

INSPECTION REPORT

DENFIELD PARK JUNIOR SCHOOL

Rushden

LEA area: Northamptonshire

Unique reference number: 121942

Headteacher: Mrs A Griffiths

Reporting inspector: Peter Sudworth
2700

Dates of inspection: June 30th - July 3rd, 2003

Inspection number: 249913

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7-11 years
Gender of pupils:	Mixed
School address:	Victoria Rd, Rushden, Northants.
Postcode:	NN10 0DA
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Appropriate authority:	Governing body
Name of chair of governors:	Mr V Carradice
Date of previous inspection:	28 th October, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2700	Peter Sudworth	Registered inspector	Science; Information and communication technology; Music; Physical education; English as an additional language.	What sort of school is it? The school's results and achievements; How well are pupils taught? What should the school do to improve further?
9457	Gill Bindoff	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 its parents?
18370	Kevin Johnson	Team inspector	English; Geography; History; Religious education.	How well is the school led and managed?
1193	Gill Wiles	Team inspector	Mathematics; Art and design; Design and technology; Educational inclusion; Special educational needs.	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Denfield Park Junior School, situated close to the town centre of Rushden, educates girls and boys aged 7-11 years. It is served by two local schools. It draws most of its pupils from the mixed housing area surrounding the school. The private housing consists mainly of lower cost homes. There are 248 pupils on roll, almost all of whom are of white British heritage. There are no pupils with English as an additional language. The percentage of pupils for whom free school meals are claimed is about the national average, though Rushden East ward, in which the school is situated, has many factors associated with social disadvantage. The school has an above average percentage of pupils with special educational needs and a higher than average proportion of pupils with statements. Most of these pupils have either moderate learning difficulties or emotional problems. Additionally the school has a unit for pupils with moderate learning difficulties; eight pupils were registered at the unit at the time of inspection. There is little movement in and out of the school during an academic year. Overall, attainment on entry is below average. The school has had acting headteachers for the past two years. One of the acting the headteachers has now taken over the headship.

HOW GOOD THE SCHOOL IS

Denfield Park Junior School provides a sound education for its pupils. It has suffered badly from staffing instability in the past two years, but despite this, the school has soldiered on and coped with the difficulties. A very good feature is the support for pupils who have special educational needs. Pupils' attainment is broadly in line with expectations in most subjects by age 11 and they achieve well in some. The overall quality of teaching is good. The very good management and leadership of the two acting headteachers have done much to maintain the family atmosphere, improve further the relationships in the school and maintain the pupils' good work rate. The school provides satisfactory value for money.

What the school does well

- The good progress that pupils make in English, mathematics, science and geography;
- The overall good quality of teaching, the very good management of pupils' behaviour and the very good support provided by the learning support assistants;
- The very good leadership and management of the consecutive acting headteachers;
- The good provision for pupils who have special educational needs and the good progress that they make;
- The very good provision for pupils' spiritual and moral development;
- The very good procedures for monitoring and promoting good behaviour;
- Pupils' good attitudes to school, the very good relationships and the caring and happy atmosphere.

What could be improved

- Curriculum opportunities and pupils' progress in information and communication technology, design and technology and physical education;
- The staff's confidence in teaching art and design, design and technology and information and communication technology;
- The arrangements for subject co-ordinators to manage, monitor and develop their subject responsibilities;
- The consistency of record keeping systems and their use.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress since its last inspection in October, 1997. Some staff have held subject responsibilities temporarily during the staffing difficulties and it has not been possible for them to work alongside colleagues in a planned way. There is now some, but inconsistent, use of assessment to inform the next stage of pupils' learning. Pupils with special educational needs make better progress in meeting their targets. Pupils' attainment in English, science and religious education is not as high as reported previously but the current cohort of pupils contains a high proportion of pupils with special educational needs, some of whom have statements. Their attainment is not as high in information and communication technology and design and technology as reported previously. There is a greater focus on learning intentions in teachers' planning. The relationships in the school have improved from good to very good. The balance in the curriculum is not so well assured. The governing body has become more involved in the work of the school and its work is now good.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	D	C	C	B	well above average A above average B average C below average D well below average E
Mathematics	D	D	C	D	
Science	C	C	B	B	

Pupils make good progress in English, mathematics and science. Taking the overall picture of the last four years, the school has exceeded the national average in Year 6 tests in English, exceeded it significantly in science but fallen below it in mathematics. In 2002, the school met its challenging targets in English and mathematics. The current group of Year 6 pupils has more pupils with special educational needs. Overall their attainment in English, mathematics and science is broadly average and they achieve well. Pupils reach the expected level in art and design, geography and in most aspects of music. They achieve soundly in music and art and design and make good progress in geography. Pupils make steady progress in history and reach the expected standard by age 11. They make unsatisfactory progress in design and technology and in information and communication technology. Their attainment is below average in both subjects because they do not have enough opportunities. There was an insufficient range of activity in physical education to judge the pupils' attainment but the once weekly lesson is insufficient to promote good skills in the subject. Pupils with special educational needs make good progress. Pupils' achievements are at least satisfactory in most subjects but unsatisfactory in design and technology and information and communication technology. There was insufficient evidence to judge attainment in physical education. Pupils' attainment in religious education meets local requirements.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and are keen to contribute in lessons. They enjoy the variety of activities that the school provides.
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school. Pupils are very well aware of the school's expectations. There is a friendly, sociable atmosphere.

Personal development and relationships	Pupils are tolerant, caring and friendly. They are quick to help each other. They work well together in groups. Relationships are very good. They show good levels of personal responsibility when they carry out duties. They contribute ideas to the running of the school.
Attendance	About the national average. Most pupils are punctual for school.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

Overall, the quality of teaching is good, ensuring pupils make good progress in important elements of their learning. Just over one-half of all lessons observed were good or very good. About one-sixth of lessons in all were very good. No unsatisfactory teaching was observed, though some lessons had features that needed improvement. A particular strength in the teaching is the very good use of the learning support assistants, who are very skilled in their work, particularly with those who have special educational needs. Teachers manage pupils' behaviour well so they develop positive attitudes to learning and want to do their best. Good use is made of resources in many lessons and this helps pupils' understanding. The quality of teachers' questioning is generally good, encouraging pupils to take part in discussion and to engage in activities with interest. Teachers plan lessons to meet different needs, but sometimes in mathematics the able pupils are not extended enough. Teachers show good subject knowledge in many lessons, but many teachers are less confident in information and communication technology, design and technology and physical education and also in art and design. This affects the quality of pupils' progress in these subjects. The teaching of literacy, numeracy, English and mathematics is mostly good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Generally sound. The quality is satisfactory in most subjects but there is limited provision for information and communication technology, design and technology and physical education. There is a satisfactory range of extra-curricular activities.
Provision for pupils with special educational needs	There is good provision for all pupils with special educational needs, including those in the unit. Pupils with special educational needs work alongside others for the different activities and this arrangement works well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good. There is very good provision for pupils' spiritual and moral development, good arrangements for their social development and satisfactory provision for their cultural development.
How well the school cares for its pupils	Good arrangements are made for pupils' welfare, racial equality and child protection. The very good procedures for the promotion of good behaviour work well. The monitoring of attendance is satisfactory. Record keeping systems are not yet consistent across the school. There are satisfactory procedures to monitor pupils' progress.

The school has good links with parents. Communication is good, although more could be done to inform the parents about their future studies. The Parents' Association works hard for the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is managed very well. The acting headteacher has worked very hard and with much commitment during the newly appointed headteacher's absence. The headteacher herself has a very clear sense of purpose and vision for the school's future development. Senior members of staff have done much to provide stability during a difficult period for the school.
How well the governors fulfil their responsibilities	The governing body is well led and fulfils most of its statutory responsibilities. There are some omissions in the annual report and prospectus. It has a good committee structure.
The school's evaluation of its performance	Satisfactory. The school uses test results to check where improvements can be made in pupils' learning. The progress of the school development plan is discussed at regular intervals.
The strategic use of resources	The school makes good use of learning resources. Staff are deployed effectively. Grants are used for their intended purposes.

The school has a good complement of staff. Accommodation is satisfactory overall but with some small classrooms. Learning resources are adequate. There are good systems to ensure best value is obtained.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school, work hard and are making good progress; • Behaviour is good and the school is developing the pupils' levels of maturity; • The school is well led and managed; • Teaching is good; • They feel comfortable approaching the school with any concerns; • The school works closely with parents and they are well informed about how their children are getting on. 	<ul style="list-style-type: none"> • Their children do not get the right amount of homework; • Concerns about changes in staff; • The range of activities outside lessons.

The inspection team agrees with parents' positive views. There is some inconsistency in the homework provision. The range of activities provided outside lessons is satisfactory. The annual reports are of good quality. The school has done its best to cope with the staffing difficulties.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, pupils enter the school with a below average level of attainment. The current group of Year 6 pupils has a larger than average number of pupils with special educational needs. This is representative, however, of the much larger than national average proportion in the school in general, including pupils with statements. Despite this, the pupils make good progress in English, mathematics, science and geography. Taking the overall picture of the last four years, the school has exceeded the national average in Year 6 tests in English, exceeded it significantly in science but fallen below it in mathematics. Standards have risen slowly but steadily in the last three years in English and at a more rapid rate in science. In 2002, the school met its challenging targets in English and mathematics.
2. The school's boys have been performing as well as boys nationally in English and it's girls better than the national picture for girls, although their performance against them in mathematics has not been as high. In science, girls do as well as girls nationally and boys do better than the average for boys nationally. Overall in the last three years, the combined performances of the Year 6 pupils in national tests has been broadly the same as the national picture for 11-year-olds and in line with the national trend. The very small number of pupils from ethnic minorities make similar rates of progress as other pupils. The greatest improvement has been in science over the last few years. All pupils achieve well in science because it is taught well and promotes the thinking of all pupils.
3. Almost all parents state that their children are making good progress and that the school expects their children to work hard and do their best. This is borne out in practice. Pupils with special talents, in particular musicians, have good opportunities to achieve well and higher attaining pupils are challenged effectively throughout the school in English, and in mathematics in Year 6. The grouping into ability classes in mathematics has helped to match the work to their capabilities in Year 6. In other year groups, higher attaining pupils in mathematics sometimes do the same tasks as other pupils for too long and this reduces their rate of progress.
4. Currently, pupils' attainment in English by the end of Year 6 is broadly average but not quite as high as in 2002 because of the larger proportion of pupils with special educational needs and the disruption to their learning caused by staffing problems during the year. Pupils achieve well. Their speaking and listening skills are in line with expectations and a minority speak with a mature confidence for their age. Their attainment in writing is average but currently below that at the time of the last inspection. Whilst girls have been performing better than the boys in English, little difference was noted in their respective levels of attainment during the inspection. Overall, pupils make good progress in English and achieve well from the below average base at entry. Most pupils enjoy reading and discuss favourite authors and books with interest. They have satisfactory library skills. Their written sentences are usually grammatically correct and they write in a clear legible style.
5. As in English, pupils' mathematics skills by the end of Year 6 are broadly average, which represents good progress and achievement from their below average attainment at entry. However, sometimes the progress of the more able pupils is impeded because all pupils do the same tasks. Pupils find the application of mathematics more difficult than pure calculation, particularly when faced with

problems. The lower attaining pupils have a weak grasp of place value. Pupils' skills in data handling are not as well developed as they might be. They do well in calculating using the four rules of number.

6. Pupils make good progress in science and enjoy the practical nature of the subject. Current Year 6 pupils reach the nationally expected level. They show a satisfactory understanding of investigational techniques. They communicate their work well and use their literacy skills to good effect in the subject but they do not make enough use of mathematics and information and communication technology.
7. Pupils reach the expected level in art and design, geography and in most aspects of music, although they do not compose music using computer software. They achieve soundly in music and art and design and make good progress in geography. Their achievements could be higher in art if they used a wider range of media and built up their skills more through the school because some pupils show good ability. Year 5 pupils are attaining more highly than Year 6 pupils in music and there are signs of better levels of attainment filtering through the school because of the good teaching of the knowledgeable music co-ordinator. Pupils make steady progress in history and reach the expected standard by age 11.
8. Pupils make unsatisfactory progress in design and technology and information and communication technology, a fall in attainment since the last inspection. Their attainment is below average in both subjects and progress is unsatisfactory. In information and communication technology this is due to some of the National Curriculum Programmes of Study not being fulfilled and a lack of teacher confidence. More significantly it is due to insufficient opportunities for pupils to use the computers. Pupils need much individual support when they do work on them. In design and technology, pupils do not have enough opportunities to develop key skills in the subject. There was an insufficient range of activity in physical education to judge the pupils' attainment but the once weekly lesson is insufficient to promote good skills in the subject. Pupils' attainment in religious education meets local requirements.
9. Pupils with special educational needs, including those with statements, are very well supported and make good progress in relation to their starting points and to the targets set out in their individual education plans. Although these pupils sometimes make only modest gains in relation to the National Curriculum criteria, their achievements represent significant advances in their own learning. At the same time, some catch up lost ground and attain standards close to those expected in the national tests for Year 6 pupils. In a small number of mathematics lessons, where the tasks they are given are too hard and do not match their level of development, they do not make good progress, despite the skilled support given to them by learning support assistants. Pupils in the unit make good progress and achieve well for their capabilities.

Pupils' attitudes, values and personal development

10. The school has been successful in maintaining pupils' good attitudes and behaviour since the previous inspection. Pupils have remained positive about their learning, even though some pupils have unavoidably had several changes of class teachers in the past year. Pupils' positive response to lessons and interest in what they learn contribute very significantly to their overall good achievements. Parents support the attitudes and values that the school promotes. They think that their children are helped to become mature and responsible. They state that their children like school and are expected to work hard, and the inspection team confirms this. Pupils learn

effectively in a well integrated community, which is free from racial and bullying type incidents.

11. In most lessons, pupils are keen to contribute by answering questions and offering ideas. Class teachers motivate pupils well and pupils mostly sustain their interest and effort. Pupils in a Year 5 mathematics lesson tried to think of as many two- and three-dimensional shapes as they could and, with the encouragement of the class teacher, pupils of all abilities were able to contribute well. Year 5 pupils were also engrossed in a science lesson in which they examined flowers using magnifying glasses to identify the different parts. They treated the flowers with great care and were fascinated by what they discovered. However, in a small number of lessons, where tasks are not well matched to pupils' abilities, pupils lose confidence and become restless. Pupils with special educational needs have very positive attitudes to learning and enjoy all aspects of school life. They work hard within their own capabilities, and they relate well to their peers and to all staff who teach and support them.
12. Pupils enjoy the variety of activities that the school provides outside lessons. They especially value the residential visits. Year 6 pupils stated that they had 'a wonderful time' at Scarborough. They enjoyed staying in a local hotel and visiting York. They said, "Everyone liked it".
13. Pupils' behaviour is good in lessons and around the school. They are very well aware of the school's expectations about behaviour and created the acronym 'PROUD' for the school's motto. Amongst other features, this promotes respect for themselves and others and encourages them 'to listen carefully and talk quietly'. Pupils respond very well to the consistent approach to good behaviour and co-operation, which is encouraged by all adults in the school. They play well together at playtimes and there is a friendly, sociable atmosphere. During wet playtimes, when they cannot go outside, pupils know the routines well and settle quietly to read, chat or play games. Pupils understand that their actions have consequences and that they have to make choices about how to behave. Several pupils have severe behaviour difficulties. This does not usually disrupt either their own learning or that of other pupils because class teachers manage it very well with the very good support of the skilled learning support assistants. Two pupils were excluded for short, fixed periods in the last year but no pupils have been excluded during the current year.
14. Pupils are confident to write about their feelings and to contribute these in assemblies. Year 5 pupils read out their thoughts about their special friends. These included, 'He helps me when I'm down or stuck', 'She makes me laugh' and 'She is loyal and will always be my partner when I ask her'. One pupil described his feelings at the Holocaust Museum where he had felt overwhelmed by the terrible things that had happened.
15. The school is effective in integrating all pupils into a community where differences are valued and pupils are tolerant, caring and friendly. Pupils are quick to help each other and to see when help is needed. Relationships amongst pupils themselves and between pupils and the adults in the school are very good and help pupils to gain self-confidence and self-esteem. There are some good opportunities for pupils to learn about the beliefs of others and they show respect for them. They enjoy taking responsibility for class monitor duties and for other tasks around the school. Pupils from all year groups are elected as members of the school council and take an active interest in the life of the school and in introducing new ideas. However, there are not enough opportunities for pupils to act on their own initiative or to develop as independent learners.

16. Attendance and unauthorised absences are broadly in line with the national average. Most pupils arrive in good time for the start of the morning session and few pupils are late.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. Overall, the quality of teaching is good. Just over one-half of all lessons observed were good or very good. About one-sixth of all lessons were very good. No unsatisfactory teaching was observed, though several lessons had features that were in need of improvement. This is a similar picture to that at the previous inspection.
18. A particular strength in the teaching is the very good use of the learning support assistants, who are well briefed by the teachers and clearly know what role they will take in the lessons. They are very well prepared as a result and are justifiably confident in their own abilities. They show particularly good skills when they teach groups in English and mathematics sessions and in supporting pupils in the information and communication technology suite. These well thought out arrangements, which link learning support assistants to teachers and facilitate group teaching and more individual support, are a major reason for the overall good progress that the pupils make. They are very supportive of pupils with special educational needs and this support enables the pupils with moderate learning difficulties in the unit to take part in lessons with other pupils and to be accepted. The support of all staff for statemented pupils enables them to make good progress. The learning support assistants are very skilled in reaching the level of pupils' understanding in the group work with pupils who have special educational needs.
19. Teachers manage pupils' behaviour well and this is partly due to the calm atmosphere that teachers create in lessons. They treat pupils with respect and, in return, pupils show a good attitude in their lessons and want to do their best. The learning support assistants are very supportive of the teachers in managing the emotional problems of a few pupils who are less co-operative in lessons, and enable the lessons to proceed smoothly.
20. Good use is made of resources in many lessons to help pupils' understanding and good use is made of visits to places of interest, including residential visits. In mathematics lessons, however, the individual pupils' whiteboards are sometimes not used enough to ensure that all pupils are thinking for themselves. Occasionally, good use is made of the school grounds, as when Year 4 pupils examined dandelions and noticed that they had different characteristics according to their location. In a history lesson, postcards of a town the pupils had visited brought back memories of their recent visit and helped in the flow of discussion. Ration books, food of the period and posters fostered pupils' understanding of conditions in war-time Britain. Percussion instruments are used well in music lessons so all pupils can be involved. In an art and design lesson, pupils were taught how to use special crayons and this added to the quality of their finished work. In Year 5, pupils examined flower heads with hand lenses to find the features they had learned about in theory and they were able to identify the reproductive parts.
21. Teachers develop pupils' vocabulary by using more adult language and explaining its meaning. In a Year 4 science lesson, pupils were introduced to the word 'adaptation' and in Year 3 to words such as 'moisture' and 'germinate'. Good use is made of vocabulary relevant to particular subjects to inform the learning that takes place and pupils then use this for themselves, which helps to confirm their understanding.

22. The quality of teachers' questioning is generally good. They use a range of questioning techniques to draw information from pupils and to assess their knowledge but the quality is not consistent. At best it is probing and gets pupils to relate to other people's feelings. Year 5 pupils studied a text about child labour in India and were asked how they would feel if they were working in those conditions. Very good questioning was observed in a Year 6 art and design lesson and this enabled the pupils to pick out focal points in the pictures being discussed and contributed to an increased appreciation of works of art and the skills of the painter. The teacher demonstrated very good subject knowledge in this lesson and heightened pupils' knowledge. Teachers also show good subject knowledge in some other lessons, most notably in English and science. There is some variability in other subjects, linked directly to their general confidence in teaching the subject. Many teachers are less confident in information and communication technology, design and technology and physical education and also in art and design. It is this lack of confidence, combined with the inadequate opportunities to learn in these subjects, that affects the quality of work produced. Specialist teaching of music is of a good quality and the good use of the music co-ordinator influences to good effect the quality of work in those classes she teaches.
23. The teaching of English, including literacy, and mathematics, including numeracy, is mostly good. The good teaching has been sustained since the last inspection because most teachers have good subject knowledge, based on a thorough understanding of the English and mathematics programmes of study and the national guidance. More capable pupils are extended and challenged effectively in English. Good use is made of English across the curriculum. Opportunities are not seized on so well to use mathematics and information and communication technology in other subjects. In mathematics lessons themselves, the setting arrangements have helped to promote the work of more capable pupils in Year 6. In other mathematics lessons, pupils' progress is sometimes held up because they undertake common tasks for too long. Sometimes, during mental activities, teachers do not assess pupils' responses enough in order to adapt their examples to match the level of understanding. Nevertheless, explanations and demonstrations are usually clear in mathematics. In the best lessons, the teacher's clear explanations support the pupils' progress, as in a Year 3 mathematics lesson on rounding up to the nearest ten, which increased the pupils' understanding of this concept.
24. All teachers explain the intentions of the lessons at the start, usually in language that the pupils can understand. Nevertheless, there is much variety in the quality of explanation in the tasks that the pupils are to undertake and in the explanation of the learning that leads up to them. On some other occasions, there are too many explanations that confuse the pupils' thinking, learning is moved on too fast and teachers assume a knowledge that is not there. In the best lessons, clear step-by-step explanations support the learning intentions, as in a Year 4 mathematics lesson which included a good emphasis on getting pupils to explain their thinking.
25. The teaching across year groups is not consistent in quality and teachers do not always plan sufficiently together to share ideas and to obtain best practice. This was apparent in the Year 3 design and technology lessons on the same theme of making a purse from felt. In one class the work was over directed, pupils were informed how to make the fastening and there was little opportunity for problem solving and evaluation. In the other class there was a greater range of felts to choose from and more choice of techniques for closing the purse. Pupils had much more independence and their own ideas were actively encouraged.

26. Teachers' marking is satisfactory. It is up to date, but teachers do not sufficiently indicate to pupils how they might improve their work in the written comments at the end of the pupils' work. Record keeping systems are not yet consistent across the school nor is their use in planning future work. Satisfactory use is made of homework and this supports their learning in school, although there are some inconsistencies in its provision with some tasks only being set on an occasional basis. There are some weaknesses in the monitoring of homework diaries. Overall, better homework arrangements are made for those who have learning difficulties.

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

27. The school provides a generally sound curriculum. It meets the locally agreed syllabus for religious education and National Curriculum expectations in most other subjects, but there are some areas for development. The provision for information and communication technology is unsatisfactory because not all the programmes of study are fulfilled and there is limited use of information and communication technology in other subjects. The provision for design and technology is unsatisfactory because individual teachers do not give enough time to it and some aspects, such as knowledge and understanding of materials, are not taught well enough for pupils to make the expected rate of progress. This represents a decline in the quality of the curriculum provided in information and communication technology and design and technology since the last inspection. In both subjects, many teachers lack the confidence and expertise to teach these subjects effectively. In art and design and design and technology, the progressive development of pupils' key skills is not secure. This is reflected in the schemes of work for both subjects. The music curriculum, whilst containing many good features, does not yet offer pupils opportunities to compose using computer software. There are very good opportunities for all pupils to learn to play a range of musical instruments with specialist teachers. Insufficient time is given to physical education and, consequently, pupils do not have good enough opportunities to achieve well. In all other respects, the current curriculum meets statutory requirements.
28. Sufficient time is allocated for literacy and numeracy and the national strategies for these key areas of learning are having a beneficial effect on pupils' progress. Literacy lessons are well planned but in mathematics, the numeracy unit plans, designed to support the National Numeracy Strategy for individual lessons, are not always well adapted for all pupils in each lesson, although the setting arrangements in Year 6 promote an effective match of work to pupils' capabilities. A particular strength is the very good range of opportunities in different subjects, which enrich the learning of pupils with special educational needs currently within the designated special provision.
29. Provision for extra-curricular activities, largely sport and music, with some art and craft, is sound. The choir is popular with both girls and boys. The many recent changes in staffing have made the provision of lunch-time and after-school clubs difficult. Opportunities for pupils in Years 4, 5 and 6 for residential visits are particularly good and contribute very well to pupils' learning and to their personal and social development. A weekly activity hour for all pupils, time-tabled to occur during the school day, provides choices for pupils across a range of activities. These are open to any age-group. This could not be observed during the inspection because the arrangement is discontinued during the second part of the summer term. Evidence suggests that this time is well used, particularly in art and craft, in which pupils' work was of a high quality following their study of Australian aboriginal art.

30. Provision for personal, social and health education is satisfactory. At present the subject is under review and renewal. The current subject leader has been away on extended sick leave, and the school is waiting for the new agreed syllabus for religious education, currently being updated, so that personal, social and health education can be aligned to the aims and objectives within it. The school not only focuses on promoting healthy lifestyles and appropriate sex, relationships and drugs education but also on fostering tolerance, self-esteem and mutual self-respect. In one such lesson, in which the main focus was the question 'How can you tell what a person is like?', pupils were challenged to think hard about inner qualities and outer appearances. Some teachers use discussion times when pupils gather in a circle as a strategy for promoting personal development but this is not a consistent practice throughout the school. Good use is made of the expertise of outside visitors to enhance provision, such as the community police.
31. Maximum use is made of the well organised residential provision for pupils in Years 4, 5 and 6 to widen the scope of the curriculum, such as in art and design, geography and history. The pupils' involvement with the community, as when the choir sings to the elderly at Christmas, makes a good contribution to their learning and personal development. Pupils benefit from a good range of local educational visits. The locality is explored well in field trips to widen pupils' experience and understanding in history and geography. Good use is made of these visits in activities that follow, and widened by applying the experiences to other subjects, such as observational drawings in art.
32. The school has good links overall with the local feeder schools. It takes advantage of the national initiative to support the development of information and communication technology in partnership with a Beacon school and this has made a positive contribution to the subject within the school, although there is much room for further development in the subject. A previously weak link with the infant schools, whose pupils move on to this school, has been considerably strengthened since the school joined the Network Learning Community. This is funded by the National College of School Leadership. Liaison with the feeder high schools has given rise to a mutually agreed method of communicating useful information about pupils and Denfield Park works hard to ensure that its pupils receive a satisfactory induction to their new school. The school has good links with teacher training institutions and offers places to its students.
33. This is a school that is aware of the needs of its pupils in many respects and works hard to promote and monitor their personal development in order for them to benefit from all the school has to offer. All pupils in the appropriate year groups have access to the residential visits. Pupils feel valued by their school and express high levels of satisfaction with the way their contributions are appreciated. Pupils with special educational needs are given every opportunity to succeed. The large number and high quality of well trained learning support assistants give these pupils effective support in lessons.
34. The curricular provision for pupils with special educational needs is good. The school has developed a variety of very effective organisational and teaching strategies that work well in the pupils' interest. All those involved share a strong commitment to help each pupil achieve his or her best and evidence demonstrates that their combined efforts result in happy, hard-working pupils who enjoy their learning and take pride in their achievements. When these pupils are withdrawn to receive help individually or in small groups, the support teacher and learning support assistants ensure that they are working on similar tasks explored by others but at an appropriate level to meet their own needs. Those pupils who have individual

educational plans make good progress because these contain well written targets specific to their needs that are very well matched to appropriate programmes of work. Procedures are clear but teachers need more help in maintaining efficient records because there are weaknesses in how well procedures are followed for those who are not on the higher levels of special need.

35. Provision for pupils' personal development is good and there are particular strengths in the very good provision for both spiritual and moral development. This sustains the good quality provision identified as an area of strength in the previous inspection. Parents support the values promoted by the school and think that the school helps their children to become mature.
36. The provision for pupils' spiritual awareness is very good. Acts of worship are very well planned and give pupils very good opportunities to experience a spiritual dimension in their lives. They are encouraged to reflect on their feelings and to articulate their thoughts, for example, about the qualities of good friends and about moving on to secondary school. Year 6 pupils read their own prayers in one assembly; these included 'Help us to remember that our friends help us through the hard times' and 'Help us to become better friends to other people'. Very good opportunities are provided for pupils to explore their spirituality in lessons and in out of school visits. Year 3 pupils have visited Priory Country Park where they used binoculars to observe birds from a hide. The visit is celebrated in school in a very good display of photographs and examples of pupils' work. Pupils wrote: 'We saw a heron near her nest' and 'I enjoyed it when we went bug hunting because I saw a lizard and a dragonfly'. These experiences help pupils to value the natural world and to understand why it is important to protect the environment.
37. The provision for pupils' moral development is very good. There is a strong emphasis on pupils treating each other with care and respect in their moral awareness and the adults provide very good role models. Pupils know that they are valued as individuals. Pupils are expected to behave well and to act responsibly and pupils respond very well. Pupils helped to devise the school's motto, PROUD, which emphasises the moral values the school promotes. These underpin the life of the school and pupils are well aware of the importance of honesty and truthfulness and the willingness to understand each other. Pupils have some good opportunities to discuss and reflect on situations and actions, which might be considered to be fair and unfair, and to compare their lives with those of children in other parts of the world where child labour is common.
38. The school provides good opportunities for pupils to gain self-confidence and to develop good social skills. Pupils are expected to work together co-operatively, sharing ideas and helping each other. They are invited to contribute to assemblies and have many opportunities to take responsibility for aspects of the school's life. Year 6 pupils assist younger pupils at playtimes and help run the morning tuck shop. Pupils in all year groups are represented on the school council and learn to consult their classes and to put forward their suggestions. Some very good provision is made for a group of pupils with special educational needs to help them to interact more sociably with other people.
39. Provision for pupils' cultural development is satisfactory. There are some very good opportunities for pupils to learn about their own area and to visit places of interest which represent aspects of the cultural history of the United Kingdom. Year 5 pupils visited the Imperial War Museum as part of their studies on World War Two. Year 6 pupils visited an art gallery and the Viking museum in York. However, pupils do not have enough opportunities to experience and learn about other cultures. There is

some good practice in art in which pupils have produced good work based on Aboriginal symbols and Hindu patterns but pupils do not learn enough about the diversity of cultures in Britain. Learning resources, especially reference books, do not sufficiently reflect the cultural diversity of the wider community. The school is aware that this is an area for improvement and is working within the local cluster of schools to strengthen provision.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. A strength of the school is the happy and purposeful environment provided for learning where all pupils are made to feel special. The calm, cheerful atmosphere was also noted in the previous inspection. Praise and encouragement are used very effectively to motivate pupils and to help them gain self-confidence and self-esteem. As a result, pupils work hard and achieve well in some subjects. The adults in the school have very caring attitudes to the pupils and pupils follow their lead by helping each other and by developing tolerance and understanding of each other's needs. A Year 6 pupil summarised her feelings about the school by saying, "Everyone is really nice and friendly. It is easy to talk to someone". Parents also value the good care their children receive and say that they too feel welcomed and find it easy to approach the staff if they have a problem to raise. This openness ensures that parents are able to work closely with the school to support their children.
41. Good procedures are in place for child protection and meet the locally agreed requirements. A governor with expertise in child protection supports this area of the school's work very well and has contributed to the recently revised policy. The Education Welfare Officer is also actively involved. All members of staff have been trained to recognise the signs and symptoms of abuse and to respond to any disclosures pupils may make to them. The very good links with the local community police officer, who is also a governor of the school, contribute to pupils' confidence to tell adults when they have a problem. Some good provision is made within individual lessons for pupils to learn how to keep themselves healthy and safe and how to make choices about their personal lives. However, there is not a well constructed programme throughout the school and opportunities for pupils are inconsistent between classes. There are also no systematic procedures to assess pupils' personal development, although this is done very well for pupils with special educational needs. The school is aware that these are areas for improvement and is currently reviewing its practice.
42. Good provision is made for first-aid and some staff are very well trained. The procedures for health and safety are generally thorough. The school has developed a very responsible approach to assessing the risks associated with school activities, including out of school educational visits. There are still some aspects of health and safety that are in need of review, including the provision of suitably sized chairs and tables for pupils in some classes and arrangements for electrical cables when overhead projectors are in use in classrooms. Whilst the school is aware of the need for supervision during Internet use, the current research provision does not ensure that the pupils are free from unsuitable material when the program is first opened up and the headlines are displayed. The school has a good awareness of accessibility so that all pupils can use the building and its facilities and there are already some built-in features, such as a disabled toilet.
43. Very good strategies are in place for the management of pupils' behaviour. These include systematic monitoring procedures that can respond effectively to any potential incidents of sexual and racial harassment and bullying. Expectations are consistent throughout the school and pupils are very well aware of the behaviour

expected. There is a strong emphasis on the values promoted in the school's motto and good strategies to reward good behaviour. There are very good links between home and school to help pupils who have difficulty in managing their own behaviour. The school monitors the progress pupils make towards their personal behaviour targets very well. There is a clear understanding of the importance of racial harmony and this is built in to the behaviour policy guidelines.

44. The school encourages good attendance and punctuality and most parents bring their children to school regularly and on time. There is an area for improvement in the analysis of attendance data. The school does not use the data to assess the effect of attendance on learning by the age, gender, ethnicity or background of pupils. The school also does not sufficiently record detail of the reasons why pupils are absent and this limits information, which may lead to concerns about child protection.
45. The school's arrangements for record keeping and assessment are satisfactory but there is room for improvement. The school tracks pupils' progress to good effect over periods of time in English and mathematics and checks to see if the pupils are making appropriate progress. Teachers have group targets for the pupils that help them to know where they need to improve. The school analyses test results to good purpose by checking which aspects of work pupils are having difficulty with, although there is less analysis by gender. Several tests are undertaken at different times of the year, which help to monitor pupils' progress and enable the staff to group the pupils in mathematics and English lessons by their level of understanding. Teachers keep their own style of record keeping based on an agreed recording format but currently there is not a consistency in the way that records are kept, except in English and mathematics. There is also scope for better use of records in planning future work. Some teachers keep informal notes, whereas others record the degree of success against learning intentions. The school lacks a coherent system that all teachers follow.
46. Procedures for identifying pupils with special educational needs and for assessing their progress are thorough. The results of assessments are used very well to ensure that each child receives the particular kind of help he or she needs to make best progress. Careful records are kept by learning support staff and updated on a day-to-day basis. A strong feature in the school is the level of shared information between teachers and learning support assistants, which enables pupils' progress to be well documented and discussed. Regular reviews are held to discuss progress in relation to targets on individual education plans. The school works effectively with professionals outside the school. The school meets the requirements of pupils who have statements of special educational needs well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents have positive views of the school and value the education provided for their children. In particular, they like the friendly, caring atmosphere and say that their children are happy at school. They think that the teaching is good and this helps their children to work hard and make good progress. They feel welcomed and are comfortable approaching the school if they need to raise a problem. Inspectors support these views. Parents' views echo those at the previous inspection.
48. Some parents have concerns about the use of homework, the range of activities provided outside lessons and the information they receive about their child's progress. Concerns are also held about the effect of many changes of staff on pupils' learning. In general, inspectors did not find evidence to support these

concerns. The school has tried very hard to support pupils through a period of staffing instability and, as a result, pupils have sustained good attitudes to their learning and achieve well in the main. There are some inconsistencies in the provision of homework, with some tasks only set on an occasional basis. In addition, parents do not often see completed homework tasks, which have been marked and so do not know how their child got on. Homework diaries are used effectively in some classes for communication between home and school, although there is not yet a system to inform parents of their children's future studies. However, parents do not have enough information about homework procedures and what the outcomes are in order to improve their support for their child's learning at home. There are good formal and informal opportunities for parents to find out how their children are getting on and end of year written reports give some good guidance about the knowledge and skills pupils have gained and what they must do to improve further. The school works closely with parents when pupils' learning difficulties have been identified.

49. Parents contribute to the day-to-day life of the school and several help in the classroom as volunteers. They are given very good guidance about their role and support pupils' learning effectively. The Parents' Association is well managed and organises social and fund-raising events. Parents have worked very hard to raise significant funds towards the current building programme, which will considerably improve facilities at the school.
50. Parents of pupils with special educational needs are kept informed of their child's progress. The annual reports sent to parents provide detailed information and state clearly what needs to be done next. The parents of pupils with statements of special educational needs attend formal annual reviews of their child's progress whenever possible. Not enough is done, however, to involve parents of pupils with special educational needs as partners in the learning process. Records show an inconsistency in the recording of parental and pupils' views. The school has identified the development of parental partnerships as a target for action in the school's development plan.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the consecutive acting headteachers have been very good and reflected in the way the school has coped with a year of very difficult staffing problems, including the absence of the previous acting headteacher since January. This continues the pattern noted in the last report. The substitute acting headteacher has been very hard working and has provided very effective leadership during the past six months in helping to maintain the good work ethic and continue developments in the school. The new headteacher herself has a very clear vision of how she wants the school to develop. In her period as acting headteacher, prior to her substantive appointment in January 2003, she prepared the ground well for further school development. This is particularly reflected in the very good procedures for managing pupils' behaviour. These have done much to influence pupils' conduct and attitudes and contribute to the good achievements in some subjects and the hard-working atmosphere in classes.
52. The school has successfully dealt with the main issues from the previous report. Formal tracking of pupils' progress through assessment and end of year attainment now helps teachers set future targets for numeracy and literacy. These are taken into account in teachers' planning. As a result, pupils achieve well in those subjects. Although co-ordinator's skills have improved and resulted in better subject management, they have not yet sufficiently refined their monitoring skills of teaching and learning to raise standards further, especially in subjects other than English and

mathematics. The very good practice seen in the way English is led and managed is a very good model for development in other subjects. Very good links have been forged with the partner Beacon school in information and communication technology and this is helping to improve the school's provision for this subject, although much remains to be done.

53. Teaching and learning are monitored more effectively than at the time of the previous report. Strong support from the Local Education Authority consultancy staff was beneficial in the earlier stages of school self-evaluation. Due to the improved skills of the headteacher and key staff, the school is better prepared now for self-evaluation. Planning and pupils' work are regularly checked for consistency and progress and this has led to improvements, such as the setting of clear learning objectives in planning.
54. The provision for special educational needs is very efficiently managed because all staff have a clear view of their roles and responsibilities. Liaison between the special needs co-ordinator and the learning support assistants is very good and regular weekly meetings ensure that all are aware, for example, of any issues, initiatives and new pupils so that plans can be made in advance. There are weaknesses, however, in the monitoring and guidance role of the special educational needs co-ordinator. Not all teachers have a clear understanding of the procedures for special educational needs and their files are not always kept up to date in their inclusion of targets and reviews and parental meetings.
55. The governors continue to fulfil statutory duties in most respects but there are some omissions in the prospectus and annual report. The governing body is well led. Members provide good support for the school and have a good understanding of the school's strengths and its areas for development. The governing body has a good committee structure, with appropriate terms of reference, that enables it to fulfil its work effectively. However, it finds the amount of government paperwork has increased and that it is impossible to read the vast amount of literature that comes from the Department for Education and Skills. Governors know, therefore, that they might miss important information. They have adapted a more proactive role than previously in monitoring and evaluating the school's performance.
56. Governors are frequent visitors and regularly observe lessons so they are better informed about the school's work. They share the confidence and vision of staff in the drive to improve pupils' levels of attainment. The school development plan is thorough and takes a long-term view. It is a useful document in helping governors and staff shape the direction of the school. It is formulated in discussion with all staff, emphasising the good partnership between them. Priorities are closely linked to financial planning, though some initiatives have stalled because of the staffing problems. Performance management systems and appraisal are securely in place and include the annual appraisal of all support staff. The school's prospectus is attractively produced and meets requirements in most respects. The school has appropriate aims, although there is no mention of pupils' spiritual development. Most aims are fulfilled but the aim relating to the provision of a broad and balanced education is not yet fully met.
57. The school's finances are managed very well. The hard-working bursar is very effective in managing day-to-day financial administration. She provides very good quality financial information for the relevant committees of the governing body by which they can both monitor and make decisions about spending. Expertise within the governing body ensures that members effectively oversee tendering procedures and the work of contractors. Specific grants, such as funding for special educational

needs, buildings, information and communication technology resources and raising standards are used appropriately. Governors and the school's bursar continually endeavour to find best value for money. Information and communication technology systems linked to the relevant Local Education Authority department contribute well to the effectiveness of day-to-day financial management. New technology to support the curriculum is not used as effectively as it could be because teachers have not yet required all the necessary skills. The seven per cent carry forward figure from the previous year, slightly higher than that recommended, is due in large measure to the caution exercised in dealing with the turbulent staffing situation.

58. The school has a good staffing complement of teachers and learning support assistants, although some teachers were temporary as a result of staffing difficulties. The quality of the support staff is very good and they make a major contribution to the work of the school. Over the past two years there has been a large number of staff changes, which has been unsettling for the pupils but they have managed well. The changes have been due to a variety of reasons, including maternity leave and staff illness of an unknown time-scale, resulting in a series of supply teachers to cover classes. There are good induction arrangements for new staff and good opportunities for all staff to engage in training. Induction procedures for new staff are also very good. Newly qualified teachers are very well supported and non-contact time is used to further professional development, for example, by visiting other schools to observe their working practices. Training and support are also available to non-teaching staff. The headteacher has a very strong commitment to developing the professional skills of staff. This is reflected in the strong teamwork and corporate drive to improve the quality of learning. The school has a very good level of administrative support and this ensures that the day-to-day matters are dealt with very smoothly by the secretarial staff. The site manager, cleaning staff and kitchen and midday assistants contribute to the happy atmosphere in the school by the cheerful and conscientious way in which they carry out their various duties.
59. The school provides satisfactory accommodation but has some shortcomings. The hall is too small to seat the whole school community comfortably and several classrooms are very cramped for the number of pupils in the class. The physical learning environment for older pupils in particular is barely satisfactory and the chairs and tables they use are too small for them. Some accommodation is good and contributes to pupils' good learning, for example the specialist music room and the new room for pupils with special educational needs. The current building programme should make a significant improvement to the accommodation for staff and for the school's administration and will also provide a medical room. It should make some improvement to classrooms by removing the unsuitable areas of glass roofing, which result in rooms becoming unbearably hot in summer.
60. The school grounds are extensive and include hard and grassed areas for play. There is not enough provision of shaded areas and the potential of the grounds to provide a stimulating environment for learning is not fully exploited.
61. Learning resources are satisfactory overall. They are good in English, mathematics and music and very good for pupils with special educational needs. There is a good supply of small equipment in physical education but large apparatus is old and limited. Provision is satisfactory in other subjects.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. Overall, the school has made satisfactory progress since its last inspection. Progress has been interrupted in the past two years by a large number of staff changes and other staffing problems. The school now looks forward to a much more settled future. In planning for the school's further development, the governing body, headteacher and staff must take into consideration the following weaker aspects in the current provision and take steps to improve:

- the quality of provision and pupils' progress in information and communication technology, design and technology and physical education;
(Paras 8, 22, 27, 92, 103, 104, 117)
- the staff's confidence in teaching art and design, design and technology and information and communication technology;
(Paras 22, 27, 90, 91, 92, 94, 95, 106)
- the arrangements for subject co-ordinators to manage, monitor and develop their subject responsibilities;
(Paras 52, 54, 86, 91, 95, 109)
- the consistency of record keeping systems and their use.
(Paras 26, 45, 86, 91, 110)

OTHER SPECIFIED FEATURES

Designated provision for pupils with special educational needs

63. The school's designated special provision for ten pupils with statements of moderate learning difficulties has eight pupils currently on roll. All have access to the National Curriculum and religious education and, as stated in the previous report, are fully integrated into the school.
64. Within the bounds of their abilities, pupils continue to achieve well as previously reported and now make good progress in meeting the targets in their individual education plans, an improvement since the last inspection, when progress was judged to be sound.
65. The quality of teaching is good, sometimes very good, which in turn raises pupils' levels of concentration and perseverance. The school gives a strong commitment to these pupils, which manifests itself in many different ways. Pupils receive support carefully targeted to meet their individual learning needs. Staff employ a variety of teaching strategies within varied and interesting programmes that provide achievable challenges for each child. Groups of pupils withdrawn from literacy and numeracy sessions are provided with programmes that match their level of need but which share the same objectives as those in the class. There is a strong emphasis on the development of independence, and groups of pupils are given a good balance of concentrated teaching time as well as time to work independently, but with help readily available if necessary. Good teaching techniques include dialogue centred around pupils' levels of understanding. Probing questions and supportive comments, clearly expressed explanations, and a judicious use of praise enable pupils to progress without feeling threatened or misunderstood. All staff share high expectations for appropriate behaviour and self-regulation, which results in good and sometimes very good behaviour. Staff demonstrate their interest and care of the pupils through sensitive responses and interventions. The raising of self-esteem has a high priority to which all pupils respond with rapid development of confidence and high motivation. Pupils' speaking skills are developed well and all pupils are encouraged to talk about what they do and how they have worked things out. They are encouraged to work in pairs and do so with good levels of collaboration. Pupils like to co-operate and listen as carefully as they can.
66. A very good range of extra experiences is provided for the pupils that enrich their curriculum. These include self-esteem groups, social skills and physical education groups, horse riding for the disabled, easy-type keyboard skills, speech and language provision from a trained learning support assistant, a breakfast club and an after-school club held in a town location. Pupils also have the opportunity to visit the local shops as part of their programme.
67. The designated special provision is well managed by the special needs co-ordinator. She and a team of highly organised and experienced team of learning support assistants make effective use of a good range of resources and, as reported in the last inspection, efficient use of the school's accommodation. Funds for this special provision continue to be used well.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	26

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	9	22	23	0	0	0
Percentage	0	17	40	43	0	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		248
Number of full-time pupils known to be eligible for free school meals		34

FTE means full-time equivalent.

Special educational needs

	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		14
Number of pupils on the school's special educational needs register		57

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	39	28	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	27	35
	Girls	21	19	27
	Total	49	46	62
Percentage of pupils at NC level 4 or above	School	73 (79)	69 (66)	93 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	35
	Girls	22	20	26
	Total	49	48	61
Percentage of pupils at NC level 4 or above	School	74 (78)	72 (62)	91 (79)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	240	2	0
White – Irish	1	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	1	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9.7
Number of pupils per qualified teacher	25.6
Average class size	31

Education support staff: Y3 – Y6

Total number of education support staff	14
Total aggregate hours worked per week	291

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	9
Number of teachers appointed to the school during the last two years	7
Total number of vacant teaching posts (FTE)	3
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	20002/2003
	£
Total income	693,639
Total expenditure	652,610
Expenditure per pupil	2,529
Balance brought forward from previous year	8,000
Balance carried forward to next year	49,029

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

248

Number of questionnaires returned

64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	5	2	2
My child is making good progress in school.	48	48	3	0	0
Behaviour in the school is good.	28	63	6	2	2
My child gets the right amount of work to do at home.	34	41	19	3	3
The teaching is good.	50	45	2	0	3
I am kept well informed about how my child is getting on.	44	47	8	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	25	2	0	0
The school expects my child to work hard and achieve his or her best.	64	33	3	0	0
The school works closely with parents.	45	44	8	0	3
The school is well led and managed.	45	44	8	2	2
The school is helping my child become mature and responsible.	39	55	6	0	0
The school provides an interesting range of activities outside lessons.	36	44	11	3	6

NB: Please note the percentages are rounded to the nearest integer.

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

ENGLISH

68. Pupils' attainment in English is broadly average at the end of Year 6. Attainment in writing is generally in line with expectations but lower than that previously reported. It also shows a slight dip since the 2002 national tests, reflecting the higher proportion of pupils on the school's register for special educational needs in the group. For most pupils in the age group, reading and speaking skills are mainly in line with those seen typically at this age. A minority speaks with a more mature confidence. There has also been some disruption to the teaching in the school, which has affected pupils' progress in the year group. Nevertheless, a great deal of work has been done to boost reading and writing skills. There have been improvements in the leadership of the subject. The resulting new approaches to reading and more incisive planning now have a more positive effect on pupils' progress and their overall achievement. There is no significant difference currently between the achievement of girls and boys and pupils have been performing well in relation to similar schools.
69. When pupils first start the school, their writing skills are a little below average. Good teaching gives pupils the skills to progress well in writing. They also progress well with their speaking and listening skills and adapt their comments appropriately to suit different situations. Pupils engage with ease in informal conversation about a wide range of topics during lunch-time. In lessons they speak thoughtfully, using more precise vocabulary. In a geography lesson, Year 6 pupils confidently used the white board to explain about barriers, sea walls and coastal erosion to the whole class. When discussing possible imagery for a story, a Year 4 pupil suggested 'He was so angry he erupted like a volcano'. Pupils listen well to teachers and to one another. Teachers' questioning allows pupils opportunities to express ideas and opinions in many lessons.
70. Pupils make good progress with their reading. A recent overhaul of the books in the school, new approaches to the teaching of reading skills and better record keeping are having a noticeable effect. Most pupils are independent, fluent readers and select from an increasing range of books. Less able readers make good progress because of the extra support they receive from staff. Books are carefully graded and organised so that pupils can easily select those that suit them best and challenge their ability. Most pupils enjoy reading and talk about preferred books and authors. J.K. Rowling's latest 'Harry Potter' was very much in evidence around the school. Jacqueline Wilson, Tolkien and Rudyard Kipling also formed part of pupils' current reading. Library and research skills are sound. In shared reading sessions, there is a good focus on comprehension skills, such as working out the underlying meanings in text. Good links are made between reading and writing, as when pupils use chapter headings to predict events and plan their own stories.
71. Given pupils' earlier attainment in writing, they achieve well as they progress through the school. There is a good focus on the teaching of basic writing skills. Pupils' sentences are usually grammatically correct and spelling and punctuation are used with increasing accuracy. Good handwriting is encouraged so that by the end of Year 6, pupils produce well structured pieces of work, written in a clear legible style. There is a good range and purpose to writing and teachers plan good opportunities to develop literacy skills in other subjects. Work linked to pupils' own experiences during residential visits stimulated good writing in geography lessons. There are also good examples to be seen in history when pupils show great empathy with evacuees in their letters home and in religious education in the retelling of the Rama and Sita

legend from their work on Hinduism. Pupils show good understanding of how to use formal language in persuasive writing and write imaginatively when trying their hand at poetry and extended narrative. Year 5 pupils' 'Gran Can You Rap' shows a lively imagination as do their well written fables, which accurately reflect the features of traditional tales. By the end of Year 6, most pupils have the necessary skills to communicate ideas clearly in a lively writing style.

72. The quality of teaching and learning and the use of the National Literacy Strategy are good overall and account for the good progress and levels of achievement seen. This is underpinned by the quality of relationships established in classes. Teachers and support assistants model effective teamwork for pupils. As a consequence, pupils work well together and are considerate of one another. Teachers have a good rapport with pupils and often share humorous moments. They value the contributions pupils make and this instils confidence and a willingness to share views and opinions.
73. Lessons are planned well and take account of pupils' different abilities in the class. Teachers and support assistants ensure that pupils who have specific needs get the right kind of help. As a result, all groups make the progress expected of them. A good example of how teacher and support staff adapted the lessons to pupils' needs was seen in a Year 5 class. Whilst the groups were being supported well in suitable writing tasks which would later help extended writing for homework, a more able group was engaged in a very high level of discussion about the underlying inferences found in letters to, and replies from, an 'agony aunt'. This extended their literacy skills very well and also set high expectations for the quality of their writing. Teachers' subject knowledge is good and they have a sound understanding of the literacy framework and strategies for teaching, although not enough use is made of computers in English for word-processing. Nevertheless, some examples were seen of word-processed fiction and non-fiction texts. Basic skills are taught well and a variety of methods is used to interest and motivate pupils. Overhead projectors are used effectively so that pupils can see examples and teachers' demonstrations easily.
74. Resources to help pupils plan their writing, together with good quality texts to model writing styles, are used effectively and help pupils' understanding. Teachers' expectations of both work and behaviour are high, so work is generally challenging. They quickly deal with the occasional inattention, so that pupils remain focused on their learning. Marking in literacy books is good. Teachers' written comments refer to the learning targets and frequently indicate how work might be improved, as well as giving due praise. Pupils take note of these and improve their work. In a Year 6 lesson, very good practice was seen as the teacher began the session by reminding the pupils to read the comments on their work and amend their ideas, if necessary, before continuing. This ensured that pupils were clear about the progress they were making. Homework in English is given regularly and supports the work done in school well. Although there are no significant weaknesses in teaching, some inconsistencies do occur in individual lessons. Sometimes the pace of the lesson slows because of lengthy discussions. When this happens pupils become fidgety and are less able to sustain concentration. In some lessons the range of writing samples provided for discussion is limited, so pupils' thinking is not extended as well as it might be.
75. The co-ordinator makes a very good contribution to the leadership and management of the subject. Monitoring of pupils' performance is thorough and linked directly to the quality of teaching. Evaluation of teaching has led to action being taken to improve planning strategies for writing and the quality of teachers' marking. The co-

ordinator has overhauled the reading resources in the school and set up new structures for teaching reading skills outside the literacy hour. This is already showing positive results. Relationships in the school are very good and both permanent and temporary staff work consistently as an effective team. There is a very clear action plan for further development. Resources for English, particularly for reading are good, and contribute well to pupils' progress in literacy.

MATHEMATICS

76. The results of the national tests for 2002 for pupils in Year 6 were in line with national averages but below when compared with the results of schools in similar contexts. The evidence of the inspection is that standards attained by eleven-year-olds are broadly average and the school has sustained the standards reported in the last inspection. The current Year 6 class entered the school in Year 3 with below average standards in mathematics. It is a weak group because of the large percentage of pupils with special educational needs and the pupils have had several different teachers during a period of staffing crisis. The school has taken appropriate action to raise pupils' levels of achievement by providing a focused approach to meeting their individual needs and setting by ability across the two classes for numeracy lessons. This initiative has had a beneficial effect on pupils of all abilities, including higher attaining pupils and those with special educational needs, all of whom make good progress. Inevitably there are gaps in their knowledge and understanding and teachers and learning support assistants have had to work hard to raise pupils' levels of achievement through careful attention to the provision of appropriately planned and well taught lessons.
77. Overall, the ability of the current Year 3 pupils was below average when they commenced the school at age seven but they make good progress in the majority of lessons in developing strategies to calculate quickly. They know addition and subtraction facts to 100 where they need to add on 10 and subtract 1. They recall multiplication facts in the 5x table and derive division facts from them. They count on and back and grasp the number patterns involved. They recognise odd and even numbers in number sequences. Pupils with special educational needs make good progress when they are given tasks that match their level of development but are less successful when the given task is too hard. Higher attaining pupils have a secure understanding of numbers beyond 100, can work out multiples of three and can sort out numbers according to their own choice of criteria. They are sometimes held back because they first have to complete tasks demanded of all other pupils, which leaves them with too little time to move on at their own rate. Year 4 pupils make good progress in recognising and extending number sequences that involve multiples of 2, 3, 4, 5 and 10. Year 5 pupils derive division facts from multiples of 7x and 4x tables, recognise fractions and percentages that are proportions of a whole and begin to develop a sound understanding of decimals. Year 6 pupils have a sound grasp of the four rules of number but find these hard to apply when faced with problems. The higher attaining pupils examine and interpret information from tables but have difficulty in finding the necessary strategies with which they can solve the problems, preferring to work on a trial and error basis. The lower attaining group have a weak grasp of place value and they have trouble sorting out place value changes in deriving division facts from multiplication facts.
78. Sound teaching of shape, space and measure enable pupils to build on their ability to recognise the names and properties of simple two-dimensional shapes when they enter school. By the end of Year 6 pupils calculate the area and perimeter of composite shapes, although some have difficulties with perimeters. Pupils' skills in data handling are unsatisfactory. They collect information to construct charts and

graphs but their progress is limited because insufficient use is made of information and communication technology and of numeracy more generally across the curriculum.

79. The school has some good procedures to ensure pupils are challenged appropriately in mathematics. The arrangements that the school makes for setting in some classes, designed to boost pupils' performance, ensures that work can be closely matched to pupils' differing needs and abilities. In these lessons, suitable learning challenges are set for all pupils to ensure they make appropriate progress. There is a clear recognition that some pupils need to learn in practical ways in order to visualise mathematical problems and Year 6 pupils with special educational needs make good progress in mathematics because they are well supported by learning support assistants. In some classes across the school, the capacity within a class situation for learning support assistants to help pupils to make good progress is sometimes hampered by poorly planned work that does not match the pupils' level of development. In all other instances when pupils are withdrawn for mathematics, good progress is made because the programme and resources match both the requirements of the class lesson and the targets identified on their individual educational plans.
80. Teaching is mostly good overall but with some significant weaknesses. The good teaching has been sustained since the last inspection because most teachers have good subject knowledge based on a thorough understanding of the mathematics programme of study and the numeracy guidance. Lessons are well prepared with clear learning objectives shared with the pupils to increase their understanding of the purpose of the lesson. Explanations and demonstrations are usually clear and good questioning encourages pupils to think for themselves and apply their mathematical skills. However, sometimes when pupils are having difficulty in understanding, some teachers tend to over-explain and confuse pupils with too much information. There is a good emphasis on encouraging pupils to explain their thinking and to record their calculations when solving problems but sometimes during mental activities there is not enough swift assessment. This slows the pace and the teachers' ability to adapt their examples to match the pupils' level of understanding. Correct mathematical language is used well. Pupils are very well managed and good use is made of the time and resources that are available for learning.
81. There are sound procedures for assessment but there are some weaknesses in the quality of marking and in the use of assessment to inform planning. There is not enough constructive guidance on how pupils can improve their work and teachers' evaluations of lessons are not sufficiently focussed on what the next steps should be. The nationally produced numeracy units that match objectives identified in the National Numeracy Strategy are not always well adapted to suit the abilities of pupils and sometimes, the pupils do not have the necessary knowledge and understanding to tackle the work. For example, pupils in Year 4 had difficulties in working with calendars because their grasp of basic information was limited. There is a system in place to track and target pupils' progress as they move up the school but it is not consistently used in order to adapt work programmes appropriately.
82. The subject leader is knowledgeable and has a clear vision for the subject. She resumed her monitoring role in February of this year and has evaluated the teaching and learning in some classes. Her evaluations are good and provide effective guidance. The school's development plan for the subject indicates a good understanding of the issues for development.

SCIENCE

83. Pupils' attainment in science by the end of Year 6 is in line with National Curriculum expectations. This is a similar judgement to that made at the last inspection. Most pupils reach the expected level by age 11. All pupils, including those with special educational needs, make good progress in the subject and achieve well. Pupils enjoy the practical activities and respond well in lessons to the good teaching. The level of attainment is not as high as reflected in the 2002 national tests because of the larger number of pupils in Year 6 with special educational needs.
84. By age 11, pupils have a satisfactory understanding of fair testing. They can give reasons why a simple circuit will not work and appreciate the difference between series and parallel circuits and apply this to real life situations. They understand that Christmas tree lights should be arranged in a parallel circuit so that all the lights will not go out if a bulb fails. Pupils understand the concept of insulators and conductors of electricity. They know about the rotation of the earth and the phases of the moon. Pupils appreciate how shadows are formed. They know about simple forces and that forces usually occur in pairs and that friction is a type of force that slows things down. They name a sequence of events that shows their understanding of food chains. Pupils with a keen interest in fishing in a Year 5 class gave an accurate and detailed analysis of a food chain in fresh water. Pupils understand that a flower has different parts. They take apart flowers to identify their component parts, examining them under a magnifying lens and naming and labelling them accurately, as they stick them in their books. Pupils suggest reasoned predictions for their experiments but do not frequently reason their results and conclusions. Pupils present and set out their work neatly in their books, labelling diagrams with care. There is occasional use of mathematics, as when pupils show the height of shadows at different times, but this use is generally insufficient. They do not often re-test their investigations to check for the reliability of their experiments and there is little use of averages. They communicate their work to good effect in their own words.
85. The quality of teaching observed was good with a range from very good to satisfactory. Most teachers research the lesson content well enabling them to deal with pupils' questions. They prepare the lesson presentation effectively. Teachers set a good tone for learning and pupils respond enthusiastically. Usually there are clear instructions for the assigned tasks. Good use is made of resources and diagrams. In a Year 5 lesson, some pupils held large pictures and then arranged themselves in order to show the correct food chain order of the individual creatures and plants. In a Year 4 lesson, pupils made very good progress in understanding the adaptation of plants to the environment. Very good use was made of the grounds in this lesson, as pupils compared dandelions on parts of the field that were trodden and in parts that were untrodden. Pupils measured the differences in dimensions and noticed how the dandelion had adapted in order to flower. A very good analogy was made with humans putting on clothes to counteract the cold. The pace of this lesson was very brisk and the lesson of a very good quality. Teachers make good use of appropriate scientific language and explain terms well so pupils can understand. These strategies and the good expectations of work presentation help the pupils to make good progress in the subject.
86. The co-ordination of the subject has been confused due to staffing problems. It is currently being managed temporarily because of staffing difficulties. There is no portfolio of work to help teachers identify the quality and appropriateness of the work pupils produce and there is not a consistent pattern for recording their progress. Most of the assessment is done by testing pupils' knowledge at the end of units of

work. The scheme of work is satisfactory in the main but it does not easily translate into the work that different year groups are to study because it is arranged by National Curriculum attainment levels. As a result, there is some repetition of work in different year groups. Resources for the subject are satisfactory but they have not been updated and reviewed. Good use was made of a recent Year 6 residential visit to incorporate a visit to a science museum and this helped to re-inforce and further their learning of science concepts in a practical way. The resignation of the science co-ordinator has not enabled teaching and learning to be monitored on a planned basis for some time.

ART AND DESIGN

87. From the two lessons observed during the inspection, evidence from work on display and in sketchbooks, the school has maintained the average standards of attainment reported at the previous inspection. The two lessons observed indicated good teaching that resulted in average attainment. Displays indicate that some particularly good work has been done by Year 6 pupils because they have received skilled teaching. This good quality is not always replicated by those teachers in the school who lack confidence in the subject and who have not received enough guidance to ensure consistently good standards across the school. Consequently pupils do not achieve as well as they could because they do not have a sufficient background of necessary skills, technical knowledge and understanding across a wide enough range of media.
88. In Year 3, pupils' collage and crayon dancers in the style of Degas reveal insufficient observation and careful study of how the painter uses line and colour to produce movement and vivacity in their own work. In a Year 4 lesson, some pupils produced effective impressionistic landscape pictures but more pupils could have done the same if greater attention had been given to a closer study of the impressionist style within the artist's work. Sketchbooks were used effectively showing satisfactory attention to the use of space and the composition of their chosen scene that they transposed well onto the larger sized paper. Displayed work in Year 5 demonstrates a satisfactory link with information and communication technology in which gummed paper pictures in the style of Ben Nicholson were copied by rotating, moving and resizing a rectangle on the computer.
89. Evidence from Year 6 displays indicates a variety of different art experiences linked to a residential visit to Scarborough and executed to a high standard. Closely observed pencil and crayon drawings of fish are impressive in their attention to each detail. A wall seascape sculpture, unusual in its variety of materials, contains within it a strong impression of balance and harmony. There is a difference however, in the quality of work between the classes. For example, Art Nouveau posters, copied from the original in one class, are well observed with a strong emphasis on colour and line to bring out the Art Nouveau characteristics. In the other, the colour is less well defined and the posters do not have the same sense of lively purpose. In the one lesson observed, despite a very good introduction supported by well chosen resources and clearly expressed explanations, pupils' efforts indicated technical weaknesses and gaps in the grasp of skills. Most composed their paintings appropriately, knew about horizons and foregrounds, with a small number who had some knowledge of creating a focal point, but several demonstrated a below average grasp of colour-mixing to produce texture and different shades.
90. The overall quality of teaching is sound with some good teaching but there are inconsistencies in the standards expected by teachers and weaknesses in their knowledge and expertise in the subject. In the best lesson, a high emphasis was

placed on close observation, detailed study of the work of other artists, and an understanding of how to teach the skills and techniques involved.

91. The subject's scheme of work takes a thematic approach, which outlines suggested activities for each year group, but it omits the skills required to produce effective results. There is no progression of skills to enlarge and extend pupils' ways of expressing the aesthetic elements of art successfully. The subject leader works hard to fulfil her role but by her own admission does not have the necessary skills to provide support and guidance to improve the expertise and confidence of some of the staff. The teaching and learning within classes have not been monitored and evaluated. This was intended last year but staffing crises prevented this from occurring. Assessment is not formally undertaken. The subject leader has retained some samples of work, although these are without comment to guide the staff, and they do not represent the work from all classes.

DESIGN AND TECHNOLOGY

92. Attainment in design and technology by age 11 is below average and pupils make unsatisfactory progress. This represents a decline since the last inspection. All available evidence, including discussion with Year 6 pupils, shows that pupils' current progress remains spasmodic and that insufficient attention is given to the development of key skills. Not all teachers give enough time to the subject. Elements of the National Curriculum, such as knowledge and understanding of materials and components, are not well taught. Sometimes work on moveable models has not been completed and the quality of resources, to show how materials may be combined to create more useful properties or to enable models to move, has not been appropriate. Although there are some examples of work in the school that reflect the standard for the pupils' ages, it is also apparent that there is underachievement when teachers' expectation of pupils' potential is too low.
93. The best progress is made in Year 3. Pupils' pencil case designs are clear and appropriately labelled to indicate how they are to be assembled. From discussion it is apparent that they know what joining agents to use and why some are better suited than others for the intended purpose. In one class particularly, pupils are aware of design pitfalls, such as too much detail in the drawings relating to decoration. Both classes use their designs well in the making process. One class is better at evaluating its efforts than the other and pupils are clearer about what needs improving because teaching is strongly focussed on pupils finding their own solutions. Displays of Year 4 pupils' books with moving parts, based on a book called 'Haunted Houses', illustrate several methods of joining and the choices of materials and content design suggest much discussion has taken place during the making to improve the work. A good link with literacy is evident in the posters designed to show the persuasive content of advertisements. These illustrate key elements well. Purses made in another Year 4 class are linked to the relevant designs but there is no recording of the process involved and pupils' comments about what could be improved and why, are not recorded. Discussion with Year 6 pupils revealed significant weaknesses in provision. Resources were not always suitable, work on moveable buggies was abandoned and pupils felt unsupported.
94. Although it is not possible to judge the overall quality of teaching, evidence suggests that some teachers would benefit from in-service training to increase their knowledge and raise their expectations about what can be achieved in the subject.
95. The school has devised its own scheme, which presents activities to do in each year group but does not outline the necessary skills needed with which to complete tasks

successfully. The school is using a national scheme of work as a bank of ideas but it is not used effectively to secure the progressive development of pupils' key skills in the subject. At present, there are no coherent procedures for assessing the quality of pupils' work in relation to expectations nor of pupils' progress. The subject leader feels insecure in her knowledge of design and technology and would like training to equip herself more fully in the subject in order to support teachers more effectively.

GEOGRAPHY

96. Pupils' attainment has remained in line with the national expectation for pupils in Year 6 since the last inspection. Most pupils throughout the school continue to make good progress. Good support for pupils who are on the school's register for special educational needs ensures that they achieve as well as could be expected.
97. The school's programme of work for geography is being revised at present to include a stronger element of geographical enquiry. The positive effects of this action were seen in some lessons during the inspection where the teaching and learning were good. Pupils in a Year 4 class followed up their residential field trip to Oundle by thinking about the town's attractions for tourists. They located places of interest on a street map and improved their skills by using grid references. Pupils also decided on how best to inform tourists of the amenities, such as through brochures or leaflets. This linked their learning well to literacy lessons and the use of persuasive language. Similarly, challenging teaching was seen in a lesson for Year 6 pupils who had recently visited Scarborough. The problem of 'How do we stop our coastline eroding?' was considered by pupils with reference to the practicalities and to the effect their decision might have on the residents of Scarborough. The problem stimulated some good debate and confident presentation of ideas.
98. Overall, the quality of teaching is satisfactory. There is still some way to go before the effect of the revised curriculum is seen in teaching throughout the school. Although all teachers plan lessons thoughtfully to build on what pupils already know, opportunities for more independent research could have been the starting point for pupils to pose their own geographical questions.
99. The co-ordinator has very good subject knowledge and is committed to raising standards in the school. Resources in school are sound and are enhanced by field trips in the locality of the school and further afield. There has been some monitoring of teaching and pupils' work but as yet this does not have sufficient rigour.

HISTORY

100. Pupils' levels of attainment are similar to those seen at the last inspection and in line with expectations by age 11. Pupils continue to make steady progress. By the end of Year 6, most have a satisfactory knowledge of when events they have studied took place and the characteristic features of life in different times. They know that the past can be represented in different ways and use a satisfactory range of methods to find out about it. Their findings are recorded clearly in writing and diagrams, but they do not make enough use of information and communication technology to research and to record their work.
101. The quality of teaching and learning is satisfactory. Teachers use the writing opportunities in history well to promote literacy skills. In a Year 3 lesson, after watching a video about the Romans, which gave them a more vivid insight into the Roman way of life, pupils wrote some graphic headlines and 'news reports' about the gladiators' performance. Teachers plan consistently and they try to bring lessons to

life by using interesting resources. Artefacts from the 1940s and a reconstructed Anderson shelter in Year 5 gave pupils a good sense of the past, which was augmented by a visit to the Imperial War Museum. Year 5 pupils reflected on the feelings of those most affected by World War Two. Work in pupils' books shows that teachers' expectations are high and that pupils respond well by producing a good amount of well presented work. The care taken to finish work and complete neat diagrams is a good measure of pupils' enthusiasm for the subject. In some lessons, however, this is not sufficiently directed towards opportunities for independent research. Pupils are not given enough time to speculate about events, such as rationing, and what it tells about the way people lived.

102. The curriculum is planned thoughtfully, providing opportunities for pupils to learn about Roman and Viking settlements, Tudor and Victorian life, as well as ancient Greek and Egyptian civilisations. The subject is managed satisfactorily. The co-ordinator is currently modifying the approach to teaching history in order to focus more strongly on the development of pupils' historical enquiry skills. Resources are satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

103. By the end of Year 6, pupils' attainment is below average. This is because some of the National Curriculum Programmes of Study are not fulfilled and also because some teachers lack confidence in the subject. Furthermore, there is an inconsistency in the opportunities for pupils to use computers in different year groups. In some classes they only work on the computers once every two weeks. As a result, many pupils do not have sufficient knowledge of the programs, how to use a menu or the toolbars when they use the computers and they need a lot of individual support. Their progress is slow in lessons as a result. Overall, all pupils, including pupils with special educational needs, make unsatisfactory progress and they do not achieve as well as they could. Pupils' levels of attainment are not as high as those reported at the previous inspection. This is because pupils' skills have not kept pace with the higher national expectations for pupils by age 11. Nevertheless, pupils are now more familiar with some aspects of the curriculum, such as the use of spreadsheets and databases, than they were.
104. By the end of Year 6, pupils can access the Internet, merge text and graphics, have suitable skills for word-processing and know how to use e-mail to reply to messages and access the Internet to collect them. They use their word-processing skills in some literacy lessons, as when they use a search engine to obtain text to write persuasively, although the text they obtain is sometimes too adult for them to work with effectively. Pupils have word-processed fiction and non-fiction text in literacy. On occasions, although insufficiently, they apply their mathematics skills in information and communication technology satisfactorily, as when they complete graphs and spreadsheets. In one class, pupils created a spreadsheet formula to calculate multiplication tables to support numeracy. They use a digital camera with suitable skill. Pupils have had insufficient opportunities to use the computer to make presentations, to use multi-media and they are not familiar with hyperlinks. Pupils are not secure in control and monitoring techniques, such as devising programs for switching on and off lights, buzzers and motors and monitoring temperature and light. In the main, pupils do not use computers enough in other subjects. There is little evidence of the use of the Internet as a teaching and learning resource and, when it is used, the pupils often obtain information which is beyond their understanding.
105. In other work seen, Year 4 pupils could program a moving toy on the floor to collect 'treasure' but this activity is often done successfully by pupils of a younger age. Year

5 pupils responded enthusiastically to the challenge of planning and creating a stained glass window, rotating and colouring their shapes to obtain a finished effect. Year 3 pupils used a database to recall and sort information about the class and made use of appropriate language such as 'fields' and 'records'. In an observed lesson about spreadsheets, Year 6 pupils compared the speed of their calculations on the computer with the time taken to enter and add up the same information on a calculator. They drew some valuable conclusions in their evaluation and knew that errors were more likely when using the calculator due to mistakes in entering data. They quickly drew a conclusion about the speedier form of calculation.

106. The presentation of lessons observed during the inspection was of a satisfactory quality in the main. Teachers have positive relationships with the pupils, as do the learning support assistants, who have a good knowledge of the programs and who do much of the oversight of group instruction and supervision. The learning support assistants offer a good level of support to individual pupils as they work on the computers. Overall, however, the quality of teaching is unsatisfactory because of the lack of teacher confidence and the arrangements made for teaching the subject. There are several shortcomings. Some classteachers do not provide enough opportunities for pupils to follow up their skills on the classroom computers. The extra allocated time for numeracy and literacy in the suite is often not used. In one instance, however, good use of the suite was made for a group of special educational needs pupils to practise their weekly spellings using a word-processing package and a spelling program. The pupils made good progress in this activity.
107. The national training program has contributed to some, but an insufficient, increase in teachers' knowledge and progress in the information and communication technology curriculum. Much more help has been obtained from the school's link with its Beacon School with which it has formed a very good partnership¹.
108. Pupils' attitudes to their work are good. They work with enthusiasm and show much interest and enjoyment in lessons. Pupils listen to instructions carefully, treat equipment with respect and are eager to develop their skills.
109. The management of the subject is satisfactory. The current temporary co-ordinator is keen and has good subject knowledge. She is aware of what needs to be done to improve standards and these are included in the school development plan. She has not had the opportunity to monitor teaching, standards or planning in the short time she has held the responsibility. She has been involved in setting up the school's web-site. This is developing well and is a good form of communication with parents.
110. A suitable scheme of work was introduced in 2001 and this has recently been supplemented with a commercial scheme, which has given some staff added confidence. Systems for recording pupils' progress are in place, although they are not used enough to plan future learning. There is no portfolio of work to enable staff to check the quality of work against National Curriculum expectations for different age groups. Marking is varied and does not always relate to learning objectives or to set future targets. A good feature is the opportunity pupils have to evaluate the quality of their own work.
111. The resources are satisfactory in the main, although the computer:pupil ratio is slightly below the national average. Since the last inspection, the school has developed a computer suite. This gets very hot and lacks air circulation. The school

¹ A Beacon School has particular skills and good practice in a subject and shares this expertise with other schools through teachers' visits.

has two interactive white boards but these are not used to best advantage. The school has computers in all classes, not networked to the suite, but these are not used sufficiently well to support work across the curriculum and to follow up work done in the suite.

MUSIC

112. Pupils' attainment in music is broadly in line with expectations at age 11, similar to that at the time of the last inspection. There are signs of improving standards in the younger age groups because of the special skills of the part-time music co-ordinator. Pupils' attainment at Year 5 is currently higher than that in Year 6.
113. Pupils sing with a good sense of pitch and melody and enjoy the subject, particularly when taught by the co-ordinator, who has a very good subject knowledge and background in music. Pupils listen attentively to music and this is apparent in the way they express their feelings about it, which reflect the mood well. Year 5 pupils research music and give presentations that reflect time and place and this contributes to the pupils' interest and growing knowledge in the subject. When they accompany music, pupils retain a steady beat and they employ techniques to express the mood of music by singing loudly or quietly. Pupils cope comfortably with singing in rounds and in parts with one group singing an ostinato². Pupils are able to maintain their own parts and keep in time. They control their voices well in rhythmic speaking. Year 6 pupils composed Victorian market cries of a suitable quality on tuned percussion. Overall, pupils in Year 6 have made satisfactory progress but there are indications of better progress in other year groups, especially when taught by the co-ordinator.
114. The teaching of the subject observed during the inspection was good overall. Teachers share the intentions of the lessons well in language that the pupils can understand and this prepares the pupils for the activities. They create a pleasant atmosphere that facilitates good learning. Teachers make effective use of resources. Some have a good subject knowledge, which enables them to provide interesting activities. In a Year 4 lesson, pupils tried to throw and catch balls and beanbags in time to the pulse of recorded music. The pupils enjoyed the challenge of this well conceived activity, which combined both fun and learning. Pupils are taught to play instruments correctly so they obtain the best sound, as when they are taught how to hold and use their beaters on the tuned percussion. Teachers provide a good range of activities so pupils do not become bored and they move lessons along at a suitable pace that support pupils' sound achievements. They provide helpful ideas that enable the pupils to clap rhythms that are set out in musical notation. Pupils do this with reasonable accuracy. Their support of the pupils' efforts by using animal names and the syllables of the words to match the rhythm of the notes works well as pupils read the music.
115. Pupils enjoy music lessons. They sustain interest in them and show good respect for the instruments. Pupils participate fully. They co-operate with one another in group compositional work.
116. National Curriculum programmes of study are fulfilled in most respects but pupils do not use computers to compose music. Resources for the subject are good. The co-ordinator has good skills and a musical background and leads the subject very well. She has done very detailed work on revising the scheme, which now provides good guidance of the lesson content for each term. She provides plans for each teacher,

² An ostinato is a musical term that means a repeated phrase is sung or played.

which supports their work in music and sets a good example in her own teaching of the subject. Although she has not had time to monitor lessons, her introduction of a well maintained record keeping system is easy to administer. Forty pupils have group or individual instrumental lessons and these help to create a good level of interest in music. A small choir and a band of the most advanced instrumentalists meet weekly and these opportunities further their skills and enjoyment of music.

PHYSICAL EDUCATION

117. Very little physical education could be observed during the inspection and a comparison with the previous inspection could not be made. Pupils have insufficient opportunities to take part in physical education activities and the once weekly lesson cannot enable pupils to build up their skills in the subject sufficiently well. It was not possible to make a judgement about the overall quality of pupils' attainment and progress because only games activities were taking place during the course of the term and few lessons could be seen.
118. In the lessons observed, pupils enjoyed their work and participated with enthusiasm. In one outside lesson they even wanted to carry on in the rain. They play together fairly and organise themselves well, although they mainly work in single gender groups. They respect the equipment. Their behaviour is good. They sustain interest and concentration because the teachers keep them actively engaged. Occasionally a few pupils find it difficult to listen to instructions or do not fulfil expectations and make the task easy for themselves. Instead of rolling a ball for a partner to retrieve and return to practise fielding skills, a group of Year 5 boys bounced the ball hard so that they could catch it on the bounce and run back with it.
119. In the main, pupils had satisfactory skills in the limited range of activity that was seen. They throw and catch small balls at short distances apart with suitable accuracy and generally position their hands correctly to receive a ball. Their striking skills are not as good and they find it difficult to hold a racquet and strike a ball thrown from a short distance away. They roll a ball along the floor to a partner with a satisfactory level of accuracy. Most swim a minimum of 25 metres by the age of 11.
120. The quality of teaching observed during the inspection was good. Teachers give clear instructions for the task, sometimes indicated on the white board before the start of the lesson in diagrammatic form, and sometimes demonstrated practically. They set a good example by their own form of dress and this encourages the pupils to be appropriately dressed for activity. They include all pupils in the activities and make good arrangements to support those who have moderate learning difficulties. They pay good attention to health and safety, as when a class working indoors was asked to look at the hazards around the perimeter of the hall at the start of the lesson. The use of detailed commercial lesson plans ensures that the activities are well structured with a good range of activities that develop pupils' skills. They demonstrate particular skills effectively, as when they show how to cup hands to catch a small ball. Pupils, including those with special educational needs, made sound progress in the lessons observed as a result. They praise the pupils' efforts and this sets a good atmosphere for learning and the pupils then want to try their best.
121. The school has adequate small equipment for pupils to practise their games skills but the provision of large equipment is unsatisfactory. Much is old and difficult to handle. The hall is limited in size and does not easily allow for the arrangement of equipment nor does it give much space in the above average sized classes for activity. However, there are extensive grassed areas. The co-ordinator is temporarily in

charge of the subject and has a keen interest in physical education. The extra-curricular sporting activities are currently limited to football. There is much room for growth in the organisation and opportunities for the pupils in the subject.

RELIGIOUS EDUCATION

122. By the end of Year 6, pupils' knowledge and understanding of religions is broadly in line with the expectations of the locally agreed syllabus. Their level of attainment is not as high as that reported previously. Pupils have a sound knowledge of the religious practices and beliefs of Christians, Sikhs, and Hindu communities, but are a little less secure in their understanding of the effect religions have on people's everyday lives.
123. Pupils gain a good knowledge of Old and New Testament stories, and know that the Bible and Guru Granth are holy writings. Pupils learn about people who actively lived out their Christian values, such as Mother Teresa and Dr Barnardo and visit churches and a Hindu temple to gain better insights into how people in the different communities worship.
124. Teachers build well on these first-hand experiences. Pupils' have good opportunities to describe these and compare the artefacts used in different places of worship. Available resources are used well to mount attractive displays of costumes and artefacts used by different religious groups, helping pupils to develop a better cultural awareness.
125. The overall quality of teaching is good. Teachers' subject knowledge is secure and lessons are planned well, giving time for discussion and reflection. In a Year 3 lesson, a story with a very strong message about following one's own conscience was an effective starting point for further discussion. Pupils in Year 4 had time to reflect on the values of fairness and understanding among friends. Relationships in lessons are very good and pupils respond well by showing interest and care in the way they present their work. At times too little emphasis is placed on how religious beliefs affect the pattern of, and practice in, believers' daily lives.
126. The subject is managed well. The co-ordinator has a clear understanding of religious education and how pupils should learn from it as well as about it. She has clearly pin-pointed areas for development, conscious that the curriculum should be relevant to pupils and where possible linked to their own experiences. A revised agreed syllabus is pending and this is seen as a good opportunity for further development.