

INSPECTION REPORT

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

Rawmarsh

LEA area: Rotherham

Unique reference number: 106944

Headteacher: Mrs C Battersby

Reporting inspector: Mr D Gwinnett
16548

Dates of inspection: 22-25 January 2001

Inspection number: 210463

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Green Lane
Rawmarsh
Rotherham
South Yorkshire

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Appropriate authority: Governing Body

Name of chair of governors: Father Kieran O Connell

Date of previous inspection: 1-4 February 1999

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | Subject responsibilities | Aspect responsibilities |
|------------------------|----------------------|---|---|
| Don Gwinnett 16548 | Registered inspector | Equality of opportunity Mathematics Art Music | How high are standards How well are pupils taught How well is the school led and managed What should the school do to improve further |
| Sarah Drake 9843 | Lay inspector | | Pupils' attitudes, values and personal development How well does the school care for its pupils How well does the school work in partnership with parents |
| John Laver 1085 | Team inspector | English as an additional language English Geography History Physical education | How good are curricular and other opportunities |
| Karen Tomkins 23475 | Team inspector | Foundation Stage Special educational needs Science Information and communication technology Design technology | |

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Joseph's is a smaller than average Voluntary Aided Roman Catholic primary school serving the parish of St Joseph's Rawmarsh in Rotherham. It contains 182 pupils from the Reception class to Year 6. There are approximately equal numbers of boys and girls. The area served by the school suffers economic disadvantage with a higher than average proportion of pupils eligible for free school meals. The proportion of pupils with special educational needs is high, although that of pupils having Statements of Special Educational Need is average. Attainment on entry to the school is below average. There is only one pupil who comes from an ethnic minority background. This pupil speaks English as an additional language. At the time of its last full inspection, the school was found to have serious weaknesses in the quality of teaching and the standards achieved.

HOW GOOD THE SCHOOL IS

Pupils achieve well when comparing their below average attainment on entry to their overall average attainment when they leave at age 11. Most pupils have good attitudes to their work, attend school regularly, develop positive relationships with each other and teachers, and learn well. The quality of teaching is satisfactory overall and there is very little unsatisfactory teaching. The well-balanced curriculum includes many opportunities for extra curricular sport that successfully enrich pupils' learning. There is good provision for the care and guidance of pupils. Whilst arrangements for assessing pupils' progress are improving, and there is clear and helpful analysis of national test results, marking of pupils' work is sometimes unsatisfactory. This is because not all teachers apply the guidance in the marking policy. The school successfully encourages parents' involvement in its life. Whilst the quality of some reports is good, other reports lack detail and do not provide an accurate picture of what pupils need to do to improve. The school is very effectively managed by the headteacher with the support of the governors. The school has responded well to most of the issues of the previous inspection. Overall, bearing all these factors in mind, the school provides satisfactory value for money.

What the school does well

- The school provides a happy working ethos in which pupils enjoy learning.
- Pupils make increasingly good progress as a result of recent improvements to teaching and the curriculum.
- The quality of teaching is satisfactory overall and it is often good or very good.
- The leadership and management of the headteacher are very good.
- The governing body has a clear understanding of the strengths and weaknesses of the school that helps it to provide clear direction and good support for the headteacher.
- Pupils have good attitudes to work and behave well.
- The caring atmosphere in all classes allows pupils to grow in confidence.

What could be improved

- The quality of pupils' written work is not as good as it could be.
- There is not enough specialist support for pupils with special educational needs (SEN) and the co-ordinator of SEN does not have enough time to manage this area of provision. As a result, some SEN pupils underachieve.
- Subject leaders and others with management roles are not sufficiently accountable for the standards and improvements within their areas of responsibility.
- Not enough is done to extend pupils' understanding of Britain's multicultural society.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In its previous inspection of 1999, the school was found to provide an unsatisfactory standard of education and was designated as a school with serious weaknesses. Since then, there have been significant improvements and the key issues of the previous report have been addressed. The quality of

teaching is better, standards of work have risen, the curriculum, including that for the youngest pupils, has improved and there is better use of assessment information to guide teachers. However, standards of pupils' written work are still not as high as they could be. The school continues to have a good partnership with parents. Overall, the school has responded well to the issues from the previous report and has a sound capacity to improve further.

STANDARDS

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

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

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

This information shows that standards in the 2000 national tests for 11-year olds matched the national average in mathematics and science but were below the national average in English. Standards in English were below the national average because pupils' written work is not of a high enough standard. When compared to schools that have a similar proportion of pupils eligible for free school meals, standards were well above average in mathematics, above in science and in line with the average in English. Results have significantly improved over the last four years at the end of both key stages. The school is proud of being named this year as the second most improved primary school in the country over the previous four years. In the most recent national tests for seven-year-olds, pupils were in line with the national average in reading and writing and were well above the national average in mathematics. Pupils were well above the average for similar schools in reading and mathematics and were in line with similar schools in writing.

In work seen during the inspection at age 11, pupils' attainments in English are below average because of weaknesses in writing. In science they are average and are above average in mathematics. At age 7, attainments are below average in English, again because of writing weaknesses, and in mathematics because of the high number of special educational needs pupils in the class. In science, seven year olds attain at average levels. In all other subjects, pupils of all ages attain at average levels, although there is insufficient evidence to produce firm judgements in geography and history because insufficient work and teaching were seen. Pupils in Key Stage 2 are meeting the targets set for them by the governing body in consultation with the Local Education Authority in mathematics but are slightly below in English. Overall, these attainments represent satisfactory achievement over time; pupils progress appropriately in most respects apart from writing. There is little difference between the achievements of boys and girls, although lack of sufficient support for pupils with special educational needs means that these pupils do not achieve as well as they should.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--------------------------|---|
| Attitudes to the school | Good. Pupils are eager to learn, have positive attitudes to school and act responsibly. |
| Behaviour, in and out of | Good. The majority of pupils behave well in lessons and around the |

| | |
|--|---|
| classrooms | school. A small minority causes disruption in some classes. |
| Personal development and relationships | Good. Harmonious relationships with each other and with teachers contribute positively to pupils' learning, helping them to develop well. |
| Attendance | Satisfactory. Attendance is in line with the national average and most pupils enjoy coming to school. |

TEACHING AND LEARNING

| Teaching of pupils: | Aged up to 5 years | aged 5-7 years | aged 7-11 years |
|----------------------|--------------------|----------------|-----------------|
| Lessons seen overall | Satisfactory | Satisfactory | Satisfactory |

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

For children in the Foundation Stage (the Reception class), the quality of teaching is satisfactory overall and no lessons were graded unsatisfactory. In Key Stage 1 and 2, the overall quality of teaching is satisfactory, with little overall difference between the key stages. Across the school, just under half of teaching was graded good or very good, half was graded satisfactory and only one lesson was graded unsatisfactory. A main strength of the teaching is the teachers' good management of pupils. Teachers build trusting relationships and create a calm atmosphere in which pupils enjoy learning and normally behave well. The quality of teaching is good in mathematics lessons and satisfactory in English lessons. Teachers confidently present the daily literacy and numeracy hours. A weakness is the inconsistency in the quality of marking, particularly some teachers' failure to correct poor presentation. In the one unsatisfactory lesson, the teacher did not have the necessary resources ready and had to change the lesson plan. Other lessons taught by this teacher were often good.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|---|--|
| The quality and range of the curriculum | Satisfactory. The quality and range of learning opportunities for all pupils other than those with special educational needs, including extra-curricular activities, provide effective practical and intellectual experiences that extend their personal and academic development. |
| Provision for pupils with special educational needs | Unsatisfactory. There are not enough specialist assistants to help pupils who have special educational needs. As a result, some of these pupils do not progress as well as they should. |
| Provision for pupils' personal, including spiritual, moral, social and cultural development | Good overall. The good provision for pupils' spiritual, moral and social development helps them to acquire strong values. However, there is insufficient opportunity for pupils to appreciate the richness of Britain's multi cultural diversity. |
| How well the school cares for its pupils | Good. The school provides a happy and caring learning environment. Monitoring of pupils' academic progress, and the use of assessment to improve teaching, are good in English and mathematics but are underdeveloped in other subjects. |

The school is working with increasing success to improve and extend the good links that it has with parents. The curriculum is broad and balanced; there is good provision of extra-curricular sporting activity, although there are fewer non-sporting activities. There are regular beneficial visits to places of

educational interest and visitors to the school effectively extend pupils' learning. All areas of the curriculum meet statutory requirements. There is good provision for pupils' welfare. Procedures relating to health and safety and Child Protection are sound.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Satisfactory. The headteacher has a strategic vision for the school and provides very good leadership and management. People with areas of responsibility and co-ordinator roles are not sufficiently accountable for standards in their areas of responsibility to enable the school to improve. |
| How well the governors fulfil their responsibilities | Satisfactory. The governing body has a clear understanding of the main strengths and weaknesses of the school and give effective support to the headteacher. |
| The school's evaluation of its performance | Satisfactory overall. The school makes good use of available information from National Curriculum test results. It evaluates its progress and sets realistic targets for future developments. Information from informal assessments by teachers is well used in English and mathematics, but not in other subjects. |
| The strategic use of resources | Good. Resources are appropriately managed and provide effective support for the developing curriculum and pupils' learning. |

There are sufficient teachers and classroom assistants for the planned curriculum. However, there are not enough specialist support assistants for those with special educational needs. As a result, some of these pupils do not make sufficient progress. The accommodation is satisfactory overall. The school has sufficient books, artefacts, display materials and audiovisual technology. A recent grant for new computers will bring the overall ratio of machines into line with the national average. The school strives to supply best value: sound financial planning and effective procedures for the ordering and supply of goods ensure that funds are well used to improve standards. The school closely compares its performance with other schools and effectively listens to parents' views about how the school can be improved.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|--|---|
| <ul style="list-style-type: none"> • Pupils like coming to school, behave well and make good progress. • The quality of teaching is good; teachers have high expectations of pupils. • The school listens closely to parents' suggestions and keeps them well informed about their child's progress. • The school is well led and managed. • The school helps pupils to become mature and responsible. • The effective use of homework to support work done in school. | <ul style="list-style-type: none"> • Parents would like to see a greater variety of extra curricular activities. |

Inspectors' judgements support parents' largely positive views. Inspectors consider that the school provides a very good range of extra curricular sporting activities, and provision in other areas is satisfactory

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Standards have improved at the end of both key stages since the last inspection when they were below or well below national standards in the core subjects of English, mathematics and science. Standards were also below similar schools in English and science, but were in line with similar schools in mathematics. In the last inspection, inspectors found that pupils' progress was unsatisfactory and identified the school as having serious weaknesses.
2. In the Key Stage 2 national tests for 11-year-olds in 2000, pupils matched the national average in mathematics and science, but were a little below the national average in English. When compared to similar schools, the results were well above in mathematics, above in science and in line with in English. There has been good improvement in the core subjects since the last inspection. In the Key Stage 1 tests for 7-year-olds in 2000, pupils were well above similar schools in reading and mathematics and were in line with similar schools in writing. These results were similar to the 1999 mathematics and writing results, but were much improved in reading. Taking the four years 1997 to 2000 together, the school has a record to be proud of. It was recently named as the second most improved school in the country and is justifiably proud of the letter they received from the Secretary of State for Education and Employment congratulating them.
3. A mixture of initiatives has brought about these improvements. Most importantly, the quality of teaching has improved. This has been brought about by close monitoring of teaching in English and mathematics by the headteacher, local authority inspectors and the English and mathematics co-ordinators. Also, teachers' planning is more detailed, assessment in English and mathematics more clearly identify what pupils know and don't know, and the results of assessments in these subjects are analysed closely in order to set future targets for learning. English and mathematics co-ordinators are much clearer about their roles, although co-ordinators generally are not made sufficiently accountable for what happens in their areas of responsibility and sometimes fail to exercise the influential leadership that is needed to support rising standards. Consequently, progress is still not as good as it could be across all subjects of the curriculum. The weakest area remains English writing, and this has an adverse impact on standards of work in other subjects where pupils have to write regularly. The school is aware of this and is working hard to improve standards.
4. In work seen during the inspection, pupils at the end of Key Stage 1, in Year 2, are attaining below national expectations in English and mathematics, but are in line with national expectations in science and all other subjects. Attainment is low in English and mathematics because this class contains a higher proportion of SEN than in other classes. When they entered the school in the Reception, these pupils were below the national average and have therefore made satisfactory progress. By contrast, standards in Year 1 are relatively higher, matching age related expectations in English, mathematics and science. This reflects the fact that these pupils entered the school with higher baseline assessment scores. They have also made satisfactory progress, but attain at a relatively higher level for their age because of their higher overall levels of prior attainment.
5. In work seen at the end of Key Stage 2, in Year 6, attainment in English and science is in line with national expectations. In mathematics, attainment is above national expectations and could be well above by the time pupils take the national tests in the summer if their current rates of progress continue. Inspectors were concerned to identify why there is a difference between mathematics and the other core subjects of English and science. Pupils do not do as well in English as in mathematics because the quality of their written work continues to let them down. The school has recently introduced a number of strategies to improve writing and these are

beginning to have a positive impact. However, whilst there are early signs of improvement, it often takes longer to improve the quality of written work than other aspects of learning. Consequently, the benefits of these concentrated efforts to improve writing are not yet apparent. Work seen in science does not match that of mathematics because there has not been so much attention on monitoring the standards of teaching in science, and teachers do not all set individual learning targets that clearly identify what pupils have to do to improve. These targets are set regularly in mathematics and English and this contributes to rising standards.

6. An area of concern is the unsatisfactory progress that is sometimes made by pupils with SEN. There are two reasons for this. Firstly, there are not enough support assistants who specialise in working with SEN pupils. Whilst general non-teaching assistants give what support they can, mainly by helping small groups of SEN pupils to understand what the class is doing, they are not always able to respond to individual pupils' specific needs. This means that on occasions, pupils do not have the right level of challenge to help them achieve satisfactorily. In one Key Stage 2 class, for instance, a non-teaching assistant was helping a SEN girl with her mathematics. The problem was that the assistant was trying to help the girl to understand work at Level 3 and 4 of the National Curriculum when the girl was not yet confident with more basic work at Level 2. The result was that the girl became confused, lost interest and made little progress. The second reason for the unsatisfactory achievement of some SEN pupils is that the co-ordinator for SEN does not have enough time to manage this area of responsibility. This is not because she doesn't want to do the job well, but because she has responsibility for the Foundation Stage as well as for two curriculum subjects. Additionally, a number of pupils with more serious learning problems have to wait too long to be assessed so that they can receive a formal statement of SEN that qualifies them for individual help from visiting support staff. Ironically, the reason that overall progress in the school is satisfactory is because higher and middle attaining pupils often make good progress. The unsatisfactory progress of SEN pupils therefore has an adverse impact on the overall progress made by pupils as a whole in the school.
7. There is little difference between the achievements of boys and girls. Whilst differences are seen in national tests results from year to year, no clearly identifiable pattern emerges and there was no difference between boys' and girls' attitudes to work, or of teachers' expectations of them, during the inspection.
8. The children in the Foundation Stage (Reception year) make satisfactory progress. Whilst children's attainment on entry to the school varies year on year, their attainment is overall below expectations for their age. However, baseline assessments show a difference between the areas that are measured. Whilst children have satisfactory speaking and listening skills, for instance, and are ready for early mathematics work, they are less ready for early reading and writing work. In lessons seen, pupils' attainment was in line with expectations for their age in personal, social and emotional development, in communication, language and literacy, in mathematical development and in creative development. Attainment was below expectations in physical development and knowledge and understanding of the world. Those who have been in the Reception class from September are making good progress in reading and writing, and satisfactory progress in mathematics. These children are beginning to recognise simple words and higher attainers manage to read simple stories. Most can count to 20 and are starting to describe simple shapes such as 'circle' and 'rectangle'. They produce imaginative artwork using a range of media and enjoy singing in assembly.
9. The National Literacy Strategy, introduced in 1998, has had a positive impact on standards, with improvements evident particularly in reading, which is emphasized in the Strategy. Staff have correctly identified that pupils need extra help with their writing. Following analysis of the most recent national tests, the Additional Literacy Strategy is being used well to support lower attaining pupils, and teachers are helping pupils to organise the formal aspects of writing, such as letters, summaries and factual accounts. This is because pupils write with imagination when describing things, but do not always use a sufficiently formal style when tested. The national Numeracy Strategy was introduced in 1999. This is also having a positive impact on standards. Pupils respond well to the increased emphasis on mental mathematics and, in some classes, confidently apply their knowledge of number to specific problems. However, the use of number in

everyday situations is not consistently well developed across the school. For instance in a Key Stage 1 lesson, repetitive formal adding up exercises could have been 'brought alive' and more relevant by asking pupils to count and add together real or imaginary articles. The skills of literacy and numeracy are satisfactorily applied in other areas of the curriculum. For instance, pupils in Year 5 improved their calculation skills in science by measuring temperatures and pupils in Year 1 measured cellophane accurately when making windows for their houses in design technology. However, there is no planned approach to teaching English and mathematics in other subjects, and so some opportunities are missed and the levels of demand are below those required in mathematics and English lessons.

10. Attainment in information and communication technology matches national expectations at the end of both key stages and will shortly be boosted by additional resources and training for teachers provided by the National Grid For Learning. Religious education was not inspected because this is done separately under the inspection arrangements for denominational schools. In all other subjects, attainment is satisfactory at the end of both key stages.

Pupils' attitudes, values and personal development

11. Pupils have positive attitudes towards school and the activities that teachers provide for them. Good relationships, among pupils and between pupils and adults, are a strong feature of school life and enhance the quality of pupils' learning, together with the atmosphere of the whole community. Most pupils behave well both in and outside the classroom, although a minority of boys find it hard to conform and this can impinge upon the learning of other pupils. These findings are very similar to those of the last inspection. There is little difference between the key stages in pupils' attitudes and behaviour.
12. From the youngest children upward, pupils enjoy attending school, are interested in learning and happy to involve themselves with all aspects of school life. Pupils in Year 3 were very keen to participate in creating a class story because the teacher made it seem like a voyage of discovery. Others in Year 6, irrespective of their prior understanding, all showed interest and good levels of concentration when working with fractions, due to the teacher's very good planning, which ensured that each pupil had work to do that was suitably difficult for them. Pupils participate keenly, and with success, in a wide range of sporting activities and, at the end of lessons, speak positively about what they learnt.
13. Both in lessons and around school, the great majority of pupils behave well. They are friendly, polite and treat resources and other people with respect. They listen well in lessons, move around the building very quietly and generally behave in a sensible and trustworthy manner. However, a small number of pupils, almost exclusively boys, find it hard to conform to the school's reasonable expectations of behaviour. They fail to settle, challenge the teacher's authority and generally disrupt both their own and others' learning. Teachers are generally successful at managing this behaviour but the school has needed to exclude one pupil twice this year in order to ensure that others in the class can make the progress that they should.
14. When asked, in the playground, what happens if classmates fall out or get cross, pupils spontaneously replied 'We try to help them'. Such generosity of spirit is typical of this school where good relationships flourish. Pupils co-operate well when, for instance, putting out the apparatus for physical education or working together on the computer, and value each other's contributions. Pupils who arrive at the school midway through their primary years say that they find it easy to settle, and all those spoken with consider that there is no persistent bullying. Pupils in Year 2 were sufficiently trusting of others in their class that they felt able to talk about what things frighten them, without being laughed at. Pupils grow increasingly confident as they pass through the school so that, for instance, those in Year 5 calmly read out the bidding prayers and other readings in church, and Year 6 librarians keep the books in good order. On the whole, the school provides more opportunities than at the time of the previous inspection for pupils to use their initiative, although there are still occasions when teachers are too prescriptive about what pupils should do and do not allow them to discover things for themselves.

15. Pupils' attendance levels have remained broadly in line with the national average for the past three years and are, therefore, satisfactory. The great majority of pupils consistently arrive punctually in the morning, which is an improvement on the time of the previous inspection.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is satisfactory overall at all levels and has improved since the last inspection when there was too much variety between teachers and regular unsatisfactory teaching. Since the last inspection the quality of teachers' planning has improved and there has been closer monitoring of English and mathematics teaching to identify aspects that can be improved. This has been done by the headteacher, the English and mathematics co-ordinators and inspectors from the Local Education Authority. Co-ordinators now monitor short and medium term planning to ensure that learning objectives are clear. The increased amount of professional development for teachers has helped them to make confident use of the recently introduced National Literacy and Numeracy Strategies. The headteacher now monitors individual targets for each pupil termly with each teacher, helping to identify what teachers need to do to improve individual pupils' progress. Despite overall improvement, there is still too much variety in the quality of teachers' marking, and there is some over effusive praise for work that is poorly presented. Whilst there is very good analysis of test data, individual teachers are not always clear about how to rectify identified problems in learning. There is still a variety of teaching quality between different classes, although this is not as stark as at the time of the last inspection.
17. In lessons seen during the inspection, there was not a great deal of difference between the quality of teaching in the Foundation Stage, Key Stage 1 or Key Stage 2 and so little is gained by a close analysis of the teaching profile of different age groups. Across the school, just under half of lessons were good or very good, half of lessons were satisfactory and one isolated lesson, representing three per cent of those seen, was judged unsatisfactory. In this lesson, lack of preparation meant that some resources were not available and pupils made little progress. However, this teacher also taught lessons that were good and very good, and there is no overall concern about this teacher's competence.
18. The quality of teaching of pupils in the Reception class is satisfactory and has improved since the last inspection. These pupils successfully follow the Early Learning Goals that were recently published for pupils in the Foundation Stage (nursery and reception classes). The teacher and classroom assistant have very good relationships with the pupils, helping them to feel secure and confident. The sensitive support of the teacher and assistant help pupils to settle quickly into the classroom routines. The teacher makes effective use of the baseline assessment to track pupils' learning, although there is sometimes not enough planning for the needs of the lowest and highest attaining pupils.
19. The quality of teaching of pupils with SEN is unsatisfactory. The SEN co-ordinator (SENCO) does not have enough time to co-ordinate provisions or time available to work with small groups or individuals who have identified needs. Whilst non-teaching assistants provide what support they can, most of these are not trained to work with SEN pupils and so do not provide the level of individual attention that these pupils require. Teachers are aware of which pupils need extra help, but are constrained by the lack of specialist support. Pupils' Individual Education Plans are reviewed regularly, but are not always sufficiently referred to when planning support for individual pupils.
20. Teachers' subject knowledge is secure. Teachers in both key stages have benefited from extensive in-service training in whole school and subject specific issues. Teachers have also attended training in aspects of pupils' personal development. As a result of teachers' secure knowledge and understanding, pupils learn well making sound progress in individual lessons and over time. Good examples of subject confidence were evident in the teaching of mathematics. In a Year 6 class, for instance, the teacher fired well-pitched questions that challenged the whole attainment range. These were skilfully adjusted to individual pupils' needs so that they were challenged with just the right degree of difficulty to take them forward. As a result, the pupils

made rapid strides in their learning irrespective of their prior levels of understanding. This was a very good lesson from the co-ordinator of the subject.

21. The quality of teaching is good in mathematics and satisfactory in English. The teaching of English is not as good as mathematics because teachers do not always have sufficiently ambitious expectations in English lessons. There has been a particular problem with the teaching of writing, which has not been as successful as the teaching of reading. This discrepancy has been clearly identified by the school and a range of compensatory provisions has been put in place to improve pupils' writing. Teachers have received effective training in the National Literacy and Numeracy Strategies that enable them to teach basic skills well. As a result, teachers are clear about which methods work well and put these into practice in their teaching. In early teaching of reading, for instance, teachers use a variety of methods, such as phonic recognition and clues provided by the context of the writing.
22. Teachers' planning is satisfactory in both key stages and has been successfully supported by the implementation of nationally recognised schemes that provide well-sequenced lessons that provide continuity within and between year groups. Teachers adapt these schemes successfully in their day-to-day planning. However, monitoring of what is taught is restricted to English and mathematics. Whilst there is clarity about which topics are taught, there is no certainty that the actual teaching complies with agreed procedures. Nevertheless, inspectors found an overall consistency of approach that was not evident in the last inspection. This has a positive affect on learning because pupils do not suffer from unnecessary duplication or repetition of lessons within different years. Also, the use of agreed schemes has enabled teachers to be selective in their choice of how many activities pupils undertake in a single lesson, whereas at the time of the last inspection, some teachers had too many different activities running simultaneously. In lessons seen during the inspection, teachers had a single focus for each lesson, but ensured that a range of resources were available to suit the full attainment spectrum. As a result, pupils are clear about what they have to do and respond well to the sense of order and calm in lessons.
23. Teachers use a successful range of methods. Pupils are often grouped according to their prior attainment. This means that higher and lower attaining pupils sit in groups with others who have a similar level of understanding. In some practical lessons, teachers allow more flexible groupings in order to develop pupils' social skills. In a Foundation Stage music lesson, for instance, pupils ran, danced and moved in a freely expressive way to music. They played musical games, selecting their own partners and interacting in a way that helped them to develop a sense of consideration and courtesy for others. Equally effective, but by way of contrast, pupils in a Year 6 music lesson were grouped strictly according to their ability. This was because the teacher rightly knew which pupils could cope with the different levels of complexity of musical notation. A higher attaining group had to play a combination of different kinds of musical notes, whereas a lower attaining group were expected to cope with a much simpler rhythm. Each of these lessons was successfully constructed to develop particular skills. Very good use of drama in a Year 1 lesson helped selected pupils to develop self-confidence. This also provided an excellent link between the literacy lesson and the art lesson that came next. The drama element of the lesson was skilfully supervised by the support assistant, allowing the teacher to focus on work with other groups. As a result, pupils' learning successfully integrated a variety of activities that spanned different subject areas. This helped them to remember important learning points in an enjoyable way.
24. The good management of pupils, that was also noticeable in the last inspection, is an important strength that brings a sense of order and calm to teaching and learning. Teachers motivate pupils without resorting to threats. Teachers' effective use of gesture and expressive voice successfully holds pupils' attention. The resulting trusting relationships create an atmosphere in which pupils want to learn. In a Year 3 mathematics lesson, for instance, the teacher's animated and engaging manner helped pupils to understand how to add up a number of 50p pieces. The excitement in the teaching and the fun way that this was presented helped the pupils to quickly 'catch on' to the main learning points. Teachers also use open questions well in order to make pupils think more deeply and to articulate their answers using full sentences rather than single words. In a Year 4 geography lesson, for instance, the teacher asked "Why were rivers important to settlement?" The open nature of this question required an extended and thoughtful answer. This question was then

linked to further work and questions that required interrogation of maps. This was a productive lesson because the teacher used a range of questioning strategies to keep the level of pace and challenge high.

25. Teachers' marking of pupils' work is unsatisfactory. Although there are examples of carefully marked work that provide helpful guidance to pupils, there are too many examples of weak work being praised and a lack of comments that tell pupils where they need to improve. The school, having recognised this, are shortly to review the marking policy. In the meantime, there is insufficient attention to poor presentation and not always enough attention to spelling, grammar and punctuation. This is evident in work across subjects, where opportunities are sometimes lost to reinforce literacy skills.
26. The quality of learning is satisfactory in both key stages and many middle and higher attaining pupils make good progress. This is because teaching is improving and there is effective use of target setting in English and mathematics that create clear learning objectives. Positive relationships and overall good behaviour further reinforce the pace and productivity in learning. In some classes, for instance in Year 6, pupils speak with understanding about their learning and are knowledgeable about which Level of the National Curriculum they are working at. However, this is not the case in all classes. All pupils know why they are placed in a particular group and what they have to do to improve further. In a Year 2 literacy lesson about how to use a dictionary, for instance, pupils were in five distinct attainment groups. There were different expectations for each group, who were clear about what they had to do. Non-teaching assistants contribute successfully to teaching. They know in advance what the teacher intends to do and provide support in a planned way. The recent training provided to parent volunteers is also poised to further boost the quality of learning in classrooms.

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

27. The school provides a broad and balanced curriculum for all pupils. At Foundation Stage the curriculum is securely based upon the Early Learning Goals and the Foundation Stage guidance, and this is an improvement on the situation at the time of the previous inspection. For pupils between five and eleven the time allocation for English and religious education is considerably more than the national average, whereas the allocation for foundation subjects, such as history, geography, art and music are considerably below the average. However, there is no evidence that this imbalance is having a significantly adverse effect upon standards in those subjects. There are now better schemes of work in place than at the time of the previous inspection. These schemes, which are based upon national models, have resulted in better curriculum planning which takes account of pupils' developing needs as they move up through the school. However, although the planning in information and communication technology is now monitored, there is still inadequate monitoring of the quality of work in the lessons, as was the case at the time of the previous inspection.
28. Although all statutory curriculum requirements are met, including the requirement for a daily collective act of worship, the curriculum provision for pupils with SEN is inadequate, and some of the provision for lower-achievers is not sufficiently targeted, planned or monitored. Consequently these pupils, unlike others in the school, do not always have full and equal access to the curriculum, since their particular individual learning needs are not sometimes successfully catered for. In contrast, some higher-achievers have had the opportunity to attend a summer school for the gifted and talented. In other respects, the school provides satisfactory equality of opportunity with equal expectations of boys and girls and curriculum opportunities that are available to all.
29. The school's strategies for teaching literacy and numeracy across the curriculum are satisfactory. The literacy programme is more developed: for example key words are emphasised in several subjects and literacy links are encouraged between different subject areas such as English and history. Numeracy issues are addressed for example in geography, where data about traffic

surveys is translated into graphs.

30. The school's provision for personal and social education, including health matters, citizenship, sex and drug education, is satisfactory. Much of this provision takes place within religious education lessons, and also circle time in Year 2 and Year 6. Teachers have the responsibility for teaching the different aspects, and they address issues such as "building up trust". However, the co-ordination of the programme is undeveloped, there is no monitoring of the implementation of the programme, and pupils' experiences in the programme are not being assessed.
31. Provision for extracurricular activities is good. There are some clubs and activities of a non-sporting nature, such as a mathematics club. However, the main strength of the extracurricular programme is the sporting provision for older pupils. A high proportion of pupils take part in activities such as cricket, football, netball and matball, and with considerable success when competing against other schools. Teams have reached several finals in the local area. The participation of pupils increases their enthusiasm for school and contributes to the raising of standards in physical education.
32. The community makes a satisfactory contribution to pupils' learning. Local organisations such as the police, fire and ambulance services come into school to raise pupils' awareness of their role in society and how pupils can cope with problems outside school. There are very strong links with the local church: the priest is a regular visitor, and the church and school are linked in activities such as the Christmas and summer fairs. The school's links with partner institutions are also satisfactory. There are good links with a local nursery, which passes on information about the children who progress to the school. There are links with the Catholic secondary school and the local comprehensive school. Year 6 pupils visit the comprehensive school to use the computer facilities. They also go on extended taster visits to both schools in order to ease the transition to the next phase of their education. The school is also part of the "Rawmarsh Schools Working Together" project.
33. Although provision for pupils with SEN has not improved since the previous inspection, curriculum planning has improved and consequently there is now more continuity in the experiences of pupils throughout the school. Also extracurricular provision is now good. Therefore there has been a satisfactory improvement in curriculum provision overall since the previous inspection.
34. The school's overall provision for pupils' spiritual, moral, social and cultural development is good, maintaining the position at the time of the previous Ofsted inspection, except that cultural provision is now only satisfactory.
35. Provision for spiritual development is good. A Catholic, Christian ethos is strongly promoted in the school. It is evident for example in the prayers displayed in classrooms and said in classrooms at various times during the day. Some classes have produced their own poems, such as those on "Life's Journey" in Year 5. There is a strong emphasis on pupils' development taking place in the context of a Christian ethos: it is prominent for example in the school's mission statement and other documentation. Assemblies are used as opportunities to promote spiritual awareness: for example, in one assembly during the inspection, pupils reflected on helping others and "travelling through life" in a meaningful way. Opportunities are sometimes taken in lessons to encourage pupils to reflect on non-material aspects of their experience, for example in a dance lesson in which pupils were persuaded to relate the music to their feelings, rather than use it just as a support for their movements. Pupils sometimes show a sense of personal discovery when exhibiting their emotions through poetry.
36. Provision for moral development is good. The mission statement highlights the virtues of self-esteem, tolerance and respect, and this is reflected in many of the school's activities. The school is a moral, well-ordered community. Rules for behaviour are prominently displayed in classrooms and around the school, and pupils are taught the difference between right and wrong. Teachers are good role models in the care they show for individuals. Pupils are taught to be considerate to others: this is very evident for example in a long-term school project to support a disabled Gambian in his attempts to rebuild his life. Although opportunities for pupils' personal development

are sometimes limited in those lessons which are heavily teacher-directed, pupils are keen to take on positions of responsibility, such as acting as monitors for various daily tasks. They also help each other: for example, Year 5 pupils assist Year 1 pupils in their reading.

37. Moral development is linked to social development, and the school's provision for it is also good. Relationships are good in lessons, whether amongst pupils or between adults and pupils. Pupils collaborate well in paired and group work. There are opportunities to develop an awareness of their wider role in society through the community links mentioned above and through activities organised by the school. Good social interaction is developed through the extracurricular programme and activities such as the Year 5 residential trip to Whitby, the Year 6 visit to an activity centre and the annual Key Stage 1 visit to a Christmas production.
38. The school's provision for cultural development is satisfactory. Pupils do learn a considerable amount about their own local and European culture. The work of European artists such as Kandinsky and Mondrian is prominently displayed, along with pupils' own artistic efforts, such as Year 5 work done in the style of Matisse. Music is prominent in assemblies, and pupils' awareness of their own backgrounds is encouraged, for example through effective displays of Victorian artefacts. However, pupils' exposure to non-European cultural influences is limited. Pupils study various faiths in religious education lessons, and there are some exhibitions such as one on Peruvian culture. However, there is relatively little done to extend pupils' real understanding of the multicultural nature of the diverse society which they themselves will increasingly experience.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school lives up to its aim to create 'a caring, structured, disciplined atmosphere' in which pupils learn. Staff know the pupils well and provide them with good levels of support. On a day-to-day basis they are suitably alert to issues of health and safety, and their interest in, and care for, individuals mean that they are swift to notice any unhappiness or changes in mood. They know about individuals' medical needs, show real concern when pupils have accidents or feel unwell and care for them well. The school meets its statutory obligations relating to Child Protection and health and safety but the formal procedures and guidance for staff relating to these areas need more rigour and clarity in order to ensure that everyone is aware of their responsibilities and acts in the correct way.
40. Staff are generally consistent in their application of the school's discipline policy with the effect that most pupils behave well. The school works well with parents, pupils and, when appropriate, outside agencies in order to increase the self-discipline of those who find good behaviour difficult. Staff reward good behaviour as well as monitoring pupils' mistakes, thereby effectively guiding all pupils as to the appropriate way to behave. They also question those pupils who arrive late, or have been away from school, and work closely and effectively with the Education Welfare Officer to ensure that pupils arrive at school regularly and punctually. Late arrivals have reduced in number since the time of the previous inspection. There are, however, some anomalies in the actual registration of pupils that need to be improved in order to comply with regulations.
41. At the time of the last inspection the school's procedures for assessing pupils' progress and standards of work were unsatisfactory. Teachers were inconsistent about what they recorded and how they monitored progress, and made little use of their findings when planning future work. Since then, the school has developed a comprehensive policy that systematically relates assessment to the curriculum planning cycle, and provides clear guidance for teachers about what constitutes good practice. Teachers analyse in much more detail the results of both statutory and optional national tests in English and mathematics and, together with pupils and parents, set personal targets for individuals. In these subjects, the use of assessment information is good and in part accounts for the improvement in pupils' standards of work. In other subjects, teachers' assessment is essentially informal and they make little use of analysis to guide them when planning future lessons. The school has made satisfactory improvement in its understanding

of the importance of assessment as a tool to help improve the quality of pupils' learning, but teachers are still inconsistent in the use that they make of it across the wider curriculum.

42. Pupils with SEN are identified early in their school life. Parents are notified of the school's concerns and are invited to regular reviews of their child's progress. However, the school does not have enough specialist support for these pupils. This becomes more acute as they rise up the Stages of the SEN Code of Practice. Pupils have to wait an unacceptably long time before they are assessed for statements of SEN that qualify them for specialist support. Added to this, the co-ordinator of SEN has no release time for this role and is therefore unable to monitor the progress of these pupils as successfully as she would wish. The result is that pupils do not always achieve as well as they should and do not, therefore, benefit from equality of opportunity in comparison to pupils who are not identified as having SEN.
43. Teachers' monitoring of pupils' personal development is also informal, mainly dependent on their day-to-day working with them in the classroom, but they use this knowledge in a satisfactory manner to support those in their care, helping them to grow in confidence.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

44. The new initiatives that the headteacher was introducing at the time of the previous inspection, in order to strengthen the school's partnership with parents, have been effective. Parents and carers hold positive views about the school and particularly like the fact that their children make good progress in their learning due to the fact that teachers expect them to work hard. All those spoken with during the inspection were very supportive of the school, stating that they feel well informed about school events, and find staff very approachable when they have any queries or concerns.
45. The headteacher issues a weekly letter for parents that keeps them well informed about school events. The governors' annual report and prospectus both have minor omissions in the statutorily required information but, together with the starter pack for the parents of pupils entering the Reception class, they provide useful, clearly presented information for parents. Teachers do not yet give parents an outline of what their children will be learning in the coming weeks, but have arranged information meetings about, for instance, literacy and numeracy, that have been reasonably well attended. Pupils' reports vary in the value of the comments made by teachers. Whilst some give a clear indication of what pupils know and how much progress they have made, others relate too much to pupils' attitudes towards the subject and what topics have been covered with little, if any, guidance about what they need to do in order to improve further. Reports for pupils in the Reception class do not relate sufficiently to the different areas of learning for very young children. Satisfactory arrangements exist for consulting the parents of pupils with SEN
46. Overall, parents are sufficiently well involved with their children's learning. They help them with their reading and other homework, are prepared to work with teachers if they have any concerns about individuals, and most parents attend the twice yearly meetings to discuss pupils' work. In conjunction with the local college, the school has run two Family Learning courses. These have really sparked the interest of those who attended and encouraged them to provide 'hands on' help in the classroom as well as creating learning resources such as story sacks and hand writing resources for younger pupils. There is no parent teacher association but parents raise considerable funds for the school, which help to support the upkeep of the buildings, through the afternoon tuck shop. Nearly all parents have been happy to sign the Home School Agreement. From the interaction of parents and staff at the beginning and end of the day, it is clear that they work well together in order to help pupils make the most of the educational opportunities that the school provides.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The leadership and management of the school are satisfactory overall, with the headteacher providing very good leadership and management. The last report noted that the headteacher, who had only been recently appointed, was providing good leadership and this judgement was supported further in a recent visit by one of Her Majesty's Inspectors. The headteacher is clearly aware of factors that will improve the school's performance and has worked hard to ensure that all teachers feel comfortable with the pace of change. This collaborative style of leadership is also evident in the good relationships between the headteacher and governing body. However the headteacher's vision for the school will not be accomplished until staff become sufficiently accountable for standards in their subjects and areas of responsibility. Staff are not sufficiently determined to identify and rectify weak aspects of provision and practice to ensure the pace of change. Whilst monitoring of teaching successfully identifies areas of weakness highlighted in the last inspection, and particularly in English and mathematics, weaknesses in other areas are not identified. In the views of the inspectors, further rigorous monitoring is needed to improve teaching still further, as well as in other areas of provision. Enough has been done to remove the school from the list of schools having serious weaknesses, but the very good work of the headteacher in tackling underperformance now needs to be more actively taken on by all staff members.
48. Although the last inspection said that the school's management and leadership were improving, there were areas that needed further work. The subject co-ordinators did not monitor standards sufficiently well. Some subject co-ordinators are now more effective. Those responsible for literacy and numeracy have monitored curriculum planning and teaching. However, there is little monitoring of other subjects and so foundation subject co-ordinators are unsure about how to improve standards within their subjects. They do not lay down clear enough guidelines about how attainment is to be measured, and they do not take personal responsibility for ensuring that good practice is encouraged or disseminated. Whilst there are clear development plans for English and mathematics, development planning in other subjects is often vague and does not result in a coherent cycle of improvement and review. As mentioned, the monitoring of teaching has been slow to get underway, and this means that weaknesses in teaching are not always identified as quickly as they should be.
49. The management of SEN is unsatisfactory. The co-ordinator, whilst being very willing, has little non-contact time to identify and support pupils with SEN. She also has too many other major responsibilities to effectively co-ordinate SEN provision. The lack of specialist support staff further compromises the lack of effective systems, and results in a number of SEN pupils making unsatisfactory progress. Whilst Individual Education Plans are kept up to date, teachers do not always use them effectively. Consequently, pupils are not given the help they need to improve their learning so that they can be removed from the SEN Register. Long delays in diagnosing the particular needs of pupils on the higher stages of the SEN Code of Practice prevent them getting the support they need to improve. As a result, these pupils do not have equality of opportunity in comparison to other pupils in the school.
50. The contribution of governors to the work of the school is satisfactory. The last inspection judged that the governing body was not involved enough in identifying priorities or evaluating developments. The governing body are now much more aware of the school's strengths and weaknesses. There are governors with responsibilities for literacy, numeracy and SEN who visit the school to see how the National Strategies and procedures are being implemented. Each governor contributes to one of the sub committees, and the responsibilities of governors, headteacher and staff are now more clearly defined. This provides the governors with a clear view of how information is collected so that the school runs efficiently. Some governors, who have attended useful training provided by the Local Education Authority, have a good insight into recent government initiatives in schools and contribute successfully to debates about future planning and policy. This is particularly the case with the curriculum sub committee who have a good understanding of how the school has implemented the National Literacy and Numeracy Strategies. A Local Education Authority advisor, who attends meetings regularly, is well informed and provides valuable advice to governors. Several minor items are missing from the annual report of the governing body and the prospectus. These include the targets for Key Stage 2, and the

national test results that allow parents to compare the schools performance with schools nationally.

51. At the time of the last inspection, there was insufficient analysis of national test data to plan improvements to what is taught. The analysis is now very good. The deputy headteacher undertakes detailed analysis that helps the school to pinpoint pupils' weak areas. However, whilst this analysis provides useful data, teachers are still not always clear about what to do about the identified weaknesses. As a result, remedial action does not automatically follow from the identification of weaknesses.
52. The in-service training of teachers has improved. The school has successfully reviewed its policy for staff development and has provided increased funding, enabling teachers to attend training sessions and courses. This has been particularly beneficial to those wishing to develop a better understanding of recent initiatives and has clearly contributed to the school's improving standards.
53. School Development Planning is clear and successfully focuses on improvements to academic standards as its major priority. First amongst these is the intention to improve the quality of pupils' writing, with further targets for improving numeracy, information and communication technology and religious education. These plans contain time deadlines, dates for monitoring and the person responsible. However, whilst resource needs are listed, the planning does not contain detailed costings. Development planning and financial planning are not sufficiently integrated because each work on a different planning cycle. This is partly because the governing body have been successfully improving other major areas of provision following the last inspection, when they were criticised for not identifying priorities or evaluating developments. It also derives from the lack of a longer-term development planning over, say, three years, so that the governing body adopt a more strategic view of financial developments. In all other respects, financial administration is sound. The governing body regularly monitor expenditure to ensure it responds effectively to various contingencies as they arrive. The limits of delegated financial authority are clearly specified and financial records and controls are carefully maintained in line with the relevant financial regulations. Specific grants are used effectively for their intended purpose and the school is beginning to successfully apply the principles of best value to ensure that it gets maximum return for planned expenditure.
54. The school's aims are clearly stated in relevant documents. The school successfully realizes its intention to provide a Catholic ethos, which it successfully nurtures through carefully planned religious education lessons, school assemblies and acts of worship. The priest of the adjoining church, who is also the chair of the governing body, is a very frequent visitor who takes a diligent interest in all matters affecting the success and happiness of pupils and staff. The school successfully integrates its academic and personal aims for pupils, wanting each child to be happy and high achieving, irrespective of the child's starting point. The school also wants to provide good opportunities for its staff to develop. The school is in the process of developing its appraisal and performance management strategy, with each teacher being supported through termly staff interviews and professional observations. Information from these is compiled into a personal/professional profile that successfully summarises each teacher's career progression.
55. All teachers are suitably qualified and there are sufficient teachers for the number of pupils in the school. Class sizes are a little below the national average with approximately twenty-four pupils in each class. This allows for a measure of individual attention for each child. As already mentioned, there are not enough support staff for pupils with SEN. Two part time qualified SEN support staff give individual help to a very small number of identified pupils on the highest stages of the special needs Code of Practice. Otherwise, the majority of special needs pupils receive too little specialist help. There are sufficient general classroom assistants who provide satisfactory help to teachers. The school spends less than most on resources for learning, although careful management of resources means that there are enough books and other items for planned lessons. The school has sufficient fiction and non-fiction books and additional money that is shortly to be spent on more computers will bring the ratio of computers to pupils in line with the national average.

56. The accommodation has been improved since the last inspection. A number of classrooms and work areas have been refurbished, an outdoor play area has been installed for the Reception pupils and security measures have been improved. However, there is insufficient large play equipment for Reception pupils and this has an adverse impact on their physical development. Overall the accommodation is satisfactory and supports effective teaching and learning. Several work areas outside classrooms are well used for small group work and as overspill areas for practical work. The playing fields are well used for games and athletics and are also used as play areas in suitable weather.
57. The school is beginning to apply successfully the principles of best value. It compares its academic results to other schools to ensure it stays competitive and as a result has improved its ratings in the last two years compared to similar schools. It secures efficient, effective and competitive services from outside providers. The school consults effectively with parents and takes their suggestions and complaints seriously. The school are increasingly self-critical, so that they are aware of how they can improve provision. This is evident, for instance, in the way that the school analyses its test results in order to set itself new targets. Items identified in the last full audit have been addressed. Overall, the school provides satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

58. In order to improve standards the governing body should:

- *Improve the range, accuracy and presentation of pupils' written work by:
 - Improving support for lower attaining pupils, including those with special educational needs. (Paragraphs 28, 72, 78, 79)
 - Improving monitoring of teaching to raise overall expectations, ensuring that existing good practice is shared throughout the school and ensuring that marking clearly identifies areas for improvement. (Paragraphs 25, 78)
- Improve the provision for pupils with special educational needs by:
 - Ensuring that the co-ordinator for special educational needs has sufficient time to monitor provision so that areas for improvement are identified and addressed. (Paragraphs 6, 19, 42, 49)
 - Ensuring that there are sufficient appropriately trained support staff to match pupils' needs. (Paragraphs 6, 19, 42, 49, 55)
- *Ensure that those with management and subject responsibilities are more accountable for the standards and improvements within their areas of responsibility. (Paragraphs 47, 48, 93, 114)
- Improve provision for teaching pupils about Britain's mixed cultural heritage. (Paragraph 38)

In addition to the above, the following less important items should be considered for inclusion in the Governors' Action plan: -

- Ensure that the Annual Report of the Governors and Prospectus include all required information. (Paragraph 50)

*** THESE ITEMS ARE IDENTIFIED IN THE SCHOOL'S DEVELOPMENT PLANNING.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 36 |
| 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 |
|-----------|-----------|-------|--------------|----------------|------|-----------|
| 0 | 16.67 | 30.56 | 50.00 | 2.78 | 0 | 0 |

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

Information about the school's pupils

Pupils on the school's roll

| | Nursery | YR – Y6 |
|--|---------|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | N/A | 182 |
| Number of full-time pupils eligible for free school meals | N/A | 53 |

FTE means full-time equivalent.

Special educational needs

| | Nursery | YR – Y6 |
|---|---------|---------|
| Number of pupils with statements of special educational needs | N/A | 2 |
| Number of pupils on the school's special educational needs register | N/A | 54 |

English as an additional language

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

Pupil mobility in the last school year

| | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 9 |
| Pupils who left the school other than at the usual time of leaving | 10 |

Attendance

Authorised absence

| | % |
|---------------------------|-----|
| School data | 5.5 |
| National comparative data | 5.4 |

Unauthorised absence

| | % |
|---------------------------|-----|
| School data | 0.4 |
| National comparative data | 0.5 |

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

Attainment at the end of Key Stage 1

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 11 | 16 | 27 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 9 | 10 |
| | Girls | 13 | 13 | 13 |
| | Total | 22 | 22 | 23 |
| Percentage of pupils at NC level 2 or above | School | 81 (67) | 81 (79) | 85 (88) |
| | National | 84 (82) | 85 (83) | 90 (87) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 2 and above | Boys | 9 | 10 | 10 |
| | Girls | 13 | 13 | 14 |
| | Total | 22 | 23 | 24 |
| Percentage of pupils at NC level 2 or above | School | 81 (73) | 85 (79) | 89 (79) |
| | National | 84 (82) | 88 (86) | 88 (87) |

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

Attainment at the end of Key Stage 2

| | | | | |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 2 for the latest reporting year | Year | Boys | Girls | Total |
| | 2000 | 13 | 12 | 25 |

| National Curriculum Test/Task Results | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 7 | 12 | 13 |
| | Girls | 9 | 7 | 11 |
| | Total | 16 | 19 | 24 |
| Percentage of pupils at NC level 4 or above | School | 64 (69) | 76 (66) | 96 (86) |
| | National | 75 (70) | 72 (69) | 85 (78) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Numbers of pupils at NC level 4 and above | Boys | 10 | 11 | 13 |
| | Girls | 8 | 7 | 9 |
| | Total | 18 | 18 | 22 |
| Percentage of pupils at NC level 4 or above | School | 72 (69) | 72 (79) | 88 (86) |
| | National | 70 (68) | 72 (69) | 80 (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 | 1 |
| Black – other | 0 |
| Indian | 0 |
| Pakistani | 0 |
| Bangladeshi | 0 |
| Chinese | 0 |
| White | 181 |
| Any other minority ethnic group | 0 |

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

| | |
|--|-----|
| Total number of qualified teachers (FTE) | 8 |
| Number of pupils per qualified teacher | 182 |
| Average class size | 24 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 4 |
| Total aggregate hours worked per week | 55 |

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.

Exclusions in the last school year

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

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

Financial information

| | |
|----------------|---------|
| Financial year | 1999/00 |
|----------------|---------|

| | £ |
|--|--------|
| Total income | 347917 |
| Total expenditure | 343980 |
| Expenditure per pupil | 1764 |
| Balance brought forward from previous year | 2376 |
| Balance carried forward to next year | 6248 |

Results of the survey of parents and carers

Questionnaire return rate

| | |
|-----------------------------------|-----|
| Number of questionnaires sent out | 182 |
| Number of questionnaires returned | 23 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 78 | 17 | 4 | 0 | 0 |
| My child is making good progress in school. | 74 | 26 | 0 | 0 | 0 |
| Behaviour in the school is good. | 52 | 39 | 9 | 0 | 0 |
| My child gets the right amount of work to do at home. | 52 | 43 | 0 | 4 | 0 |
| The teaching is good. | 70 | 30 | 0 | 0 | 0 |
| I am kept well informed about how my child is getting on. | 57 | 35 | 9 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 70 | 22 | 4 | 4 | 0 |
| The school expects my child to work hard and achieve his or her best. | 70 | 30 | 0 | 0 | 0 |
| The school works closely with parents. | 65 | 26 | 4 | 0 | 0 |
| The school is well led and managed. | 70 | 26 | 4 | 0 | 0 |
| The school is helping my child become mature and responsible. | 57 | 39 | 4 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 48 | 35 | 17 | 0 | 0 |

Summary of parents' and carers' responses

Inspectors' judgements support parents' largely positive views. Although parents expressed some concern about the range of extra curricular activities, inspectors found that the overall provision is good, with particularly good provision in sporting activities.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

59. In the current Reception class, attainment on entry to school is broadly in line with national expectations in personal, social and emotional development, speaking and listening and mathematics. It is below expectations in reading and well below in writing. Overall, therefore, children's attainment is just below that expected nationally of children of this age. However, assessment of children on entry to school (baseline assessment) over the last three years shows significant variation in attainment of children starting school, both within the areas of learning that are assessed at this stage and in the three classes that have undergone baseline assessment (Reception class, Year 1 and Year 2). Children are admitted twice yearly and so some pupils had only just arrived in the Reception class a week before the inspection. Consequently, these children were still adjusting to the class and were not completely settled. The learning of these children would be at an early stage in relation to the national expected levels of attainment.
60. The school has worked hard to address the weaknesses identified in the last inspection and the Reception children are now offered a more appropriate curriculum. The baseline assessment scheme is successfully used to track children's progress through the Reception year and to measure their level of attainment as they enter Year 1. In addition, the class now has a non-teaching assistant on an almost fulltime basis offering effective support. Opportunities for physical development are still limited and children across the attainment spectrum are not always suitably challenged and supported, particularly in communication, language and literacy and in mathematical development.
61. Before starting school, children visit the classroom and the teacher visits the children in their nursery school. Parents are invited to an introductory meeting and are given a useful pack of information. As a result, new children settle well and quickly become integrated into the class. Parents are welcomed into the classroom at the start of the school day. They effectively help their children to find and write their names, change their reading books and settle into the class. There are good relationships between parents and staff and the teacher is available each morning to discuss any concerns they may have.
62. Teaching is satisfactory across all the areas of learning, including physical education where pupils' attainments are below average. The teacher and classroom assistant's very good relationships with the children help them to feel secure and confident in school and, as a result, pupils are happy to learn. Classroom routines are quickly and effectively established, thus ensuring that there is a productive pace to learning. Appropriate behaviour expectations are made clear to the children so that, for example, children walk quietly and sensibly in line to the hall for physical education. Teacher's planning is based appropriately on the National Curriculum guidance for the Foundation Stage using the six areas of learning. This ensures an appropriately broad and balanced range of learning activities and experiences for the children. Teaching objectives are included in the planning but these are not always sufficiently specific nor do they take account of the varying needs and stages of development of the children. As a result higher attaining children are sometimes insufficiently challenged and their learning is not extended, while lower attaining children struggle with tasks that are too difficult for them. Insufficient account is sometimes taken of the ways in which young children learn and their developmental needs. For example, an activity with the large building bricks was so adult directed that it did not allow the children the opportunity to explore, play and develop their own ideas. Baseline assessment data and ongoing assessments are used effectively to track children's progress. This ensures that pupils' learning is smooth without unnecessary repetition or duplication of work that has already been covered.

Personal, social and emotional development

63. Children's attainment is average. The teaching of personal, social and emotional development is satisfactory overall and the children are making satisfactory progress towards the specified Early Learning Goals. Classroom routines are made clear, enabling children to learn in a calm working atmosphere. Clear routines ensure that children successfully manage their own belongings at the start and end of the day. Most children are able to dress themselves after physical education (PE). They demonstrate satisfactory levels of involvement and perseverance in activities, for example when making a cake they worked hard to mix the ingredients. Activities are generally tackled with enthusiasm. Many children are beginning to take turns, to listen to others and to share fairly. The adults provide good role models and as a result the children form good relationships with adults and peers, helping them to learn in a stress-free environment. The successful organisation of resources and equipment enables children to have access to those items that are needed to promote independent learning skills. Children take responsibility for returning the register to the office and delivering messages.

Communication, language and literacy

64. Children's attainment is average. The teaching in this area of learning is satisfactory overall with children making sound progress in speaking and listening and good progress in reading and writing. Children enjoy listening to stories and recognise familiar stories such as "Three little Pigs". They contribute key words to the story telling such as 'straw', 'bricks' and 'big bad wolf'. However, opportunities are missed for children to talk about events and characters at story time. The teacher uses thoughtful questioning to prompt children's thinking and to help them expand upon their contributions. This has a positive impact on children's learning; when sharing their thoughts about their day in school, they speak clearly using simple sentences. Higher attaining children remember and deliver short messages with confidence and clarity; they know almost all the initial sounds and use them to help in spelling words. They successfully compose simple sentences using their phonic knowledge supported by word banks and lists. They accurately read simple stories with a little support using phonic, context and picture cues. They are beginning to build words with which they are not familiar. Lower attaining children recognise some initial sounds. Most hold their pencils correctly and produce recognisable letters, some of which are correctly formed. These children memorise the stories in their reading books and recognise a few words from the story such as 'Mum' and 'bird'. Good use is made of the reading record books by parents and staff.

Mathematical development

65. Children's attainment is average. Teaching in this area of learning is sound and children make satisfactory progress. Good use is made of classroom routines, such as taking the register and lining up to practise counting. As a result, pupils learn in an orderly atmosphere. Most children join in counting to 20 and higher attaining ones know that '20 and one more is 21'. Good questioning has a positive impact on children's learning by helping them to concentrate as they explain their thinking. Children engage in a range of counting and number activities, but not all children are clear about the purpose of their activities. For example, a group sorting animals did not understand the instructions or criteria and were unable to complete the task successfully. Higher attaining children use dice and counters to create sets and combine them. They are able to say what, for example, two and three make, and those who have been in the class since September are starting to record these calculations. The teacher notes pupils' learning problems so that she can give the children more opportunities to develop their knowledge and skills in this area. As a result, all pupils learn satisfactorily irrespective of their individual starting points. Younger children work with the classroom assistant, building a bus from large wooden bricks and using vocabulary such as 'circle', 'rectangle', 'large' and 'small'. They successfully use sticky shapes and computer software to make patterns.

Knowledge and understanding of the world

66. Children's attainment is average. Little direct teaching was observed, but a range of activities is satisfactorily provided to promote children's learning in science, design and technology, information and communication technology, history and geography. Children build and construct selecting from a range of materials, such as when making caterpillars. They inquisitively

investigate a selection of objects with a magnet and play with sand and water. They satisfactorily use the computer to create patterns and pictures. When they walk around the school premises they successfully identify and remember key features. However, insufficient use is made of these opportunities to use language that describes their position, although a few children talk about what is 'behind' them.

Physical development

67. Children's attainment is below expected levels. While teaching is satisfactory, there are insufficient opportunities for children to develop their physical skills. In one lesson in the hall, children's learning was limited because there were too many requests to stop and keep still. There was no warm up and initial activities were too short. Most children successfully hop, jump and stop in response to a drum, but skipping is less well developed. No use is made of higher attaining children to demonstrate good skills to the rest of the class. This limits children's knowledge of their own learning. A significant minority, particularly of newly arrived children, shows little awareness of space and a few persist in running even when asked to move in some other way. However, all the children showed enjoyment when joining in a game of 'What's the time Mr. Wolf'. Although there is a small designated outside area for the Reception children with direct access from the classroom, it is not yet in use. The children have no access to outdoor equipment such as wheeled toys and climbing and balancing apparatus so that their physical development is restricted. Children develop their manipulative skills through a range of activities such as cutting, drawing, painting, sewing and modelling. Most are able to hold a pencil correctly and show satisfactory control when writing and drawing.

Creative development

68. Children's attainment is average. Teaching overall is sound and children make satisfactory progress in this area of learning. In music, children enjoy singing and know a range of nursery rhymes and other songs. They are given regular opportunities to sing and move to music and, as a result, enjoy music lessons. They enthusiastically clap the rhythm of nursery rhymes such as 'Hickory Dickory Dock, but tend to clap the rhythm of the words rather than clapping the underlying pulse of the music. Scrutiny of the artwork on display and in the classroom shows that children engage in a wide range of activities that increase their creative development. They create eye-catching collages from materials such as paper, card and polystyrene, and create lively pictures and patterns using picture-making software on the computer. They successfully mix their own colours from powder paint and use chalk and black paper to make evocative snowy winter pictures. They successfully use old Christmas cards for cutting and sticking and make simple puppets by sticking faces on to sticks. Resources such as sticky tape, glue, glue sticks, scissors, pasta, shavings and other collage materials are successfully organised so that children learn to make their own independent selections. Teachers successfully use opportunities for cross-curricular work. As a result, successful links are made across different aspects of children's learning. For instance, pupils were encouraged to use the sand to make 'cakes' when learning the letter 'c'

ENGLISH

69. Standards in English overall in the school are below average by the ages of both seven and eleven. Pupils enter Year 1 from Reception with standards in speaking, listening and reading which are close to national expectations, but with standards in writing which are below expectations. By the end of Key Stage 1, at the age of seven, the majority of pupils, including those with SEN, make satisfactory progress in speaking, listening and reading, but make unsatisfactory progress in developing their writing skills in relation to their prior attainment. There is a high proportion of pupils with SEN in the current Year 2, and the level of attainment reflects this proportion. By the end of Key Stage 2, at the age of eleven, pupils make satisfactory progress in developing their speaking, listening and reading skills, but unsatisfactory progress in developing their writing skills in relation to prior attainment.
70. The national test results for pupils aged seven in 2000 showed that standards in English for pupils

attaining Level 2 or above were in line with the national average in writing, although they were above in reading. In comparison with schools of a similar nature nationally, standards in reading were well above average, and standards in writing in line with the average. Girls achieved better than boys. Standards in English were below those in mathematics and science, the other core subjects. The trend for the three years prior to 2000 shows that attainment in reading and writing in the school has risen, although in relation to the national trend in attainment, standards in reading have risen whilst attainment in writing has declined. In comparison, the trend for attainment in mathematics in the school has risen faster than the national average.

71. The national test results for pupils aged eleven in 2000 showed that standards in English for pupils attaining Level 4 or above were below the national average, although they were in line with the expectations of pupils in similar schools nationally. There was no significant difference in standards between boys and girls. Standards in English were below those in mathematics and science. The English results represented a decline on the 1999 results, and the trend for the three years prior to 2000 shows that attainment in English in the school has fallen behind the rising trend nationally, unlike the trend in mathematics and science. However, the school now has strategies in place which it believes will raise the overall attainment in writing of eleven-year-olds to the national average by the time they take the national tests in 2001.
72. Pupils in the current Year 2, which contains a relatively high proportion of pupils with SEN, have satisfactory listening skills, except for a minority of boys who do not listen well to instructions. Speaking skills are restricted by the poor command of standard English of many pupils. The reading skills of many pupils are poorly developed: many read haltingly, without expression, and have limited strategies for decoding unfamiliar words. The writing skills of many pupils are poor, particularly for those with SEN, who receive insufficient support. Pupils in the course of Year 2 extend their range of writing, for example producing factual accounts of experiences such as their first day in school, and they learn to write imaginative stories. They also write instructional pieces, for example about a fire drill, and reports on the Olympics. However, the presentational skills of most pupils are poor, as are the technical skills of grammar, spelling and punctuation. Even some higher-achievers cannot write in accurate sentences, whilst many lower-achievers still do not write with sufficient control or correct letter formation.
73. In contrast, many pupils in Year 1 are able to talk in a relatively more developed manner for their age, for example when expressing their preferences about books, and they listen well to the teacher. Many of these pupils also have satisfactory reading skills in relation to their age. They produce some interesting writing, for example instructional writing on "How to grow a hyacinth", poems such as "Winter Trees" and reports on the Bishop's visit to the school, all of which show a developing proficiency in language and an expanding vocabulary. However, only a minority can write with the technical accuracy appropriate to this age group.
74. Pupils by Year 6 have developed satisfactory speaking and listening skills. For example, many pupils talk willingly and with confidence about poems they have written. They also develop satisfactory reading skills, and they talk about their likes and dislikes in reading. Many also develop sound research skills, although lower-achievers have an insecure understanding of the difference between fiction and non-fiction. Pupils' writing skills remain limited both in its range and accuracy, except for the minority of higher-achievers. Pupils continue to produce instructional and factual writing, for example about volcanoes and life in space, writing which displays a developing interest in language. They learn to write formal "letters" and how to retell traditional stories such as "Jack and the Beanstalk". They learn to distinguish between biography and autobiography and write examples of both. Pupils' imaginative writing shows a developing awareness of the importance of setting, characterisation and the need for interesting language. By Year 6 pupils produce some good quality poetry in a variety of forms such as limericks and haikus. However, although the work of the minority of higher-achievers is reasonably thorough, and grammatically correct, the work of the majority of pupils is still marred by frequent errors and sometimes poor presentation, and work is often unfinished. Whilst many pupils fail to write expansively or use more imaginative ways of engaging a reader's attention, recent improvements to how writing is taught are beginning to have a positive impact.

75. The school has a policy of promoting literacy across the curriculum, and this is beginning to have a positive effect upon raising standards. For example teachers are beginning to focus on "key words" in subjects other than English, and links are increasingly being made between subjects such as history and English. However, the impact of this policy is not yet being formally monitored.
76. The quality of teaching overall in English is satisfactory. At Key Stage 1 the teaching is always at least satisfactory, and it is very good in one out of two lessons. At Key Stage 2 the teaching is always at least satisfactory, and it is good in one out of every two lessons. Where teaching is good or very good it shows characteristics which can be observed in lessons both at Key Stage 1 and Key Stage 2. For example, teachers often outline their objectives very precisely, giving pupils a clear indication of what they need to do in order to improve their learning, and in the best lessons teachers frequently refer pupils to these objectives in order to reassure pupils about their progress. This helps to motivate pupils and improves their learning: it was observed for example in a Year 3 lesson in which the teacher was explaining to pupils how to write more interesting forms of characterisation. At the end of lessons, teachers often effectively summarise the progress made towards meeting the objectives. Teachers also take frequent opportunities to reinforce and extend pupils' vocabulary. They skilfully combine good explanations and questioning to extend pupils' understanding, whether it is to emphasise a grammatical point or whether it is to emphasise particular conventions of writing, as seen in a Year 1 lesson based on traditional stories. In the best lessons, there is a good match between the work set and the ability levels of different groups of pupils, and so all pupils are effectively challenged and their learning makes good progress as a result. This was observed in a poetry lesson with older pupils, a lesson in which pupils of various levels of ability were prompted into researching a range of language in order to write their own imaginative poetry. In these good lessons teachers have high expectations of what pupils can achieve. Teachers also sometimes set precise time targets to keep the pace of learning brisk. They also encourage independent learning by encouraging pupils to research for themselves, for example by using a range of reference books.
77. Pupils' attitudes in these good lessons are always at least satisfactory and are often good. They respond well to opportunities to show initiative: as for example in a Year 1 lesson in which pupils acted out a role play of Goldilocks which not only encouraged pupils to use their speaking and listening skills but also helped to develop their personal confidence.
78. In lessons which are otherwise sound, but which contain some aspects of teaching which are less than satisfactory, teachers have lower expectations or provide less challenging opportunities. Sometimes lessons are very teacher-directed, with an overlong introductory session, so that when eventually working in groups, higher-achievers in particular do not have sufficient opportunity to develop their skills. Opportunities are sometimes missed: for example when the teacher reads extensively to the class without encouraging pupils to develop their own reading skills, even though they each have the text. In a small minority of lessons where there is challenging behaviour and insufficient specialist support, teachers lack sufficient strategies to prevent low-level disruption from restricting the learning of the class. Teachers' marking is sometimes inaccurate and is frequently unhelpful in enabling pupils to improve their writing skills, and unsatisfactory work is sometimes too readily over-praised. Pupils are sometimes allowed to present work which is unfinished or which is poorly presented.
79. Leadership and management of English are satisfactory. The co-ordinator has put considerable effort into monitoring attainment in English, and the data is being used to set detailed targets for improvement for each pupil. However, despite monitoring of teaching in literacy lessons, there is not enough attention given to ensuring that practical steps in the classroom help to make these targets realisable. In particular, there is insufficient specialist help available to assist teachers to raise the attainment of lower-achievers and pupils with SEN.
80. In the previous Ofsted inspection, standards in English were found to be below the national average in all aspects, and below the expectations of pupils in similar schools nationally. Achievement in relation to similar schools has now improved. The attitudes of pupils remain good, as then. The most notable improvement has been in the quality of teaching, which is now always

at least satisfactory, whereas there was some unsatisfactory teaching in 1999. Therefore overall improvement in English has been good since the last inspection.

MATHEMATICS

81. Pupils overall achieve well in mathematics with those in Year 6 achieving very well. Pupils in both key stages make good progress in individual lessons and over time. This is because there is good teaching of the subject in most classes, with effective use made of the National Numeracy Strategy materials.
82. At the time of the last inspection, pupils' attainment was below national expectations at the end of both key stages. Since then, results have significantly improved in both key stages. In the 2000 national tests at the end of Key Stage 1, pupils' attainment was above schools nationally and well above similar schools. This was the same in the 1999 national tests. In the 2000 national tests at the end of Key Stage 2, pupils were in line with schools nationally and well above similar schools. This was also the case in 1999. There has therefore been a very good improvement in standards at the end of both key stages since the last inspection. The proportion of pupils achieving the more advanced Level 3 at the end of Key Stage 1 is now well above the national average and the proportion achieving the more advanced Level 5 at the end of Key Stage 2 is above the national average. This shows that higher attaining pupils are successfully challenged. Whilst these are generally impressive results and show that most pupils are achieving well, the lack of specialist support for pupils with SEN results in some of these pupils not making as much progress as they should.
83. Improvements in standards have been brought about by a number of factors. Firstly, there has been a focus on the teaching of mathematics. The headteacher, subject co-ordinator and Local Education Authority staff have all observed what happens in mathematics lessons and fed back the information to staff. This has helped them to improve the quality of their teaching. There has been good analysis of information from national tests and other assessment data. The school has targeted pupils at the boundary of National Curriculum Levels in order to help pupils attain the higher of the two Levels. Individual mathematics targets have been set for each child, and these are reviewed termly to make sure that each child's progress is optimised. The introduction of the National Numeracy Strategy in September 1999 was well planned for and all teachers have received a good training in how to use the various materials and approaches contained in the strategy. Several teachers have received further additional training so that they are very skilled in the principles of mathematics teaching. The mixture of classroom observation, intensive training, analysis of results and target setting have paid dividends. The school is right to be proud of its rapidly improving results, which exceed the improving trend nationally. Whilst there is some effective use of mathematics in other subjects, such as design technology, science and geography, this is not planned for and so opportunities are sometimes missed to reinforce pupils' grasp of numeracy in other contexts.
84. In work seen at the end of Key Stage 1, Year 2 pupils attain at levels that are below average. This is because this class contains an unusually high proportion of pupils with SEN. Nearly half of the pupils in this class have SEN compared to a third of pupils in the school as a whole. The lack of specialist support for these pupils further disadvantages them, resulting in weaker progress being made than in other classes containing smaller proportions of special needs pupils. By contrast, pupils in Year 1 attain in line with national expectations, even though they entered school with below average attainment in mathematics. In general, good use of the National Numeracy Strategy materials helps pupils to apply the rules of number well and to use the language of mathematics with confidence. For instance, in a successful Year 1 lesson, pupils were beginning to understand how to add coins together. Whilst most pupils were beginning to understand that two 5p coins made 10p, higher attaining pupils were able to add together a mixture of several different coins. Most pupils could read and write the numbers involved. This showed that these pupils are confident within Level 1 of the National Curriculum, with higher attainers beginning to tackle aspects of the Level 2 work expected of Year 2 pupils. There has been a narrowing gap

between the results of boys and girls. In the 1998 national tests, girls were well ahead of boys. This gap narrowed in the last two years, with little difference between them in the 2000 tests. This is confirmed by inspectors who saw little difference between the quality of work of girls or boys in lessons. There is some planned use of computers to support work in mathematics, although little was seen in use during the inspection.

85. In work seen at the end of Key Stage 2, pupils are above average and are making very good progress in individual lessons and over time. Pupils in Year 6 have the potential to attain well above the national average when they take the national tests in the summer if their current rate of progress continues. In a lesson seen with Year 6, many pupils were working confidently within Level 5 of the National Curriculum, which is a Level higher than expected for these pupils. Pupils rapidly calculated $\frac{1}{2}$ of a $\frac{1}{2}$ expressed as a decimal in their heads. Higher attainers instantly expressed simple fractions such as a third as a decimal or percentage. Several very confident pupils could achieve Level 6 if their current rate of progress continues. One such child calculated that 0.788 is equivalent to 197 over 250, which is close to 79%. Within Key Stage 2, mathematics is supported in other lessons of the curriculum, for instance in design technology and science. However, the expectations of mathematics work in other subjects of the curriculum are not always compatible to the level of difficulty required in mathematics lessons and opportunities to reinforce mathematics understanding are therefore lost. There is little difference between the attainment of boys and girls with boys ahead of girls in the 2000 national tests, but girls ahead of boys the year before.
86. The quality of teaching is good overall but is variable from class to class. No teaching was judged to be unsatisfactory. Teachers' planning is detailed in both key stages. Teachers plan for the different attainment levels in their classes, including those with SEN. It is the lack of suitable support, rather than lack of suitable planning, that holds back SEN pupils. Teachers have a good grasp of the National Numeracy Strategy, which they teach with confidence. Consequently, pupils are clear about what is expected and learn in a systematic way that reinforces rapid progress. Teachers make good use of available resources. In one Year 1 lesson, for instance, the teacher focused pupils' attention on a flip chart and then regrouped them quickly to use a large number board to illustrate another aspect of teaching. Shortly after this, pupils went into groups, where they made good use of large sized coins, number squares, a number board and other well chosen resources to help their learning. Pupils were kept mentally active and the resulting productive pace ensured that good progress was made. The marking of pupils' work is a weakness. In some classes some work remains unmarked and incorrect answers are left uncorrected. In some books, very poor presentation goes unchallenged or is even praised as being "good work". As a result of this, pupils are not always as clear as they should be about what they have to do to improve. Most teachers are positive in their dealings with pupils. They manage behaviour well, tending to draw attention to good behaviour rather than criticizing bad behaviour. This means that there is a sense of order in lessons with pupils behaving well and wanting to learn well. Homework is successfully used by teachers to reinforce lessons in class. This helps to promote pupils' independent learning skills by encouraging them to work without close supervision.
87. The management of the subject is very good. The co-ordinator has successfully monitored other teachers' lessons to identify ways that teaching can be improved. The very good use of individual target setting, to help pupils maximize their potential, contributes significantly to improving standards. Available space and resources are well used and the classroom teaching assistants are clear about their role in the teaching of mathematics. Interesting mathematics displays in many rooms celebrate pupils' efforts and illustrate important aspects of teaching. The regular mathematics club for higher attaining pupils in Year 6 has a major affect on their learning, hopefully paving the way for them to achieve the coveted Level 6 in next year's national tests.

SCIENCE

88. Standards of work seen during the inspection were average at the end of each key stage and pupils in both key stages make satisfactory progress in individual lessons and over time.

However, pupils with SEN are not given sufficient support and so make unsatisfactory progress. This is because they do not receive enough specialist support and are not always given appropriate tasks to do. There is no significant difference between the achievement of boys and girls in lessons seen or in national test results.

89. In the Year 2000 Key Stage 1 assessments for seven-year-olds, the proportion of pupils attaining the expected Level 2 or above was in line with the national average and in line with that of similar schools. However, standards have improved significantly over the last three years and the percentage of pupils attaining the more advanced Level 3 was well above schools nationally and similar schools. In the 2000 Key Stage 2 national tests for 11-year-olds, the proportion attaining the expected Level 4 or above was close to the national average and above that of similar schools. The proportion attaining the higher Level 5 was also close to the national average and above similar schools. Pupils achieved better results in science than in English and mathematics. Over the last three years, the continuing upward trend in standards exceeds the nationally improving trend.
90. By the end of Key Stage 1, pupils make logical decisions about materials based on their five senses and successfully identify changes in the properties of materials. When investigating bread and toast, for instance, Year 2 pupils talk about the differences in smell, taste, feel and sound between untoasted and toasted bread. Pupils name other materials such as wood and glass. This places them within the expected Level 2 of the National Curriculum. Higher attaining pupils describe in more detail how they would use all their senses to identify the different properties of materials and make effective use of reference books. Lower attaining pupils also use their senses and talk about some of the changes they have observed, although their choice of vocabulary is limited and they are less discriminating in their use of criteria to describe properties. In a Year 1 lesson, pupils accurately identified a wide range of materials, successfully sorting a collection of every day objects according to properties such as transparency and flexibility. These pupils were successfully working within Level 1 of the National Curriculum, with higher attaining pupils understanding aspects of Level 2.
91. By the end of Key Stage 2, Year 6 pupils accurately classify whether observed changes in the properties of materials are physical or chemical and recognise whether the change is reversible or irreversible. They understand what constitutes a fair test and how changing one factor might produce different results, for example, by changing the temperature of the water when dissolving solids. They begin to name the properties of solids, liquids and gas. They successfully create their own solutions to problems and accurately record them as scientific diagrams. However, these recordings are not always well presented, nor do they give clear instructions to the reader. Consequently, whilst pupils are working within the expected Level 4 of the National Curriculum, the quality of their presentation is below expectations for this age group. In year 5, pupils name the parts of a flower and higher attaining pupils understand the functions of these parts. They produce carefully detailed observational diagrams to illustrate their work. Throughout the key stage the successful emphasis on practical investigations helps pupils to understand the importance and purpose of fair testing. For example, when investigating the absorbency of materials, pupils in Year 3 accurately predicted the results, developing their own ideas and approach to the investigation as they compared their findings with their predictions. Despite support from classroom assistants, SEN pupils in both key stages often make unsatisfactory progress, as the tasks are not always well suited to their particular needs.
92. The quality of the teaching in science is satisfactory overall, but ranges from very good to unsatisfactory. In Key Stage 1, teaching is at least satisfactory with some very good teaching. In Key Stage 2, most teaching is satisfactory, but unsatisfactory teaching occurs when teachers are not well prepared and the task is not well matched to pupils' needs. Where teaching is most effective, resources are carefully prepared, lessons are conducted at a brisk pace and pupils experience relevant practical activities that are well matched to their prior levels of attainment. For example, in a Year 3 lesson about absorbency of materials, the task for the lower attaining group was well structured. They had to discuss how to keep a lifeboat man dry by considering which waterproof materials might be used. Pupils understood the task, had a lively debate and worked at a productive pace that extended their thinking and learning. Teachers make effective use of

classroom assistants who provide well-integrated support, although the tasks expected of SEN pupils are sometimes inappropriate. Careful and focused questioning is regularly used to assess the level of pupils' understanding before moving on to new work. This helps pupils to have a clear knowledge of their own learning and helps to keep them on their toes. Good use of homework by some teachers helps pupils to develop independent learning skills and provides good opportunities for pupils to prepare for their next lesson. Scientific vocabulary is well promoted in all classrooms. However, teachers do not sufficiently stress the importance of good presentation in written work. As a result, some pupils present work that lacks proper care or diligence. The behaviour of pupils is overall satisfactory, although a minority of pupils in Year 2 lost concentration easily and tended to interrupt the teacher.

93. Improvement since the last inspection is good and this is reflected in the higher standards now being achieved by the pupils. The school has adopted a nationally recognised scheme of work that successfully guides teachers' planning and ensures smooth progression across the school. The co-ordination of the subject is satisfactory overall. However, whilst the co-ordinator monitors the planning and samples of pupils' work at the end of the school year to identify gaps in pupils' knowledge, there is insufficient monitoring of the quality of teaching. Consequently, aspects that could be improved are not identified. The school recognises that it does not make enough use of targets to improve the standards of pupils' work. This is because there is not a commonly agreed assessment and progress tracking system in use by all teachers, although new materials, produced by the Local Education Authority, that are soon to be introduced, are intended to improve this.

ART

94. At the time of the last inspection, attainment at the end of both key stages was average. Although very little teaching of art was seen during this inspection, a scrutiny of completed work, together with conversations with pupils and teachers show that attainment remains average at the end of both key stages and that the progress of pupils across the school is satisfactory in individual lessons and over time. This applies to all pupils including those who are higher attainers or who have SEN. Improvement since the last inspection is therefore satisfactory.
95. By the end of Key Stage 1, pupils in Year 2 produce bold computer designs based on the work of abstract painters. Some of these use the brightly coloured style of the abstract expressionist Kandinsky as a starting point, whilst others base their work on the more austere style of the abstract artist Mondrian, who used intersecting lines and planes of colour to embody spiritual values in art. The pupils have effectively caught the styles of these artists and in the process have begun to understand that art is about the feelings induced by symbolic colours and shapes as well as about the realistic portrayal of things that are seen. Other good work in Key Stage 1 includes 'Winter Tree' drawings by Year 1 that effectively bring out the details of branches, twigs and bark. This work successfully ties in with the pupils' literacy work through the use of printed words such as thick, thin, tall, spiky and silver that are displayed alongside the artwork. These help pupils to associate written words with the qualities they describe. Some exciting and colourful collages in the Reception depict a variety of scenes such as Christmas, the classroom and a car. These also help pupils to put names to shapes, and so support work that is required in their mathematics.
96. By the end of Key Stage 2, when pupils are in Year 6, they create eye-catching dials for the clocks they have designed and made in design technology. These ornate and imaginative designs are created by applying glass paint onto a CD disc. In the process, pupils learn that the intricacy of shape and colour has a visual impact that turns an ordinary commodity into a decorative item of furniture. Other good work includes silhouettes against evocative colour wash backgrounds in Year 4, and painted heads that have realistic skin tone and accurate proportions in Year 5. Despite some imaginative work across classes, there is limited evidence of large-scale work or the regular use of three-dimensional media.

97. Insufficient teaching was seen to form a conclusive judgement about its quality. Nevertheless it is clear that teachers make effective use of a nationally recognised scheme to guide their planning. As a result, pupils are clear about what they have to do and learn in an organised way. Teachers successfully avoid topics that rely on mere technical exercises, preferring instead interesting topics that give pupils a chance to feel successful. Teachers manage pupils well. As a result, pupils know what is expected and learn successfully. Pupils who lack confidence are given helpful support by teachers and support assistants. This means that many lessons have a positive learning atmosphere to which pupils respond very well. Most pupils behave well and are interested in their work. They enjoy seeing their work displayed and enthusiastically talk about their work with visitors.
98. The management of the subject is satisfactory, although there is insufficient clarity about what needs to be done to take the subject forward. There is little attempt to evaluate artwork or to focus on improvements to teaching. There is no development plan for art and so the quality of what is done depends too much on individual teachers' efforts rather than a co-ordinated approach to improving standards. The time allowed for art is well below the national average. As a result of these considerations, the quality of artwork is the same as at the time of the previous inspection. Nevertheless, individual teachers achieve satisfactory results. There is attractive display of pupils' work in many rooms and corridors. This successfully celebrates pupils' efforts and gives them added motivation to do well.

DESIGN AND TECHNOLOGY

99. A limited amount of lesson observation was supplemented by discussion with pupils and teachers, and a scrutiny of work and displays around the school. This shows that standards are average by the end of both key stages and that progress is satisfactory in individual lessons and over time. There is little difference between the progress of boys and girls, or between those of different prior attainment.
100. In both key stages, pupils successfully generate ideas and plan their work carefully. For example, at the start of a new project on slippers in Year 6, the pupils discussed the purposes, properties and materials of slippers. In doing this, the pupils understood that slippers are commodities that have to comply with certain market expectations if they are to attract customers. In Year 2, pupils carefully examine puppets to learn which materials are used and how they are joined. They then design their own puppet, planning what materials they will use and which tools and methods will be needed to successfully complete the project. Pupils confidently use a range of materials, such as CDs and wood to make clocks, clay to make pots and plates and fabric to make puppets. They learn increasingly sophisticated ways of joining materials, with older pupils safely and effectively using a glue gun. At the end of projects, pupils evaluate their work, making suggestions as to how they might improve it and commenting on what they have learnt. However, on occasions, their ideas for improvement are too superficial with little reference to the real purpose of their products.
101. The quality of teaching is satisfactory in both key stages. Teachers' planning provides for a range of suitable activities that help pupils to develop their knowledge, skills and understanding appropriately. When talking to the pupils, teachers use appropriate subject vocabulary and encourage them to think for themselves. As a result, pupils often show independence when designing and making their items. In Year 1, for instance, pupils showed independence and perseverance in their work when measuring, cutting and fixing plastic film to their houses for windows. Tools and resources are organised efficiently so that pupils select what they need and progress at a purposeful pace. For more difficult tasks, they are well supported by the classroom assistants and volunteers. In some classes, specific skills are taught in order to prepare children for a new project. For example, at the start of a project, Year 3 pupils were shown how to make a box from a net and could then go on to make Christmas containers. In lessons, behaviour is good overall and sometimes very good. Key Stage 1, pupils work co-operatively in pairs making a house and helping each other with the tasks that need to be done. Whilst older children show

enthusiasm when contributing their ideas, a small minority find it difficult to contain themselves when they get excited and call out of turn.

102. The school has adopted nationally recommended scheme of work for Design Technology and, guided by this, is successfully addressing the weaknesses identified in previous inspection reports. Improvement since the last inspection is therefore satisfactory. Classes are appropriately resourced with a good selection of tools and materials. The subject is satisfactorily managed. The co-ordinator monitors teachers' termly planning and receives samples of children's work. As a result, she has produced useful action points for insertion in the current School Development Plan. In this, she helpfully identifies the need to develop a portfolio of work to support the assessment of pupils' attainment and progress. At present, however, the quality of teaching is not adequately monitored and so aspects for improvement are not always identified.

GEOGRAPHY

103. There was insufficient evidence during the inspection to make a secure judgement on standards in geography. Only one geography lesson was observed, in Key Stage 2. There is some geography work on display around the school, and discussions were held with older pupils, showing that they have levels of skill, knowledge and understanding which are average for their age group. However, only a limited amount of work was seen, and the time allocation for geography is below the national average.
104. Pupils in Year 6 showed a satisfactory level of knowledge of the water cycle and an understanding of appropriate geographical vocabulary such as "tributary" and "estuary", vocabulary which they had learned when studying rivers. In the Year 4 lesson observed on map skills and settlement, pupils did make good progress in developing their skills in using map grids and in developing their knowledge of why people choose to live in particular areas and how a settlement can develop. There was also some evidence of older pupils having successfully carried out a traffic survey in the local area and analysing the information in graphical form. However, the evidence of work in geography was too limited to make an overall judgement on standards, which were found to be below the expected level at the time of the previous inspection.
105. There is insufficient evidence to form a judgement about the quality of teaching. Although a geography curriculum is in place, the co-ordinator is on a long-term absence. There is no formal monitoring within the subject, either in terms of teaching or assessment.

HISTORY

106. There was insufficient evidence during the inspection to make a secure judgement on standards in history, although progress at Key Stage 2 was described as satisfactory in the previous inspection report. Only one history lesson was observed in the current inspection, at Key Stage 1.
107. There is evidence in the school of activities in history taking place in various year groups. Pupils in Year 1 study at a basic level some examples of life in Victorian England and benefit from having access to an attractive display of artefacts from the nineteenth and early twentieth centuries. The pupils show some evidence of an understanding of some of the differences between life "then" and "now". Older pupils also study the Victorians, for example producing timelines of events and studying the lives of Victorian children. They also study some aspects of life in Tudor England and life in Britain in World War Two, showing some basic knowledge and understanding of events.
108. In the one history lesson observed, in Year 2, pupils showed an interest in artefacts and pictures of events surrounding the life of Florence Nightingale. However, discussions with pupils higher up the school revealed an insecure understanding of chronology and knowledge only of some basic facts about what they had studied, for example about Henry VIII, and their knowledge and

understanding were below the expectations for pupils of that age in a national context. There was little evidence of a developing awareness that events in history might have particular causes or consequences, or of how evidence is used by people studying the past.

109. There is insufficient evidence to form a secure judgement about the quality of teaching. Curriculum planning is in place in history, but the co-ordinator is on a long-term absence. The time allocation for teaching history is below the national average and there is no formal assessment done in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Pupils' attainment in information and communication technology (ICT) is average at the end of both key stages. Pupils' progress is sound across the school both in individual lessons and over time. There is no difference between the progress of boys and girls or between those of different prior attainment. The school is planning successfully for the use of a substantial grant of money from the National Grid for Learning that will arrive soon. This will help the school to buy more equipment and provide further training for teachers. The school's planning shows how this will have a positive impact on standards of attainment.
111. By the end of Key Stage 1, when pupils are aged seven, they successfully program a turtle that moves around the floor. They do this by inputting instructions that control how it moves along a pathway that they have designed. They successfully use an art graphics program to create pictures in the style of the artist Mondrian. They confidently make selections from drop down menus, use the space bar and delete keys and know how to change lower case letters to capitals. By the end of the key stage, pupils successfully comply with the expected Level 2 requirements of the National Curriculum. By the end of Key Stage 2, when pupils are aged 11, most save and retrieve their work from a floppy or hard drive and print it out as required. When visiting the ICT suite at Rawmarsh Comprehensive School, pupils in Year 6 individually retrieved the spreadsheet work that they had saved during the previous session. The majority accurately input a spreadsheet formula, locating a cell and applying the formula by using the mouse to drag down and across the spreadsheet. Pupils interpret their findings and understand that incorrect initial information or formula will affect the accuracy of results. Whilst most pupils use computers to present information in a variety of ways, for instance, through word processing, desktop publishing and through charts and diagrams, not all pupils have the same degree of confidence. No pupils have had experience of, using the World Wide Web or mail services in school, although a number who have computers at home are already accomplished users of the Internet and email.
112. The limited amount of direct teaching that was seen during the inspection was supplemented by a scrutiny of pupils' work and teachers' planning, and also through discussion with teachers and pupils. This shows that the quality of teaching is broadly satisfactory in both key stages. Successful planning, based on nationally recognised schemes, ensures that tasks are appropriate for each year group and that pupils achievement and learning is satisfactorily supported through smooth progress from year to year. The quality and range of pupils' work shows that teaching is satisfactory, and this is supported by the lesson observations. Teachers have good subject knowledge and skills, recognising when pupils have difficulty and intervening appropriately. This helps pupils to have a clear idea of what they are learning, so that they make secure progress. Good use is made of classroom assistants to support less competent pupils. Where teaching is less effective, the tasks are too challenging and not well matched to the needs and capabilities of all pupils. When this happens, pupils' learning becomes fragmentary and progress suffers. Progress is effectively monitored through the use of records of achievement booklets in which the pupils track their own progress.
113. There are good examples of ICT being used in other subjects of the curriculum. In Year 5, for instance, work in literacy is well presented when pupils' poems are superimposed on to photographs and laminated. Year 5 pupils also create interesting and attractive images by combining and manipulating shapes. In Year 4, pupils' prayers are also well presented through being word-processed. In Year 1, pupils use ICT in their science work. They collect information

about themselves and other pupils and use pie charts and bar graphs to accurately record and display the data. The majority of pupils behave well and show enthusiasm when working on ICT tasks. When using the floor turtle, children work co-operatively in pairs, independently of the teacher, and persevere with the activities. Pupils are keen to help each other at the keyboard when difficulties arise. Behaviour is less good when pupils have to wait for adult help in order to continue with the task.

114. While standards have been maintained in ICT since the last inspection report, and overall improvement is therefore satisfactory, lack of sufficient equipment has prevented the school addressing some of the gaps in provision identified then and in meeting the new requirements of Curriculum 2000. However, the school is now well placed to move forward in these areas as the new funding becomes available. Good links, based on the Excellence in Cities Project, have supported the link with the local secondary school for pupils in Year 6. The school also benefits from the expertise of the technician from the comprehensive school. The subject is satisfactorily managed. The co-ordinator receives copies of pupils' work from across the school each term, which is used to identify weaknesses, although a lack of regular monitoring of teaching results in inconsistent provision from class to class.

MUSIC

115. At the time of the last inspection, attainment at the end of both key stages was average. Although very little teaching of music was seen in this inspection, conversations with teachers and pupils, scrutiny of documentation and observation of two lessons, a hymn practice and assemblies shows that attainment remains average at the end of both key stages and that pupils' progress is satisfactory across the school. The school has therefore made satisfactory improvement since the last inspection. Pupils make sound progress irrespective of their prior attainment and there is no difference between the progress of boys or girls.
116. By the end of Key Stage 1, pupils have developed a wide repertoire of songs. They sing with accurate intonation and enthusiasm. This was evident in a Reception class lesson. Pupils eagerly asked for their favourite songs and responded well to a piano accompaniment. They moved expressively to the music with higher attaining naturally adjusting the pace of their movements to the mood and pace of the music being played. Many pupils clapped in time to the music, although they found it more difficult to clap the underlying pulse. Pupils make effective use of percussion instruments to accompany songs, although the lack of opportunities for pupils to develop their own music within simple structures limits the scope of their own compositions and improvisations.
117. By the end of Key Stage 2, pupils in Year 6 have acquired a rudimentary understanding of orthodox musical notation through learning the recorder. They understand simple rhythmic phrases and successfully integrate different layers of sound within a class ensemble as they closely follow the class teacher's conducting. Pupils showed enjoyment when singing and are able to sustain independent vocal lines when performing rounds. The quality of their voices is good; they have clear diction, and accurate intonation on all but the highest notes. As in Key Stage 1, lack of regular opportunities limits pupils' skills in composing. Pupils in Year 6, for instance, have not made sufficient use of simple structures such as drone, ostinato or sequence to construct their own music. Composition work tends to be restricted to rhythmic improvisations using available instruments. Regular opportunities to contribute to collective worship and seasonal church celebrations have a positive impact on standards of singing. The school only has the support of one visiting instrumental teacher and so pupils have limited opportunity to develop more advanced musical skills.
118. Very little teaching was seen and so a secure judgement about its quality is not possible. Nevertheless, teachers plan successful music lessons using a nationally recognised scheme of work. Good use is made of the hall, and the music space in the library area. Teachers make effective use of available tuned and untuned percussion instruments to accompany singing and to

teach about the rudiments of music. In one very successful Year 6 lesson, the teacher, who is not a music specialist, introduced musical concepts in a most assured way. By the end of the lesson, all pupils had accurately performed a class piece of music, managing to sustain independent group parts using a range of percussion. The teacher successfully encouraged pupils to evaluate their work in order to help them improve. The pupils behaved in a mature way, listening carefully to the teacher and respecting each other's efforts.

119. The subject is being temporarily co-ordinated by the headteacher as there is nobody currently on the staff with musical expertise. Given this lack of musical leadership, the school does much to encourage pupils' enjoyment in music. There is effective use of available resources and the schemes result in clear weekly planning of lessons that provide thoughtfully sequenced activities. However, there is little attempt to identify how standards could be improved and there is no agreed means for assessing pupils' progress. As a result, there is a lack of ambitious challenge for those pupils who have musical potential.

PHYSICAL EDUCATION

120. Standards in physical education overall are in line with the expectations of similarly aged pupils nationally in the key areas of performance, knowledge and understanding. This applies to pupils by the ages of both seven and eleven, and represents good progress in relation to their prior attainment. Activities in physical education were observed in dance and gymnastics at both Key Stages 1 and 2.
121. Pupils enter Year 1 with skill levels which are below the expectations for their age group nationally. By the age of seven they make good progress in dance. In learning the conventions of country dancing they learn to follow directions, remember a series of steps and dance in time to the music with reasonable co-ordination. Pupils listen well and show enjoyment. In gymnastics they learn to create a simple sequence of travelling on small apparatus, showing appropriate balance and control. They also learn about the impact of exercise on their bodies.
122. At the end of Key Stage 2, pupils in Year 6 increase their ability to devise a series of controlled movements and balances when stationary or when moving around the hall. They learn the importance of poise and control, and the importance of safety, although lower-achievers are less skilful in using space well and devising imaginative sequences. However, most pupils learn how to devise a sequence of movement in pairs as well as individuals, with due attention to features such as stretched and curled balances, both high-level and low-level. They also learn to evaluate each other's performance and make constructive suggestions on how sequences might be improved. Pupils make less progress in dance, partly because many pupils lack confidence in expressing themselves. The majority of pupils make at least satisfactory progress in developing a group routine, using a theme such as "on the beach". However, although they show skills such as synchronisation, the dramatic content of routines is sometimes more developed than the dance content in terms of technique.
123. Pupils enjoy their physical education lessons, and most try to the best of their abilities, although a minority of pupils in Key Stage 1 has poor concentration. Most pupils with SEN make good progress in developing their performance skills, particularly in gymnastics.
124. The overall quality of teaching in physical education is good. At Key Stage 1 it is always at least satisfactory, and is good in one out of two lessons. At Key Stage 2 the teaching is always at least satisfactory, and is good or very good in two lessons out of three. Where teaching is good, at both key stages, it is marked by good subject knowledge, which is effectively conveyed to pupils through both explanation and questioning, and these are skilfully used to reinforce understanding. For example, teachers question pupils about the purpose of exercise and the impact of activities such as warm-up procedures on their bodies. In most lessons teachers use pupils well to demonstrate good practice to other pupils, which helps their learning by giving them a good model. Teachers have high expectations, exert good control, give clear instructions, and

give good feedback on the quality of performance, and this enables pupils to improve. Particularly in gymnastics, sequences are made progressively more challenging so as to ensure good gains in learning. Where aspects of teaching are unsatisfactory in otherwise sound lessons overall, the teacher spends too much time explaining and not enough time on activity, or the time spent in controlling a minority of difficult pupils restricts progress in learning.

125. Leadership and management in physical education are good. The co-ordinator is well qualified and enthusiastic, and has correctly identified the priorities for development. Planning is monitored, but the teaching of physical education is not, and there is no formal assessment in the subject. A strong feature of physical education in the school is the programme of extracurricular sport for Key Stage 2 pupils. There is a high rate of participation, and pupils do well in local competitions in sports such as football and matball. Pupils' enthusiasm for these activities helps to raise standards overall. The sound teaching and sound standards in physical education identified in the previous inspection report have been maintained.