the science curriculum. Opportunities also arise for health-related issues to be raised within religious education, assemblies and physical education. Sex education is restricted to address as, and when, the subject arises. This policy is supported by the school's governing body and subject to annual review.
32. The school fully responds to the Code of Practice for the identification and assessment of pupils with special educational needs. The school has at the moment an acting-co-ordinator, who provides very good support for teachers. She liaises well with the support service, which gives valuable advice to the school. Targets are reviewed half-termly with the support and guidance of the service. This is a strength of provision within the school. Classroom assistants are well deployed, and support individual and small groups of pupils. Teaching materials are appropriate, and enhance the quality of learning for all pupils. The school promotes inclusion successfully.
33. The extra-curricular activities provided for pupils are exclusively sporting activities, and include football, rounders, netball and gymnastics. These activities make a very good contribution to the development of personal and social skills and contribute significantly to the concept of team spirit. The activities are available for pupils above the age of seven. The school engages in a number of subject-based day visits during the year, such as to Eden Camp and the Bishop's House in Sheffield in relation to history topics, the Power House and Elsecar Heritage Centre in relation to science, and the "Crucial Crew" exercise in relation to dealing with emergencies and developing social skills. There is also the opportunity for Years 3, 4, 5 and 6 to go on an annual residential visit to Habershorn House, Filey, which not only affords first-hand learning experiences for pupils, but also enhances their independence, self-confidence, social and cultural development. The cost is heavily subsidised and no pupil is excluded from the visit on the basis of cost.
34. The school's prospectus includes a clear statement about equality of opportunity. Pupils with special educational needs are fully involved in activities, with support if required. The school chooses texts for literacy to appeal to both boys and girls. Teaching methods and planning are inclusive of all abilities but tasks are often not suitably differentiated for ability groups, and particularly for higher attaining pupils. Otherwise, the school makes appropriate equal opportunities provision. The school, overall, creates satisfactory curricular provision and opportunity for its pupils. The quality and range of learning opportunities provided for pupils are satisfactory.
35. The previous report stated that provision for pupils' spiritual, moral, social and cultural development was unsatisfactory. This situation has been improved and provision is now satisfactory. Inclusive daily acts of worship make a sound

contribution to pupils' spiritual development. There are regular whole school assemblies, "sharing" assemblies and assembly visitors include the local vicar. Assemblies observed did not include a short time for reflection. This could be usefully employed in assemblies, and during other times of the day. Although mainly Christian in content, assemblies are not exclusively so and reference is made to celebrations such as the Chinese New Year. Prayer is a regular feature in assembly, sometimes sung, or read by older pupils. Spiritual development is supported across the curriculum, and particularly through the multi-faith aspects of religious education. Spiritual development is satisfactory.

36. The school provides a secure, happy and stimulating environment where pupils feel valued. Pupils have a strong sense of right and wrong. Throughout the school there is a strong emphasis on mutual respect and self-discipline. Both these factors contribute significantly to the very good relationships seen. Although there are often no specifically timetabled lessons in support of moral and social education, issues are addressed as necessary. Some classes have "circle time", where self-esteem is often a focus, and moral issues are discussed. In other classes, this falls within the time for religious education.
37. Pupils are given the opportunity to collaborate in pairs and in groups. Pupils, working in pairs on computers, discuss and help each other to complete tasks successfully. Pupils are very supportive of each other and establish good relationships with adults and other pupils. In a Year 3 and 4 lesson, pupils chose to work with a partner rather than individually, and worked collaboratively to solve the task. In a Year 5 and 6 lesson in design and technology, groups worked thoughtfully and co-operatively to design a structure to accommodate a load. The school's behaviour policy, which is due for review, is clearly understood by all. Pupils follow the rules, and many older pupils try hard to set a good example for younger pupils. In a discussion with Year 6 pupils, this responsibility was very clearly identified. A policy for "Personal, Social and Health Education and Citizenship" has recently been acquired but not yet considered for implementation. This would formalise much of the informal good practice already in place. There are few opportunities for older pupils to exercise responsibilities around school. Pupils, particularly in Year 6, assist the daily running of the school by assisting in assembly preparation, helping in the nursery to prepare the outside play apparatus, and helping teachers where requested. However, the school affords too few opportunities for pupils to take responsibility and develop initiative. This is a weakness. Pupils are expected to be supportive of each other as well as polite. They care about their environment and value the people within it. Pupils with special educational needs are well integrated, and take a full and active role in the life of the school. Extra-curricular activities engender teamwork and develop social skills. The residential visit supports moral and social development particularly well. Moral and social development is satisfactory.
38. Pupils' cultural development is enhanced to some extent by cross-curricular approaches. Work on the Ancient Egyptians in history highlights the geographical importance of the Nile to their everyday life. Younger pupils learn about their school environment, whilst older pupils study the geographical significance of contrasting locations through residential visits and visits to the Bishop's House in Sheffield, Eden Camp and Elsecar Heritage Centre. They hear music from other ages and some learn to play brass instruments.
39. Pupils in the older classes were practising songs from the 1940's, in preparation for a performance to school and parents. They learn about other faiths, beliefs and

traditions through religious education. Display enriches the curriculum and serves to reward pupil achievement. A display of work by Year 3 and Year 4 pupils on the Blitz effectively linked history, English and art. The nature and quality of displays contribute well to the cultural development of pupils. The provision for pupils' cultural development is satisfactory.

40. The school has developed good links with the community. The school participates in Education Sunday and Gift Day at a local church, invites members of the congregation to Christmas productions, and sings carols at a variety of locations. These all contribute effectively to pupils' learning.
41. The school has good sporting and pastoral links with local schools, and student placement links with the local college. There are good pastoral links to ensure a smooth transition to secondary education. Some pupils visit the secondary school over a period of several weeks, and there is a mentoring system whereby older secondary pupils help the transition process. Pupils from Year 6 visit the secondary school to give a gymnastics display, and this is returned by a visit from the secondary school for drama. Curriculum links are beginning to develop. A computer link has been initiated, whereby Year 6 pupils visit the computer suite at the secondary school for a term and a half.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The procedures for child protection and for pupils' welfare and guidance are satisfactory, but the monitoring of personal development and academic performance is unsatisfactory.
43. Child Protection procedures are in place and effective. The teachers, well supported by the classroom assistants, know their pupils well and, as a team, provide a positive level of welfare support and guidance. During the inspection, there were many examples of pupils receiving minor bumps in the schoolyard, and the lunchtime supervisors and administrative staff were quick to offer an appropriate level of help and support. However, the recording of such accidents and incidents is inconsistent. The school conducts regular health and safety checks of the site, and there is fire drill each term. The school is aware of a small number of unsatisfactory issues linked to health and safety, and is introducing measures to ensure that prompt corrective action is implemented.
44. The present system of monitoring the individual levels of pupil absence and lateness is good, and the school has the assistance of the Education Welfare Officer, who is a regular visitor. Attendance has improved slightly in this academic year, and the recent appointment of a Learning Mentor has been beneficial. A reward system is used to encourage regular attendance, and certificates for good attendance are presented during the regular merit assemblies.
45. The school has developed satisfactory strategies for the monitoring and control of behaviour, although there is some inconsistency in the methods of administration at lunch time and in the classroom. At the time of the inspection, one pupil was absent on a fixed-term exclusion and two pupils were excluded at lunchtime. The impact of this provision can be seen in the consistently good levels of pupil behaviour in the classroom and in the playground, where pupils were observed to behave very positively to both supervisory staff and to their peers.

46. The school acknowledges pupil's individual achievement through the praise given to pupils in the classroom and, more formally, during merit assemblies, in which pupils' success is shared with the whole school and parents. Awards are presented for good work, good behaviour and good attendance. However, the school presents too few opportunities for pupils to enhance their personal development through taking on responsibility for various tasks around the school. The concentration of extra-curricular activities on sport also limits the opportunities presented for pupils to enhance their personal development.
47. The overall assessment of pupils' work in Key Stage 1 and Key Stage 2 and its use to plan future work is unsatisfactory overall. Assessment is not consistently implemented through the school. In most subjects, assessment is very general, and work is not always assessed using sufficiently precise National Curriculum levels. For example, rather than pupils being identified as at a level 3a, 3b or 3c, they are often merely assessed as being at level 3, and often no level whatsoever is given. Since pupils nationally are only expected to go up by one full level every two years, two years could go past before it is realised that a pupil is not making sufficient progress. Therefore, the tracking of pupils' academic progress is also unsatisfactory.
48. The school successfully supports pupils with special educational needs. There are well-established effective procedures, which meet the Code of Practice for pupils with special educational needs, for early identification, monitoring and targeting of teaching and support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents' views of the school are satisfactory, as are the school's links with parents. The impact of parental involvement with the school is satisfactory and the contribution of parents to children's learning at school and at home is also satisfactory.
50. The parents' meeting with the inspectors was not well attended by parents, and the percentage return to the parental questionnaire was also low. A majority of the relatively small number parents who completed the questionnaire are supportive of the school, and of its aims and objectives. Parents feel that their children like school and that they are making good progress. However, a significant number of parents were dissatisfied with the level of homework and with the range of extra-curricular activities available to pupils. Many parents also felt that they were not provided with sufficient information about how their child was getting on at school. The inspection team generally agrees with parents' positive views. It finds, however, that overall behaviour is good and that the school is approachable.
51. The school's academic reports provide a satisfactory level of information to parents in terms of what their children have been studying over the past year. Design and technology and information and communication technology are misleadingly reported on jointly; these are completely separate subjects. The information provided by the school through the Prospectus and via the Annual Governors Report to Parents does not conform to statutory requirements. The school also sends out newsletters to keep parents informed, but these only provide a basic level of information. The range of extra-curricular activities available at the school is unsatisfactory.

52. Few parents are regular visitors to the school in terms of providing classroom support or in helping to listen to pupils read. Occasional homework is provided to supplement pupils' work at the school, but its use is inconsistent. The school operates an 'open door' policy and parents are always welcome to discuss any particular areas of concern in relation to their child(ren)'s needs. The low level of parental support to pupils, both at school and at home, is a weakness. There is a good level of additional school support provided to the parents of pupils with special educational needs. A wide range of external visitors to the school provides significant academic, medical, behavioural and pastoral support to both pupils and parents.
53. The school has good links with parents of pupils with special educational needs and keeps them well informed about the progress of their children. Parents are actively involved in annual reviews and target setting in individual education plans. The learning mentor provides very good support for parents and their children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. The overall leadership and management by the current headteacher and the deputy headteacher are satisfactory. The school now has a sufficiently clear educational direction. The headteacher knows his pupils well pastorally, and he leads assemblies well. Due to the instability in staffing at the top of Key Stage 2, which has only recently been resolved, he has had a very large teaching commitment. The school's aims and values can be clearly seen in the daily routines of the school. The deputy headteacher is an able teacher and has supported the headteacher well. The governing body has decided, appropriately, to appoint her as acting headteacher from September. Overall, the subject co-ordinators manage their subjects appropriately, although, due to the recent staff changes, there are currently no co-ordinators for religious education or design and technology. The key issue at the last inspection to promote the ethos of the school has been addressed.
55. The governing body's fulfilment of its statutory responsibilities is satisfactory overall. It has recently appointed a most competent and experienced Clerk. He has now instigated an effective programme of training for the governing body, including monitoring of the curriculum, statutory responsibilities and financial planning. The governors' annual report to parents does not yet contain all the statutory information that it should, including the school's targets for Key Stage 2. The school's prospectus also omits some statutory data including information on pupil absence and the school's National Curriculum test results together with, national comparative data. The current Chair of Governors works hard for the school and is a regular visitor. Governors visit the school and have monitored the implementation of some of the curriculum appropriately, but this has not been done sufficiently in other subject areas.
56. The headteacher has monitored teaching, together with the co-ordinators for both literacy and numeracy, but this has yet to spread to specific monitoring of teaching by other curriculum co-ordinators. Co-ordinators monitor the planning of their subjects across the school; this is an improvement since the time of the last inspection.
57. The school's targets are not sufficiently ambitious. Because numbers of pupils are small in most year groups, the achievement of these targets can be dependent on the performance of a single pupil. A problem for the school is the degree of pupil

mobility, in Key Stage 2 in particular. Inspection evidence is that the targets for 2001 in English, mathematics and science will be met.

58. Procedures for the induction of new staff are satisfactory overall. The recently appointed Year 4/5 teacher has been mentored by the deputy headteacher. Appropriate plans are in place to carry out performance management; the recently appointed Clerk is trained in performance management.
59. The school has an acting special educational needs co-ordinator. She provides very good leadership and management. She is keen to ensure that all pupils receive a rich and wide variety of experiences, which encourage positive relationships. Teachers and classroom assistants work well together as a team, and are committed to the principles of inclusion.
60. The match of teachers and support staff to the demands of the curriculum is currently satisfactory. The accommodation is satisfactory overall and is well-maintained. At Key Stage 2, however, too much noise from adjacent classrooms is funnelled into other classrooms. The lack of doors on these classes does not help, and the distraction caused adversely affects pupils' learning. The school hall is large and airy and is used well for physical education. Classrooms have attractive displays. The library is currently too cluttered. The school benefits from large playing fields. Resources are generally satisfactory in quality and quantity; they support pupils' learning satisfactorily.
61. The effectiveness of the school's use of new technology is satisfactory. The school's secretary, who is both efficient and competent, is experienced in the use of information and communications technology. The school development plan is a useful working document; staff make regular and effective contributions to it. The strategic use of resources is satisfactory; financial management is good. Specific grants are used for their intended purposes. The overall commitment of the school to improvement is satisfactory and the school has a satisfactory capacity to succeed.
62. Since the last inspection, the newly appointed deputy headteacher has worked well with the headteacher. The ethos has improved. The school is now giving satisfactory, rather than unsatisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to improve standards further, the headteacher, senior management team and governing body should:-
- 1) raise standards in English, mathematics and science at Key Stage 2; (Paragraphs 77, 84, 89)
 - 2) raise standards in information and communication technology throughout the school; (Paragraph 116)
 - 3) improve assessment procedures in Key Stage 1 and Key Stage 2, and ensure that they are used to track pupils' progress; (Paragraph 47)
 - 4) ensure that pupils' learning in Key Stage 2 is not adversely affected by classroom activities in neighbouring classes; (Paragraphs 60, 85)
 - 5) continue to improve attendance levels. (Paragraph 14)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
6	23	40	26	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

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)	17	156
Number of full-time pupils known to be eligible for free school meals	N/A	49

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	16
Number of pupils on the school's special educational needs register	0	36

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.2

Unauthorised absence

	%
School data	4.5
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	10	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	10	8
	Total	17	18	16
Percentage of pupils at NC level 2 or above	School	89 (78)	95 (91)	84 (87)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	8	8	8
	Girls	9	8	8
	Total	17	16	16
Percentage of pupils at NC level 2 or above	School	89 (83)	84 (87)	84 (74)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	12	6	18

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	8	8
	Girls	3	3	4
	Total	9	11	12
Percentage of pupils at NC level 4 or above	School	50 (58)	61 (42)	67 (67)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	9
	Girls	3	3	4
	Total	10	12	13
Percentage of pupils at NC level 4 or above	School	56 (50)	67 (42)	72 (50)
	National	70 (68)	72 (69)	79 (75)

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	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	126
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6.0
Number of pupils per qualified teacher	27.8
Average class size	27.8

Education support staff: YR – Y6

Total number of education support staff	7.0
Total aggregate hours worked per week	154

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	17.0

Total number of education support staff	1.0
Total aggregate hours worked per week	20

Number of pupils per FTE adult	8.5
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	348,620
Total expenditure	311,680
Expenditure per pupil	1,998
Balance brought forward from previous year	3,000
Balance carried forward to next year	39,940

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	156
Number of questionnaires returned	18

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	44	33	11	6	6
My child is making good progress in school.	39	39	17	0	6
Behaviour in the school is good.	22	28	17	28	6
My child gets the right amount of work to do at home.	17	22	28	17	17
The teaching is good.	33	39	11	6	11
I am kept well informed about how my child is getting on.	17	39	22	17	6
I would feel comfortable about approaching the school with questions or a problem.	39	11	39	11	0
The school expects my child to work hard and achieve his or her best.	39	39	22	0	0
The school works closely with parents.	22	22	28	17	11
The school is well led and managed.	39	11	28	6	17
The school is helping my child become mature and responsible.	28	33	28	0	11
The school provides an interesting range of activities outside lessons.	0	33	44	6	17

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

64. The provision for children aged five and below in the foundation stage is very good. The nursery and reception classes provide a safe and secure environment. Children begin nursery in the term in which they are 3 years old, and attend in the afternoons for 2 terms, mornings for 1 term and full time for 2 terms. The nursery invites new children each term, for a social visit, to give them an opportunity to get to know staff and their surroundings. This ensures that children feel safe and secure when they enter the nursery for the first time. During the first few weeks in the nursery, children are assessed in terms of their learning needs. These assessments confirm inspection findings that the majority of children enter nursery with skills, particularly in speaking and listening and personal and social development, that are well below that normally found in most nurseries. By the age of four, children have made good progress and are ready to move into the reception class. Two weeks before they enter the reception class, children from the nursery visit, taking their work with them, which they celebrate with others in the class. They visit for story and circle time, and this enables them to become familiar with reception routines. Parents are invited into school, where they discuss with staff the next steps in their children's learning. Children are assessed on entry to the reception class. These assessments confirm inspection findings that the majority of children enter reception with skills that are below the national average. By the time that they leave the reception class, all children, including those with special educational needs, have made very good progress.
65. The nursery and reception classes are very well equipped and organised. All areas of learning are well covered, and the curriculum provides experiences that are firmly based in the early learning goals for which the children aim by the age of five. The quality of teaching is very good, with examples of excellence. This is a significant improvement since the last inspection. The nursery has a full time nursery nurse, and the reception class has a learning support assistant. The quality of support they give to children is very good and often excellent. The balance between teacher directed activities and child-initiated activities is fully established to include open-ended but focused tasks for the older children. Progress in all areas of learning is carefully monitored, assessed and used to plan further learning. Very good use is made of the pupils' initial assessments, to identify and provide an appropriate focus for children's learning.

Personal, social and emotional development

66. The personal and social development of the children is given appropriate emphasis. All staff work hard to help children to make progress, and the teaching is very good. Relationships are very good. Children are encouraged to gain confidence in choosing what they would like to do and to use activities sensibly. Children learn to relate to each other and to adults. An excellent example of social development was seen when nursery children gave a performance in assembly, holding a parachute to emphasise working together as a team. When playing in the secure play area, they learn to take turns with the bicycles and other wheeled toys, and to share the 'dinosaurs' in the sand. They know right and wrong and become confident learners. Children learn the classroom routines, in line with the nationally recognised expectations for their age. Their behaviour is very good. They work well together, for

example, when investigating how far cars travel down a ramp. By the time they leave the reception class, children have made very good progress and have achieved the appropriate learning goals.

Communication, language and literacy

67. Very good progress is made in the area of language and literacy, and the teaching is often excellent. By the time they leave the reception class, however, the majority of children are still working within the early learning goals. Speaking and listening skills are the focus for development in the nursery, with careful teaching, planning and development across all the areas of learning. Teachers ensure that children listen with enjoyment, for example, when listening to the story of 'Oliver's Vegetables'. Very good use of language and expression ensured that children used their thinking skills, and were able to re-tell favourite parts of the story. During the morning when all children are settled, they sit on the carpet and use talk with the teacher very effectively, describing what they have done during the weekend. The very good use of open questions extended and developed the children's communication skills. In the reception class, children listened carefully to the teacher telling a story about 'Biff, Chip and Kipper making buns for tea'. The expression used and the clarity of diction ensured that all children listened carefully, and were able to hear letter sounds. Speaking and listening skills are becoming well developed by the end of the reception year. Children develop the ability to communicate very well. During activities using sand, water, paint and small construction toys, staff take care to develop listening skills. Children have a wide range of books to enjoy. Parents in the nursery are encouraged to come into the classroom each morning, to read a book with their child. In the reception class, children take their reading book home with them each night, to share with their family. Children are introduced to letter sounds and letter names, and participate in a planned programme of learning. They learn early mark-making skills, and many can write their name. They begin to over-write the teachers' words and some attempt to write underneath. Many opportunities are provided for children to write, for example, in the 'Station', and in the writing areas. They write their names on all pieces of work that they do, including paintings.

Mathematical development

68. Children make very good progress in developing mathematical understanding and teaching is very good. In the nursery, children use counting skills in most activities. This is developed carefully through teachers' planning. When playing a game about 'Oliver's Vegetables', children learn to take turns to throw a dice, count the number of spots on the dice, select a card from the top of the pile and choose an appropriate vegetable from an overflowing basket. Children are inspired to learn by the quality of teaching and the quality of the specially knitted vegetables. Children are encouraged to experiment with large and small toys, for example, building blocks of different shape and size, to explore sand and water and to develop an understanding of capacity. In the reception class, these activities continue, and are carefully planned to build on the progress made in the nursery. Children learn the difference between big and small, in front of, at the side, and inside. In one very good lesson seen, the teacher used 'Harry the Hedgehog' and flower pots to develop the children's learning. The use of mathematical language stimulated their thinking, and ensured that they made very good progress in their mathematical development. They learn about number through a range of practical activities; for example, when in the hall, children led by the teacher began to count numbers to

20, and in 10's to 100. By the time they leave reception, many children are working in the later stages of the learning goals.

Knowledge and understanding of the world

69. Children enter the nursery with a very limited understanding of the world outside their immediate area. Progress is good. Children learn about growing seeds, and grew some cress with which they made sandwiches. They made seed packets onto which they wrote their name and put some seeds inside them. These were put 'on sale' in the garden centre. Children went on a 'snail hunt' in the garden. On return to the nursery, they looked with wonder as the snail emerged from its shell. One child explained to others, "You do not touch the shell, as it goes in". As the observation continued and the snails became more adventurous, one snail started to climb onto a stone. Children were heard to comment, "If he pulls very hard, his shell will come off, he's stretching". In the reception class, children build on their skills and knowledge, and develop their understanding through the travels of Barnaby Bear. Teaching developed understanding of the world outside through reading 'The Lost Polar Bear'. Children listened carefully, and could recall animals found at the North Pole. They learn to understand that different parts of the world need different clothes and made sensible suggestions for the clothes Barnaby should take with him to a cold country. Children use the role-play areas, such as the 'station', to develop and extend their learning. They begin to use the programmable robot with confidence, and understand how to make it travel forwards, turn round and travel back again. They use the computer appropriately and, with help, begin to use the mouse. Most children will still be working within the early learning goals when they leave reception.

Physical development

70. Physical skills develop well and, by the time they leave the reception class, children have made good progress. Teaching is good. The school has a secure playground, and this area is used extensively to develop children's skills; the equipment that they use is satisfactory. They play safely, take turns and share with the large wheeled toys and other small equipment. Good quality interaction between staff and pupils helps and encourages imaginative play. Children use space well and are becoming confident. In the reception class, children move carefully to instruction when using the hall; for example, in a very good lesson, children were pretending to be robots. They moved sideways, underneath a friend's legs, forwards and backwards, developing their skills in moving with confidence and with safety. This lesson continued the development of listening skills and further developed routines of the children as they returned to their classroom. A few children will have achieved the early learning goals by the time they leave the reception class, but many children will still be working within the early learning goals.

Creative development

71. Creative skills develop well and children make good progress. Teaching is good and often very good. There is a high level of interaction, which develops children's speaking, listening and thinking skills. Children use a variety of materials. When creating a collage, children chose a shaped piece of paper, square, rectangular, circular or triangular, on which to create their collage. They began to learn how to cut using scissors and made good progress with this skill under the careful instruction of the teacher. This was a very good example of cross-curricular teaching and learning, and underpinned the development of children's knowledge and

understanding of shape. In reception, children chose a photograph of other children in the class performing a climbing movement in gymnastics. They took turns and organised themselves as they prepared to paint. Teaching encouraged them to mix, choose colour and to observe carefully the image on the photograph. There is a very good range of materials, including paints, crayons, glue, modelling materials and construction kits, to develop children's creative skills. Most children will still be working within the early learning goals by the time they leave reception.

ENGLISH

72. In the year 2000 national tests, pupils' attainment in Year 2 was well below the national average in reading, but matched the national average for writing in the tests for seven year olds. Comparison with similar schools indicates that, although reading is below average, writing is above the average for such schools. Over the past five years, test results have improved at a rate faster than the national trend. Over a shorter period of the last three years, the improvement has been well above the national trend. Girls' performance in national tests is higher than that of boys. Inspection findings show a marked improvement in reading since the 2000 tests, and the previous inspection, and attainment is now in line with national expectations.
73. Attainment for pupils in Year 6 was well below the national average in national tests for eleven-year olds in 2000. In comparison with similar schools, results in English are below average. Over the last three years, the rate of the school's improvement has been above the national trend. There is no significant difference between the test results of boys and those of girls at eleven.
74. Baseline assessments on entry to Year 1 are below expected levels, and pupils make good progress during Years 1 and 2 in order to achieve nationally expected levels of attainment. Pupils in Year 6 make unsatisfactory progress, except for pupils who have remained at the school from Year 2 to Year 6. These pupils make satisfactory, and often good, progress. The school has a high percentage of pupil mobility and over 30 per cent of Year 6 pupils have not attended the school for the full four years of Key Stage 2. This has the affect of distorting statistics on attainment. Comparison of national test results for Year 2 and Year 6 pupils is affected significantly by the changes in school population between the two year groups.
75. The improvement in standards has been achieved because of good quality teaching, and the successful implementation of the National Literacy Strategy. Learning Support Assistants are also making an important contribution to improving standards. The school has identified the areas of weakness in the subject through the analysis of test results, and is developing target setting to enable teachers to focus on improving pupils' attainment. This has been more effectively addressed in classes of pupils up to the age of nine, and pupils here, including those with special educational needs, make good progress in the acquisition of subject skills, knowledge and understanding. Many begin school with a very poor vocabulary, but make good gains in developing their speaking and listening skills. The high emphasis placed upon speaking and listening by teachers ensures that pupils develop a good vocabulary quickly and securely. Pupils in a reception and Year 1 class were looking at science related, non-fiction books. They referred confidently to "contents", "headings", "extended captions" and "index". The focused questioning reinforces the acquisition of new vocabulary effectively, and is well balanced with challenging, open-ended questioning which assesses understanding and creates

the opportunity for pupils to explain what they mean or have been doing. Teachers create good opportunities for pupils to listen, as well as speak, and pupils respond by listening attentively to the teacher and to each other. Plenary sessions at the end of lessons are particularly well used. However, in classes with pupils above the age of nine, speaking and listening skills are not well developed, and speaking and listening opportunities are sometimes ineffective because pupils call out and do not listen. Teachers here create fewer speaking and listening opportunities for pupils. In a short drama lesson with Year 5 and 6 pupils, the teacher was effectively addressing this by introducing games such as "wink murder" to improve pupils' attitudes towards speaking and listening. Pupils enjoy these opportunities and respond positively, trying hard to co-operate with each other. Class presentations to the rest of school and parents, such as is envisaged with the topic work in history, affords good opportunities for older pupils to speak in public, and this is a good feature.

76. Seven year olds attain standards in reading that are now in line with national expectations. This represents a significant improvement since the last inspection. Pupils are enthusiastic about fiction and non-fiction, and often read with accuracy, fluency, and good understanding. They develop a sound phonic knowledge that is applied effectively in their reading. Pupils are very willing to try words they have not met before. Lower attaining pupils have a secure bank of basic words that they recognise by sight, and a good knowledge of single letter sounds. They are well supported by additional learning support assistants, who are well briefed and give well-focused and structured support. Parents often arrive in school before the start of the day and read in class with their children, although the number of parents who do this are few in number. This is a good feature and endorses the high priority the school affords to reading. By the age of eleven, most pupils are able to read with expression, and know how to use non-fiction books effectively, to locate and interpret information. They are able to talk of setting, plot and character, and give reasoned predictions as to what they think might happen next. Many pupils have few books at home, and largely depend upon school for the range of reading material available to them. A number of less able readers are disenchanted with reading, read little at home and express a reluctance to read. The school has responded to this by investing heavily in new reading materials in order to provide a wide range of books and this is having a significant impact on pupils' enthusiasm, particularly the younger readers. Many pupils can identify favourite books and authors, such as Dahl and Rowling, and they meet a wide range of texts in their literacy lessons, including poetry, stories and a range of non-fiction material.
77. Attainment in writing in Key Stage 1 matches with national average for seven year-olds. The pupils are afforded many opportunities to write creatively and at length. Presentation is usually good and handwriting clear, legible and fluent. Little work is done on photocopied sheets, which maximises writing opportunity for pupils. Words are appropriately formed and spaced, and full stops and capital letters are correctly used. Spelling is satisfactory, as a result of the school's very structured approach to the development of pupils' spelling strategies. Examination of pupils' books identified a good volume of work, and a systematic approach to its development. By the end of Key Stage 2, some eleven-year-old pupils write confidently, using good vocabulary and structuring their writing. The majority of pupils, however, are unmotivated writers, and the quality of work is not of a high standard, and usually brief. Punctuation and spelling is variable, and presentation is often unsatisfactory. Writing is well supported in other subjects, such as history, geography and religious education. Pupils had written empathetic letters to relatives and friends for a display about the Blitz. The writing was of a good standard and

well displayed. However, work seen during the inspection was fragmented, and little was seen of drafting or revising techniques, or work in varying genres. The volume of work was less than expected for pupils of this age. Pupils are afforded few opportunities to develop strategies for independent learning, and to apply and utilise research skills. This is a weakness.

78. Pupils in younger classes, including those with special educational needs, are very positive towards the subject and listen well. They enjoy the challenge of new vocabulary and assimilate it quickly. Many pupils take books home on a daily basis, and read widely. They are very supportive of each other, and work well in pairs and in groups. In a lesson with Year 3 and Year 4 pupils, the teacher gave pupils the opportunity to work in pairs or individually. All chose a partner. They discussed their work in a mature and sensible fashion, and arrived at mutually agreed solutions. Attitudes were more variable amongst older pupils but, even so, behaviour was at least satisfactory and often good. A number of pupils show little interest in reading and writing, and lack motivation to succeed. However, many pupils maintain their enthusiasm for the subject and, even though this is not often publicly admitted, enjoy reading and writing. Teaching in all lessons was satisfactory or better. This is a significant improvement since the time of the last inspection, when the majority of teaching in English was deemed unsatisfactory. This improvement is the result of much hard work in terms of improving teacher expertise, the monitoring of classroom teaching by the subject co-ordinator, the head teacher and local authority advisors, the careful and successful adoption of the National Literacy Strategy and, most recently, a stability in staffing for the two classes of older pupils.
79. Teaching for pupils up to the age of seven is very good. Lessons are well planned and conducted at a brisk pace, with an excellent focus on vocabulary and challenging activities for pupils. Reception and Year 1 pupils were seen to use vocabulary well, and were constantly challenged by the teacher to explain meaning. Pupils referred to "text", "diagram" and "labels" with confidence and understanding. In a class of Year 1 and Year 2 pupils, activities were well planned and challenging. Pupils responded very positively and learning was very good as a result. The high profile being afforded to reading was reflected in the fact that two guided reading groups operated within the lesson, one for lower attaining pupils, supported by the class teacher, and the other for higher attaining pupils, with the learning support assistant. Teaching for older pupils is satisfactory overall. One lesson with Year 3 and 4 pupils was very good. Here the focus was on Haiku poems. Pupils were challenged to identify the syllable structure from a range of Haiku poems. Brisk pace, challenging questions and high expectations ensured good learning, and the pupils succeeded in identifying the structure. Attainment in lessons with older pupils was satisfactory. This reflects the impact of a more settled staffing provision for older pupils. The work of additional learning support assistants is well directed, effectively delivered and supports the progress of pupils, particularly lower attaining and special educational needs pupils, well. The marking of pupils' work is constructive, target-related, encouraging and consistent for pupils to the age of nine. Elsewhere, it is less effective and does not have the individual focus or demonstrate such a consistent approach. Marking overall would benefit from the good practice in place having whole-school application.
80. At the time of the previous inspection the book stock was regarded as insufficient, both in the number and range of books. This issue has been well addressed. The school has invested heavily in new book provision, particularly in big books and in sets of books for guided reading. However, due to the confines of space, the central library area is untidy, unattractive and sometimes inaccessible. Its current location

within the resources room is unsatisfactory, and is not conducive to independent learning or research. For younger pupils, numerous books are well displayed in classrooms, and this underlines the high profile currently afforded to reading. This is not the case in classrooms for older pupils, where books do not occupy a prominent place and are not well displayed or stored. The semi-open plan nature of the school sometimes presents problems, in that some lessons are disturbed by extraneous noise from adjacent classrooms, which occasionally disrupts the flow of teaching and affects pupil concentration.

81. The deputy headteacher is co-ordinator for the subject, one of her many responsibilities. The hard-working co-ordinator provides very good subject leadership, monitors teaching and planning effectively, and has been instrumental in the improvements in standards during her two years in post. The school has developed a portfolio of pupils' achievements during this time. The co-ordinator has organised a very comprehensive programme of training to ensure the successful implementation of the literacy strategy, and initiated assessment procedures for tracking and target setting for individual pupils. The Co-ordinator is very aware that these procedures need developing and improving, in line with a whole-school approach to the assessment process. Little use is currently made of computers within the subject, although links with other subjects such as history and religious education are beginning to develop. The co-ordinator and staff have worked very hard to improve pupil attainment and subject provision since the time of the last inspection, and to introduce the literacy strategy. This is now beginning to be reflected in improved attainment, better teaching and pupils' growing enthusiasm for the subject.

MATHEMATICS

82. On the basis of 2000 national test results based on average National Curriculum points scores, attainment at the end of Key Stage 1 was below the national average. The percentage of pupils obtaining level 2, the expected level, was below average; the proportion obtaining the higher level 3 at the end of Key Stage 1 was also below the national average. Pupils' performance in the Key Stage 1 mathematics test was average in comparison with schools with pupils from similar backgrounds. The average attainment of pupils in the three years 1998 to 2000 was below the national average in the end of Key Stage 1 tests. On average, pupils leave Key Stage 1 nearly six months behind pupils nationally. The performance of girls was ahead of that of boys in the end of Key Stage 1 tests; on average, they were over one term ahead.
83. In the 2000 national tests at the end of Key Stage 2, pupils' attainment in terms of points scores was below the national average. Whilst the proportion of pupils obtaining level 4, the expected level nationally, matched national averages, a smaller proportion of pupils obtained the higher level five than nationally. The attainment of this group of pupils was average when compared with schools of a similar type. Over the three years from 1998 to 2000, pupils have left the school around two and a half terms behind the average for pupils nationally in mathematics. The performance of boys and girls was broadly similar.
84. For the current groups of pupils, evidence from the lessons observed, scrutiny of pupils' work and discussions with pupils indicate that their attainment is average at the end of Key Stage 1, and below average by the time they leave the school at the end of Key Stage 2. The reason for the difference between previous test results and inspection findings is that when pupil numbers are small, results can be distorted by

the performance of just one or two pupils. Within the range of work seen during the inspection, many pupils in Key Stage 1 demonstrate satisfactory levels of attainment related to investigative mathematics and number. Pupils in Key Stage 2 generally have inadequate knowledge of their multiplication tables, as a result of insufficient regular practice in class. This hinders their attainment in other areas of mathematics. Pupils at the top of the key stage develop strategies when solving problems in their heads, and can interpret bar charts and pie charts appropriately. They can order fractions and simplify fractions such as $\frac{6}{24}$ to $\frac{1}{4}$. They generally use correct mathematical vocabulary. There was no discernible difference in the performance of girls and boys in the lessons seen. Standards in mathematics currently match those at the time of the last inspection for pupils at the end of Key Stage 1, and at the end of Key Stage 2. To raise standards of attainment in both key stages, there is a need to continue to build up a coherent mathematical vocabulary and to ensure that pupils have instant recall of their multiplication tables.

85. Overall progress of pupils, including those with special educational needs, is good in Key Stage 1 and unsatisfactory in Key Stage 2. Pupils' progress is, however, greater in lower Key Stage 2 than in other parts of the key stage. Instability in staffing at the top of the key stage, only recently resolved, has hindered progress. Additionally, at Key Stage 2, mobility of pupils is relatively high, with approximately one third of Year 6 pupils joining the school during Key Stage 2. The progress of those pupils who have stayed at the school, and who were present in Key Stage 1, is satisfactory overall. The national test results for those pupils also show satisfactory progress between the end of Key Stage 1 tests and those at the end of Key Stage 2. Factors aiding progress include the attitudes and behaviour of the pupils and the overall quality of teaching. The teaching observed was excellent in one of the lessons seen, very good in one lesson, good in three lessons, satisfactory in two and unsatisfactory in one. Overall, teaching was very good in Key Stage 1 and satisfactory in Key Stage 2. The two features that made the best lesson excellent, and contributed to excellent learning, were meticulous planning, with plenty of work for pupils, and the highest possible expectations. In such lessons, the learning objectives are clearly explained, and re-visited at the end of the session to see how far they have been achieved. Teachers in most numeracy lessons start off with quick-fire question and answer sessions to get pupils thinking. In numeracy lessons, the likeliest time for pupils to lessen their rate of working is in the "independent learning" sessions. In the best lessons, however, teachers are aware of this and set appropriate time targets, as in, for example, the excellent Year 1/2 lesson. Factors militating against progress are a lack of sufficiently good class management, coupled with a lack of pupils' instant recall of multiplication tables and too much noise penetrating between classes in Key Stage 2. Pupils with special educational needs generally make satisfactory progress in mathematics.
86. The response of pupils in lessons is good in Key Stage 1 and in Key Stage 2. They generally behave well and concentrate; most of them want to learn. Pupils' attitudes to mathematics are generally positive and they show some enjoyment for the subject. However, a small minority of pupils in upper Key Stage 2 occasionally attempt to cause inappropriate disruption to the teachers and other pupils. The school has recently developed strategies to counteract this. Relationships all round between pupils and with their teachers, learning support assistants and other adults are very good.
87. Assessment procedures are unsatisfactory overall, particularly in the long term. Pupils' work is not assessed sufficiently regularly in terms of National Curriculum

levels, so that their progress can be tracked and maximised. Day-to-day marking of pupils' work is inconsistent. In some cases, it is detailed with diagnostic comments to help the pupils to improve.

88. The school has generally satisfactory resources for mathematics, although there is a shortage of some basic measuring equipment. Use of these resources to support the work in hand is satisfactory and supports learning. The co-ordinator for mathematics is currently on maternity leave; the school has not appointed an interim co-ordinator in her absence. The co-ordinator has monitored the teaching of mathematics in each class in the school. The effectiveness of the strategy to teach numeracy is satisfactory overall.

SCIENCE

89. In the year 2000 end of Key Stage 2 National Curriculum tests, attainment in terms of average National Curriculum points scores was well below the national average. The number of pupils attaining the national expectation of level 4 was well below the national average, and at the higher level 5, it was below the national average. Pupils' performance overall was below the national average when compared to similar schools. Inspection findings indicate that pupils at the end of the key stage are working below the level expected nationally. Since the last inspection, very little improvement has taken place. The science policy has not been updated. National initiatives have been implemented within the scheme of work, but overall planning for the development of knowledge, skills and understanding has been inconsistent. The school does not give enough curriculum time to the subject and in Key Stage 1, science is taught through non-fiction in literacy. During the time of inspection, in the lessons seen in Key Stage 2, emphasis was placed on investigative skills, and this enhanced the curriculum. Teachers assess pupils' learning at the end of topics or units of work. However, not enough emphasis is placed on assessing skills, knowledge and understanding to inform future planning. The make-up of the group of pupils who took their end of key stage tests in 2000 changed considerably during the key stage, with approximately one third of the pupils leaving or arriving at the school during Key Stage 2. This pattern is repeated for pupils in the current Year 6.
90. The 2000 teacher assessments of pupils' attainment at the end of Key Stage 1 were below the national average at the expected level 2, and above the national average at the higher level 3.
91. By the end of Key Stage 1, pupils, including those with special educational needs, make good progress and possess a sound scientific knowledge and vocabulary. They understand that force can be used to push and turn and, in Year 1, demonstrated their understanding through investigating how far cars can travel using a ramp with a bumpy surface, a smooth surface and a rough surface. They talked enthusiastically about their findings, and about why the cars travelled further along the ramp with the smooth surface. They learn about how plants grow, and investigate the life cycle of a frog. During the inspection, children in Year 2 were learning how to look after their pets. They took turns to look after 'George' the gerbil, and talked with knowledge and understanding. Pupils are encouraged to draw and to write about their learning. However, this form of recording was often inappropriate. No evidence of diagrams or labels was seen. Pupils' presentation and layout are generally satisfactory, but teachers have not maintained a balance between worksheets and books. Higher attaining pupils, therefore, do not have the opportunity to review their work over time, to evaluate it and to make improvements in a systematic way. Nonetheless, there is evidence of good progress, which raises

pupils' achievement to the level of the national average. Pupils with special educational needs make good progress, particularly when supported by a classroom assistant in small groups in the classroom.

92. By the end of Key Stage 2, pupils' work indicates that standards are below the average seen nationally. Pupils begin to understand that micro-organisms are living things, often too minute to be seen, and that they can be beneficial or harmful. Pupils in Year 4/5 begin to recognise where frictional forces occur, and investigate using their shoes and a range of materials on which the shoes are placed. Pupils in Year 3/4 investigated air resistance as a force. They understood that when running with a board held high the air pushed the board and they ran more slowly. There is evidence of satisfactory coverage of the attainment targets at the end of the key stage, but only in limited measure. Pupils make satisfactory progress in the subject. Pupils with special educational needs have full access to the curriculum, and their learning is enhanced by the high quality of the work of the classroom assistants, who support them in small groups within the classroom.
93. The quality of teaching is good. In all lessons seen the teaching was at least satisfactory. In Key Stage 1, the teaching in all lessons was good. These lessons featured good questioning techniques, which prompted pupils' thinking. Year 1 investigated how far cars will travel using smooth and rough surfaces. The very good use of language underpinned pupils' understanding, and at the end of the session, they explained confidently why the car moved in different ways. In Key Stage 2, where teaching was good, the lessons were well planned, the pupils managed and organised well, there was a lively pace to the lessons and imaginative investigation was used. Teachers are confident in the subject, but they do not always focus on scientific vocabulary.
94. Pupils' activities are relevant and linked to the learning objectives of the lesson indicated in the planning. Pupils respond well to investigation and mostly co-operate well. They value each other's opinion and work with confidence. Teachers have high expectations, and this encourages pupils who are less well behaved to co-operate and join in lessons. Pupils' attitudes to their learning are good. Teachers hold high expectations of pupils' behaviour and performance. As a result, pupils respond well to the challenges set for them. Pupils are confident, make predictions and with help, discuss conclusions. The teaching enhances pupils' speaking and listening skills.
95. The school has been without a science co-ordinator for some time, and this has resulted in an out-of-date scheme of work. Teachers plan in accordance with national guidance, but this is inconsistent across the school. In Key Stage 1, the teaching of science is implemented through literacy, using non-fiction as the vehicle. Pupils' work is mostly completed on sheets of paper, and books are not used for recording. In Key Stage 2, science is taught as a discrete subject, but the subject does not have enough curriculum time. Assessments are carried out at the end of topics or units of work, but are not well used to inform future planning for teaching and learning.
96. The subject now has a very new co-ordinator, who has been at the school for 4 weeks. He has updated the development plan and recognises the need for a full review of the subject. The previous report stated that science was underdeveloped, and that the requirements of the National Curriculum were not fully met. Improvement has taken place in meeting the requirements of the National Curriculum, but very little else has been achieved. Little use is made of computers,

and this is another area for development. There are few cross-curricular links, except for those made with English. The school, under the direction of the new co-ordinator, is now beginning to improve provision and to raise attainment.

ART AND DESIGN

97. At the previous inspection, pupils' attainment in art and design was stated to be in line with national expectations for pupils aged seven, and below national expectations for pupils aged eleven. This situation has remained the same throughout the school. Time allocation is slightly above that allocated in schools nationally. The quality of artwork in Key Stage 1 is often good, but the range and volume of work in some areas are less than one would expect. By the age of seven, pupils have experienced a range of media, styles and materials. They have a developing knowledge of line, colour and pattern making. Pupils experience and experiment with different materials. They learn to mould, roll and fashion plasticine and dough. They use tools to score, and are well instructed to ensure safe usage. They use a variety of materials to produce collages. No teaching was observed in the younger classes, and judgements are based on work seen, teacher planning and talking to teachers and pupils. Pupils in reception and Year 1 produced pictures using techniques of colour mixing to create shading effects. These were carefully done, and produced painting of good quality. They developed the technique further by adding materials to produce a collage effect in pictures of tulips. They had also used charcoal to produce pictures of steam trains. Their good quality paintings of trains demonstrated boldness of stroke and thick application of paint. Pupils in Year 2 had produced portraits in paint and careful line drawings in pencil, which demonstrated good shading technique.
98. Pupils in all classes have sketchbooks, and these are often used to draft drawings. Pupils' work using pastels was of good quality; pupils demonstrated a good eye for detail and were developing shading techniques effectively. By the age of eleven, pupils have consolidated and developed a number of sketching and drawing skills. Pupils in Years 3 and 4 had created the illusion of different textures in the way they had applied paint in pastel colours. Year 5 and 6 had produced a series of smudge pencil pictures, in relation to the topic in history. These created 'smoke effect' pictures of a good standard. The school does not possess a kiln, and the small amount of clay work done is left unfired and undecorated. Pupils had constructed neat Anderson shelters in clay, and some were displayed in class. However, the range of opportunities for pupils was limited and no print work of any kind was seen. Other than a few clay models, nothing of a three-dimensional nature was seen. Apart from links with history, little was related to other subject areas and this is a weakness. Little use is made of computer-generated art. However, pupils in Years 5 and 6 were observed translating the portraits they had drawn into computer images, using the 'Paint' program. Pupils in a Year 4 and Year 5 lesson on sketching were learning to identify the kind of sketching pencil required to reproduce the technique needed to sketch a rocking chair. Pupils observed carefully, worked with great patience and sustained interest to produce drawing of a high standard. Due to time restrictions, however, few pieces of work were completed within the lesson. Display around the school is restricted by fragmented wall space. Art on display is less than one would normally expect in a school of this size. The small display in the entrance produced by pupils in Years 5 and 6 demonstrated imaginative symmetrical patterns in painted pastel shades. These were well executed and of a good standard. Other displays were more variable in quality.

99. Two lessons were observed. One was satisfactory and the other good. In the latter, the teacher demonstrated good subject knowledge and resources were well prepared. The teacher worked alongside the pupils in producing a picture of a rocking chair, using a range of sketching pencils. Constant encouragement engendered a willingness to change and modify drawings, so that by the end of the lesson, the majority of pupils enjoyed a sense of achievement.
100. Pupils enjoy art lessons and work hard to improve their artistic skills. Pupils know little of the work of other artists and of the techniques they have developed. Pupils in Year 6 knew of Monet and Van Gogh but were unable to describe their styles and knew little of their lives. The work of other artists contributes significantly to the range of artistic experiences for pupils and the lack of provision in this area is a weakness.
101. The acting subject co-ordinator is the headteacher, who is well qualified to lead the subject and has a range of artistic skills. He occupied the post in the same capacity at the time of the last inspection. Unfortunately, as headteacher, he has little time to devote to the co-ordination of art, and is aware that his talents within the subject are less fully used than they should be. However, the outdated scheme of work referred to in the previous inspection has now been replaced by the national guidelines, but these are not fully implemented within the school. Pupils' skill development is not systematic across the subject. There is no portfolio of work in the subject. These are weaknesses. When developed, a portfolio will provide a record of pupils' achievements within the subject and a resource bank for teachers. There have been no opportunities for courses or training for staff to develop their knowledge and understanding, and there is a lack of expertise and subject confidence among teachers. The co-ordinator monitors plans and sees pupils' work, but has had little opportunity to monitor teaching. There is no formal assessment procedure for art. There are satisfactory resources in terms of materials, but little to support art history in terms of books, computer programs and posters.
102. Apart from the adoption of a new scheme of work, there has been no significant improvement in the subject since the time of the last inspection.

DESIGN AND TECHNOLOGY

103. Owing to timetable constraints, it was only possible to see three lessons; two in Key Stage 1 and one in Key Stage 2. Whilst the overall quality of teaching was good and pupils were making good progress, an analysis of work recently carried out at the school shows that pupils' attainment is below national expectations at the end of both key stages. Progress for all pupils, including those with special educational needs, is unsatisfactory overall in both key stages. Pupils are not systematically building up the key skills of designing and making as they go through the school. Examples of previous work carried out were unavailable.
104. Pupils respond well and show enthusiasm for the subject. They enjoy their work. Year 5 and 6 pupils involved in making a structure out of paper to support a 500 gram mass, were keen to explain how paper can be strengthened when in tubular form. Pupils in a Year 1/2 lesson on joining fabrics looked for ways to improve their product, and concentrated well.
105. There is currently no co-ordinator for the subject and this is unsatisfactory. Since the last inspection, standards have remained below national expectations, with much attention being diverted to the core subjects of literacy and numeracy.

GEOGRAPHY

106. Standards achieved by pupils at the ages of seven and eleven match those expected nationally. At the previous inspection, attainment was stated to be below national expectations. This represents an improvement in attainment since that time. By the age of seven, pupils have a sound geographical knowledge of the local environment and have visited the school's locality, including shops and the church, and have looked at different modes of transport. They know that Barnaby Bear needs to wrap up warmly at the North Pole and that he gets hot and sweaty at the equator. They are able to identify the countries of the United Kingdom and the major seas which surround it. They have considered the differences between where they live, and life on the island of Struay, through the story of Morag. The work seen was of a satisfactory standard, and there was appropriate coverage of the National Curriculum programme of study for pupils aged seven. By the age of eleven, pupils have compared and contrasted West Melton with many different locations, including Benin and the coastal location of Filey. Pupils know the water cycle, and have an understanding of features such as rivers and streams. Pupils understand terms such as "weathering", "erosion", "tributary" and "source". They collect data on weather, and produce bar graphs of their observations. They have examined and compared climatic conditions, topography, settlements, land use and economic activities in other parts of the world, as well as within the United Kingdom. There is a good focus on language, and pupils understand the use of scale, grid references, contours, direction, keys and symbols. Pupils use maps and atlases well, and can locate major cities and features on maps of the British Isles, Europe and the world. They understand the pattern of day and night, winter and summer as well as the influence of the sun and moon. The annual four-day residential visit to Filey affords a very useful opportunity to compare and contrast the home environment with that of a coastal location. They meet terms such as "cliff", "erosion" and "harbour" within a firsthand setting. This is a very good feature of the provision. Pupils' work is of a satisfactory standard and presentation is generally good. No use is made of computers in the subject, and this is a weakness.
107. No teaching of geography was observed during the inspection. It was, therefore, not possible to make a judgement on the quality of teaching in the subject. As the subject is taught in unit blocks, geography is not taught on a weekly basis. Few geography lessons are being taught during this half term. Judgement about pupils' attainment is based upon examination of pupils' work, displays, subject planning and discussions with pupils. These all indicate appropriate coverage of the units of study, which facilitate full coverage of the National Curriculum requirements in geography. The volume of pupils' work is small throughout the school. In the younger classes, much of the subject's curriculum time is spent in discussion and production of classroom displays, such as the walk in the locality. Much of the work of older pupils does not sufficiently challenge higher attaining pupils. There is little evidence of tasks being set to suit different levels of ability.
108. Pupils, including those with special educational needs, learn appropriately about distant places and using maps to locate places and physical features. They show an interest in the work and enjoy learning new vocabulary. Geography makes a significant contribution to the cultural, moral and social development of pupils. Pupils are made aware of other cultures, through work related to other countries. They consider the morality of certain environmental and social issues, relating to pollution and traffic in the locality.

109. The subject co-ordinator has been in post for three years and has successfully addressed the weaknesses identified at the previous inspection. The school now has a policy statement, and has adopted the Qualifications and Curriculum Authority's guidance document as the scheme of work. This represents an improvement since the last inspection, where an inadequate scheme of work was not fully implemented across the school. National Curriculum requirements are now being met.
110. Subject monitoring is not currently done, there is no observation of subject teaching and there is no portfolio of pupils' assessed work in the subject. There has been no training in the subject during this school year. These are weaknesses. Assessment procedures are in place in the scheme of work, but not in practice. Assessment is left to the discretion of individual teachers. No formal procedures for assessment are in place. Subject resources were adequate at the time of the last inspection, and have been maintained at this level since. There is, however, a lack of the good quality books, globes and computer software essential to improve pupil attainment.

HISTORY

111. Pupils' attainment meets national expectations across the school. This represents an improvement since the last inspection, where attainment was stated to be below national expectations.
112. Only three lessons were observed during the inspection, and judgement on pupils' attainment is largely based on examining pupils' work, teachers' planning and talking to pupils and to the subject co-ordinator. At the age of seven, pupils are developing a good understanding of the past. They know that some things in the past are different from the present day. They knew when and where the Fire of London had started and why it had been difficult to control. They understood the importance of documented evidence, such as Pepys' diary, and they knew that paintings of the Fire were a source of evidence. Pupils knew that there was no photographic evidence. The pupils can discern differences between old and modern toys, identifying wear and tear, missing items and damage as ways of determining age. Pupils are developing an understanding of the passage of time, and can structure simple time lines. By the age of eleven, pupils have a sound understanding of chronology and how past events have influenced the modern day. They are developing an understanding of how modern day provision results from greater knowledge and understanding of health and disease, and how individuals can influence change. They learn about the influence of the Romans, Tudors, and Victorians and about our recent history. Historical objects, pictures, videos, newspapers, visits to historic buildings, museums and exhibitions all play an important part in the subject provision. Pupils visit Eden Camp for work on "Britain since the 1930's", and learn songs from the 1940's, which they go on to perform to the whole school and parents. Pupils' work is of a satisfactory standard and their presentation is generally satisfactory throughout the school. Higher attaining pupils cover the same work as the rest of the class. This is a weakness. There are some cross-curricular links with art and music in work about Britain since the 1930's, and with literacy and art in a good classroom display on the Blitz. Little use is made of computers in the subject.
113. Only three lessons were observed during the inspection week. This was due to the curriculum cycle for history, whereby the subject is taught in blocks during the school year. The work is organised on a two-year cycle for Years 1 and 2, and on a four-year cycle for older classes. The planned programme for history involves one or

two main units of work in history each year. The three lessons seen were all in the two classes of older pupils in Years 4, 5 and 6. The topic in both classes was "Britain since the 1930's". All three lessons were satisfactory, as was pupils' learning. One lesson was with Year 5 and 6 pupils, and was enhanced by artefacts and newspapers of the 1940's, brought in by one of the pupils. This greatly added to the interest in the subject and pupils were able to handle and examine these, which they did with care. Few opportunities are created to enable pupils to develop research skills and strategies for independent learning.

114. Many pupils enjoy history. They show an interest in the work and enjoy learning about things, events and characters from the past. History makes a significant contribution to the cultural, moral and social development of pupils. Pupils are made aware of other cultures through work related to ancient civilizations, and to more modern historical periods. Pupils enjoy contrasting the "then" and "now".
115. The hard-working subject co-ordinator has been in post for three years, and is also co-ordinator for geography and physical education. The school's policy document and scheme of work, based on national guidelines, has now been in place for two years and the full cycle for older pupils is now half way through. This gives the history curriculum a direction it lacked at the time of the last inspection, when no policy or scheme of work existed. Subject monitoring by the co-ordinator is an area of school concern. Apart from a review of teachers' planning, no subject monitoring takes place. No lessons in history have been observed by the co-ordinator. The co-ordinator has had no training or course opportunity since undertaking the post. No other training has taken place. The co-ordinator has no strategic overview of the subject. Assessment procedures are in place within subject documents, but not as yet in practice. Assessment is currently left to individual teachers and is not used to inform future planning. This is a weakness. There is currently no subject portfolio, although class teachers do keep examples of pupils' work. Subject resources are now satisfactory; the co-ordinator has audited and re-located these in topic boxes in the resources room, and they are well used. All resources are logged on computer disk, and the list is amended regularly. Although there is no budget for the subject, requests are often met. Although there is a satisfactory provision of books, there is a lack of computer software conducive to improving pupil attainment within history.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Only one lesson was seen during the entire inspection; this was for pupils in reception/Year 1. The school has acquired an information and communication technology suite in the last month, and this is already helping to raise standards. The judgements that follow are the result of talking to pupils, observing some pupils working on computers and an analysis of previous work. Attainment at the end of Key Stage 1 and at the end of Key Stage 2 is below national expectations. By the end of Key Stage 1, pupils are not yet sufficiently adept at using information and communications technology to assemble text and symbols appropriately. They are able to generate text and pictures, and save and retrieve information with some assistance. By the end of Key Stage 2, pupils' attainment in control, monitoring and modelling is unsatisfactory. They are not being given the opportunity to develop these key skills. Overall, standards are improving and, given the new facilities, they should improve significantly. Nonetheless, standards have not improved sufficiently since the last inspection.
117. Overall progress, whilst improving, is unsatisfactory in Key Stage 1 and in Key Stage 2, for all pupils, including those with special educational needs. In the one

lesson that was seen, the teaching was very good and pupils learned well. Assessment is not yet used effectively to monitor pupils' progress in this subject. Information and communications technology is now given its rightful place on the timetable as a subject that is taught to all pupils each week. Pupils' response is very good. They are interested in this subject and want to learn.

118. The co-ordinator for this subject is knowledgeable, and keen to spread her skills through the school. Improvements have been made since the last inspection in terms of the provision of computers; this has yet to have sufficient impact on pupils' learning.

MUSIC

119. Standards found in the last inspection have been maintained in Key Stage 1, and have improved in Key Stage 2. Pupils achieve appropriately and reach the expected level for their ages at the end of both key stages. All pupils, including those with special educational needs, make satisfactory progress in gaining the key knowledge and skills of the subject. All pupils demonstrate very good vocal skills and their singing is very good.
120. During the week of the inspection, very few music lessons were seen. Through attending assemblies, looking at the policy, and listening to pupils' singing, it is apparent that the school provides a satisfactory programme of work throughout the year. This includes brass tuition for those pupils in Key Stage 2 who are interested. Pupils, including those with special educational needs, make satisfactory progress in the subject as they move through the school.
121. By the end of Key Stage 1, pupils use their voices expressively when singing songs such as "Five little men in a flying saucer". They play untuned instruments, and are developing a sense of time and rhythm. They know the names of many of the instruments, and how they should be played. They enjoyed playing the triangle to accompany the chorus in "Bananas in Pyjamas". Pupils listen carefully to music and are beginning to develop a musical vocabulary. They know many songs by heart.
122. By the end of Key Stage 2, pupils continue to develop their skills, knowledge and understanding of the subject. In Year 3/4 pupils worked hard to produce a theme, after listening to a range of musical ideas. They used a variety of instruments, which included triangles, tambours, and bongo drums. The titles of the themes included, 'the chase' and 'the flight of the eagle'. At the end of the key stage, pupils sing with clear diction, pitch control and a sense of phrase.
123. Teaching is satisfactory as is pupils' learning. Teachers have a sound knowledge and understanding of the subject. They are enthusiastic and this inspires pupils to sing well. Music is enjoyed throughout the school. The school has a graduate musician on the staff, who provides many opportunities for pupils to listen to music from differing cultures and periods. She plays the piano each morning as pupils enter and leave assembly. At the time of the inspection, Mozarts' Sonata VII was played. The quality of singing has improved since she came to the school, and all pupils enjoy singing a range of hymns and songs during morning assembly and at singing time.
124. Pupils' attitudes to the subject are satisfactory during lessons. During singing they are good, and often very good. All pupils enjoy their music and listen with concentration.

125. There is a policy and scheme of work based on a commercial scheme. This provides continuity and progression for teachers, as the school does not have a co-ordinator at the moment. Resources are good, well stored and readily available.

PHYSICAL EDUCATION

126. During the week of inspection, it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in gymnastics and games. The last report indicated that standards at Key Stage 1 were in line with national expectations, and that progress was satisfactory. At Key Stage 2, standards were below national expectations, and progress unsatisfactory. Standards have been maintained in Key Stage 1 and improved in Key Stage 2, where they are now satisfactory. Pupils, including those with special educational needs, make very good progress in Key Stage 1 and satisfactory progress in Key Stage 2.
127. At the end of Key Stage 1, pupils demonstrated care when using apparatus to jump and climb. They understood that the muscles in their legs help to provide the power to spring when jumping and hopping.
128. In Key Stage 2, pupils learn to balance soft balls with hands and a racquet, and can travel around the hall carefully balancing the ball on a bat. Other pupils developed more complex movements in gymnastics, by focusing on shape. At the end of the key stage, pupils improve their bowling skills when playing cricket. They move around the field with increasing confidence, and demonstrate growing competence in throwing techniques. The school is involved in an initiative with the local Community Centre to develop interest in sporting activities. This includes coaches coming into school to take games lessons on a regular basis. Most pupils achieve the swimming requirements of the National Curriculum.
129. The quality of teaching is very good in Key Stage 1, and satisfactory at Key Stage 2. Pupils' learning matched the quality of the teaching. Teachers are well prepared and organised. They are enthusiastic about teaching physical education, and have appropriate subject knowledge. In the best lessons, planning is good with clear learning objectives outlined; appropriately challenging tasks are set and expectations are high. Pupils work with enjoyment, concentrate well and work hard. They enjoy the lessons and change into appropriate clothing. Behaviour is good and they use apparatus sensibly and with great care. In some lessons, a minority of pupils did not always behave in a sensible way. This spoiled the concentration and enjoyment of the other pupils. However, teachers were quick to take appropriate action and to ensure that safety rules were observed.
130. The enthusiastic co-ordinator has reviewed the school's policy and scheme of work. She works very hard to ensure that standards improve, and leads by example. At present there is no opportunity to monitor the quality of teaching. The provision of a limited amount of extra-curricular activities, which include Wath sporting links, the Active Sport project, liaison with Community recreation and support from students from the local Sports College, all enhance the curriculum. Resources are good, well managed and organised, and easily accessible. At the end of a programme of study, assessment is carried out and recorded in individual pupils' records of achievement.

RELIGIOUS EDUCATION

131. In both key stages, work in religious education meets the requirements of the school syllabus, which is in line with the requirements laid down in the local Education Authority's agreed syllabus. Attainment is broadly in line with national expectations, at the ages of seven and eleven, thus maintaining standards since the last inspection. No teaching was observed in classes for pupils under the age of seven, and judgements on standards are based upon the work of pupils, teachers' planning and on talking to pupils and teachers. By the age of seven, pupils know many stories and traditions about the Christian faith. They know several parables, the Annunciation and the Christmas story, and about the events of Holy Week. They know about elements of Judaism, including the Torah and Menorah, and about the Five Pillars of Islam. Each topic is made into a very effective little book. Pupils work well in these and produce books of a very satisfactory standard, of which they are justly proud. They have an understanding that there are different kinds of sacred buildings and sacred texts. There was a satisfactory volume of written work to be seen in the younger classes, and this gave a good indication of the work being done. By the age of eleven pupils, are familiar with stories from the Old and New Testaments, such as the giving of the Ten Commandments, the parables and miracles of Jesus. They know of celebrations, customs and festivals in all the major world religions. They know about the sacred buildings and texts, special objects and signs and symbols within different faiths. Pupils in Year 6 were able to describe the Torah and knew of the "Wailing Wall", but not its significance. They were able to explain that some religions focused on a single god, and that others had several, illustrating this with reference to Hinduism.
132. Across the school, all pupils, including those with special educational needs, make satisfactory progress. Progress is good where lessons are well focused and challenge pupils' thinking. In one lesson, Year 3 and 4 pupils were being introduced to the "rakah" in Islam. This built on the pupils' previous knowledge of the importance of Muslim prayer. The teacher mimed the ritual with the pupils, and the pupils participated in a mature and sensible way. The teacher's good subject knowledge engendered a sense of respect, and conveyed the solemnity of the occasion effectively. Overall, teaching is satisfactory. Three lessons were observed, all for older pupils aged seven to eleven. One lesson was unsatisfactory. Of the other two satisfactory lessons, one was good. Here the lesson was well planned, and the activities involved pupils in role-play. The lesson moved at a brisk pace and expectations were high. In a Years 5 and 6 class, the pupils listened well to the story of Moses and the giving of the commandments. The teacher highlighted difficult vocabulary from the text, for which pupils offered plausible and sensible interpretations, and a good discussion followed. Where teachers demonstrate good subject knowledge and have high expectations, pupils develop a good knowledge of different faiths. Pupils show interest in such lessons and participate thoughtfully and constructively to discussion. They listen well to stories and to each other. They enjoy the challenge of their teacher's questions and respond appropriately. Pupil behaviour is usually good.
133. There is currently no subject co-ordinator for religious education. A new co-ordinator has been designated for September. The subject has a policy statement and a scheme of work, which was introduced into school at the time of the previous inspection as a new, detailed and comprehensive programme that the teachers welcomed. However, it is a very prescriptive scheme, and there is the danger that, as a teaching aid, it may be adhered to too rigidly. The new co-ordinator is to review the scheme in the light of current provision. Long and medium term planning is often taken straight from the scheme as, occasionally, are lesson plans. There is currently

no monitoring in the subject. The school has no formal assessment practice in religious education, except by identifying coverage, and no portfolio of pupils' work. However, the school is already aware of these deficiencies. Supportive in-service training for the development of teachers' knowledge and understanding in the subject is not in place, and this is a weakness. Resources are satisfactory, as they were at the time of the previous inspection.