

INSPECTION REPORT

MEADOWHALL JUNIOR SCHOOL

Kimberworth, Rotherham

LEA area: Rotherham

Unique reference number: 106846

Headteacher: Mr A French

Reporting inspector: Mrs Marina Gough
22361

Dates of inspection: 8th October – 11th October 2001

Inspection number: 196029

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 -11
Gender of pupils:	Mixed
School address:	Meadowhall Road Kimberworth Rotherham South Yorkshire
Postcode:	S61 2JD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend Peter Hughes
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	Mrs M Gough	Registered inspector	Information and communication technology Art and design Music Equal opportunities English as an additional language	The school's results and achievements How well are pupils taught How good are the curricular and other opportunities offered to pupils What could the school do to improve further
9593	Mrs B Sinclair	Lay inspector		Pupils' attitudes and values How well does the school care for its pupils or students How well does the school work in partnership with parents
10228	Mrs S Russam	Team inspector	Science Geography History Special educational needs	
31807	Mr D Carpenter	Team inspector	English Religious education Design and Technology	
10611	Mr M James	Team inspector	Mathematics Physical education	How well is the school led and managed

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Kimberworth on the outskirts of Rotherham. It caters for 285 pupils between the ages of seven and eleven. Most pupils transfer from the nearby infant school. Almost all pupils are of white ethnicity, although currently the school has two refugee pupils. Seventeen pupils have English as an additional language, but none are at an early stage of language acquisition. Seventy-two pupils are known to be eligible for free school meals. This represents 25% of the school population and is above average. Fifty-four pupils have special educational needs, including three who have statements. This represents 19% of the school population and is about average. The school is a member of the Kimberworth 'Small Education Action Zone' and has also benefited from the LEA's involvement in the Excellence in Cities project. Pupils' attainment when they start school is generally below average.

HOW GOOD THE SCHOOL IS

This is an effective school that provides a good quality of education. Pupils make good progress in English and science, and their attainment when they leave school at the age of eleven is in line with national expectations in these subjects. However, although they make satisfactory progress, pupils' attainment is below national expectations in mathematics. The quality of teaching is good overall, although it is not always consistent within year groups or subjects. Pupils have good attitudes to work, and their behaviour is very good. They enjoy learning. The headteacher provides very good leadership and management for the school, and enjoys the full support of the staff and Governing Body. The school gives good value for money.

What the school does well

- The quality of teaching and learning is good overall.
- Pupils have positive attitudes to learning and to school, and their behaviour is very good. Relationships in the school are very good.
- The school offers a very good range of after-school activities which enhance the statutory curriculum.
- The provision for pupils' personal, spiritual, moral and social development is good.
- The school provides very good levels of support and guidance for pupils.
- The leadership and management of the school by the headteacher is very good.

The school's finances are well used and carefully managed. Additional grants have been very well used to support educational development within the school.

What could be improved

- Standards in mathematics and geography.
- Although the quality of teaching is good overall, there is some inconsistency in the quality of teaching within year groups and subjects.

The level of support given to the lower attaining pupils in Year 3.

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 April 1997. Since that time, there has been a significant change in staff, with only two of the teachers from that time still in post. The headteacher was appointed soon after the last inspection, and the deputy has been in post for two years. The school has successfully addressed the key issues arising from the last report. Pupils now have far more opportunities for carrying out investigative work, and this is having a positive impact on their learning and on the standards they achieve, especially in science and mathematics. The quality of teaching has improved, and teachers now have higher expectations of pupils of all abilities. This is resulting in better progress for most pupils in most subjects. The provision for design and technology has improved significantly, and the subject is taught regularly in all classes. The monitoring of teaching and learning has improved although there is still more scope for curriculum co-ordinators to be involved in monitoring their own areas through classroom observation. The school now fully meets its responsibility to ensure the health, safety and welfare of all pupils, and very good child protection procedures are in place. The school's partnership with parents has improved and is an ongoing area of development. Within the last year, the school has installed a computer suite, with the support of the 'Small Education Action Zone' to which it is linked. This facility is giving a real boost to pupils' learning, and has enabled pupils throughout the school to make rapid progress in acquiring information and communication technology skills. The headteacher has worked hard to engender a good team spirit amongst staff, and there is a shared sense of commitment to ensuring that the school continues its planned programme of improvement. The school is well placed for future development.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	D	C	A
Mathematics	D	D	D	C
Science	E	E	C	B

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

The table shows that on the basis of the 2000 end of Key Stage 2 test results, the pupils' attainment is in line with the national average in English and science, but below the national average in mathematics. There has been good improvement in the results for English and science over the past two years, although standards in mathematics have been constantly below the national average for the past four years. In comparison with similar schools, the pupils' performance is well above average in English, above average in science, and average in mathematics. The school set appropriately challenging targets for English and mathematics. These targets were met in English, but were not achieved in mathematics. The inspection findings indicate that standards in English and science are in line with national expectations at the end of Key Stage 2, but that standards in mathematics are below expectations, and could be higher.

Pupils' attainment in information and communication technology, art and design, history, music and physical education is in line with national expectations at the end of Key Stage 2, and standards in design and technology are above national expectations. However,

standards in geography are below national expectations. Pupils attain above the expectations of the Agreed Syllabus in religious education. Most pupils start from a low baseline when they join the school, and make at least satisfactory progress in most subjects, with the exception of geography where they do not achieve the standards of which they are capable. Pupils' progress in information and communication technology has been very rapid over the past year, since the installation of the computer suite. The progress of low attaining pupils, and pupils with special educational needs is satisfactory, but is not fast enough in the lower part of the key stage, because of limited classroom support.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are enthusiastic about coming to school and are interested in their lessons. Some pupils in most classes are reluctant to take part in class discussions, but all pupils take a full and active role in practical lessons.
Behaviour, in and out of classrooms	Very good. Pupils are well behaved in class and at play. They show consideration and respect for others, and show very good levels of co-operation when working on joint tasks.
Personal development and relationships	In most classes, pupils do not have opportunities to take responsibility for aspects of their learning, and their capacity for personal study is limited. Relationships amongst pupils, and between pupils and adults, are very good.
Attendance	Unsatisfactory. The rate of whole-school attendance is below the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	not applicable	not applicable	good

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 and learning is good, and some very good and excellent examples were seen during the inspection. The teaching of English is good overall, and pupils benefit particularly from good support with their reading. The teaching of mathematics is satisfactory, but the National Numeracy Strategy is not implemented in a sufficiently rigorous way in some classes, and pupils do not make enough progress in developing their skills of mental agility. Skills of literacy and information and communication technology are effectively promoted across the curriculum, but there are not enough opportunities for pupils to develop and practise skills of numeracy in their work in other subjects. In all classes, teachers work hard to motivate the pupils, and pupils respond especially well in practical lessons. Pupils enjoy working in pairs and small groups, and co-operate well with one another. Pupils' learning is particularly effective in information and communication technology where they are highly motivated and very enthusiastic. One of the strengths of teaching is the way in which teachers share lesson objectives with the pupils, enabling them to know exactly what they are expected to achieve in each lesson. Teachers are also very effective in setting targets for groups of pupils and individuals, so that they know how to improve their work further. There are occasions when introductory discussions are a little too long, and this reduces the amount of time pupils have for the completion of written tasks. There are weaknesses in the quality of marking throughout the school, and it does not give pupils enough pointers for improvement.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad curriculum, but the National Numeracy Strategy is not rigorously implemented in all classes. Not enough time is given to the teaching of geography. The school provides a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is satisfactory overall, but there is not enough support for pupils when they join the school in Year 3, and this slows down their progress in the lower part of the key stage.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school's provision for pupils' personal, spiritual, moral, and social development is good, but even more could be done to raise pupils' cultural awareness.
How well the school cares for its pupils	Very good. The school provides very good levels of support and guidance for pupils of all ages. Good assessment procedures have recently been introduced to track and monitor pupils' progress and attainment as they move through the school.
How well the school works in partnership with parents	Good. The school has developed a good partnership with parents, and provides good levels of information. A small number of parents regularly help out in school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership for the school. Co-ordinators are in place for most subjects, and they have a good overview of their subjects. However, they do not have enough opportunities to work alongside colleagues or to monitor teaching and learning.
How well the governors fulfil their responsibilities	Good. The Governing Body is supportive of the school's life and work and fully meets its statutory duties.
The school's evaluation of its performance	The headteacher has a very good grasp of the school's strengths and relative weaknesses. Good use is made of performance data to highlight areas for development.
The strategic use of resources	Very good. The school makes very good use of the available funding to support its work. Particularly good use has been made of funding from the 'Small Education Action Zone', and from the Excellence in Cities initiative. The school is effective in applying the principles of best value when making spending decisions.
The adequacy of staffing, accommodation and learning resources	The accommodation is spacious, but because of the split level nature of the site, and its age, it is expensive and difficult to maintain. The school employs an appropriate number of teachers and support assistants. There are enough learning resources for most subjects, but there are shortages in music, geography and history.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents agree that their children enjoy coming to school. • Parents are pleased with the progress their children make and believe that the standard of teaching is good. • Most parents are pleased with the level of information they receive from the school. • Parents agree that the school promotes positive values and attitudes and expects the pupils to give of their best. • Parents are pleased with the leadership and management of the school by the headteacher. • Parents note that there have been improvements in the quality of education provided by the school since the last inspection. • Parents are pleased with the standard of behaviour in the school. • Parents state that the school provides a good range of extra-curricular activities. 	<ul style="list-style-type: none"> • Parents would like more guidelines about how to help their children with their homework.

There are high levels of parental satisfaction, and the parents' positive views of the school are supported by the inspection findings. The school is keen to respond to the parents' requests for more guidelines about homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On the basis of the 2000 end of Key Stage 2 test results, the pupils' attainment is in line with the national average in English and science, but below the national average in mathematics. There has been good improvement in the results for English and science over the past two years, although standards in mathematics have been constantly below the national average for the past four years. In comparison with similar schools, the pupils' performance is well above average in English, above average in science, and average in mathematics. The school sets appropriately challenging targets for English and mathematics. In 2000, these targets were met in English, but were not achieved in mathematics. The school's results for 2001 present a very similar picture to that of the previous year. This picture is borne out by the inspection findings which indicate that standards in English and science are in line with national expectations at the end of Key Stage 2, but that standards in mathematics are below expectations, and could be higher.
2. In English, pupils' attainment is in line with national expectations overall. There is a spread of ability in all year groups, and this is evident in the range of pupils' work. The highest attaining pupils achieve the higher Level 5 in all aspects of their English work by the end of the key stage, and are confident and articulate speakers, and convincing writers. Their reading is expressive and fluent and they have a good appreciation of a wide range of different types of writing. Conversely the lower attaining pupils use only a limited vocabulary when speaking and writing, and struggle to write well sequenced and extended pieces of writing. Pupils of all abilities, including those with special educational needs make good progress in their reading, and this is largely because of the additional time the school gives to this element of the English curriculum. Pupils' progress in writing is good, as many pupils when they start school are achieving standards that are below the national average. Pupils make good progress in speaking and listening and benefit from the many and varied opportunities that teachers provide. Teachers provide good opportunities for pupils to use and apply their literacy skills in other subjects, and this has a positive impact on pupils' progress and attainment. Pupils achieve well in relation to their ability.
3. In mathematics, pupils' attainment is below national expectations. Although pupils have a secure grasp of place value and accurately complete straightforward written calculations, their mental recall of multiplication facts and number bonds is weak, and this slows them down in their written work. Many pupils in all year groups have difficulty in solving written problems and they rely too much on their teachers for help in interpreting questions. Pupils' knowledge and understanding of shape, space and measure are weak, and most pupils have difficulty in explaining their ideas because they lack the necessary mathematical vocabulary. Pupils' attainment when they start school is below the national average, and they make satisfactory progress overall as they move through the school. Although there are some opportunities for pupils to practise their numeracy skills in other subject areas, there are not enough, and they are not systematically planned for by teachers. Standards in mathematics could be higher for all ability groups. Although teaching is satisfactory overall it is not as good in mathematics as in other subjects, and the National Numeracy Strategy is not rigorously implemented in some classes.
4. In science, pupils make good progress and achieve the national expectations by the end of the key stage. Pupils have satisfactory skills of investigation and

experimentation but do not have enough opportunities to set up their own investigations or to pursue their own lines of enquiry. Pupils understand the idea of a fair-test, and make sensible predictions based on their previous learning and experience. Pupils have a satisfactory scientific knowledge of living things, materials and their properties and physical processes, but some pupils have difficulty in explaining their ideas because they lack the necessary scientific vocabulary.

5. Pupils have made particularly rapid progress in information and communication technology since the recent installation of the computer suite, and there are significant strengths in the learning of pupils of all ages and abilities. Pupils approach tasks with exceptionally high levels of interest and enthusiasm, and they are making very good progress. There are currently gaps in the knowledge and understanding of older pupils arising from weaknesses in the information and communication technology provision in recent years, and standards overall are in line with national expectations. However, the younger pupils are on course to achieve beyond the national expectation by the time they reach the age of eleven.
6. Pupils of all ages show enthusiasm for religious education lessons which are well taught across the school. Good coverage of the Locally Agreed Syllabus, ensures that pupils have a good breadth of experience, and a secure knowledge. Pupils generally have a good recall of what they have learned, and older pupils are confident about sharing their own views and beliefs. Pupils' appreciation of how religion can guide peoples' lifestyles is good, and they are able to draw comparisons between Christianity and other major world faiths. Pupils of all ages and abilities make good progress, and by the age of eleven, attain standards that are beyond the expectations of the Locally Agreed Syllabus.
7. In music and art and design, pupils make good progress, and attain national expectations in both subjects by the age of eleven. In music, singing is a strength, with all pupils showing high levels of enthusiasm for this activity. Pupils perform with good levels of confidence, and their appraising skills are satisfactorily developed as they move through the school. However, although pupils have some good opportunities to compose using untuned percussion instruments and body sounds, opportunities for them to extend their composing skills further are constrained by the lack of good quality tuned percussion instruments. In art and design, pupils' drawing skills are particularly well developed, and many pupils achieve good standards in this aspect of their work. Pupils have some experience of working in three dimensions, such as when they use clay, but opportunities for them to use textiles or natural objects, or to create sculptures, are limited, and this is an aspect of the art and design curriculum that the school hopes to develop in the future. Pupils make good use of information and communication technology to support their learning in art and design, and have a good appreciation of the capacity of computers when designing repeated patterns, for example.
8. In history and physical education, pupils make satisfactory progress and attain the expected level by the age of eleven. In history, pupils have a secure knowledge of the aspects they have studied, but the limited range of resources means that teachers have to be selective in the topics they teach, and pupils' experience is therefore relatively narrow. The school provides some good opportunities for pupils to extend their learning through visits to places of historical interest. In those topics where visits have been used as a stimulus, such as 'the Tudors' in Year 4, pupils achieve much better standards in their work as their understanding and knowledge are very secure, and the visits help to bring the historical period to life for the pupils. In physical education, pupils experience a broad curriculum which is very well supported by an extensive range of extra-curricular activities. Pupils attain good standards in their

dance work, and this is an aspect of the curriculum that pupils of all ages and abilities really enjoy. In gymnastics, games and swimming, pupils reach the expected levels.

9. In design and technology, pupils attain beyond the national expectations, and make good progress. The subject has been given a high profile in the school over recent years, as standards in the last inspection were below the expected level. Coverage of the National Curriculum programmes of study is now good and most teachers are confident in their delivery. Pupils have very positive attitudes, and a good appreciation of the need for carefully planning and evaluating their work. Their making skills are secure, and most pupils give good thought to the quality of the finished product.
10. Pupils' attainment in geography is below national expectations at the age of eleven, and pupils do not make the progress of which they are capable. The subject is not taught on a sufficiently regular basis in all classes, and coverage of the National Curriculum programmes of study is therefore patchy. Pupils' fieldwork skills are poor, and many pupils lack the necessary geographical vocabulary to enable them to express their ideas clearly. Pupils' knowledge and understanding of the subject are weak, and many pupils have difficulty recalling their previous learning. Very recently, the school has started to develop the subject, and younger pupils are already benefiting from more regular lessons which focus on developing practical geographical skills.
11. The school has no pupils who are in need of additional support for English as an additional language. The progress of low attaining pupils, and pupils with special educational needs is satisfactory, but is not fast enough in the lower part of the key stage, making it difficult for them to make up the difference later on in the key stage. Higher attaining and average pupils are appropriately challenged, enabling them to achieve their potential, with the exception of mathematics where some pupils could do even better.
12. Since the last inspection, standards have improved overall in the core subjects of English, mathematics and science. There has been a significant improvement in the standards attained by pupils in design and technology, and a decline in the standards attained by pupils in geography. Standards in religious education have improved. In all other subjects, standards have been maintained.

Pupils' attitudes, values and personal development

13. Pupils' attitudes and behaviour were good at the time of the last inspection. Pupils continue to have good attitudes to work, and their behaviour is now very good. Relationships amongst pupils and between pupils and adults are very good, and contribute significantly to the quality of life in the school. Pupils' personal development is satisfactory overall.
14. Pupils enjoy coming to school. The vast majority have positive attitudes to work, which contribute to the good quality of learning, and to the standards they achieve. Pupils respond particularly well in practical lessons, such as music, art and design, design and technology and science, where they can learn through first-hand experience and investigation. Very positive attitudes were seen during the inspection when Year 4 pupils took part in a geography fieldwork trip, which very much appealed to their sense of adventure. In some mathematics lessons, when the pace of introductory sessions is too slow, pupils are not always as well motivated as they could be, and although not disruptive, they start to lose concentration and to become restless. Pupils' attitudes to whole-school activities such as assemblies are exemplary, and they sit enthralled, showing very high levels of interest and concentration.

15. Behaviour throughout the school is very good both in classrooms and in outside activities. Pupils move around the constantly changing levels of the school site purposefully and with a very good sense of care and awareness of safety for themselves and others. At break and lunchtimes pupils play well with one another. There have been no exclusions in the last twelve months, and incidents of inappropriate behaviour are rare. During the inspection, many examples of pupils showing consideration for one another were observed and there were no incidents of anti-social behaviour. Pupils are fully aware of the expected code of conduct, and adhere to this willingly and sensibly. Pupils feel confident that any incidents of bullying or unacceptable behaviour would be dealt with swiftly and fairly.
16. Pupils' personal development is satisfactory overall. There are strengths in the way in which pupils take on monitorial duties, such as putting out the equipment for assemblies, helping in the dining room, or taking registers to and from the office, but weaknesses in pupils' ability to organise their own learning. Pupils do not always take enough responsibility for aspects of their learning, such as remembering to return homework tasks, or remembering to date and title their written work. There are times, especially in the lower part of the key stage, when pupils are too reliant on their teachers for help, such as when solving problems in mathematics, or making decisions about which resources to use.
17. Pupils with special educational needs generally respond well in lessons and demonstrate a positive attitude to learning. Pupils who have emotional and behavioural problems respond well to the learning mentor, who helps them to come to terms with their difficulties and to build meaningful relationships with adults and classmates. Younger pupils with special educational needs, and those who are low attaining pupils often show little independence in their learning and need a great deal of support from staff. This is particularly difficult for Year 3 teachers, especially in the early part of the new school year when all of the pupils are adapting to the new routines and expectations of the school, and more adult support in this year group would be beneficial.
18. Attendance rates are unsatisfactory and are currently below the national average. The rate of unauthorised absences is above the national average. Registration periods are carried out in a pleasant and purposeful manner and all lessons begin on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The overall quality of teaching and learning is good throughout the school, and has improved since the last inspection. However, there is some variation in the quality of teaching in different classes and subjects, and sometimes in the teaching of individual classteachers, and this affects the rate of pupils' progress and their attainment. During the inspection the quality of teaching ranged from satisfactory to excellent. It was excellent in 3% of lessons seen, very good in 19%, good in 43% and satisfactory in 35%. No unsatisfactory teaching was observed.
20. The teaching of English is good throughout the school and is having a positive impact on pupils' learning and on the progress they make. The teaching of reading is particularly successful, and the impact of the additional time given to this aspect of the subject is evident in the improved standards over recent years. Most pupils respond well in English lessons, although when the introductory sessions are overlong, they become restless and inattentive. Pupils generally give a good amount of effort to their work, and respond especially well when they are involved in practical activities, such as in a Year 3 lesson seen during the inspection when a group of pupils enacted a

scene from the play version of the 'Pied Piper of Hamelin'. Teachers make very effective use of information and communication technology to support pupils' learning in English, both when pupils are working in the information and communication technology suite and in the classroom. This has helped pupils to develop a real awareness of how computers can make the drafting and editing process so much easier.

21. The teaching of mathematics is satisfactory overall, but could be even better. Currently the National Numeracy Strategy is not rigorously implemented in all classes. Mental introduction sessions are often far too long and lack the necessary pace. This means that pupils are not making the progress they might in developing skills of mental agility, and very little time is left in some lessons for them to complete the main tasks. In science, the quality of teaching is good overall but there is some variation, with some very good lessons seen during the inspection, and some examples of lessons that were just satisfactory. Teachers generally provide a good range of investigative activities, but in some classes pupils are over-directed with the result that they do not have enough problem-solving opportunities.
22. Teaching is good overall in information and communication technology, religious education, art and design, design and technology and music. In history and physical education, the quality of teaching is satisfactory. In geography, the teaching is currently satisfactory. However, until recently the teaching and learning were unsatisfactory, because the subject was not taught in enough depth, and pupils did not have a sufficiently broad range of learning experiences.
23. Although the quality of teaching is good overall, there is variation between subjects, within year groups, and by some individual teachers. This variability impacts on the progress pupils make, and on the quality of their learning, and is often due to teachers' levels of individual expertise in the subject. For example, where the teaching is very good, such as in a Year 4 geography lesson seen during the inspection, the pupils' learning was significantly enhanced as they developed fieldwork and mapping skills, and studied the site of a disused playground. The rate of their learning was fast, as they absorbed the knowledge presented by the very enthusiastic and well informed teacher. Conversely, teaching is less successful in those lessons where teachers lack the necessary knowledge and expertise, such as in a music lesson seen in the upper part of Key Stage 2. The consistently very good and good teaching practice seen in several classes has not been shared within the school, and more could be done through monitoring to identify and disseminate good practice and to identify areas where teachers need more professional development.
24. A strength of teaching is the way in which teachers link subjects together to give pupils a meaningful context for their learning. This practice has been extremely useful in ensuring that information and communication technology is used effectively to support pupils' learning. There are regular occasions when pupils use the computers in the suite to enhance their learning in other subjects. For example, as part of a literacy exercise, Year 6 pupils have merged text and graphics to produce newspaper articles about the recent disaster in America. Year 4 pupils have used a graphics program to produce repeating patterns in their art and design work, and Year 3 pupils have found symbols to depict the main features of the story of Noah's Ark in religious education. Other subjects are also effectively linked. For example, during the inspection, Year 5 pupils looked for different genres of writing in the Bible in a religious education lesson, and history topics, such as the 'Ancient Greeks' and 'the Tudors' give rise to some exciting art and design activities such as making vases and portraits.
25. Support in whole class lessons for pupils with special educational needs is satisfactory

overall, and enables pupils to participate fully and with confidence in all learning tasks. Trained learning support staff are particularly effective, and make a valuable contribution to the quality of teaching and learning. Teachers in Year 3 are often stretched to the full by low attaining pupils, and those with special educational needs who require a great deal of adult help. Not enough support is provided in these classes and pupils' progress is therefore not always fast enough.

26. The quality of pupils' learning is good overall. Most pupils throughout the school have a keen attitude to work and to school, and persevere and concentrate well in lessons. Pupils are easily motivated, especially in those lessons where teachers make an additional effort to prepare exciting and stimulating resources to capture and hold the pupils' attention. Pupils respond well to praise and encouragement, and have high levels of confidence because of very good relationships with their teachers. Pupils work hard in class, and most have a good knowledge of how effective they are in their learning. Pupils are keen to take on board their teachers' suggestions for improvement. In some classes, individual targets for literacy, numeracy and personal development are given to pupils, and pupils focus on these targets as they carry out their work. As they achieve their targets the pupils experience a real sense of pride, and are keen to move onto their next challenge. Most pupils are very well behaved in class and respond well to their teachers' high expectations of behaviour.
27. In most classes, homework is set regularly in the core subjects of English, mathematics and science. However, although some homework tasks are set in other subjects, not enough use is made of homework across the curriculum to support and extend pupils' learning. Most pupils reliably complete and return written homework, but some older pupils do not take enough responsibility for this aspect of their learning.
28. Although the school has a marking policy, it is not followed consistently by all staff, and there are weaknesses in the quality of marking overall. Teachers rarely provide comments for the pupils to help them to see how to improve their work further, and some work is not marked by the teacher. In some lessons, teachers give very helpful verbal feedback to the pupils, but the school has no mechanism for indicating in pupils' books when this type of feedback has been given.
29. There has been a good rate of improvement in the quality of teaching and learning since the last inspection. Staff are hard-working and conscientious, and are committed to providing a good quality of education for all pupils. There is a willingness amongst staff to further improve their skills through continued professional development, and a recognition of the need to share good teaching practice and to identify areas for development, so that greater consistency can be achieved.

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

30. The school provides a satisfactory and broad curriculum which fully meets the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. The overall quality of the curriculum has improved since the time of the last inspection, and the school has appropriately responded to recent national and local initiatives. The school is committed to the notion of inclusion, and pupils of all ages and abilities have full and equal access to the curriculum and to extra-curricular activities.
31. Although there are some strengths in the curriculum provision, there are also some areas which need addressing if standards are to be improved further. The National Numeracy Strategy is not rigorously implemented in some classes, with the result that

introductions are sometimes excessively long, and the pace of the lessons is too slow. Mental sessions particularly often lack pace and vigour and this adversely affects pupils' rate of progress in acquiring mental mathematics skills. Although in theory an adequate amount of time is allocated to geography, this has not always been the practice, and there are gaps in pupils' learning, arising from patchy coverage of the National Curriculum programmes of study. A strength of the curriculum is the amount of time that is given to reading, and this is having a positive impact on standards. The school also gives a good proportion of time to pupils' personal and social development. Quality time is set aside for the teaching of personal, social and health education, and for pupils to set their own targets for development, which they discuss with their teachers. Good opportunities are provided for pupils to use and apply literacy and information and communication technology skills in their work in other subjects, but not enough opportunities are provided for pupils to practise and extend their numeracy skills.

32. The provision for pupils with special educational needs is satisfactory, and is improving under the leadership of the newly appointed special educational needs co-ordinator. Individual education plans are in place for all pupils at Stage 2 and above on the special educational needs register, but pupils' targets are not sufficiently precise in some cases, and this makes it difficult for teachers to plan work and to accurately measure and monitor pupils' progress. The school recognises that this is an area for development through whole-staff training. The provision outlined in pupils' statements is in place for those pupils at Stage 5 on the special educational needs register, and is reviewed annually in line with Code of Practice guidance. The school has identified pupils who are 'gifted and talented' and the highest attaining pupils from Year 4, Year 5 and Year 6 are currently taught together. This initiative is very recent, and already the school is aware that some adjustments need to be made to ensure that pupils in this class do not lose their year group identity. There are occasions when the provision for the full age range of pupils in this class is difficult to achieve, such as in physical education, art and design and music when the differences in the levels of maturity of the pupils are much more evident, and affect the pupils' rate of progress.
33. The school provides a very good range of extra-curricular activities. On a regular basis a wide and varied range of activities is provided including basketball, football, cricket and gymnastics, and clubs for chess, computers, and the environment. Pupils are also welcome to join the choir which convenes at certain times during the year. Members of staff give willingly of their time to provide these activities, and to support pupils when they are involved in competitions. The school has successfully extended the range and number of extra-curricular activities since the time of the last inspection.
34. Satisfactory links have been established with the local community, including the local church, and the school encourages and welcomes participation in work experience activities from local schools and training colleges. Pupils enjoy visiting a local residential home at Christmas to sing songs and carols. Links with the local feeder infant schools and receiving high schools are strong, and help to ensure the smooth transfer of pupils as they move from one phase of education to another.
35. The school allocates a good amount of time to promoting pupils' personal development both through personal, social and health education lessons, and through subjects such as science, health and religious education. The school handles the subjects of sex education and drugs awareness sensitively, and within a moral and social framework, ensuring that pupils are well informed at a level appropriate to their maturity. Assemblies and incidental opportunities that arise during the course of the day do much to enhance and reinforce pupils' personal development. The school has worked

hard and successfully since the last inspection to improve the provision for pupils' personal, social and health education.

36. The provision for pupils spiritual, moral and social development is good, and the provision for their cultural development is satisfactory. This picture is the same as at the time of the last inspection.
37. Pupils' spiritual development is very effectively fostered through assemblies, and some lessons, most notably English, science and religious education. There are some good opportunities in lessons and assemblies for pupils to focus and reflect upon aspects of their own lives and those of others, and to consider things that are special to them. During the inspection there were moments of unexpected awe and wonder such as in a science lesson where pupils responded quite spontaneously when the tuning fork was used to make the water 'leap' out of a glass, and when pupils showed their appreciation of the personal and very special books the headteacher had brought into school to share with the pupils. Pupils show very good levels of respect in collective acts of worship, and join in the singing of hymns and the recitation of prayers with thought and sincerity.
38. Pupils' social and moral development is successfully promoted in a number of ways. The school has a clearly stated code of behaviour that provides a useful framework to guide pupils' actions. Most pupils throughout the school have a good sense of right and wrong, and occasional instances of unacceptable behaviour are handled in a firm but sympathetic manner, and pupils are encouraged to acknowledge the consequences of their actions. A number of opportunities are taken to develop pupils' social skills, such as their involvement in extra-curricular activities and competitive sports fixtures. In lessons, good opportunities for collaborative work, in science, and art and design for example, help pupils to learn to co-operate and work with one another. Pupils learn to share resources and to take turns. Older pupils have an appropriate range of monitorial duties which they carry out with enjoyment and a sense of pride.
39. The provision for developing pupils' awareness of their own and other cultures is satisfactory. Opportunities are taken, for example, to invite people from other faiths into school to talk about their life experiences, and pupils are encouraged to have respect for the different beliefs and views of others. The school has only a small range of books and other artefacts to promote pupils' interest in cultures other than their own, and more could be done to promote this aspect of the school's work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school provides very good levels of care and support for all pupils, and pupils' well-being, health and safety are a high priority. The issues relating to health and safety and child protection that were identified in the previous report have been fully addressed, and good progress has been made overall in respect of the levels of support and guidance provided by the school.
41. The school is very effective in the way it manages the movement of pupils around the split level site, and the pupils themselves are very conscious of the need to be vigilant and careful. There are good levels of adult supervision when pupils are out of school, such as during a Year 4 geography fieldwork trip that was organised during the inspection, and teachers carry out risk assessments for such activities as a matter of course. Safety issues are fully addressed in practical activities such as science, design and technology and physical education, and pupils are regularly reminded of the need

for safe practice. The school carries out regular fire drills, and there are a number of staff who are appropriately trained in first-aid procedures. Child protection procedures are very good and are well known to all staff.

42. Pupils' personal development is monitored very effectively on an informal basis, as teachers know their pupils very well. However, the school does not have formal measures in place for monitoring and tracking pupils' personal development, unless their behaviour or attitudes are a cause for concern, in which case they are carefully monitored by the special educational needs co-ordinator. Very good systems are in place for monitoring and promoting good behaviour, and teachers make very good use of praise and sanctions in class. Pupils respond very well to the system of team points which are awarded for achievement, good behaviour, or acts of kindness to others. A weekly celebration assembly is held, to which parents are invited, and this provides a good opportunity for pupils' hard-work, good behaviour and kindness to be acknowledged and shared. The school's systems of rewards and sanctions are consistently used in all classes, and this means that pupils know exactly what is expected of them, and what constitutes preferred or unacceptable behaviour.
43. The school provides good general levels of support for pupils with special educational needs, although targets in their individual education plans are not always sufficiently precise, and this sometimes makes it difficult for teachers to match work closely to pupils' individual needs. The school has established effective links with other agencies to ensure the provision outlined in statements of special educational needs is implemented. The special educational needs co-ordinator is responsible for liaising with a wide range of other professionals, parents, carers and other schools. These duties are undertaken diligently as is the organisation of annual review meetings. The school implements a range of satisfactory assessment procedures to identify pupils with special educational needs and to ensure compliance with the Code of Practice. However, they need to be implemented more rigorously in Year 3 so that pupils who are experiencing difficulties can be more quickly identified when they start school.
44. The school's procedures for monitoring and improving attendance are satisfactory. However, the school's overall rate of attendance is below the national average, and more needs to be done to explore ways in which attendance can be improved.
45. The monitoring and recording of pupils' academic performance are good overall, and this aspect of the school's work has improved significantly since the last inspection under the leadership of the assessment co-ordinator. New procedures have been put into place, some of which are still developing. Teachers assess pupils informally throughout lessons and they have a good knowledge of the progress being made by pupils in their classes. In most lessons, learning objectives are outlined and shared with pupils at the beginning of each lesson, and evaluated at the end. Pupils develop a good understanding of their own learning as they move through the school as they work towards their individual and group targets.
46. In addition to the statutory end of Key Stage 2 national tests, the school uses annual tests in English, mathematics and science at the end of Years 3, 4 and 5 to measure pupils' attainment. The school makes satisfactory use of the data collected from these tests to monitor and track pupils' attainment and progress, and is starting to develop more rigorous procedures for analysing and interpreting the results in detail to identify clear and precise areas for whole-school development. The school has a policy for assessment in most of the foundation subjects, although these assessments have only recently been introduced, and their impact in raising standards is therefore not yet measurable.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Since the last inspection, the school has developed its relationship with the parents, and there is now a strong and good partnership between home and school. There are high levels of parental satisfaction, and parents praise in particular the quality of teaching and the leadership and management of the headteacher. Parents agree that their children enjoy coming to school and appreciate the amount and range of information the school provides. A few parents would like more guidelines about how homework is to be completed, and the school is happy to provide this. There is an active 'Friends of Meadowhall' group that provides a range of interesting social events which have been successful in raising additional funds for resources for the school.
48. The headteacher and staff are easily accessible and approachable, and the headteacher is often on the playground at the start and end of the school day to deal with any minor issues that arise. This regular contact with parents is beneficial and prevents minor concerns from developing into major worries. The quality of information provided for parents is good and has improved since the last inspection. Regular newsletters keep parents informed about what is going on in school, and reports of pupils' progress are detailed. Parents are invited into the school for whole-school activities such as performances and class assemblies, and these occasions are well supported.
49. Many parents demonstrate an involvement and interest in the work their children carry out at home and offer satisfactory guidance and support with reading and research projects. However, some parents do not support their children enough with homework, and do not encourage the children to complete and return set homework tasks. This makes it particularly difficult for teachers when the homework is in preparation for classwork.
50. Parents of pupils with statements of special educational needs are appropriately involved in annual review meetings. They are invited to contribute both in writing and verbally to discussions about the continuing needs of their child and the progress they have made since the previous review. However, until the recent appointment of the new special educational needs co-ordinator, the school was less efficient in consulting with parents of pupils who do not have statements, and tended to inform parents about the school's provision rather than involving them in setting targets, some of which might be achieved at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The overall quality of leadership and management in the school is good, and has improved since the time of the last inspection. The current headteacher was appointed just over three years ago, and he provides very good leadership for the school. In addition to addressing the key issues arising from the last report, the headteacher has, with the full support of the staff and Governing Body initiated a variety of other improvements which are having a positive impact on standards and the quality of education provided. The headteacher leads and manages the school in an efficient and most effective manner, and his strong leadership gives the school a clear educational direction. The deputy headteacher, senior management team and subject co-ordinators ably support him in his work and there is a very good team spirit amongst the staff. The very valid aims of the school are well reflected in the work of the school, and there is a most positive ethos that is founded on good personal relationships.

52. Governors successfully fulfil their statutory duties in helping to shape the direction of the school, and their involvement in the running of the school is good. The Chair and Vice-Chair, in particular, are keenly involved in school life, and are very supportive of the headteacher and staff. All governors are active in formulating, supporting and monitoring initiatives for school improvement, especially in relation to the school development plan. They are frequent visitors to the school, and are committed to carrying out their monitoring roles in their particular areas of responsibility. Each governor has a curriculum link, and this is effective in bringing staff and governors together to discuss developments within the individual subjects, and in ensuring that governors are fully informed about the life and work of the school.
53. The monitoring and evaluation of teaching and learning is satisfactory, and has improved since the previous inspection. The headteacher and the deputy headteacher observe lessons regularly and provide feedback to teachers. The feedback from the monitoring visits is very supportive, but not always sufficiently critical, and the many aspects of good practice that have been identified have not been shared. A number of subject co-ordinators have taken part in some limited monitoring of teaching and learning, and plans are now in hand for this to happen more frequently, especially in the foundation subjects where there is some variation in the quality of teaching and learning. The monitoring of the curriculum and pupils' overall attainment by the headteacher and senior staff, is very effective. Extensive data is collected, to measure both progress within the school, as well as the school's progress in relation to other schools. Clear targets are set, and a close check is kept on the school's performance in relation to them. The action taken to improve the performance of pupils in mathematics is currently not as successful as it is in other areas.
54. The provision for pupils who have special educational needs is satisfactory overall, and is improving under the leadership of the recently appointed co-ordinator. The school is aware of the need for staff to undergo training in the writing of individual education plans to ensure that the targets are sufficiently clear, precise and measurable, and this is a planned area of whole-school development. Currently the co-ordinator does not have enough time to monitor the quality of individual education plans or to work with colleagues. The school has an appropriate policy for special educational needs which is due for review, and there is a named governor with responsibility for this aspect of the school's work. The school provides a good level of resources and staffing to meet the needs of pupils with special educational needs, and the needs of pupils with statements are fully met.
55. The school is fully committed to the notion of social inclusion and has a strong equal opportunities policy which is fully implemented in practice. Pupils throughout the school have full and equal access to all extra-curricular activities and to the statutory curriculum. However, because of the split-site nature of the school, there is no disabled access to the main building, and no disabled facilities. There is disabled access to the Year 5 and Year 6 demountable classrooms, and some of the toilet facilities in this block have been appropriately modified. The school has recently created a mixed age class which contains the highest attaining pupils from Year 4, Year 5 and Year 6. Whilst this arrangement works satisfactorily for some subjects, such as English, mathematics and science, because the basis on which these pupils were selected was their attainment in these subjects, it is less effective in subjects such as music and physical education where there is a significant difference in the level of maturity of the youngest and oldest pupils. The class has only been operational for a few weeks, and the school is already aware of the need to monitor the progress of the pupils very closely to ensure that this provision fully meets their social, emotional and academic needs.

56. The financial management of the school is much improved, and is now very good. The school's budget is very well monitored by the Governing Body. Finances are linked very closely to the targets in the School Development Plan, which fully addresses appropriate areas for school improvement. The local 'Small Education Action Zone' has provided the school with considerable funding, which has enabled it to establish a very well equipped computer suite. This facility, together with the input of a highly qualified and well motivated member of staff, has had a most significant effect on the provision for information and communication technology within the school, as well as on the standards being achieved by pupils. There are clearly defined routines and systems which enable the headteacher and governors to monitor the deployment of resources, and in the main, the school's resources are used very effectively. However, the use of classroom support staff is not always based on the needs of individual classes. For example, more support would be beneficial in Year 3, where the class sizes are large. This would be especially valuable when pupils join the school at the start of the academic year, to ensure that pupils settle quickly into the routines of the school, and to enable the teachers to give more individual support to low attaining pupils, and those who have special educational needs, so that they can make the best progress possible. The principles of best value are well used when measuring improvements in the quality of teaching and standards achieved, and when purchasing services and resources.
57. Day-to-day financial management and administration are good. Routine administrative procedures operate efficiently and unobtrusively. The office manager and administrative assistant give good support to both staff and pupils. Good use is made of information technology systems to maintain financial control and accountability. This administration effectively supports the smooth running of the school.
58. The school has enough suitably qualified staff to meet the needs of the curriculum. Responsibilities for curriculum areas are effectively shared amongst the staff. However, with ongoing staff turnover teachers are not always responsible for managing the subject for which they are best qualified. At the time of the inspection there was no member of staff who was responsible for the music curriculum. There are very good procedures in place for supporting newly qualified teachers, and all staff new to the school are properly briefed and given good levels of support from their colleagues. Teachers are regularly appraised, and this appraisal, together with the priorities of the school development plan, is used as a basis for planning their training. The classroom support staff are generally used to good effect and work well with individuals and small groups of pupils. Lunchtime supervisors have good relationships with the pupils and this helps to make lunchtimes pleasant social occasions. Catering staff prepare a selection of nutritious meals each day which are very much appreciated by the pupils. The caretaker and cleaning staff maintain the building to a good standard.
59. The accommodation is satisfactory overall, but is shabby in parts, reflecting its age. The split-level nature of the site poses problems in terms of moving the pupils, which the school overcomes very successfully. Classrooms are generally of an adequate size, although some need to be organised carefully in order to enable pupils to participate in practical lessons, such as science. The newly established information and communication technology suite is a very good resource which is very well used. The hall is used for a variety of purposes during the day including assemblies, physical education lessons and lunches. The building has limited safe storage space for furniture and learning resources. The location of the small library is unsatisfactory. It is not easily accessible to some pupils, as it is located at the end of a wing of the main building which is some distance from Year 5 and 6 classrooms, which are in separate demountable buildings. There are a variety of good quality displays throughout the

school reflecting the activities, work and achievements of the pupils. The school grounds are extensive and well maintained. However, the playgrounds and areas of hard standing are in a poor state of repair and the many flights of concrete steps are uneven and some do not have handrails. A very pleasant environmental area has been created with a pond and marsh, wild flowers and a willow dome. The school also has a large and very well used sports field.

60. Most subjects are adequately resourced, but there are not enough good quality resources to support teaching and learning in history, geography and music. Resources are particularly good for information and communication technology.
61. Taking into account the use of available resources, the quality of teaching and learning, the progress and standards achieved by pupils, the improvement since the last inspection and the income that is received, the school gives good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

To raise standards in mathematics the headteacher, staff and Governing Body should:-

- ensure the rigorous implementation of the National Numeracy Strategy in all classes;
- improve pupils' mental skills;
- use assessment information to ensure that work is closely matched to the needs of different groups of pupils.

(paragraphs 3, 21, 31, 68 – 73)

To raise standards in geography the headteacher, staff and Governing Body should:-

- ensure that enough time is allocated to the subject in all classes;
- make more use of the expertise of the newly appointed co-ordinator to increase the knowledge of other staff.

(paragraphs 10, 22, 31, 92 – 94)

To ensure greater consistency in the quality of teaching within year groups and subjects the school should:-

- be more rigorous in the monitoring of teaching and learning so that good practice is identified and shared, and so that weaknesses in teaching can be identified and addressed;
- make better use of the expertise of individual subject co-ordinators by enabling them to work alongside colleagues, and by involving them in the monitoring and evaluating of teaching and learning in their subjects.

(paragraphs 53, 73, 80, 81, 91, 92, 94, 98, 110, 114, 121, 126)

To improve the rate of progress and the attainment of the lower attaining pupils in Year 3, the headteacher, staff and Governing Body should:-

- make better use of assessment information and procedures to establish which pupils require additional support when they transfer to the school in Year 3;
- provide better quality individual education plans for those pupils who have special educational needs which contain clear, precise and measurable targets;
- provide as much additional classroom support as possible for Year 3 teachers.

(paragraphs 32, 43, 54, 62, 68)

Other minor issues which should be considered by the school:-

- the quality of marking could be improved *(paragraphs 28, 79, 94, 97)*;
- the school should continue in its efforts to increase the rate of whole-school attendance *(paragraphs 18, 44)*;
- the presentation and organisation of pupils' work in subjects other than mathematics and English could be better *(paragraph 94)*;
- the school needs to monitor the progress of the pupils in the mixed age class very closely and should give more attention to meeting the social needs of the youngest pupils in the class *(paragraph 55)*;
- targets in individual education plans are not always sufficiently precise and clear *(paragraphs 32, 43, 54)*;
- there are not enough good quality resources for geography, history and music *(paragraphs 60, 92, 112)*.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

58

Number of discussions with staff, governors, other adults and pupils

31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	25	20	-	-	-
Percentage	3	19	43	35	-	-	-

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	285
Number of full-time pupils known to be eligible for free school meals	N/A	72

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs	N/A	3
Number of pupils on the school's special educational needs register	N/A	53

English as an additional language

	No of pupils
Number of pupils with English as an additional language	17

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	25

Attendance

Authorised absence

	%
School data	4.9
National comparative data	5.2

Unauthorised absence

	%
School data	1.1
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 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	44	30	74

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	35
	Girls	27	25	28
	Total	57	53	63
Percentage of pupils at NC level 4 or above	School	77 (59)	72 (66)	85 (59)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	25	26	30
	Girls	27	25	27
	Total	52	51	57
Percentage of pupils at NC level 4 or above	School	70 (62)	69 (64)	77 (67)
	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	2
Black – other	0
Indian	0
Pakistani	15
Bangladeshi	0
Chinese	0
White	263
Any other minority ethnic group	5

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	1	0
Bangladeshi	0	0
Chinese	0	0
White	1	1
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: Y3 – Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	24
Average class size	27.5

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	125.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
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	£
Total income	518831
Total expenditure	522852
Expenditure per pupil	1822
Balance brought forward from previous year	7305
Balance carried forward to next year	3284

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	285
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	42	3	2	0
My child is making good progress in school.	61	37	2	0	0
Behaviour in the school is good.	51	46	3	0	0
My child gets the right amount of work to do at home.	37	45	12	3	3
The teaching is good.	65	35	0	0	0
I am kept well informed about how my child is getting on.	48	42	6	1	3
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	77	22	1	0	0
The school works closely with parents.	44	50	5	0	1
The school is well led and managed.	50	49	0	0	1
The school is helping my child become mature and responsible.	51	46	0	0	3
The school provides an interesting range of activities outside lessons.	51	40	3	3	3

PART D:

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

ENGLISH

62. The results of the 2000 end of Key Stage 2 national tests show that pupils' attainment is in line with the national average. This maintains the position identified at the time of the previous inspection, but represents a significant improvement over the intervening period when there was a fall in standards. The results for the 2001 end of key stage tests present a very similar picture to that of the previous year. The inspection findings indicate that standards are in line with national expectations. Standards when pupils start school at Year 3 are generally below the national average in reading and writing, although they are starting to improve year by year. Pupils of all abilities make good progress across all aspects of the English curriculum as they move through Key Stage 2. However, the school needs to do more for Year 3 pupils to increase the rate of progress of the lowest attaining pupils if standards at the end of the key stage are to be significantly raised.
63. Speaking and listening skills are satisfactory throughout the school, and teachers have high expectations of the pupils in this aspect of their work. There is some variation in the quality of pupils' speaking skills between classes, and some of the younger pupils, and lower attaining pupils throughout the school, struggle to express their ideas clearly because they have limited vocabularies. Teachers provide good opportunities for pupils to take part in class discussions, and the most effective teachers ensure that as many pupils as possible make a contribution. Through the use of praise and carefully phrased questions, teachers effectively encourage some of the more reluctant pupils to share their ideas, and this gives the pupils confidence in their learning. During the inspection there were some very good opportunities for pupils to speak in different contexts. For example, a group of Year 3 pupils enacted a short section of a play about the 'Pied Piper of Hamelin'. Pupils understood that they needed to alter their voices to convey a range of different emotions, and also to represent the character they were playing. Pupils in all year groups listen carefully to their teachers, and the higher attainers in all year groups ask sensible and very relevant questions. Of particular note is the way in which pupils listen in whole-school assemblies. Without exception pupils concentrate extremely well on what is being said, and listen with unusually high levels of attention.
64. Overall, by the end of the Year 6, pupils' attainment in reading is in line with national expectations, although there is a wide spread of ability, with some pupils attaining standards that are beyond the expected level, and some pupils not attaining the expected level. The school has worked hard and successfully to raise standards in reading over recent years, and this is reflected in the improving standards in this aspect of the pupils' work. There are daily whole-school reading sessions which are having a positive impact on standards, and which enable teachers to spend time with individuals who are experiencing difficulties. Teachers effectively promote reading as a pleasurable activity and during the inspection, two whole-school assemblies were devoted to books and literature. Pupils responded with noticeable expressions of awe and wonder as the headteacher shared his 'special' books, including a very old Bible, which pupils were invited to view and handle. As they move through the key stage, pupils encounter a wide variety of different types of books, and by the end of the key stage, they talk knowingly and enthusiastically about their favourite books. Authors such as J K Rowling, Roald Dahl, Anne Fine, Brian Patten and Roger McGough are

popular with the pupils, and are the main choices of pupils when selecting books to read for pleasure. Pupils are given good opportunities to develop critical appraisal skills, such as during the inspection when some good comparisons were drawn between prose and playscript as pupils in Year 4 studied Gene Kemp's 'Turbulent Term of Tyke Tyler'. This choice of text was very popular and had really captivated the pupils' interest and enthusiasm. In addition to the range of fiction reading materials, pupils also have access to a limited but useful stock of information based literature which is used effectively to support their work in other subjects. By the age of eleven most pupils effectively carry out individual research, and the higher attaining pupils make good use of skills such as skimming and scanning to quickly pick out important information.

65. Standards in writing are in line with national expectations for pupils when they reach the age of eleven. Pupils pay good attention to spelling and grammar in their written work, and most work is neatly presented, although not all pupils consistently use pen or joined script. The highest attaining pupils in each year group try hard to make their written work interesting, by using adjectives, adverbs and direct speech to bring their work to life. However, the work of the lowest attaining pupils sometimes lacks interest and clarity, because pupils use only a very limited vocabulary. The idea of sequencing ideas is well taught in all classes, and pupils are aware of the need to plan their work to ensure that the structure is clear and that all main points are addressed. There are some good opportunities for pupils to use and practise their writing skills in other subjects, such as in history when pupils write factual accounts, or in science where pupils write instructions or reports about experiments they have carried out. However, these opportunities are not consistently provided in all classes. In some English lessons, the amount of time available for pupils to record their work is sometimes limited because introductions are too long. This means that it is not always possible for pupils to complete writing activities to a satisfactory level in the time allowed. Throughout the key stage there are good opportunities for pupils to use information and communication technology to support their work in English. For example, in a lesson seen during the inspection, Year 6 pupils made very good use of the 'interactive white board' to highlight phrases which would be features of biographical or autobiographical accounts. Pupils also make effective use of computers for drafting and editing their written work, and appreciate the capacity of computers for organising text in an attractive manner, and for checking spelling quickly.
66. The quality of teaching and learning in English is good overall, but variable within and between year groups. During the inspection the quality of teaching ranged from satisfactory to excellent. Where the teaching and learning are satisfactory, introductions are too long, and pupils do not have enough time to complete their written tasks. In these lessons, pupils start to lose interest, and their concentration lapses. Where the teaching is very good or excellent, the pace of lessons is very brisk, and pupils are very motivated and are swept along by the enthusiasm of their teachers. Teachers throughout the school have suitably high expectations of pupils of all abilities, including the highest attaining pupils and those who have special educational needs. However, in the Year 3 classes, teachers would benefit from more classroom support so that the lowest attaining pupils can receive more individual attention which would enhance their progress. Literacy lessons are well planned, and teachers share the purpose of the lesson with the pupils. This is an effective strategy, as pupils know exactly what is expected of them. Teachers in all classes make very good use of rewards to motivate pupils in their learning. They are also very effective in the way in which they use praise and encouragement to give pupils confidence. Teachers make very good use of the recently installed computer suite both as a teaching aid, such as when they make demonstrations using the 'interactive white board', and as a learning resource, when pupils use computers to support their

learning. Pupils enjoy their work, and most take an active part in lessons, although some of the younger pupils are a little reluctant to take part in class discussions. Pupils generally have a clear understanding of the strengths and weaknesses in their learning, and the use of group and individual targets helps pupils to focus on areas for development. The quality of marking is inconsistent throughout the school, and overall, it is not sufficiently helpful in showing pupils how they might improve their work.

67. The recently appointed co-ordinator for English has not been in post long enough to have had an impact on standards throughout the school. Though only recently qualified she has a long-term vision for the teaching of literacy and has the infectious enthusiasm to carry the school forward. The subject has benefited from the recent purchase of a new core reading scheme and resources are satisfactory overall. Pupils have access to a limited library, and have a good understanding of the nature and purposes of the library and the ways in which it can support their learning. The school has successfully implemented the National Literacy Strategy, and literacy skills are satisfactorily promoted across the curriculum. Staff keep good records of pupils' achievements and progress, and they have a good knowledge of their pupils as individuals. The analysis of the data available from the national tests is being used to inform planning and in the setting of new targets for teachers and pupils.

MATHEMATICS

68. The results of the end of Key Stage 2 national tests for the last four years indicate that pupils' attainment at the age of eleven is below the national average. The school's results for 2001 are very similar to those of the previous year although slightly more pupils achieved the higher level 5 in the tests. The inspection findings confirm that pupils' attainment is below national expectations, and indicate that standards could be higher than they are currently. Standards are broadly the same as they were at the time of the last inspection. Pupils' attainment when they join the school in Year 3 is generally below the national average, with very few pupils attaining beyond the expected level. The school is not doing enough to support the lower attaining pupils when they start in Year 3, by quickly identifying those pupils who are experiencing particular difficulties, and by providing additional classroom support so that more pupils can receive the individual attention they need. Overall pupils make satisfactory progress as they move through the key stage, with the exception of mental mathematics where their progress is unsatisfactory.
69. By the age of eleven, most pupils are able to satisfactorily undertake an appropriate range of practical and problem solving activities, although a small number of pupils in most year groups have difficulty in finding the correct language to explain their work clearly and concisely. In particular they find it difficult to identify the correct form of computation required in order to answer a problem, and often require a great deal of support from their teachers when solving problems that are presented in words. Although some opportunities are provided for pupils to use and apply their mathematical skills in other subjects, these are limited, and pupils do not have enough opportunities to use and apply their knowledge and understanding in 'real-life' contexts.
70. By the end of the key stage, most pupils are confident in undertaking work in addition and subtraction, and they have a secure knowledge of place value up to seven figures. Many pupils recognise negative numbers, but are not always sure when this knowledge might be useful or relevant in 'real-life'. Pupils have been introduced to decimals, to two places, and many use them accurately in the context of measurement and money. Most pupils have a clear understanding of fractions, although a few have

difficulties identifying equivalent fractions, and linking them to percentages. A significant number of pupils in all classes do not know the 'times-tables', and few pupils have immediate recall of multiplication facts or number bonds. Pupils' mental agility is very slow, and this has an adverse effect on their written work, especially when they are carrying out calculations involving multiplication and division. Although teachers incorporate mental mathematics sessions into numeracy lessons, the pace of these sessions is often far too slow, and the teaching and learning are insufficiently rigorous.

71. Pupils' knowledge of aspects of shape, space and measure is weak at the end of the key stage. Many pupils can name a range of angles, such as acute and obtuse angles, and name and identify an appropriate range of two and three dimensional shapes. However, their ability to make generalisations about the properties of shapes, based on the number of sides, edges and corners is limited. Whilst many pupils are able to calculate the area and perimeter of simple shapes, a small number of pupils confuse the two ideas. Many pupils successfully explain the concept of probability, readily using the correct vocabulary. Pupils collect data on a variety of issues, such as in Year 6, where pupils collect information on their favourite singers and football teams, and successfully produce a range of suitable graphs to display their findings.
72. The quality of teaching and learning is satisfactory, overall, but there is some variation between and within year groups. An example of excellent teaching was seen during the inspection, but in most lessons the quality of teaching is satisfactory, and could be better. Not all teachers make appropriate use of mental mathematics sessions at the beginning of lessons, and some introductory discussions are far too long, and lacking in pace. Teachers are very aware of the need to extend pupils' mathematical vocabulary, and they are usually careful to address this issue during lessons. Teachers make careful allowance for the provision of practical and problem solving activities, successfully recognising this as an area for development in pupils' work. On occasions teachers plan for the provision of work to suit pupils' particular needs, although at other times, opportunities to do this are missed, with pupils of different abilities being presented with very similar work. Teachers generally have sound subject knowledge, providing clear instruction and much well directed support, and, as a result, pupils, including those with special educational needs, usually make satisfactory gains in their knowledge and understanding. Where teaching is of a high standard, teachers' subject knowledge is particularly secure, mental activities are carried out very well, lessons are exceptionally brisk in pace and expectations are high. On these occasions, pupils make very good progress in developing their mathematical knowledge during the lesson. Most pupils enjoy their work, and, although on occasions some are difficult to motivate at the start of lessons, they usually settle to written and practical tasks with interest. They work well with other pupils when required, and show very good levels of co-operation. Pupils are always well behaved, and most take care with the presentation of their work. Teachers usually mark pupils' work promptly, but appropriate comments of advice and praise are not always added, and this means that pupils do not always know how to improve their work further.
73. The school utilises the National Numeracy document as its scheme of work, and suitable plans have also been drawn up to identify the work that should be covered by different classes. However, the implementation of the National Numeracy Strategy is not sufficiently rigorous in all classes, and this is having a detrimental effect on pupils' learning and on the progress they make. The co-ordinator is knowledgeable and hardworking, but she currently has only limited opportunities to monitor the work being undertaken in class. She is fully aware of the main weaknesses that exist in pupils' learning, such as those relating to problem solving and the pupils' lack of immediate recall of number facts. The co-ordinator has improved the range of resources in the

school, and they are satisfactory in both range and quantity. Assessment procedures are used effectively to track and monitor pupils' attainment and progress, but the information is not always used effectively to match work closely to the needs of different groups of pupils. Information and communication technology is now used successfully as a tool for pupils' learning, through the provision of computer programs to help develop pupils' mathematical understanding and skills, and especially to illustrate their work in data handling. This is an improvement since the previous inspection.

SCIENCE

74. The end of Key Stage 2 national test results for 2000 show that pupils' attainment is in line with the national average. The 2000 test results reflect a significant improvement from previous years when standards were well below the national average. The test results for 2001 present a very similar picture to that of the previous year. The inspection findings indicate that pupils' attainment at the end of the key stage is in line with national expectations. Pupils of all abilities, including the higher attainers and those who have special educational needs, make good progress as they move through the key stage.
75. Teachers provide a good range of opportunities for pupils to carry out investigations and experiments, and pupils' skills of investigation and experimentation are satisfactory overall. However, in some classes, not enough emphasis is placed on pupils setting up their own investigations, and this prevents a few very high attaining pupils from achieving their full potential. Pupils of all ages show a natural curiosity through asking questions, and enjoy the challenge of finding things out for themselves. Most pupils have a secure understanding about how to modify an experiment by changing an element of a test, and know that only one variable should be changed at any one time. Pupils have a clear understanding of the features of a fair test, and accurately interpret test results and evaluate scientific evidence. However, some pupils have difficulty explaining their ideas because of a lack of scientific vocabulary. Where the best teaching occurs, good opportunities are provided for pupils to predict, test and record their findings. A good example of this was seen during the inspection, in a Year 5 lesson, when pupils considered the best materials to use as conductors or insulators of electricity.
76. Throughout the key stage pupils acquire satisfactory knowledge and understanding of life processes and living things. As they move through the key stage, pupils learn about the human body, and pupils in Year 3 have recently undertaken work about diet, lifestyle and health. Pupils study the digestive system, and the function of muscles, bones, joints and the skeleton. Pupils carry out investigations into the impact of exercise on their pulse rate and breathing patterns, and this work gives them a secure understanding of how and why exercise affects the heart. By the time pupils are in Year 6 they have a clear understanding of the interdependence of plants and animals and know that both have particular characteristics, and similar requirements for growth and reproduction.
77. Pupils' knowledge and understanding of materials and their properties are satisfactory. Younger pupils accurately describe the similarities and differences between different materials, and are aware of the effects of heating or cooling water and chocolate. In discussion they explain how some of these changes are reversible, whilst others are not. For example, they know that chocolate will solidify after it has melted, but that once eggs are cooked they cannot be returned to their raw state. As they move through the key stage, the pupils' knowledge increases and they learn how mixtures

can be separated and how some substances dissolve in liquid at various temperatures.

78. Pupils are confident in their work about physical processes, and their attainment in this aspect of the science curriculum is at the expected level by the end of the key stage. Pupils' knowledge of how to construct simple and complex circuits is secure, and, through their work about materials, pupils are aware of the function of conductors and insulators. The oldest pupils have a basic level of knowledge and understanding about the earth and beyond, and the highest attaining pupils accurately explain the relationship between the sun, the moon and the earth. Pupils' understanding of friction and forces is satisfactory, although pupils who have only a limited scientific vocabulary find this aspect of their work difficult to explain.
79. The quality of teaching and learning in science is good overall, but is variable. During the inspection, the quality of teaching ranged from satisfactory to very good. Where the teaching and learning are of very good quality, teachers have a good subject knowledge, and are able to promote pupils' learning through well chosen questions and open-ended activities. Pupils respond with very high levels of enthusiasm and confidence and are very keen to find things out for themselves. Where the teaching is satisfactory, teachers often over-direct the activities and this prevents pupils from pursuing their own lines of enquiry, and from making important mistakes which would actually enhance their understanding. There are times when introductions are too long and pupils start to become fidgety. Some good links are made with other subjects, such as using circuits in design and technology, and teachers are starting to make good use of information and communication technology to enhance their teaching and to support the pupils' learning. Teachers work hard to improve the standard of pupils' scientific vocabulary, and they make good use of appropriate terminology in their teaching. Most pupils work hard in lessons and show good levels of concentration and perseverance. However, the youngest pupils need a great deal of adult support, and sometimes have difficulty in organising their own learning. Lesson objectives are often shared with pupils and this gives them a good understanding of what is expected of them, and a basis against which they can measure their achievements. The quality of marking is very patchy, and teachers' comments do not always provide enough suggestions for improvement. Some good use is made of homework in the upper part of the key stage to support and extend pupils' learning.
80. The co-ordinator provides good leadership for the subject and has a very clear view about the areas relating to the subject which are in need of further development, including the development of assessment systems, the use made of assessment to inform planning, and the monitoring of the quality of teaching and learning through classroom observation and the scrutiny of work. The quality of the science curriculum is satisfactory. The school has adopted a new scheme of work and this has improved the quality of teaching and learning. In the past, science was often taught as part of pupils' topic work, and this resulted in inconsistent coverage of the National Curriculum programmes of study. Within each year group, teachers plan together and this is effective. However, because pupils do not record their work in exercise books, but on loose sheets of paper, it is difficult for teachers to maintain accurate records of what each pupil has achieved, as work is often undated, untitled, and is sometimes misplaced.

ART AND DESIGN

81. By the end of Key Stage 2, pupils' attainment in art and design is in line with national expectations. Pupils of all ages and abilities, including those with special educational needs, make good progress as they move through the key stage, especially in developing their drawing skills. Standards are broadly the same as they were at the time of the last inspection, although the quality of teaching has improved, and the school now provides a broader range of activities, including more three dimensional work. The subject is well led and managed, although the co-ordinators do not have enough opportunities to work alongside colleagues, or to monitor teaching and learning through classroom observations. The subject is well resourced, and the school has its own kiln which enables pupils to fire and glaze some of their clay work. Attractive displays of pupils' work around the school do much to enhance the learning environment, but not all displays are labelled and annotated to show what techniques the pupils have used, or the focus of the activity.
82. Pupils make good progress in developing drawing skills, and this is an aspect of the art and design curriculum that is particularly well taught in most year groups. In Year 3, pupils' drawing skills are very immature, and teachers help them to learn how to develop a sense of proportion in their work by encouraging them to study the work of well-known artists. Pupils have recently produced detailed pencil drawings of landscapes, using the work of Van Gogh as inspiration, and this work shows the impact of good teaching. As they move through the key stage, pupils learn how to use different types of marks for shading, and most pupils know that different grades of pencil produce quite different effects. Pupils consider the effect of different types of lines, such as broken, wavy, circular and zig-zag lines, and in the lower part of the key stage have used lines to represent feelings such as happy, sad, crazy, scary and confused. By the end of the key stage most pupils use shading effectively, and some of their drawings, such as still life pictures in pastels and chalk, are of good quality. In a Year 6 lesson seen during the inspection, the teacher was very effective in the way in which she showed pupils techniques for making cartoon figures appear as if they were moving, and the resulting work was of a good standard. Pupils make effective use of their sketch books to practise drawing skills.
83. Pupils make satisfactory progress overall in their three dimensional work, and some of the pieces they produce are of good quality. However, pupils do not have enough opportunities to work creatively with textiles, clay and natural objects, or to produce work in different scales. There are some opportunities for pupils to use textiles for collage work, such as when Year 5 pupils produced Tudor portraits using card, fabric, wool and lace, and when they used fabric for tie-dyeing, but there are currently no opportunities for pupils to learn techniques such as batique, or appliqué, or for them to use textiles as a medium for expressing their own ideas. Pupils have experience of using the school kiln, and understand the processes of glazing and firing clay, and have produced a range of small models and pots. The area of sculpture is underdeveloped throughout the school, and is an aspect of the art and design curriculum that the co-ordinators have identified for further future development.
84. Pupils make good progress in developing their painting skills, and the most talented pupils in each year group achieve high standards in this aspect of their art and design work. Pupils are encouraged to mix their own colours, and to consider the texture of the paint they are using. Pupils use a variety of different sized brushes, for example Year 3, pupils have used very fine brushes when painting flowers, enabling them to incorporate a great deal of detail. Pupils are encouraged to use different types of paper for their painting, such as water-colour paper, and tissue paper, and this enables them to appreciate the different effects that can be achieved. However, pupils rarely use

paper of different sizes and shapes, and this means that most of the finished products are often very similar. Pupils acquire a satisfactory range of printing skills, and achieve satisfactory standards in this aspect of their art and design work. Pupils use a variety of techniques and objects for printing. For example, Year 4 pupils made a pattern from string on a piece of polystyrene which they then used to produce attractive repeated patterns showing 'relief and impression'. Younger pupils experiment with finger printing techniques as part of their work about colour mixing and texture.

85. Pupils in all year groups have very good opportunities to use computers to support their art work. Year 6 pupils have recently been using computers to reproduce the picture by Matisse entitled the 'Snail'. This work gave them the opportunity to consider the style and structure of Matisse's work in some depth, and also gave them practise in creating and moving shapes around the screen, overlapping them where necessary. Year 4 pupils have been developing their understanding of repeated pattern, and have started to design wrapping paper. The use of computers to support this art and design work has been of great benefit, as pupils have gained an appreciation of the capacity of computers in design work as they repeatedly changed the background colour of their work to find the one they preferred.
86. By the end of Year 6, pupils have had the opportunity to study the work of a variety of well-known artists and craftspeople, although they have only limited opportunity to look at the work of artists outside Europe. Pupils observe carefully, noting features such as colour, light, texture and tone, and some of the higher attaining pupils in the upper part of the key stage explain the very distinct styles of artists such as Picasso and Hockney. Although pupils in the lower part of the key stage regularly look at the work of other artists, most have difficulty in recalling their learning.
87. The quality of teaching and learning in art and design is good overall, but is too variable across the key stage, because of differences in the teachers' level of expertise. In those classes where art and design is taught particularly well, pupils achieve high standards in their work, and make very good progress. Where the quality of teaching is just satisfactory, this is reflected in the standard of the work the pupils produce. Art and design is taught regularly in all classes, and all lessons are well prepared and planned. Teachers make good use of assessment information to ensure that pupils' previous learning is built upon, and during the course of the key stage pupils acquire a satisfactory range of skills, knowledge and understanding. Pupils of all ages and abilities respond very well to art and design lessons, and show very good levels of collaboration and co-operation. Pupils are keen to take on board their teachers' suggestions for ways in which they might improve their work. For example, during the inspection, Year 3 pupils, who were struggling to draw human bodies, listened carefully to the teacher's explanation of proportion, and then effectively applied this information to their own work. Teachers encourage pupils to make effective use of sketch books for practising mark-making and drawing skills, but do not make enough use of sketch books for preparatory work. Occasionally homework tasks are linked to art and design, but generally teachers do not make enough use of homework to extend the pupils' learning. The way in which aspects of art and design are taught through information and communication technology is a strength of teaching in all classes, and reflects the school's commitment to ensuring that pupils appreciate the capacity of computers in the modern world. The subject is effective in promoting aspects of pupils' spiritual, moral and social development, but even more could be done to raise pupils' awareness of the art and design of other cultures.

DESIGN AND TECHNOLOGY

88. Standards in design and technology are above national expectations at the end of the key stage. This represents a significant improvement since the previous inspection when standards and teaching were judged to be unsatisfactory. The recent introduction of a new policy and the adaptation of the national scheme of work have placed the subject on firmer ground and have ensured that it is accorded proper status within the school's curriculum. All pupils, including those with special educational needs make good progress as they move through the school.
89. By the age of eleven, pupils have used a wide range of design and technology materials including paper, wood, card and 'found' materials. Pupils know the various techniques by which materials can be joined, and are aware that the choice of joint and joining method are determined by the materials being used and the purpose for which the product is intended. Pupils have a very good appreciation of the need for making an initial design, and appreciate that there are often changes that have to be made during the making process. Pupils try hard to ensure that the quality of the finished product is acceptable, and understand that commercially, the appeal of a product often lies in its appearance. Younger pupils often struggle with making initial plans and designs because their drawing skills are limited when they start school in Year 3, but even from an early age, pupils know that the initial plan must take account of the resources and materials to be used and the method by which they are to be combined or joined. Although some pupils in all year groups have difficulty in transferring a two dimensional design into a three dimensional model, they become noticeably more skilled in this as they move through the school. Older pupils make sensible and accurate evaluations of the products they make, commenting on the extent to which the outcomes reflect the initial designs.
90. The teaching of design and technology is good overall, but varies within and between year groups according to the levels of expertise and knowledge of individual teachers. Teachers throughout the school now place good emphasis on the design element of the subject, and encourage pupils to consider the materials they will need, and the ways in which they will go about making their products or models. Where the teaching is most effective, teachers provide good opportunities for pupils to develop independent learning skills and to solve problems. This was particularly evident in a Year 3 lesson seen during the inspection where the teacher set pupils the task of making monsters with moving parts. As the lesson developed, some pupils considered the notion of 'motor power' to make their models move, and became very enthusiastic as they set about considering whether this was possible. Pupils of all ages approach design and technology lessons with high levels of enthusiasm and motivation and a genuine willingness to learn and to develop their skills. Where teachers encourage pupils to evaluate their work part way through a session, pupils' learning is significantly enhanced, as they take further account of the way their work is developing and acknowledge the difficulties they are encountering. A good example of this was seen during the inspection in a Year 5 lesson where pupils found a problem when using wheels for their fairground models. The teacher carefully talked the pupils through the problem and raised their awareness of 'gearing' using different sized wheels. Pupils currently do not have design and technology books in which to record their work, and this would be helpful as a point of reference for pupils, and for teachers when assessing pupils' progress. Little use is currently made of homework to support and extend pupils' learning.
91. The subject is efficiently managed and well co-ordinated, and all staff have worked hard to raise standards since the time of the last inspection. The co-ordinator does not yet have time to monitor teaching and learning through classroom observation, but this

is a proposed area of development. The school has introduced effective procedures for monitoring and tracking pupils' progress and attainment but they are in the early stages of implementation and their impact in terms of raising standards is not yet measurable. The school has a good range of resources for the teaching of design and technology but the geography of the school makes storage and access to some of the larger tools and equipment difficult. Currently only limited use is made of information and communication technology to support teaching and learning in design and technology, although pupils have experience of using computers for some of their work in art and design and therefore have an appreciation of the potential of computers for design work.

GEOGRAPHY

92. By the age of eleven, pupils' attainment in geography is below national expectations. Standards have dipped since the time of the last inspection when they were broadly in line with national expectations. Not enough has been done by the school in the intervening period to raise the profile of the subject in the school. The school is now using the national scheme of work to guide planning, but no formal assessment systems are in place, and there are not enough resources to support teaching and learning. The school has recently appointed a geography specialist to work with the co-ordinator and to move the subject forward. During the inspection, her impact was already evident, and pupils are starting to make satisfactory progress. However, until recently pupils' progress has been unsatisfactory, and there are gaps in the learning of older pupils whose knowledge and understanding of the subject are weak. An appropriate amount of time is allocated to the subject in theory, but in practice, geography is not taught regularly or for the designated amount of time in all classes. The role of the co-ordinator in monitoring standards is unsatisfactory.
93. By the end of the key stage, pupils have only a sketchy understanding of world geography. They are aware of differences in climate, and through their study of Chembakoli, a village in India, have some appreciation of the differences between the lifestyle of the people who live there and their own lifestyle in Britain. Pupils' ability to draw comparisons about places within Britain is unsatisfactory. Most pupils are unaware of the impact of location on work, leisure activities and lifestyles. Pupils' mapping skills are unsatisfactory, and pupils have insufficient opportunities to use or draw maps of different scales, or to use atlases and globes. Pupils' knowledge and use of geographical vocabulary are poor, and this makes it difficult for them to explain what they have learned. Older pupils have great difficulty in recalling any of their previous learning, and in part this is due to the fact that work is usually recorded on loose sheets, which makes it difficult for them to go back over their previous learning to refresh their memories. Most pupils have some understanding of the effect of pollution on the environment, and are aware of how the actions of humans can improve or damage an environment. Pupils' fieldwork and enquiry skills are well below the expected level, and pupils do not have enough first-hand learning experiences.
94. The teaching and learning in geography have been unsatisfactory until very recently. Since the appointment of the new co-ordinator some improvements have been made, although the subject still does not have a sufficiently high profile in school. Some very good examples of teaching and learning were seen during the inspection, when pupils were taken on a fieldwork exercise to the local derelict playing fields with a view to considering how the area might be revitalised. However, some teachers do not have the necessary confidence and expertise to teach the subject effectively, and there are weaknesses in teaching and learning which need to be addressed if standards are to be improved. In the lessons seen during the inspection, pupils showed good levels of

enthusiasm for the subject, and responded particularly well to the practical elements of the lessons. Pupils worked hard and showed good levels of interest, although the presentation of their written work is not as neat as it might be. The quality of marking is currently unsatisfactory, and does not show pupils how to improve their work. Not enough use is made of homework to support and extend pupils' learning. Some effective use is made of information and communication technology when pupils research information, but not enough use is made of information and communication technology to support fieldwork or to develop pupils' skills of enquiry, such as data analysis.

HISTORY

95. By the age of eleven, pupils' attainment is in line with national expectations. Pupils of all ages and abilities make satisfactory progress. Standards are the same as they were at the time of the last inspection.
96. Pupils have a secure knowledge about key dates, events and periods in British history. Their level and range of knowledge are adequately developed so they have confidence to explore arguments about past events. Older pupils understand the link between cause and effect, and the highest attainers consider the morality of some of the decisions that were made by key figures. Pupils' experience of the history of other eras and cultures such as the Tudors, Vikings and Victorians is satisfactory. Pupils are given opportunities to examine different perspectives, and to pursue lines of enquiry into aspects they find particularly interesting. For example, when studying the Ancient Egyptians, Year 5 pupils used reference materials to locate information about the kings and pharaohs, objects buried with the dead, mummies, coffins and the gods. Some good opportunities are provided for pupils to examine primary evidence, such as artefacts, although not all pupils are confident about the distinction between primary and secondary evidence. As they move through the key stage pupils develop their knowledge and understanding of ancient civilisations. In Year 6 effective links are made between geography, history, art and literacy. Pupils design their own vases in the style of the Ancient Greeks, they retell well known Greek myths and legends and they evaluate the legacy inherited by modern Greece by comparing secondary sources of evidence located in books and travel brochures.
97. The quality of teaching is satisfactory overall. It is however variable between classes and within year groups, depending on the teachers' levels of interest and expertise. Some good examples of teaching and learning were seen during the inspection. In these lessons, the teachers were able to enthuse the pupils because of their own interest in the subject. They were able to bring the subject to life, and presented the material in a way that the pupils would easily understand. Very good use is made of visits as a stimulus to some units of study. For example, Year 4 pupils had recently visited Gainsborough Old Hall, and this visit gave them real insight into life in Tudor times. In subsequent lessons, pupils drew effectively on this experience when discussing Tudor banquets and entertainment. Where activities are particularly challenging, pupils show very good levels of concentration and an eagerness to learn. However, in some lessons, teachers lack confidence in teaching the subject, and learning is not as effective as it might be. In these lessons, introductions are far too long, activities are insufficiently challenging and pupils start to become restless. In some classes good use is made of homework to support pupils' learning, but the setting of history homework is not consistent throughout the school. The marking of pupils' work is too variable, and does not always show pupils how to improve their work further.

98. The co-ordinator has only had responsibility for the subject for a very short time. However, the headteacher has made provision for her to have time to monitor standards of teaching and learning throughout the school in the near future. This, together with the planned introduction and use of assessment will help teachers plan a more consistent and comprehensive range of learning opportunities for pupils. Thought is also being given to ways in which pupils can be encouraged to be more enthusiastic about recording their work. At present they use paper rather than exercise books. The school is now using the national scheme of work to help teachers plan their lessons to ensure that pupils make more consistent progress and develop a wider knowledge and understanding of the subject. However, it is presenting some difficulties as the school has only a limited range of artefacts to support teaching and learning. As a result, teachers have to be selective in the topics they teach, and this means that pupils' experience is not always sufficiently broad.
99. The school has established a good programme of visits and visitors to ensure pupils enjoy learning about events from the past. Pupils have been to places such as the Train Museum at York and Western Park Museum. Within the immediate vicinity of the school the rich local heritage of Sheffield and Rotherham is also well used. However, not enough opportunities are provided for pupils to develop their research skills and then write extended accounts of what they have discovered.

INFORMATION AND COMMUNICATION TECHNOLOGY

100. By the end of Key Stage 2, pupils' overall attainment in information and communication technology is in line with national expectations, although there are a few gaps in the knowledge and understanding of the current Year 6 pupils arising from unsatisfactory provision in the earlier part of the key stage. Although standards are broadly the same as they were at the time of the last inspection, the school has made very good progress in developing the subject, and in ensuring that pupils have experience of all elements of the National Curriculum programmes of study. Pupils' breadth of knowledge and experience are now much wider, and pupils of all ages and abilities now have a great deal of confidence in their learning. Younger Key Stage 2 pupils are well on course to attain standards that are above national expectations by the time they reach the end of the key stage.
101. Very recently, the 'Small Education Action Zone' funded the setting up of a computer suite. This facility has enabled pupils throughout the school to make very good and rapid progress in acquiring and practising a wide range of information and communication technology skills. In addition to the computer suite, classrooms have their own computers which enable pupils to have ongoing access during the day, and to use computers to support their learning across the curriculum. All staff have undergone appropriate training, but a few teachers still lack confidence in teaching some areas of the information and communication technology curriculum, such as using sensing and control equipment. Teachers benefit from the very good leadership of the co-ordinator, and from the expertise of the teacher from the 'Small Education Action Zone' who visits the school on a regular basis, both to offer support to staff, and to evaluate the way in which the suite is being used.
102. By the end of the key stage, most pupils have a good understanding of the way in which information and communication technology is used in real-life situations. Those pupils who attend the after school computer club have benefited from visiting a local fire-station to see at first hand how computers are used to communicate information quickly and efficiently. Pupils understand the speed at which messages can be sent

from place to place around the world using 'e-mail', and most pupils have a good knowledge of how to compose, send and receive 'e-mail' messages.

103. Pupils in all classes make regular use of computers for research, and are skilled at locating and retrieving information from CD ROMs and the Internet. Year 6 pupils have used the Internet to find information about the recent disaster in New York, and have presented some of the information using a publishing programme in the form of a newspaper article with accompanying pictures, and hard-hitting headlines. In addition to developing information and communication technology skills, this activity has made the pupils consider the way in which they present sensitive information, and to reflect upon the gravity of the disaster and some of the social and moral issues arising from it.
104. Teachers provide good opportunities for pupils to develop keyboard skills, and many of the younger pupils in Year 3 and Year 4 have a good knowledge of the functions of the main command keys, and their location on the key board. Older pupils, who until recently have not had much experience of using computers, are slower when using the keyboards, but are making good progress and are becoming more proficient. Pupils throughout the school have their own disks, and most pupils are confident about 'logging on' to the computer, and saving and printing their work.
105. By the end of the key stage pupils have satisfactory word-processing skills, and effectively combine text and graphics. They understand that there are many ways of presenting the same piece of information. For example Year 5 pupils have produced attractive brochures about light. They have varied the size and colour of the font to add extra interest for the reader, and have judiciously placed small pictures to emphasise the main points they are making. Younger pupils are making very good progress in developing communication skills, and most Year 3 pupils are already confident about importing 'clip-art' to a text programme, and are skilled in creating and inserting text boxes.
106. A current focus of development in the school's provision for information and communication technology is the area of control technology. Although pupils have some opportunities to use programmes such as 'Logo', which give them the opportunity of learning how to programme a sequence of commands, they have not yet had experience of using sensing equipment for measuring temperature, light, sound and pressure. This is partly because of a lack of equipment, and partly because teachers have not yet received training in this aspect of the information and communication technology curriculum.
107. The quality of teaching and learning in information and communication technology is good throughout the school. Staff have benefited from recent whole-school training sessions, and from the expertise and support of the subject co-ordinator and the teacher from the 'Small Education Action Zone'. Teachers are very enthusiastic in their teaching and this is reflected in the pupils' own positive attitudes. Lessons are very well prepared and planned, and pupils are told exactly what is expected of them. Pupils of all ages are making very rapid progress. They have frequent and regular access to the computer suite and to the computers in their classrooms, and are quickly acquiring a wide range of skills. Pupils of all abilities work hard and show extremely good levels of concentration when working in the computer suite. They are enjoying learning how to use the interactive white board, which is often used by teachers to present new and important teaching points. Younger pupils show very good levels of confidence in their work, and are prepared to experiment with new ideas.
108. Teachers are effective in the way in which they link information and communication technology to other subjects, such as art and design, history, religious education,

literacy and numeracy. Where subjects are combined in this way, very clear learning objectives and careful planning ensure that the pupils' learning is successfully advanced in both subjects. For example, in a lesson seen during the inspection, pupils were required to develop 'highlighting' skills in information and communication technology, and at the same time to identify adverbs in a piece of text. To facilitate the pupils' learning, the passage had already been loaded onto the computers, enabling pupils to focus closely on the main objectives of the lesson. Prior to this lesson, pupils had been taught the skills of highlighting, and this activity gave them further practice of highlighting in a meaningful context. Year 6 pupils have achieved a good standard in their recent graphics work, which was linked to art and design. Using the 'Snail' by Matisse, and a computer graphics programme, pupils have reproduced the picture on the computer. This activity was most successful in enabling them to practise drawing, moving and resizing coloured shapes.

109. Because of good teaching and the very accessible and well organised computer suite, standards are poised to rise further in the very near future, and the school is very well placed for future development.

MUSIC

110. By the end of the key stage, pupils' attainment in music is in line with national expectations. Standards are broadly the same as they were at the time of the last inspection. Pupils of all ages and abilities, including those who have special educational needs, make good progress from a low starting point. There is currently no co-ordinator in place for music, and this means that little has been done in the past year in terms of monitoring teaching and learning. The school is aware that this is an area for development so that the variations in teaching and learning across and between year groups are identified and addressed. The school offers a good range of instrumental opportunities for individual pupils, and a good range of extra-curricular activities including choir, orchestra and recorder groups. Good progress has been made in developing assessment systems and procedures which, when fully implemented, will provide a good overview of pupils' progress and attainment as they move through the school.
111. The quality of singing is good throughout the school and reflects the school's commitment to this element of the music curriculum. Pupils have daily opportunities to sing in collective acts of worship, and do so with high levels of enthusiasm, and a real appreciation of the words they are singing. During the inspection, the choir performed an unaccompanied piece very well, and the rest of the school listened with real concentration and enjoyment, especially when the soloist sang her sections. Pupils of all ages have a good sense of rhythm and pitch, but most of the singing is in unison, and some opportunities are missed for pupils to extend their skills by singing in two parts. Teachers try hard to select songs which will appeal to the pupils, and a good example of this was seen during the inspection in a Year 4 class, when the teacher encouraged pupils to sing the Beatles' song 'Let it Be'. The pupils responded very enthusiastically, and were motivated by the teachers' own enthusiasm and participation.
112. Composition skills are satisfactorily developed as pupils move through the school, but are constrained by the lack of good quality tuned percussion instruments. Pupils have access to a small range of glockenspiels and chime bars, but not to instruments such as xylophones or keyboards which would give a further dimension to their composition work. By the end of the key stage, most pupils compose short pieces of music and devise accompaniments for well known songs. For example, in a Year 5 lesson seen

during the inspection, a few pupils successfully used glockenspiels to accompany their singing of 'Frère Jacques'. Pupils' composing skills are very limited when they join Year 3, and although teachers provide some good opportunities for composition, such as asking pupils to compose short pieces to reflect different moods, most of the younger pupils are still at an experimental stage in their music making, and do not yet know the types of sounds different instruments will produce.

113. By the end of the key stage, most pupils are confident performers who enjoy sharing their work with others. Pupils enjoy listening to the contributions of their classmates, and are attentive when listening to and appraising recorded music. Good use is made of the time when pupils come into assemblies to play music from different traditions and cultures that extends the pupils' musical experience. During the inspection pupils listened with enjoyment to the work of Duke Ellington, and most of the older pupils knew that the music was being performed by the Chris Barber Jazz Band. Pupils have satisfactory opportunities to listen to the music of well-known composers, and some good opportunities are provided for pupils to compare and contrast the performances of others. For example, in a Year 4 lesson seen during the inspection, pupils evaluated the way in which Britney Spears and Travis performed the same song, and clearly expressed their views and preferences. These appraising opportunities effectively support pupils' spiritual, moral, social and cultural development, although even more could be done to raise pupils' awareness of music from different cultures and traditions.
114. The teaching and learning of music are good overall enabling pupils of all ages and abilities to make good progress. However, there is too much variation in the quality of teaching and learning, which during the inspection ranged from just satisfactory to very good. This variation is currently not being picked up and addressed, mainly because there is no co-ordinator for the subject. Insufficient time has been given in the past few years to extending the skills of classteachers through professional development so that they can effectively deliver all elements of the National Curriculum programmes of study.
115. Where the best teaching and learning occur, teachers have a very secure subject knowledge and are able to motivate and enthuse the pupils. They manage the pupils well, and provide a good range of open-ended tasks that promote creativity and enable pupils to work at their optimum level. Their own enjoyment of music is communicated to the pupils and this leads to effective learning, as pupils tackle new activities with high levels of confidence and enthusiasm. Where teaching is only just satisfactory, teachers lack subject knowledge and expertise, and have difficulty extending the highest attaining pupils. In lessons where teaching is less effective, pupils are not as responsive, and there were occasions during the inspection when their levels of concentration deteriorated. All lessons are well planned and prepared and build successfully on pupils' previous learning. Most lessons are well paced, but in a minority of lessons seen during the inspection, introductory sessions are too long and this reduces the amount of time pupils can spend on musical activities. The most effective teachers are particularly skilled in weaving the different strands of the music curriculum together, so that in any one lesson, pupils gain practice in skills of composing, performing and appraising. Currently pupils record very little of their music work on paper, and this makes it difficult for them to draw on their previous learning, and to refresh their memories. Insufficient use is made of homework to extend pupils' learning. Currently pupils do not have the opportunity to use information and communication technology to support their learning in music, although this is an area of proposed development for the very near future.

PHYSICAL EDUCATION

116. In physical education, pupils' overall attainment at the age of eleven is in line with national expectations. Pupils achieve particularly well in their work in dance, and in this element of the curriculum, their attainment is higher than expected. Pupils make satisfactory progress overall, and good progress in dance. The standards achieved at the time of the previous inspection have been maintained, and in dance they have improved.
117. As they move through the key stage, pupils acquire, practise and refine a range of gymnastics movements. They climb, jump, turn and roll, showing satisfactory control and balance. Pupils put together short sequences of movements, on both the floor and on the apparatus, and successfully introduce symmetrical shapes into their movements. Pupils give appropriate consideration to how they might start and end their sequences, and how they can link movements together to ensure a seamless performance. Pupils' progress is enhanced in those lessons where teachers give individual support, enabling pupils to reach their potential, and where pupils act upon the teachers' suggestions for improvement.
118. By the end of the key stage, pupils successfully perform a range of dance movements, involving modern dance, as well as Tudor and Irish dances. Pupils keep a steady rhythm in their work when responding to recorded music, and vary the speed, level, shape and direction of their movements to add variety and interest to their dancing. Pupils work particularly well with partners or in small groups in developing dance sequences. Pupils enjoy dance work, and some of their movements show great sensitivity and thought. Good links are made between dance and other areas of the curriculum, such as in Year 4 where pupils have been studying the Tudor period in history, and have learned some of the typical steps of Tudor dance.
119. Pupils successfully develop their games skills of passing and catching a ball, and readily take part in small-sided team games, based on tennis and basketball, to further develop their skills. Pupils show suitable accuracy, in particular when throwing a ball. Pupils recognise the need to 'warm-up' and 'cool-down' before and after exercise and they confidently explain the effects of exercise on their bodies. Year 5 pupils attend swimming lessons during the year, and by the end of the key stage, almost all pupils can swim the recommended twenty five metre distance.
120. The quality of teaching and learning is satisfactory, overall, and some good examples were seen during the inspection, especially in Year 3 and Year 6. The quality of teaching has improved since the previous inspection. Lessons are well planned, and teachers provide a suitable range of resources to help pupils to develop their skills. Detailed instruction is given at the start of lessons, and this allows all pupils, including those with special educational needs, to know exactly what is expected of them and to make satisfactory gains in their learning. Where the best teaching and learning occur, very helpful demonstration is provided by the teachers, and pupils are especially well supported in their work. In these lessons, pupils respond very well to the help and support given by teachers, and try hard to improve their work through further practice. Members of staff are often active participants in lessons, and whilst this sets a good example to the pupils, it means that teachers do not always have enough opportunities to observe and assess the pupils' ongoing progress and achievement. Teachers have secure subject knowledge, and make suitable demands of the pupils' performance. Pupils join in enthusiastically, enjoying themselves and making a satisfactory, and often good, physical and creative effort. Lessons are generally conducted at a brisk pace, with pupils being given suitable opportunities to increase their skills. Teachers show good control and management skills, especially where a variety of activities is

being undertaken. However, although teachers effectively use pupils to demonstrate good practice, there are not enough opportunities for pupils to evaluate their own performance and that of others. Good emphasis is placed on the need for safe practice in physical education lessons, and pupils are very sensible when they move and use apparatus and equipment. Pupils have good, and often very good attitudes, behave very well overall, work well alone and with a partner or group, and enjoy their work.

121. The co-ordinator is enthusiastic and skilful, and is fully aware of the work that is being undertaken in the classes. However, opportunities for her to observe lessons taking place and to see for herself the standards being achieved, are presently limited. The school has a suitable scheme of work, based on the national scheme of work for physical education, and all aspects of work are covered during the course of one year. Satisfactory assessment procedures are in place, and suitable information is available to help teachers to judge the level of pupils' current skills, to identify the progress they have made and to highlight areas for development. The school makes very good arrangements for the provision of extra-curricular sporting activities for pupils, and these activities contribute significantly towards pupils' social development.

RELIGIOUS EDUCATION

122. By the time they reach the age of eleven, pupils attain standards in religious education that are above the expectations of the Locally Agreed Syllabus. This represents an improvement since the previous inspection when standards were judged to be in line with expectations. Pupils make good progress in religious education as they move through the school, and the subject makes a significant contribution to their spiritual, moral, social and cultural development. Pupils of all abilities, including those with special educational needs, make good progress, and the quality of their recording improves as they move through the school. Some good links are made between religious education and other subjects, such as personal health and social education, and good use is made of information and communication technology to support pupils' learning.
123. Pupils' knowledge and understanding are good and reflect the good quality of teaching in the subject. Pupils quickly develop a good understanding of symbolism in religion, and from an early age are encouraged to consider symbolism across the world faiths. For example, during the inspection, Year 3 pupils were encouraged to discuss the importance of food in faith and religion as they investigated the Jewish 'Seder Meal'. Pupils were particularly enthusiastic, and were keen to carry out more research into the symbolism of food for their homework. Pupils' knowledge of Christianity is very secure, and they have a good working knowledge of both the New and Old Testaments. Pupils' recall of well known characters in the Old Testament, such as Noah, David and Goliath, Moses and Jonah is very good, and they understand that the stories with which these figures are associated have a strong message which could be applied to situations in the twenty first century. Most pupils recall several of the most well-known parables, and understand that Jesus used parables to give important messages to the people of His time.
124. By the age of eleven, pupils have examined and compared the nature of belief and religious practice in the context of a number of faiths. They have a balanced knowledge of Christianity, Islam and Hinduism and aspects of Judaism. In discussion, Year 6 pupils talk confidently about important festivals and ceremonies, and explain the importance of celebrations and festivals and the central place occupied by sacred texts and places of worship. Older pupils are comfortable with their thoughts and feelings and have respect for the religious beliefs and practices of others. Pupils are

aware that all religions have a set of rules, and understand that rules are necessary within any civilised society.

125. The quality of teaching and learning is good overall, and some very good examples were seen during the inspection. Teachers enjoy the subject and this is conveyed to the pupils. They have a good subject knowledge and this enables them to answer pupils' questions confidently and accurately. Lessons are carefully planned and presented in an interesting way that motivates the pupils and captures their interest. Some good opportunities are presented for pupils to develop literacy skills as they carry out research. A good example of this was seen during a Year 5 lesson, where pupils used the Bible for research, and set about finding examples of different genres of writing, such as proverbs, stories, letters, poems and prose. There are also good opportunities for pupils to use computers to support their learning in religious education. For example, Year 3 pupils have recently produced graphics which represent the key features of the story of 'Noah's Ark'. Throughout the school, pupils have good levels of interest in the subject and are keen to talk about what they have learned. They usually respond very well in lessons, especially the older pupils who have a mature approach to their work. In the lessons seen during the inspection, the pupils' learning was characterised by good levels of effort and involvement in the topics being taught. Some good use is made of homework to support pupils' learning, but the setting of homework for religious education is not consistent throughout the school. There are weaknesses in the way in which pupils' work is marked, with very little in the way of comments to move pupils' learning forward.
126. The co-ordinator provides satisfactory leadership for the subject, but has not had the opportunity to monitor teaching and learning through classroom observation. The range of resources to support teaching and learning has been improved, and the school has recently introduced a scheme for the assessment of pupils' progress in religious education. A few visits have been made to local places of worship, but pupils have only limited first-hand experience of world faiths other than Christianity.