

## INSPECTION REPORT

Springvale Primary School  
Penistone, Sheffield

LEA area: Barnsley

Unique Reference Number: 106587

Headteacher: Mrs Hilary Smith

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Reporting inspector: Mr Douglas Hayward  
21234

Dates of inspection: 22<sup>nd</sup> – 25<sup>th</sup> November 1999

Under OFSTED contract number: 706828

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing body
Name of chair of governors:	Councillor Mrs Maureen Harrison
Date of previous inspection:	June 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr Douglas Hayward, Rgl	English Information technology Art Areas of learning for children under five	Attainment and progress Quality of teaching Leadership and management
Mrs Mary Le Mage, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr Robert Battey, Team Inspector	Mathematics Religious education History Geography Special educational needs	Pupils' spiritual, moral, social and cultural development Staffing, accommodation and resources
Mr David Matthews, Team Inspector	Science Design and technology Music Physical education Equal opportunities	The curriculum and assessment The efficiency of the school

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## Data and indicators

## Main findings

### What the school does well

- Its pupils achieve very good results. Their results in tests at the end of both key stages have steadily improved. In 1999, test results for 11-year-old pupils were above the national average in English and well above average in mathematics and science.
- Pupils' written work is outstanding in many subjects.
- It provides many opportunities for pupils to attain very high standards in problem solving in mathematics, and in experiments and investigations in science.
- It makes very good provision for pupils with special educational needs. Their work is carefully planned and they are well supported in classes and in groups.
- It respects pupils' ideas, opinions and suggestions. Adults and pupils work very well together. Pupils' self-esteem is developed very well and they take enormous pride in their work.
- The quality of teaching is a strength of the school. Teachers work very hard and are committed to raising standards. In almost eight out of every ten lessons teaching is at least good and in four out of every ten lessons it is very good and, occasionally, excellent.
- Pupils' work displayed around the school helps to make it an exciting, stimulating place in which to work.
- It has very good procedures to ensure that pupils behave well in lessons and around the school.
- It makes very good links with local businesses and the community.
- The headteacher and deputy headteacher provide very high quality leadership.
- The school provides very good value for money.

### Where the school has weaknesses

- I. Standards in some aspects of information technology at Key Stage 2 are unsatisfactory.
- II. The school does not comply with the statutory requirements for all pupils to attend a daily act of collective worship.
- III. Pupils do not have enough opportunities to study the range of different cultures in Britain.

**The school has many more strengths than weaknesses. The governors will prepare an action plan outlining how the very few weaknesses will be tackled. A copy will be sent to all parents or guardians of pupils at the school.**

### How the school has improved since the last inspection

The school has successfully addressed all the key issues from the previous inspection and has improved considerably since that inspection in 1995. Schemes of work for all subjects, with the exception of design and technology, are now in place and the school has improved its assessment and recording practices. Curriculum co-ordinators now play a greater part in evaluating the work in their subjects. The governors fully evaluate the cost-effectiveness of their decisions, and the hazardous access to school has been altered to improve safety. The high standards of pupils' behaviour are still apparent. The school has set challenging targets to help maintain its high standards. The standard of teaching has improved considerably. The school is very well placed to meet its targets and to improve further.

### Standards in subjects

This table shows the standards achieved by 11-year-olds in 1999, based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
			<i>well above average</i>	A
			<i>above average</i>	B
			<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E
English	B	B		
Mathematics	B	B		
Science	A	A		

Ofsted makes comparisons between the results of all schools in England and between schools that have similar percentages of pupils taking free school meals. Springvale's results in 1999 were very good and were an improvement on those for 1998. During the inspection, standards attained by pupils in Year 6 were above the national average in English and well above average in mathematics and science. Standards in religious education meet the requirements of the locally agreed syllabus. Standards in two aspects of information technology are unsatisfactory at Key Stage 2. In the foundation subjects pupils in both key stages make good progress in geography, history and art. In music progress is satisfactory at Key Stage 1 and good at Key Stage 2. In design and technology and physical education progress is satisfactory at both key stages. Children under five in the nursery and reception classes make good progress.

### Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Very good	Good	Good
Mathematics	Very good	Good	Good
Science	-	Good	Good
Information technology	-	None observed	Good
Religious education	-	Good	Good
Other subjects	Good	Good	Good

Almost 50 lessons, or parts of lessons, were observed. Teaching is never less than satisfactory. It is at least good in almost eight out of every ten lessons and very good, and occasionally excellent, in four out of every ten lessons. These are very high percentages of good-quality teaching across the whole school. Teachers have high expectations. They have very good subject knowledge, match work carefully to pupils' needs, are very supportive and have very good relationships with their pupils.

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

· **Other aspects of the school**

Behaviour	Pupils behave very well in classrooms and around the school. They are polite, friendly and courteous.
Attendance	Attendance is better than the national average. Pupils arrive promptly for school.
Ethos*	Excellent. The school has a clear commitment to promoting high academic and personal standards for all pupils.
Leadership and management	The headteacher and deputy headteacher provide very high quality leadership and manage the school very well. Governors are very knowledgeable and enthusiastic. They support the school very well and fulfil their statutory duties.
Curriculum	Subjects are very well planned to develop pupils' understanding, knowledge and skills. The school does not comply with the requirements for all pupils to attend a daily act of collective worship.
Pupils with special educational needs	Teachers and support assistants provide lots of very good help in classes and in small groups. Their work is carefully planned to ensure that pupils with special educational needs make very good progress, especially in reading, writing and mathematics.
Spiritual, moral, social and cultural development	Good overall. The school clearly teaches pupils the difference between right and wrong. It gives them many opportunities to develop their responsibilities towards other pupils and adults. The school does not spend enough time teaching them about the range of cultures within Britain.
Staffing, resources and accommodation	Staff are hardworking and want the pupils to achieve their best. The school is well resourced and makes the best possible use of limited space. The surroundings are very attractive and provide lots of good opportunities to extend pupils' learning
Value for money	The school provides very good value for money.

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· *\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards*

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· **The parents' views of the school**

**What most parents like about the school**

IV. They feel that the headteacher is approachable and that they are welcome in school.

V. They feel that the school enables their children to attain a good standard of work.

VI. Their children like school

**What some parents are not happy about**

VII. Some parents are not happy with the think it is too much and places too many

VIII. A few parents felt that the school did

The inspection team fully supports parents' positive views. The school's arrangements for setting homework are similar to those in many other schools and are not over-demanding. The school's arrangements for informing parents about the range of homework and the part they can play in helping their children are excellent. The inspection team spoke to many pupils and observed playtimes and lunchtimes. There was no evidence of any bullying. In fact, pupils' behaviour was very good. Pupils confirmed that bullying was not a problem, but they are aware of what they should do if any isolated instances of bullying should occur.

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· **Key issues for action**

In order to maintain the high quality of pupils' learning and the standards they attain, the governors, headteacher and staff should:

IX. ensure that full use is made of information technology in school, as already identified in the school development plan, by:

- a. raising teachers' confidence and expertise by continuing the existing training programme;
- b. extending the use of information technology to ensure that the control and modelling aspects are taught;

**(paragraphs 16, 31, 40, 118 of the main report)**

- ensure that the school complies with the requirements for a daily act of collective worship;

**(paragraphs 17, 41, 47 of the main report)**

- ensure that pupils have sufficient opportunities to study the diversity of British culture.

**(paragraphs 17, 23, 51, 57, 122 of the main report)**

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## • Introduction

### • Characteristics of the school

1. Springvale Primary School is a one-form entry school situated in the village of Penistone, which is almost equidistant from Sheffield and Barnsley. The school is for boys and girls, aged three to eleven, and serves mainly an area of owner-occupied and rented terraced housing. The catchment of the school is gradually changing as land once given over to heavy industry becomes available for private housing developments. The original school building dates from 1909 and houses four Key Stage 2 classes, the office shared by the headteacher and secretary, a hall and a small dining room/library. A 'temporary' classroom was installed on the site after the war and houses a predominantly Key Stage 1 class. A double classroom block on the edge of the playground is used for two further Key Stage 1 classes. In 1998 a nursery unit was built on site. The outstanding design of this building has since been recognised by a national award. The school is situated on a very busy main road. However, the outdoor accommodation provides very well-planned areas for pupils to study and enjoy. These areas have been provided through the efforts of parents, friends and local businesses.
2. The local education authority controls admission to the nursery and the school. When the nursery opened a year ago all pupils aged three and over who requested a place were admitted. The accommodation offers places for 26 children each morning and afternoon on a part-time basis. Since the opening of the nursery children have been placed on a waiting list on an 'age order' basis. They are admitted to the reception class at the beginning of the term in which they reach their fifth birthday.
1. Currently there are 182 full-time and 52 part-time pupils on roll. Attainment levels on entry to the nursery show a very wide range of ability. Tests are given to children starting nursery and on their transfer to the reception class to help teachers find out what they can do in areas such as language, number and social skills. The tests at Springvale show that there are considerable differences between children's pre-school experiences, often from one term's intake to the next. The school has 37 pupils on its register of special educational needs. Nineteen pupils (10 per cent) are eligible for free school meals, which is broadly in line with the national average for primary schools. There are no pupils from ethnic minorities and no pupils come from homes where English is an additional language. The school's stated aims are to:

3. *Create a secure and caring educational environment*  
*Encourage and develop the special talents of each individual*  
*Promote in children the maturity to accept their own strengths and weaknesses*  
*To achieve the highest possible standards of learning in each area of the curriculum*  
*Be part of a community in which children, staff and parents work together*  
*Develop thinking children who grow in tolerance, understanding and awareness of others in the school, community and world.*

### 3. Key indicators

#### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	18	13	31

3. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	16	16	15
	Girls	11	11	10
	Total	27	27	25
Percentage at NC Level 2 or above	School	87 (82)	87 (76)	81 (97)
	National	82 (80)	83 (81)	87 (85)

3. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	17	17	17
	Girls	13	12	13
	Total	30	29	30
Percentage at NC Level 2 or above	School	97	94	97 (94)
	National	82 (81)	86 (85)	87 (86)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	12	14	26

### 3. National Curriculum Test

English

Mathematics

Science

#### Results

Number of pupils at NC Level 4 or above	Boys	11	11	12
	Girls	9	9	11
	Total	20	20	23
Percentage at NC Level 4 or above	School	77 (68)	77 (75)	88 (86)
	National	70 (65)	69 (58)	78 (69)

### 3. Teacher Assessments

English

Mathematics

Science

Number of pupils at NC Level 4 or above	Boys	11	11	12
	Girls	8	9	12
	Total	19	20	24
Percentage at NC Level 4 or above	School	73 (64)	77 (82)	92 (86)
	National	68 (63)	69 (64)	75 (69)

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

### 3. Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	4.0
	Absence	National comparative data	5.6
	Unauthorised	School	0
	Absence	National comparative data	0.5

3.

### 3. Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	1
	Permanent	0

### 3. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	39
	Satisfactory or better	100
	Less than satisfactory	0

### 3. **PART A: ASPECTS OF THE SCHOOL**

#### 3. **Educational standards achieved by pupils at the school**

##### 3. **Attainment and progress**

4. When children enter nursery after their third birthday, their attainment in areas such as language, mathematics and social skills is measured. Careful analysis of the results shows that there is a very wide range of ability on entry to the nursery. Nursery staff use the information very constructively to target support in different areas for specific children, including those with special educational needs. Regular assessments form part of an excellent comprehensive portfolio for each child that indicates areas of progress and where the child might need continued support. This information accompanies children when they transfer to the reception class at the beginning of the term in which they are five. At that time the teacher assesses them again, using a different test that concentrates more on their abilities in reading and mathematics. At the end of the summer term in the reception class they are tested once more to assess the progress they have made. This can range from below, to above average, but in almost all cases it is at least average. These early assessments form part of the increasing assessment information on each child under five that continues as the pupils move through both key stages. Their importance at a very early age in planning work for children under five is emphasised by the fact that most children achieve the standards expected nationally for children at this age and many achieve beyond that.
5. Children make good progress in all the Desirable Learning Outcomes.<sup>3</sup> Children's speaking and listening skills are above average. They listen well in small groups and as a whole class to each other and to adults, and talk confidently about themselves and their work. Many children retell a simple story and enjoy role-play activities alone or with others. They are familiar with traditional stories and nursery rhymes, such as '*Incey Wincey Spider*', and recite them using actions. Some children can copy words, while others have started writing independently. Children enjoy books and make good progress with early reading skills. They learn to count numbers and recognise different shapes. They handle money and give change from simple amounts to 'customers' in their 'supermarket'. They use sand and water trays to develop their understanding of capacity. Children develop their understanding of number sequences and matching through using computer programs. They imaginatively use a variety of media to colour, paint, draw and make three-dimensional models. They listen carefully to music and use percussion instruments well. Children use outdoor climbing equipment and play equipment safely and carefully. They make good progress in all areas of learning.
6. The results of the 1999 tests and assessments at the end of Key Stage 1 show that pupils at Springvale attained standards in mathematics that were below the national average. They attained standards that were above the national average in reading and writing and well above average in science. The percentage of pupils attaining Level 3<sup>4</sup> was below average in science, average in reading and well above average in writing and mathematics. In comparison with all schools nationally, and with similar schools,

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<sup>3</sup> Desirable Learning Outcomes – these are goals for learning for children by the time they enter compulsory schooling at the age of five. They refer mainly to literacy, numeracy and social skills.

<sup>4</sup> Levels – By the end of Key Stage 1 pupils are expected to attain Level 2 in reading, writing, mathematics and science. Those who achieve Level 3 are, therefore, attaining above nationally-expected levels.

Springvale achieved results that were above average in reading and well above average in writing and mathematics. The school's performance, in comparison with that of all schools nationally and of similar schools, has improved significantly.

7. The school's results for 1999, compared with those for 1998, show a decline in mathematics but an improvement in reading and writing. The percentage of pupils attaining Level 3 in 1999 was considerably higher in writing and mathematics, but lower in reading. Over the three years from 1996 to 1998 there has been a steady improvement overall in reading, writing and mathematics at the end of Key Stage 1. The performance of girls in reading and writing was better than that of boys, and in mathematics their performance was very similar. During the inspection there was no apparent difference between the performance or progress of boys and girls.
8. The results of the 1999 tests at the end of Key Stage 2 showed that pupils attained standards above the national average in English, mathematics and science. These results were an improvement in English and very similar to those of the previous year in mathematics and science. The percentage of pupils attaining Level 5 was average in English and above average in mathematics and science. In comparison with those in all schools nationally, and in similar schools, pupils at Springvale achieved results that were above average in English and mathematics and well above average in science.
9. The school has set in place various strategies to help improve pupils' results at the end of both key stages. They are also intended to increase the accuracy of its predicted targets for the percentage of pupils attaining results in line with the national average at seven and eleven years of age. To do this it has introduced a number of assessments to form a view of the ability of each year group and to monitor their progress as they move through the school. Some of these assessments, such as those carried out in the nursery and reception classes, are carried out under the auspices of the local authority and suggest indicators of future performance. Others, such as assessments at the end of Key Stage 1, teacher assessments of pupils' written work and the tests at the end of Year 4 are school initiatives to note the progress that pupils have made and their likely performance at the end of Key Stage 2.
10. In 1997 the school volunteered to become involved with Bretton Hall College and the 'Zeneca Science Initiative' to improve the quality of science teaching in primary schools. The governors were so convinced of its worth that they invested £1,000 to match the funding from Zeneca to purchase additional science resources. The initiative stressed the importance of Attainment Target 1, investigative and experimental science. The success of this initiative is clearly apparent in pupils' thoughtful and analytical approach to science throughout the school and in the improvement in their results in science at the end of both key stages. At Key Stage 1, results have improved by almost 20 per cent since 1996, and at Key Stage 2, results have improved by 25 per cent in the same period. An additional benefit of the school's involvement in the science project is the improvement in pupils' attitudes to Attainment Target 1, problem solving and reasoning in mathematics. Pupils at both key stages adopt a positive, logical approach to problem solving.
11. The school began to implement the National Literacy Strategy and the National Numeracy Project at the same time in 1998. It had recognised that mathematics was an area in need of development and felt that the early introduction of the numeracy project would assist the school in setting accurate targets and improving pupils' performance.

In the event, the school exceeded targets for its pupils in Year 6 in the end of key stage tests. The school also took the decision to employ a part-time teacher in order to implement a policy of single-age classes for the literacy and numeracy lessons. Additionally, English and mathematics specialists teach their own subject to classes in both Year 5 and Year 6 in an attempt to offer a greater degree of subject expertise towards the end of Key Stage 2. Evidence from pupils' work and lesson observations during the inspection suggests that the school's decisions have had a significant impact on pupils' standards of work in literacy and numeracy throughout both key stages.

12. The standards attained in literacy by pupils in Year 2 and Year 6 are above average. The school's strategies for implementing the National Literacy Strategy have been very effective. Pupils have very well-developed speaking and listening skills. They have many opportunities to undertake a wide range of written work. The shared planning that teachers have undertaken since the implementation of the Literacy Hour has been complemented by observations of colleagues and the many opportunities for discussion that have ensued. Work is very carefully matched to the abilities of pupils and lessons develop pupils' skills in literacy very well.
13. The contribution of literacy to the pupils' work in other subjects is outstanding. Pupils' literacy skills are clearly apparent in the quality of their discussions, their skills in reading for pleasure and information and the written work they do, which often overlaps two or three different curriculum areas. For example, in history pupils study life in Britain after 1930. One aspect of this is the use of ration cards after the Second World War. Pupils calculated the metric equivalent of Imperial ration allowances, which they then wrote out very neatly as part of their written recording for this subject. Another example of a very good three-way link is seen between English, history and information technology in one display resulting from the pupils' visit to the town hall in Barnsley. A photograph, taken with a digital camera, accompanies a piece of word-processed writing that reads, '*The Greeks introduced the democratic system. This is a replica Ancient Greek vase in the Mayor's parlour at the town hall*'. Teachers' planning reveals very good use of the transfer of literacy skills amongst all subjects. Pupils use their vocabulary very well in many areas to sustain high standards of presentation and accuracy in literacy.
14. Standards in numeracy are well above average. Pupils' work in Attainment Target 1, using and applying mathematics, is particularly well developed. They have rapid recall of number facts and use them well to solve problems. They use a range of different strategies to calculate mentally and their understanding of mathematical processes is very good. Their understanding and use of mathematical vocabulary are very good, especially when applied to real-life problems. They are very good at seeing mathematical patterns, testing their hypotheses and using their mathematical skills to solve problems in a variety of ways. Pupils' skills in numeracy are transferred very well to other subjects; for instance, in science pupils in Year 6 use Newton meters to measure force. They are very aware that the meters have different scales and that this needs to be considered when they use them to measure forces. In Key Stage 1 pupils develop good habits of recording accurately what they see in experiments. Over an extended period of time they record, in writing, the growth of seeds that are grown under different conditions.
15. In science, standards are above average at Key Stage 1 and well above average at Key Stage 2. Pupils in Key Stage 1 develop a precise use of scientific vocabulary well, both orally and in writing. For example, pupils describe different forces such as 'push' and

'pull'. They describe clearly the criteria for fair testing and they can talk about any unfair aspects of their investigations. Pupils describe their observations, such as what happens to various substances when they are added to water, and what changes occur. By the end of Key Stage 2 pupils have a good knowledge of the bones and the major organs in the human body. They know about different types of electrical circuit and effectively use this knowledge in their design and technology work. From their investigations they have a very good understanding of air resistance and they know about the equipment needed to measure forces. Pupils have well-developed scientific skills. They repeat readings for reliability and they take account of identified patterns when drawing conclusions. They record the results of their investigations in a neat, clear format.

16. Standards in information technology are in line with national expectations at the end of Key Stage 1 but below national expectations overall at the end of Key Stage 2. However, pupils make good progress in word processing and data handling by the end of Key Stage 2. Pupils in both key stages have well developed word-processing skills and use a range of software well. Most young pupils can save and retrieve their work unaided, and some can print their finished work. They develop competent keyboard skills and often use the word processor to write first drafts of their work. At Key Stage 2, pupils develop advanced word-processing skills. They change the format and size of print according to the type of work they are doing and print their results. They often make a conscious decision to use the word processor, knowing that their presentation can be enhanced for 'special' work, such as the production of a school 'brochure' by pupils in Year 6.
17. By the end of both key stages pupils' attainment in religious education is in line with the requirements of the locally agreed syllabus. This syllabus has been revised within the last few weeks and the school has not yet had the opportunity to draw up a current scheme to reflect the new requirements. Key Stage 1 pupils are familiar with stories about Jesus and other people in the Bible. They know about the religious celebrations of Christians and Hindus, such as Divali. In Key Stage 2, many pupils know that the stories contained within the Old Testament and New Testament are important to Christians. They can recall some of the famous stories and reflect appropriately on the messages contained within them. However, they have too few opportunities to learn about faiths other than Christianity. The school does not comply with the requirements for a daily act of collective worship.
18. In the foundation subjects pupils in both key stages make good progress in geography, history and art. In music, progress is satisfactory at Key Stage 1 and good at Key Stage 2. In design and technology and physical education progress is satisfactory at both key stages.
19. Teachers make very effective long and short-term assessments of what pupils can do to track the amount and rate of progress as they move through the school. They also provide information about the appropriateness of grouping arrangements within literacy and numeracy sets. Pupils' workbooks show that they make at least good progress in English, mathematics and science at both key stages. Their rate of progress quickens in some subjects as they build on a solid start and develop in maturity at Key Stage 2; for example, in the degree of challenge in their work and the increasingly sophisticated ways in which they develop their written work in all subjects.
20. The progress made by pupils with special educational needs is very good across the

school. Pupils benefit from detailed individual education plans, which set clear targets for their development. Their targets are regularly reviewed and all staff involved provide suitable levels of work to challenge them. The school provides a relevant, comprehensive programme of work for these pupils, both within the classroom and, whenever needed, in withdrawal groups. Pupils make very good progress, usually completing the same tasks as the rest of the class. Pupils with special educational needs make very good progress in literacy and numeracy. Their progress has improved since the last inspection report, when it was judged to be good.

### 3. **Attitudes, behaviour and personal development**

21. Pupils' excellent attitudes towards their work make a significant contribution to their attainment and progress and are strengths of the school. The attainment of children under five in their personal and social development is good. They establish very effective relationships with adults and learn to take turns and share resources with other children. Children are confident and friendly, and respond well to new and familiar routines. All pupils, including those with special educational needs, show an interest in their work, are enthusiastic and are keen to participate in lessons. They are able to concentrate well, work independently and collaboratively and persevere with tasks to completion. Pupils settle to work quickly and quietly, thus maximising teaching time. Pupils are happy in school, enjoy their work and take pride in producing work of a high standard. The quality of their work is important to them.
22. The behaviour of pupils in and around the school is very good. They are sensible and responsible. The school's expectations for good behaviour are set out in the behaviour policy, are well known and clearly understood by pupils, and are well supported by all staff, including lunchtime staff. There was no evidence of any bullying during the inspection. Pupils respect the environment and the school buildings, which are litter free, and they take good care of the resources available to them. The excellent ethos of the school has a very positive effect on behaviour and attitudes which, in turn, help pupils to learn.
23. Pupils work well together and are able to take turns, share equipment and give each other support. They acknowledge and consider views and opinions other than their own, but have only a limited awareness of different cultures and traditions. There are very positive relationships between adults and pupils in the school and this mutual support and respect makes a significant contribution to pupils' self-esteem.
24. The personal development of pupils is very good. As they progress through the school they are encouraged to take more responsibility for their own learning and to think for themselves. This is particularly evident when they use mathematics to solve problems and plan and conduct investigations in science. Open-ended research activities, set as homework, also contribute to the pupils' development as independent learners. Personal development is also encouraged in wider aspects of school life. For example, older pupils take responsibility for serving younger pupils at lunchtime. They answer the telephone, help tidy equipment in the nursery and provide a full front of house service for the school production of 'Freedom Road'.
25. The high standards in pupils' attitudes, behaviour and personal development have been maintained and extended since the previous inspection.

### 3. **Attendance**

26. Attendance at the school is very good and is better than the national average for primary schools. Parents report that their children are enthusiastic about attending school and this is evident in pupils' attitudes in school. Punctuality at the beginning of sessions is very good and the pupils come to lessons promptly after breaktimes. High levels of attendance and punctuality contribute positively to the standards attained.

### 3. **Quality of education provided**

#### 3. **Teaching**

27. The quality of teaching promotes good, frequently very good, and occasionally excellent standards. In 100 per cent of lessons the quality of teaching is at least satisfactory. In fact, in almost eight out of every ten lessons teaching is good and in four out of ten lessons it is very good and occasionally excellent. These significant percentages of high-quality teaching are above average and are found throughout the school.
28. Teaching strengths identified during the previous inspection, such as skilled questioning and providing work well matched to pupils' abilities, are still apparent. Nevertheless, in the previous inspection only 10 per cent of teaching was identified as very good and, more significantly, 20 per cent was unsatisfactory. Areas of weakness identified in teaching in the previous report include a lack of subject knowledge, a lack of challenge and unclear lesson objectives. These have been successfully addressed. The marked improvements in teaching are due to some changes in staffing, the development of a unified approach, such as in literacy and numeracy lessons, and an increase in the monitoring of teaching by the headteacher and other staff.
29. One of the most apparent strengths during this inspection was the way in which teachers' high expectations were made clear to pupils. In most lessons the work set was very well matched to the needs of pupils. Pupils were usually grouped according to ability within lessons and slightly different work was prepared for them. This does not mean that work presented to lower attaining pupils was easy. Worksheets varied slightly to allow a challenging level of work, but at the same time the content was modified sufficiently to be realistically achievable for pupils.
30. Teachers' have high expectations of pupils' behaviour, so lesson introductions are orderly, there is no calling out and teachers can start the actual process of instruction knowing that the pupils will pay attention and be receptive to what they are saying. There are high expectations that pupils will work quietly together. This is especially important during the literacy and numeracy lessons when pupils often have to work for extended periods without the teachers' direct supervision. In all but one lesson at both key stages pupils responded well to these expectations. Teachers also have high expectations of the standard of work pupils will achieve. They insist on good routines, such as pupils dating their work and underlining titles; neat, legible handwriting is also a clear expectation. Many of these high expectations depend on the relationship between teachers and pupils, which are invariably very good. Pupils trust their teachers and want to fulfil the expectations that are set. They appreciate the support that teachers provide during lessons, the way in which they take time to explain and their sense of humour.

31. Whilst teachers' written daily plans often differ in content and format, their medium-term planning gives them clear guidelines for what they should be teaching. There is no doubt that the process of shared discussion during the implementation of the Literacy and Numeracy Strategies has helped teachers to have a shared focus which, in turn, has helped to improve standards in those areas. The process of discussion has been made more meaningful by providing opportunities for all teachers to be observed and to observe colleagues teaching these subjects. Although teachers have clear objectives for lessons, not all of them make the 'intended learning objectives' explicit to pupils by writing them down and referring to them during or at the end of a lesson. Where this did occur it helped to focus the main points of the lesson for pupils to understand and to establish what resources will be needed. Teachers' medium-term plans have been improved recently and help to ensure appropriate coverage of the foundation subjects. One area where weaknesses exist is in the fullest use of information technology. Most teachers have become much more confident about managing computers in their classrooms. During the inspection computers were frequently in use, often during literacy hours. At Key Stage 2, however, teachers do not plan the use of control and modelling into their work.
32. Lessons usually start with a brisk question and answer session in which teachers pose searching questions about 'how', 'why' and 'when'. The skilled way in which teachers use questioning is another strength of their teaching. It helps them to revise the content of the previous lesson well before moving on to new aspects. Lively lesson introductions set the tone well for the remainder of the lesson. Teachers' very good use of questioning forms a vital part of their short-term assessments. As well as carrying out assessments at the beginning and end of lessons, to find out what pupils already know and what they have learned in a lesson, teachers are very skilled at assessing during the lesson itself. They know their pupils very well and what they discover invariably influences not only successive lessons, but often the course of the current lesson itself. There are occasions when the current timing of literacy lessons does not allow sufficient opportunities for the plenary sessions to be fully exploited to gauge the impact of the lesson on pupils or to set the tone for the following day's activities.
33. Teachers' long-term assessments of pupils are accurate and are instrumental in the effectiveness of their lesson planning for different abilities. Their assessments are thorough and provide good evidence of pupils' attainment at the end of a term or a school year. The information is used constructively to set targets for pupil performance in end of key stage tests.
34. The quality of marking varies between classes and does not always match the high levels of oral feedback given during lessons. The best marking is positive with some outstanding comments. Teachers are supportive, perceptive, provide clear advice about how pupils can improve and reveal a deep understanding of their pupils and the best ways to motivate them. For example, one teacher wrote about a pupil's written description, "*Very well done! You have used some excellent adjectives such as 'arching' and 'swishing'. These words help to paint a picture in the reader's imagination*". Work is regularly annotated to give a clear idea of progression through the key stages.
35. The teaching of pupils with special educational needs is good. Pupils with special educational needs are usually taught in class alongside other pupils. They all benefit from the good levels of teaching and awareness of their needs across the school. Their support is overseen and co-ordinated very well by the special educational needs co-

ordinator. Support assistants very effectively assist pupils in class to complete the same tasks as the rest of the class. They provide very well planned and resourced help in withdrawal groups when extra specific help is needed.

36. Teachers set homework that clearly supports the work that pupils of all ages have done in school and that provides very good preparation for work to be carried out in future. In their pre-inspection questionnaires 10 per cent of parents expressed dissatisfaction with the school's arrangements for setting homework. However, the school provides outstanding information about the homework it sets and the role parents are expected to play in supporting their children.

### 3. **The curriculum and assessment**

37. The previous inspection report noted that curriculum planning did not ensure the full coverage of the National Curriculum or fulfil the requirements for religious education. It also pointed out that the documentation for each subject lacked the necessary detail required to support teachers' planning. A key issue for the school was to provide detailed schemes of work to support teachers' planning and improve continuity and progression in learning across the school, as well as full delivery of the National Curriculum and religious education. Since the last inspection teachers have worked hard to provide schemes of work, which now effectively contribute to planning and to improving standards in almost all subjects. The school's very effective literacy and numeracy strategies are contributing significantly to the trend in rising standards in English and mathematics. Teachers carefully use aspects of a commercial science scheme to develop pupils' skills, understanding and knowledge well. As a result, achievements in science continue to improve. The school has not yet produced a scheme of work for design and technology that ensures that pupils build their skills systematically year by year. It is currently considering appropriate guidance such as the nationally-recognised Qualifications and Curriculum Authority scheme.
38. The curriculum now meets the requirements of the National Curriculum. It promotes pupils' intellectual and personal development very well and effectively prepares them for the next stage of their education. Although planning takes appropriate account of the locally agreed syllabus for religious education, the scheme of work for this subject does not yet fully support the revision of the agreed syllabus that has only been released to schools within the last few weeks.
39. The curriculum for children under five is designed very effectively to cover all six nationally recommended areas of learning. The careful planning for these children, combined with the very effective procedures for regularly assessing their attainment, results in good progress. This equips them with a very positive foundation for their learning in Key Stage 1. Children with special educational needs receive very good support.
40. For pupils aged between five and eleven years the school provides a broad and balanced curriculum, with the exception of information technology at Key Stage 2. Pupils' unsatisfactory attainment in two aspects of this subject at the end of the key stage is the result of a narrow curriculum, which does not offer a sufficiently wide range of experiences in control technology and modelling. Teachers' planned and structured use of pupils' first hand experience makes a significant contribution to their understanding and skills, particularly in their problem solving in mathematics and their investigations in science. Time is set aside each day for teaching literacy and numeracy

and the school plans well for these areas.

41. Teachers have successfully improved the medium-term planning in most subjects since the last inspection. This effectively translates into termly or half-termly programmes. The medium-term plans for history are particularly detailed and they support teachers' short-term planning well. Teachers monitor and review their medium-term plans very effectively. For example, they evaluated the implementation of geography planning and identified aspects for improvement. The school has broad plans for ensuring that pupils receive appropriate sex education and that they are made aware of the dangers of drugs. Pupils gain an awareness of health issues such as the benefits of exercise. All pupils have equal access to the subjects of the National Curriculum and religious education, but the school does not comply with the statutory requirement for all pupils to attend a daily act of collective worship. Teachers regularly use that time to withdraw groups of pupils for reading support. The school has not acted on the recommendation in the last inspection report to express its views on equality of opportunity in an appropriate policy.
42. Curriculum provision for pupils with special educational needs is very good throughout the school. It systematically meets the requirements of the Code of Practice<sup>5</sup> in having a special needs register, consulting parents, holding annual reviews and establishing individual plans for pupils recorded on the register. Pupils with special needs are provided with similar curriculum tasks to other pupils, but these are carefully modified to meet pupils' specific needs. Learning targets for these pupils are very specific and teachers ensure that support assistants have detailed curriculum guidance, and that they accurately record progress towards the targets that are set. Shared curriculum planning between the teachers and the special educational needs support assistants is sometimes exemplary; for example, in Class 1, where regular assessment is very well used to plan further work. These measures positively enhance the progress of pupils with special educational needs throughout the school.
43. There is an appropriate range of extra-curricular activities that enrich the curriculum. These include competitive sporting fixtures against other primary schools, musical performances in the wider community and residential visits.
44. In the previous inspection report, assessment was a key issue for action. Curriculum planning was judged to take insufficient account of assessment information. The range and frequency of assessments and the use of information from these were found to need more attention. The school has worked hard, and it now has a wide range of standardised tests that are used well in a variety of ways. During the introduction of its numeracy project the school regularly used nationally recognised tests to evaluate the effect on pupils' attainment. Other tests, such as those in the early years, are used very well to help teachers to set targets for individual pupils and to focus their support more specifically on these pupils. Teachers use the results of tests to help them to group pupils according to their level of attainment. Towards the end of Key Stage 2 the results of tests are used systematically to help the school to set targets for the numbers of pupils in Year 6 attaining different levels in the core subjects, and this contributes significantly to the current trend in the school's improving standards. Teachers save annotated samples of pupils' work during the year that illustrate progress over an

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<sup>5</sup> Code of Practice – [this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.](#)

extended period of time.

45. Teachers' day-to-day assessments are often very effective. They skilfully use their knowledge of what pupils have achieved in one lesson to help them to plan amendments or alterations to the next. These changes sometimes involve what the whole class will do, and may include all the pupils in the class learning at a higher level. Very good written plans for support assistants result in very effective assessment of pupils with special educational needs. Informal jottings during and after lessons result in teachers focusing well on specific pupils who need further support in the next lesson. Teachers use assessment most effectively when they intervene during a lesson to support an individual or a group. Through careful monitoring, teachers identify those pupils who are not making sufficient progress within each lesson, and they change their plans accordingly to focus support on these pupils. As a result, pupils' progress is enhanced, and this is reflected in their steadily improving attainment in the core subjects by the time they leave the school.

### 3. **Pupils' spiritual, moral, social and cultural development**

46. The provision for pupils' spiritual, moral, social and cultural development is good overall. Standards have been maintained since the last inspection. Throughout the school, teachers and other adults actively and consistently promote high standards of consideration for others. The school effectively promotes the personal and social development of children under five by establishing daily routines and clear expectations of good behaviour. They are actively encouraged to reflect upon their own actions and to consider the feelings and circumstances of others. Good provision is made for the recognition and celebration of children's achievements. The school provides a secure, supportive and happy ethos in which individual children and older pupils are valued and caring relationships are very well developed.
47. The provision for spiritual development is satisfactory. Pupils are effectively provided with knowledge and insight into others' values and religious beliefs. For example, they develop their understanding of the Divali festival of light through explanations and illustrations given in school assemblies, during religious education lessons and when enjoying a 'Divali meal'. Links with local churches develop sound spiritual awareness. The vicars from two local churches regularly contribute to collective acts of worship. However, these collective acts of worship do not always comply with statutory requirements, as groups of pupils are sometimes withdrawn for additional reading support at the time of the whole school assembly. The lighting of candles provides a spiritual atmosphere for these acts of worship and sufficient time is allowed for prayer and reflection. Pupils say grace at lunchtime and relevant opportunities are provided for them to develop their spiritual awareness across the curriculum; for example, in art, music and religious education. Displays of work on the creation, other faiths and pupils' written poetry, including love poems and prose of a very high standard, show a good spiritual awareness.
48. Provision for moral development is good. A strong moral code pervades the whole school, from children under five to pupils in Year 6. All pupils are clearly taught the difference between right and wrong and show a good awareness of what is acceptable and unacceptable behaviour. Even from a young age, most pupils show a high standard of self-discipline and respond very well in a mature, pleasant manner, with due consideration for the needs of others. Politeness and good manners are clearly evident throughout the school. The school provides plentiful opportunities, whenever necessary,

for pupils to develop personal understanding across a range of moral issues. For example, pupils in Year 6 in a religious education lesson followed up very well the concept of symbolism, related to the story of John the Baptist, exploring a deep and wide range of moral issues. They showed a very deep empathy towards others, an understanding of how people feel and an ability to react at a level of maturity far beyond their ages.

49. The provision for social development is very good. The school very successfully promotes a happy, hard-working community spirit involving all pupils, including those with special educational needs. The high attendance rate of its pupils, and their keenness to come to school and to support its range of extra-curricular and out-of-school activities, including fund-raising for charities, are good examples of the strong, unified social climate that pervades the whole school community. Pupils of different ages mix very well together. They support and help each other in school during lessons, at lunchtimes, at playtimes and on residential trips, such as the trip to Scarborough for older pupils and the week's residential experience. Pupils talk enthusiastically about these experiences and the very positive atmosphere within the school. They are encouraged to take responsibility. For example, there is a family service in the dining hall at lunchtime where older pupils take responsibility for serving others. Here pupils develop their social skills very well, waiting their turn, saying 'Please' and 'Thank you' and enjoying the social occasion of eating together. They learn about fair play successfully through sports, play competitive matches and have close links with local sports clubs. Pupils regularly contribute to community activities. For example, the choir practice after school, which was very well attended and represented all ages across the school, was preparing the pupils to sing with the local male voice choir in a Christmas festival.
50. Pupils are proud to display samples of their work regularly in the community. The display seen in a local shop during the week of inspection was of a very high standard and celebrated pupils' achievements very well. They effectively develop an understanding of citizenship through regular contacts with Members of Parliament and local businesses. Famous people were invited by the pupils to write to them to contribute their favourite recipes. An excellent book of recipes from the large range of people who responded has been designed by the pupils and printed through the sponsorship of a local company. There are close links with local community services, such as the police and fire service, which visit the school frequently to talk with and meet the pupils.
51. The provision for cultural development is satisfactory overall, with good provision for pupils to appreciate the richness of their own immediate cultural and Western cultural traditions. This is well promoted through local visits, residential experiences and work in history, geography, music and art. Pupils take part very successfully in challenging public dramatic performances and there are opportunities to visit local cultural centres and listen to storytellers. Pupils show a good appreciation of the natural world. This is enhanced by the surroundings of the school, with its own pond and environmental area. Pupils study the work of artists, such as Van Gogh, and have constructed an excellent mosaic stage in the school amphitheatre with the help of an artist in residence. However, the school does not take sufficient opportunities to involve visitors from non-western cultures in the life of the school. It receives occasional visits, such as a visit from a Hindu dancer, and has links with people in Ghana, but these links with other cultures are under-represented and pupils have too few opportunities to appreciate the

diversity and richness of non-western cultures.

### 3. **Support, guidance and pupils' welfare**

1. The provision for support, guidance and pupils' welfare is good. Staff interact well with pupils within and outside the classroom. They provide care, guidance and reassurance and generally maintain a calm approach when dealing with a variety of incidents. The majority of children join the nursery confident and happy after a very good induction programme. However, the nursery and reception teachers do not have sufficient opportunities to make regular and planned contact to discuss children's transition from the nursery to the reception class. This lack of communication adds a degree of unnecessary delay to the transition process. Pupils are encouraged to be sensible and polite both to each other and to the adults they meet as they move confidently around the school. The consistent implementation of the behaviour policy has created a calm and orderly atmosphere in the school. Incidents of unsatisfactory behaviour are dealt with promptly and effectively. The school maintains very good procedures for recording and reporting absences and poor punctuality.
  
53. The personal and academic progress of all pupils is very well monitored using a variety of assessment methods. The school keeps detailed records for each pupil, dating from their entry into the nursery, including past reports and examples of work. There are comprehensive records of academic attainment as well as very detailed and informative personal and social records. On a day-to-day basis, monitoring of pupils' academic progress is very good. Thorough, well-structured individual education plans for pupils with special educational needs are reviewed and updated frequently. Pupils with special educational needs receive additional support from classroom assistants who know them very well. There is very good pastoral support provided for all pupils.
  
54. The school's policy and procedures for child protection are satisfactory. However, not all staff have been fully trained in their implementation. There is insufficient awareness of child protection issues across the school. The pupils' awareness of all aspects of safety is raised when appropriate throughout the curriculum. The specific concerns related to safety which were raised at the time of the last inspection have all been resolved satisfactorily, with the exception of an alternative fire exit from the infant building. Despite extensive efforts by the school to improve provision there is still only one exit from this building. Transition arrangements with the local secondary school are satisfactory. Links are improving with the development of curriculum links in the core subjects between the primary and secondary schools.

52.

### **Partnership with parents and the community**

55. Partnerships with parents and the community are very good and are strengths of the school. The quality of information available to parents is good. There is regular contact with parents through a variety of means, including reading diaries, newsletters and open evenings. The nursery and reception teachers establish very good relationships with parents of children under five through good induction procedures and individual meetings with parents to discuss the results of early assessments. Parents receive an annual report on their child's progress. This is a very detailed document that gives a very good account of the pupil's personal qualities and development and extensively references the levels of attainment in all areas of all National Curriculum subjects. A covering letter explains the organisation of the National Curriculum, but the pupils' grades that are indicated by the teachers lack any explanation for parents. The format

of the report enables parents to accurately track their child's progress year by year. Further development is planned to incorporate details of pupils' individual targets in the reports.

56. Parents are very supportive of the school and its aims and values. They feel that they can approach it with any concerns, confident that they will be dealt with sympathetically. This was clearly the view of most parents in their pre-inspection questionnaires. The school puts a great deal of effort into training parents as 'reading partners' and a number of parents regularly help in school in this structured programme to support reading. This has a positive impact on raising standards of reading across the school. A small number of parents also help in other areas of the curriculum, and parents and grandparents enhance the curriculum for groups of pupils when their experiences and talents are relevant. Parents are informed of what is being taught through a very informative homework newsletter. In addition to 'learning' tasks, homework is often set which encourages pupils to involve their parents in research or obtaining materials. This enables parents to be very involved in their child's learning at home.
1. The school's links with the community are very good. A number of people come in to enrich the curriculum, including local church leaders, an author, a working artist and charity workers. The school makes use of the local environment to enrich the curriculum through appropriate visits. The pupils distribute harvest gifts locally, sing at a local hospice and at the Methodist Chapel, and invite senior citizens to carols around the Christmas tree. The school has an ongoing commitment to raising money for local, national and international charities and this contributes to the moral and social development of the pupils. However, the use of visits and visitors to support the multi-cultural dimension of the curriculum is underdeveloped.
58. The school's links with local businesses are excellent. They have provided manpower and materials to enhance the outdoor environment of the school and have provided curriculum materials. A local company undertakes the considerable task of printing all the school prospectuses each year. A local business provides a permanent display area for pupils' work. Another business provided funding for shelving in the library, in response to a presentation from the pupils to the manager of the company. Pupils' personal development is enhanced by these opportunities. The quality of links with parents and the community has improved since the last inspection.

57.

## 57. **The management and efficiency of the school**

### 57. **Leadership and management**

59. The headteacher, governors and staff have established an excellent school ethos and a very strong sense of purpose that is shared by all members of the school community. The school's aims, values and policies are appropriate and well-implemented. In their pre-inspection commentaries 90 per cent of parents felt that they were encouraged to play a part in the life of the school and considered that they felt able to approach the school with any problems concerning their children. The headteacher and deputy headteacher provide very high quality leadership and educational direction for the work of the school. Their different skills and talents complement each other very well. The

key issues from the previous report have been addressed. The school has a commitment to improvement that is shared by everyone working there. The high quality of the management has been a major impact in the continuing improvement in pupils' standards of work over the last four years. The headteacher's ability to motivate staff and make appointments that carry on the strength of teaching has played a major part in the school's improvement. The development of very successful nursery provision, in such a short time since its opening, is one example of the quality of management exercised by the headteacher. The quality of leadership the headteacher provides has improved significantly since the last inspection, when it was judged to be sound.

60. The governors also play a very significant part in the very high quality management of the school. They are very knowledgeable and enthusiastic and are committed to the success of the school. They make very good use of their experience and skills in management in the wider world outside education. They recognise that, as the governors' role in the management of the school becomes more specialised and demanding, the need for extra training is essential. They have established a small but effective committee structure to oversee areas such as finance and personnel. There is very good communication between the headteacher and governors, and governors provide advice of the highest quality. Together, the headteacher and governors have a strategic view of the school, as expressed in the school development plan, which identifies priorities and proposed action. It is linked to finance, has named personnel responsible and establishes success criteria. The governors have, quite correctly, identified the positive impact of a part-time teacher on the organisation of classes for the literacy and numeracy sessions. They are now in the process of trying to ensure that this level of staffing is maintained. The school prospectus and the governors' annual report to parents meet statutory requirements. The school does not comply with statutory requirements to provide a daily act of collective worship for all pupils.
61. A key issue in the previous inspection report was to review the role of the subject co-ordinators so that they could play a bigger part in evaluating standards of work in their subjects. Co-ordinators have developed good quality subject policies and schemes of work, except in design and technology. The English and mathematics co-ordinators have been heavily involved in the successful implementation of literacy and numeracy strategies. All staff have had the opportunity to observe their colleagues teaching these areas. A review of the role of all co-ordinators is included in the current school development plan. The co-ordination of special educational needs is very good. The headteacher and governor with responsibility for special educational needs meet regularly and the school's procedures comply with the Code of Practice.
62. The day-to-day running of the school is very smooth. There are regular and purposeful meetings, and communication within the school is very effective. The focus on high attainment is clearly evident in its work. The school has set high but realistic aims to ensure that pupils achieve their potential.
57. **Staffing, accommodation and learning resources**
63. The school has a sufficient number of appropriately qualified staff with a mixed range of experience to enable the Desirable Learning Outcomes and all National Curriculum subjects to be taught effectively. Across the school there is a good balance of youth and experience. Members of staff work very well together and are highly committed to raising standards. Experienced teachers effectively support newer members of staff.

There is a very positive team spirit. There are very good arrangements made by the headteacher, who is the special educational needs co-ordinator, for organising the teaching of pupils with special educational needs.

64. The match, number and qualifications of support staff to the demands of the curriculum are very good. They work very effectively alongside teachers, supporting pupils in class and in withdrawal groups. They are a most valuable resource for the school. A sufficient number of administrative and ancillary staff effectively and very efficiently make a significant contribution to the smooth running of the school.
65. Arrangements for the professional development of staff are good. Their needs are effectively identified and supported. Job descriptions are provided and they document their responsibilities. However, some are in need of updating, as they do not fully detail their range of curriculum responsibilities. There are clear procedures for the induction, mentoring and monitoring of newly qualified teachers and for staff appraisal. Professional development is linked to self-evaluation and the discerned needs of the school. It is well informed by the very effective monitoring procedures across the school and the input from subject co-ordinators, the headteacher and deputy headteacher and governors. All staff enjoy a wide range of training opportunities. Staff are well informed during this training and there are clear procedures for evaluating its effectiveness and its impact on raising standards.
66. The accommodation is adequate for the effective delivery of the curriculum. All parts of the school are kept clean and maintained to at least a satisfactory standard. Due to the efforts of pupils, staff, parents and volunteers, the surroundings are very attractive and provide many good opportunities to extend pupils' learning. The grounds are well kept. The school has its own hall, which it uses effectively for assemblies and for physical education. It has a dining room and it manages this small space well during lunch sittings. This dining hall is also used as a library. Some classrooms are rather cramped, due mainly to the large number of pupils in Key Stage 2. There is sufficient storage space for resources around the building. The newly built nursery provides a most attractive learning environment for the children. Overall, the school uses its limited available space very well. Around the school there are many very exciting and vibrant displays celebrating pupils' achievements. These help to raise pupils' esteem and they are very proud to discuss the very high quality of work and presentation on display.
67. The quality, range and sufficiency of all resources throughout the school at all levels, including those for special educational needs, are good overall. Despite the sometimes low level of funding allocated to resources, staff use the available funding very efficiently. The level of books in the library is maintained with the help of the visiting library lending service. The recent purchase of up to date computers through the National Grid for Learning has provided good quality modern hardware. Since the last inspection the school has tackled the hazardous nature of the access very well.
57. **The efficiency of the school**
68. Financial and administrative routines are very good and, as a result, the school runs smoothly. Through its finance committee the governing body is very well informed about and involved in the school's financial management. The chairman of the finance committee has useful business knowledge that is helpful in monitoring the school's on-going expenditure. Governors carefully scrutinise up-to-date information to oversee the

current state of the school's budget and to raise significant issues. Very efficient organisation and administrative procedures enable the school to operate as an orderly community and they ensure that it can respond quickly to unforeseen events. The last inspection report judged the organisation of registration and assembly to be less efficient than it might be at Key Stage 2. It is now efficiently carried out.

69. The school has made good progress in addressing the key issues in the last inspection report, which recommended that it should establish procedures for evaluating the cost effectiveness of spending decisions. The governing body gives very careful consideration to the effect on standards of its initiatives and expenditure. It very effectively analysed the trends in attainment in literacy and numeracy over recent years and related the rise in standards to the employment of an additional teacher to reduce the numbers of pupils in teaching groups. This evaluation appropriately informed the governors' decision to try to maintain the successful strategy. The likely costs to extend this provision have been systematically estimated and they will help the school to use its relatively large budget surplus in a carefully considered and effective way. Although the governing body successfully evaluates the cost effectiveness of its major spending decisions, these are not always recorded so that they fully support the future development planning process.
70. The school uses funding very effectively to support the needs of pupils with special educational needs, mainly to provide additional support assistants. The school makes very good use of teaching and support staff. The previous inspection found the roles of the curriculum co-ordinators to be in need of review and development. This key issue has been effectively addressed so that co-ordinators systematically monitor teachers' planning in the subject for which they are responsible. Their role has yet to be extended to the regular observation of teaching in order to share good practice and identify areas for development. Support staff are very well used. They have a significant impact on the good progress of the children in the nursery, and the additional support for literacy contributes well to the rising standards in English. The well structured joint planning between teachers and support assistants enables pupils with special educational needs to make very good progress. Teachers make very good use of learning resources to develop pupils' understanding, knowledge and skills. The school's limited accommodation is very well used. One room is effectively set aside for teaching literacy and music, but this tends to restrict its use as a library where pupils can develop their research skills.
71. Financial planning is very good. Although it is based on historical spending patterns, governors give careful consideration to the school's future priorities and initiatives and they ensure that funding is appropriate for these developments and that it is recorded in the school's development plan. Additional funding which falls outside the budget is prudently used. The school's most recent audit of financial procedures in May 1996 found no significant weaknesses in its systems, and the school has responded appropriately to the few recommendations that were made.
72. Taking into account the pupils' high and improving standards of attainment and progress in English, mathematics and science, their excellent attitudes to learning, their very good behaviour and the improved quality of teaching against the slightly higher than average unit costs, the school gives very good value for money. This represents a significant improvement since the last inspection and confirms the governors' very good practice in closely relating expenditure to measures that successfully raise standards of pupils'

attainment.

## 57. **PART B: CURRICULUM AREAS AND SUBJECTS**

### 57. **Areas of learning for children under five**

73. The quality of education for children under five is very good and provides them with a very good foundation for the next stage of their education. The local education authority controls admissions to the nursery. Children are admitted part-time to the nursery on an 'age order' basis after their third birthday and then to the reception class at the beginning of the term in which they are five. At the time of the inspection there were 26 children attending each morning and afternoon session. Only four children in the reception class had not reached their fifth birthday.
74. Children have a very wide range of abilities on entry to the nursery, and this range varies from term to term. A detailed assessment is carried out in the first few weeks of term to find out what children can do. The information is used by the nursery staff to target support for specific children or for a large group of children in a particular area. When the children transfer to the reception class a nationally recognised test is carried out within two weeks. These tests identify strengths and weaknesses in areas such as language, number and social skills. The results are shared with parents, who are involved in supporting their children's needs. The tests are administered again at the end of the reception school year to determine how much progress the children have made in reading and mathematics. This information provides an important early indicator of progress as pupils move through the school. All children, including those with special educational needs, make good progress and benefit from a very caring and supportive environment. In the nursery and reception classes, children have many opportunities to engage in a wide range of activities. These enable them to develop the essential skills in all areas of learning and prepare them very well for the National Curriculum. By the time children are five years of age most attain nationally expected levels in all areas of learning and many attain above.

### 57. **development**

#### **Personal and social**

57. 75. Children make good progress in personal and social development, and this contributes positively to the very purposeful atmosphere in the nursery and reception classes. Children play well together, taking turns and sharing fairly. They listen carefully to staff. They show very good attitudes to work and play, making sensible decisions about what they want to do. During busy activity sessions they concentrate on a single task for extended periods. They develop caring attitudes to other children in the class. They obviously enjoy their time in school. The supportive, caring ethos and the establishing of routines help to promote children's independence. They show high levels of maturity and a good awareness of school procedures. For instance, the time they take to settle at the beginning of morning and afternoon sessions is minimal. They are well aware of the reasons why they should not run in school and of personal hygiene; for instance, the importance of washing their hands after using the toilet. By the age of five they are confident and well prepared for entry to Key Stage 1.

### 57. **Language and literacy**

76. By the age of five children's attainment in language and literacy is at least average for

their age, and for many it is above. Children make good progress, especially considering the very varied levels of language skills they have when they start the nursery. They attain above average standards in speaking and listening. They listen very carefully in class to stories, information and instructions. They have many opportunities to talk about their interests and experiences. In role-play they dress up and go to the 'supermarket' to choose food for their families. They talk in great detail about how cold a large lump of ice is on their hands and how one side is 'smooth' whilst another is 'rough'. They discuss a dead sunflower head and describe how it contains seeds, *'that will grow into more beautiful sunflowers if we plant them.'* They talk at length about themselves and their work. Children build up a good knowledge of the names of letters in the alphabet, the letter sounds and a sight vocabulary. The wide range of their pre-nursery experiences is illustrated well when two children are asked to identify the initial sound of a 'penny'. One child does not recognise the value of the penny, whilst another describes it as a 'coin' and is able to give the initial sound. Many children are able to read familiar books with a good level of understanding by the age of five and have learned a range of strategies, such as using pictures, to help them read unfamiliar words. They talk about their favourite characters and retell short stories in their own words. Children accurately trace over, or copy, sentences and recognise and write their own names. Writing skills develop well and proper emphasis is placed on correct letter formation. By the age of five many children write short sentences unaided.

## 57. **Mathematics**

1. Children's attainment in mathematics is at least average for their age when they begin the National Curriculum and for many it is above. Children make good progress. Mathematical skills are reinforced through well-planned practical activities. Number is particularly well developed. Most children can count confidently to 10 and many can go beyond. They use their registration sessions well to develop their understanding of number. For example, they all count aloud the number of children present and some can correctly identify this written two-digit number from a range of other similar numbers. They recognise number patterns and can identify missing numbers in sequences; their counting and sequence work is well developed through clapping and group counting games. They learn and use correct mathematical language, such as 'longer', 'shorter', 'more than' and 'less than'. They use computer programs well to develop matching and sorting skills. Most children can recognise and name common shapes such as circles and squares. A few name rectangles and know that they have two pairs of sides the same length. They construct graphs of their favourite fruits. Through structured sand and water play children develop a good sense of capacity. Through role-play children are used to handling real money and make transactions in the class 'supermarket'.

## 77. Knowledge and understanding of the world

77. 78. By the time they are five, children's attainment in knowledge and understanding of the world is at least average for their age and for some it is above. Children are encouraged to observe, explore and describe the world around them through well-planned activities linked to their topics. A group of children describe and predict whether objects such as stones, corks and wood will float or sink in the water tray. They use information technology confidently individually and in pairs; for instance, they use the listening station to play story tapes. They use the computer keyboard to enter information and the mouse control to 'click and drag'. They use binoculars to observe any movement around the bird table in the playground and describe birds they have seen. They talk about their successes and problems growing plants, *'We grew lettuces from seeds, but the slugs ate them all'*. They handle tools and equipment confidently and safely and use a good range of construction equipment to build models. Children have daily opportunities to explore the outdoor environment.

77.

## Physical development

79. Children make good progress and attain expected levels by the age of five. They have immediate access to secure outdoor areas where they play sensibly using a large range of equipment; for example, wheeled toys, a climbing frame and a workbench. They are aware of their own space and that of others and show good levels of coordination and control of equipment. They make good progress in the development of manipulative skills. They handle pencils, crayons, brushes and scissors safely and carefully. They show good body control and co-ordination. They run, jump and balance well in floor exercises.

## Creative development

80. Children's attainment is at least in line with expectations by the age of five and they make good progress. They work with sustained concentration on observational sketches, using pastels and water paints. They recognise the colours of autumn leaves and can name them; for example, *'yellow (with brown spots), green, red and orange'*. A few children remember that the leaves have 'red veins'. They begin to master the complexities of mixing paints to produce new colours or making a different shade of the colour they already have. They name not only all the animals in their toy farmyard but also the machinery, such as 'tractors' and 'trailers'. All children enjoy taking part in singing and listening to and making music. They use untuned percussion instruments to make sound sequences and interpret music well in dance, performing movements similar to those of animals.

## Teaching

81. All teaching of children under five is never less than good. It is usually very good and occasionally excellent and forms part of the strength of teaching throughout the whole school. There is a real sense of fun and excitement in all the lessons. A well-planned programme of activities ensures that the curriculum for children under five is taught in full. There is a very good balance of appropriate individual, group and class activities, and the management of children is very good. Planning for children under five includes precise learning objectives and detailed activities for them to achieve those objectives. Planning is thorough, detailed and very well resourced. Teachers provide children with

a caring environment in which they flourish. No opportunity is lost to challenge and excite children. Teacher intervention, to support, guide and encourage children, is carried out at just the right moment. Teachers, classroom and nursery assistants, parents and students use explanation, demonstration and praise very effectively.

82. The transfer between the nursery and reception class poses a few minor problems in terms of continuity. For instance, there are few planned opportunities for the nursery and reception teachers to meet regularly to discuss the children's development and progress. There is, as yet, little time organised for both teachers to visit each other's classes to make the transition as smooth as everyone would wish. There are very few occasions when nursery children can view performances carried out by older pupils. Older pupils have few opportunities to use their developing skills there; for example, in reading, by working with children under five and by providing good role models for them. However, the written procedures for the transfer of children between the two classes are very good. The assessments of children's academic and personal progress in the nursery carried out by the nursery nurse, and in the reception class by the teacher, are outstanding and provide lots of very useful information for the next teacher.

## 77. English, mathematics, science, information technology and religious education

### 77. English

83. Standards of attainment in English are above average at the end of both key stages and pupils make good progress. In the 1999 tests at the end of Key Stage 1 standards in reading and writing were above the national average. The percentage of pupils attaining Level 3 was in line with the national average in reading and well above average in writing. Since 1996 the school trend in reading has been one of improvement, with a considerable upturn in 1998. The percentage of pupils attaining Level 2 in 1999 is slightly lower than in the previous year. This is because they are a different group of pupils. In 1998 the percentage of pupils attaining Level 2 in writing was below the national average. The school's decision to target improvement in pupils' writing in 1999 has been fully justified by their considerably improved results at Levels 2 and 3. In comparison with those in all schools nationally and in similar schools the 1999 Springvale results in reading are above average and those in writing are well above average.
84. In the 1999 tests at the end of Key Stage 2 in English, standards of attainment were above average. The results were an improvement of almost 10 per cent over the previous year and an increase of 30 per cent since 1996. The percentage of pupils attaining Level 5 was in line with the national average. In comparison with those in similar schools the 1999 Springvale results in English are above average.
85. Pupils use their good literacy skills very effectively in subjects such as mathematics, science, art, history and geography, where they use a range of specialist terms that are specific to each subject. The contribution that pupils' writing makes to other subjects is outstanding. Pupils write with fluency, confidence and very good understanding, in a neat, legible style. The performance of girls has been markedly better than that of boys at both key stages in English since 1996, although there are no apparent differences in performance during lessons.
86. Standards of attainment in speaking and listening are above average by the end of both key stages and pupils make good progress. Pupils throughout the school are attentive listeners and confident speakers in a variety of contexts. The concentration pupils show in lesson introductions, for instance, is noteworthy throughout the school. They listen very carefully to teachers and to each other and very rarely have to ask for assistance about what they should do. Their good listening skills mean that they are able to attend well during whole class elements of the literacy and numeracy lessons.
87. Drama is an important aspect of school life and includes performing in school productions such as assemblies, class plays and school productions such as 'Freedom Road' in the Barnsley College 'Electric Theatre' in front of large audiences. A recent book week enabled pupils to dress up as characters from a favourite book and read passages to other pupils. Pupils' good progress in speaking and listening is underpinned by the way in which teachers value their ideas and the opportunities they have for discussion. Progress is also developed through the excellent work pupils carry out in the investigative and problem-solving aspects of mathematics and science. They have many opportunities for discussion with other pupils, trying to refine their ideas and make explicit their reasoning. Pupils talk politely and enthusiastically to visitors to the

school. The headteacher has deliberately continued the school's system of 'family service' lunch sittings to promote opportunities for pupils of different ages to converse in a 'social' setting. Older pupils in Key Stage 2 were able to hold discussions with the local Member of Parliament at the House of Commons when some of them accompanied a group of local businessmen there.

1. Standards in reading are above average at the end of both key stages and pupils make good progress. The school attaches great importance to the development of pupils' skills in, and enthusiasm for, reading from an early age. Pupils learn the skills of reading methodically and systematically. They enjoy reading, whatever their ability level, and most have a positive attitude to reading whether individual or group reading. Pupils at the end of Key Stage 1 read with understanding and often with good expression. They retell a story, predict outcomes and have built their reading experience to the stage where they express preferences for certain types of books and are beginning to develop empathy and enthusiasm for certain authors. They know the meaning of 'author', 'illustrator', 'index', 'contents' and talk about the characters in stories, sometimes at length. More able pupils usually correct their own reading although pupils of all abilities use, in addition, phonetic, pictorial, graphic and contextual clues to establish meaning.
2. Older pupils in Key Stage 2 tackle new words confidently, using many of the strategies taught in the Literacy Hour. They compare similar texts by different authors and elicit answers about the book through inference and deduction. By Year 6 the pupils know how to skim and scan in a range of texts, and use a glossary and a thesaurus and an etymological dictionary to find word roots. Most pupils in Year 6 read fluently, with good comprehension and an appreciation of the underlying mood of the book. They use their reading ability well to read for a specific purpose and complement their work in other subjects, such as history and geography. They know how to locate non-fiction books using alphabetical order and use a range of books, pamphlets and a CD-Rom effectively to find out information about their topics. They are less secure in using the Dewey index system to locate the books themselves because they have few opportunities to use the school's very small reference library section. Although most pupils read regularly, there is only a limited written dialogue between parents and the school through the home-school reading records. It is apparent from talking to the pupils that many do not regard reading to parents as an important part of their reading routine, and consider the requirement to write a critique of each reading book time-consuming and unnecessary.
90. Standards in writing are well above average at the end of both key stages and are strengths of the school. The contribution that writing makes to other areas of the curriculum is outstanding. In Key Stage 1 pupils develop a neat, legible handwriting style and write for a range of audiences. They write poems, letters, book reviews and stories. For instance, they write their own well-structured imaginative stories, such as 'The Funny Monster', that include the use of speech marks and punctuation. They write instructions about how to make a paper chain in considerable detail and with logical steps. They write descriptions, using onomatopoeia for effect, such as, '*They ran across a slippery, steep, smelly, grassy field*'. Their writing is invariably lively, with clear sentence formation, the accurate spelling of many words and consistently formed handwriting. Their choice of vocabulary shows maturity and imagination. Their writing in other subjects shows the same clarity and many qualities found in their stories and descriptions. For example, in science one pupil wrote, '*Spaghetti is long, brittle, thin and hard when it is raw. We boiled it for ten minutes in boiling water, then it was bendy, floppy and soft*'. The school's determination to improve standards in writing has had a

positive impact on pupils' standards of work.

91. At Key Stage 2 the development of pupils' very good writing skills continues. Pupils' very good progress is clearly evident through the key stage. Pupils in Year 6 write well in a fluent, joined and legible hand. Punctuation is usually correct, with good use of full stops, commas, apostrophes and speech, question and exclamation marks. Work is lively and thoughtful and pupils' choice of vocabulary is adventurous and often sensitive. For example, when writing about a choice of what to put into a 'magic box' one pupil wrote, *'I will put in the squeak of a pencil drawing on a smooth white page, the colour of a beautiful rainbow arching in the sky, the smell of hot, brown chocolate swishing in a jug'*.
92. Ideas are extended logically, developing interest within a sequence of simple and complex sentences and paragraphs. Pupils write very well in a variety of forms, including descriptions, instructions, narrative, poetry, playscripts, letters, diary writing and detailed writing linked to other subjects. In a letter from 'Owl' to 'Pussy', inspired by the poem by Edward Lear, one pupil wrote, *'Dear Pussy, You are my pride and pleasure, my dearest love. You are the most attractive, glamorous, irresistible pussy-cat I've ever seen. I could list a million romantic things about you!'*
93. Pupils use their ability to write well in 'real life' situations with specific purposes in mind. For example, pupils in Year 6 spent a great deal of time writing a business plan to send to the managing director of a local firm asking for funding for a special project. When that plan was turned down they re-wrote it, taking into account the points raised by the company. The school's published recipe book is the result of pupils writing very carefully scripted letters to famous people, such as the Prime Minister, the Leader of the Opposition and the Secretary of State for Education and Employment, asking them for their favourite recipes.
94. Older pupils prepared an outstanding example of a school brochure as an example of writing for specific audiences. The brochure included factual information about the school, descriptions of each teacher, and pupils' ideas about school and education such as, *'I believe that all children should be happy at school and be able to work confidently'*. There is evidence of a good deal of word-processed writing throughout the school. Pupils are adept at first-drafting work on the word processor, as well as writing up work perhaps to accompany photographs taken with a digital camera.
95. The application of pupils' very good writing skills is apparent throughout the school; for example, the work of Year 1 pupils describing life in Victorian England, or in their geography topic in Year 2. Pupils use an effective style to write up their experiments in science and mathematical investigations are written down in detail. Pupils' ability to increase the length, content and detail of their writing is clear as they move through the school, with a corresponding improvement in the presentation of their work.
96. Pupils with special educational needs make very good progress in literacy. The school seeks to identify pupils' needs quickly and encourages the early involvement and support of parents. Pupils develop good speaking and listening skills and they respond well to specific instructions given by teachers and classroom support assistants. They read enthusiastically and use a good range of strategies to help them identify unknown words, such as using pictures and context clues. Their work in class and in small withdrawal groups is carefully planned to ensure that they keep up to date. The school's

own efforts to provide good quality support in additional literacy support groups and through its reading recovery programme have been very successful. Pupils' individual education plans are well targeted and realistic. The long-term success of the school's support programme is evident from the significant number of pupils entering school with problems in literacy and the above average attainment at the end of both key stages.

97. Pupils' attitudes to work are very good. They make confident contributions to lessons, are keen to offer their own ideas and respond to teachers' questions thoughtfully. Pupils stay on task well, sustain good levels of concentration and are determined to produce good work. They understand the need to behave well when working individually and in groups. They clearly understand the need to be responsible when they are working independently of the teachers during the Literacy Hour. They are kind and supportive towards one another. They listen respectfully to each other's ideas and suggestions and collaborate well. Their positive attitudes have a real impact upon their standards of attainment.
98. The quality of teaching is good overall at both key stages, with a third of lessons being very good. Teachers show confidence and a good knowledge and understanding of English. They have benefited from the implementation of the National Literacy Strategy and they acknowledge that this is helping to raise pupils' standards of attainment. Lessons are well planned and organised. Work is carefully matched to differing levels of ability. Teachers' well-developed questioning skills are used very successfully to promote pupils' learning. They introduce lessons well by consolidating pupils' previous knowledge and make very good short-term assessments of what pupils know during the course of lessons, which influence the format of successive lessons. Lessons are well paced and teachers' interventions during the lesson are well timed and enhance pupils' progress. Lesson conclusions, however, are often rushed and do not fully consolidate the learning objective of the lesson or set the scene for the following day. The common strand to all good and very good lessons is that teachers have very high expectations of their pupils, consistently setting tasks that challenge and extend pupils. The best examples of marking are detailed and precisely matched to the content of the lesson and the needs of individual pupils, with evaluative comments. Teachers have very good relationships with their pupils and motivate them well through good use of praise. Homework is set regularly and supports work carried out in school very well.
89. **Mathematics**
99. Attainment at the end of both key stages is well above the national average. The inspection findings are higher than the school's results in mathematics in the 1999 tests, when attainment was below the national average at the end of Key Stage 1 and above average at Key Stage 2. The reason for the contrast in results is the difference in ability between two different sets of pupils. In 1998, for instance, the percentage of pupils attaining Level 2 was well above national expectations. At Key Stage 1 in 1999, in comparison with that in schools nationally and in similar schools, attainment in mathematics was well above average. The percentage of pupils attaining Level 3 was also well above average.
100. The 1999 tests for Key Stage 2 at the end of Year 6 showed that pupils' attainment was above the national average. It was above average in comparison with that in schools nationally and in similar schools. The percentage of pupils attaining Level 5 was also above average. The national tests in 1999 were administered to previous Year 6 pupils who have now left the school. A scrutiny of samples of pupils' work from last term and

this term and discussions with present pupils indicate that the pupils in this Year 6 class, who will take their tests in May 2000, are already reaching a higher level of attainment than last year's pupils. The school indicates appropriately that there are some pupils in the present Year 6 who are on line to attain Level 6 in tests at the end of Key Stage 2 in 2000.

101. Taking the years 1996 to 1998 together, pupils' performance at Key Stages 1 and 2 shows a trend of improvement, and significantly so in Key Stage 2. The evidence from the inspection shows that there is no discernible difference between the performance of girls and boys. Standards of attainment have improved since the time of the last inspection, when they were broadly in line with the national average. This is due to the improved organisation of the mathematics curriculum, the purchase of suitable resources, better development and co-ordination, detailed analysis of the end of key stage tests to identify pupils' individual needs and the effective use of assessment information to inform future planning.
102. The school's implementation of the numeracy project in 1998 followed by the National Numeracy Strategy in 1999 is promoting an improvement in attainment. It successfully uses assessments of pupils' needs to put them into teaching groups according to their abilities. This has a positive impact. The additional emphasis given to mental strategies is effectively developing pupils' understanding and use of multiplication tables, and their rapid mental recall and problem solving strategies. This leads to pupils' attainment in numeracy being well above average across the school. At the end of Key Stage 1, many pupils understand the value of digits to 1,000, arranging numbers in appropriate order. They successfully use mental recall of addition and subtraction facts to at least 20 in problems and with larger numbers and multiply and divide a range of numbers, including those with remainders. In Year 6 many pupils are able to understand place value with larger numbers above 1,000 up to 1,000,000. For example, they successfully use the four operations to multiply and divide larger whole numbers by 10 or 100 and divide numbers by units up to 10 in their investigations. They use all four operations to two places of decimals and can multiply and divide three-digit numbers by two-digit numbers.
103. At the start of Key Stage 2 in Year 3, pupils can successfully mentally halve and double numbers. They recognise in three-digit numbers the smallest and largest. They successfully collect data, grouping in equal class intervals. They organise the collected data well, interpreting it in a pictogram, and demonstrate a knowledge of words such as 'fair' to show an understanding of probabilities.
104. In Year 4, all pupils recognise halves and quarters as fractions, and most recognise fractions such as a fifth and one tenth. They all understand their notation, realising the relationship between fractions and whole numbers, with many developing the idea of equivalence. In Year 5 all pupils understand place value in numbers up to 2,000, with about a quarter of the pupils successfully beginning to add and subtract numbers to two decimal places.
105. Samples of pupils' work at both key stages across the school indicate that they receive a good coverage of work examining shape, space and measurement and handling data. The school provides many relevant opportunities for pupils to attain high standards in problem solving. There is good evidence of mathematics being applied across the whole curriculum, with examples in geography, history and science of graphical work,

data handling and problem solving.

106. Progress is very good overall at both key stages. It is well supported by teachers, accurately assessing the competencies of their pupils as they work on their tasks, and by carefully preparing tasks to match their discerned abilities. Pupils' work is very well evaluated and supported across lessons, and great care is taken to link new lessons to those previously taught. Pupils are grouped according to abilities and are clear what to do. They find their tasks suitably demanding and make clear gains with their learning. Pupils' progress is well supported by a growing capability with mental calculations and problem solving. All pupils, including the more able and pupils with special educational needs, make very good progress, in line with their abilities.
107. Pupils' attitudes to learning are at least good. In nearly half the lessons seen they were very good or excellent. They are interested and enthusiastic learners. They listen well, readily and appropriately responding to questions. They quickly settle down to their tasks, working hard at a good rate to successfully complete them. They show very good levels of understanding and concentration. They work well independently, co-operatively and collaboratively as required. A good range of opportunities is provided for them to work together; for example, when handling data and problem solving. Here they discuss their findings well, aiding their progression and understanding.
108. The quality of teaching at both key stages is at least good. In nearly half the lessons seen it was very good and occasionally excellent. Teachers very carefully prepare resources to meet their pupils' needs. The resources they use, including extension activities, challenge pupils well and aid progress. There is an appropriate mix of whole class, group and individual work across the school. Planning is detailed and clearly shows what is to be taught and learned. Teachers show a very good knowledge and understanding of the subject, have an excellent level of expectation, across all abilities, and use the available time and resources very well. The successful implementation of the numeracy strategy contributes significantly to the high quality of teaching and the standards pupils acquire.
109. Teachers use assessment information very effectively to influence short-term curriculum planning, applying a clearly defined policy for assessment across the school. Teachers have a very good knowledge of their pupils, and are progressively recording statements of what they understand and the progress they make. Teachers are continuing to develop consistent records to indicate pupils' respective strengths and weaknesses, and the skills they need to obtain to further improve their standards. The use of a thorough analysis of end of key stage tests adds a good dimension to assessment procedures. Support staff are very effectively deployed and have a positive effect on pupils' learning. Homework is consistently used in classes and effectively extends and consolidates pupils' learning.

89. **Science**

110. Standards of attainment in science at the end of Key Stage 1 are above the national expectation. The results of the 1999 teacher assessments in science at the end of Key Stage 1 show that the percentage of pupils attaining Level 2 was well above the national expectation. The reason for the contrast in results is the difference in ability between two different sets of pupils. The percentage of pupils attaining Level 3 in 1999 was below the national average. At the end of Key Stage 2 attainment in science is well above the national average. This is slightly higher than the results of the 1999 tests at

the end of Key Stage 2, when pupils' attainment was above average. The difference can be accounted for by different groups of pupils. In those tests the percentage of pupils attaining Level 5 was well above average. In comparison with those in schools nationally and in similar schools Springvale's results in science tests in 1999 were well above average. Statutory tests at the end of Key Stage 2 show a continuously improving trend since 1996, and the school has a clear commitment to raising standards further.

111. By the end of Key Stage 1, pupils know what plants need in order to grow, and they understand that there are different forces such as 'pushing' and 'pulling'. They know that materials change, sometimes irreversibly; for example, when they are heated or cooled, and they are aware that electricity can be dangerous. Their scientific skills are well developed by the end of the key stage. They have a clear understanding of the principles of a fair test and they can talk about any unfair aspects of their investigations. They clearly state whether or not the outcomes of their experiments were as they had expected. Higher attaining pupils competently describe their observations, such as what happens to various substances when they are added to water, and what changes occur. They make good attempts to draw conclusions.
112. By the end of Key Stage 2, pupils have a good knowledge of the bones and the major organs in the human body. They know about different types of electric circuit and effectively use this knowledge in their design and technology work. Pupils know how a torch works and they understand about electrical insulators and conductors. From their investigations they have a very good understanding of air resistance and they know about the equipment needed to measure forces. Higher attaining pupils can evaluate the appropriateness of different types of scientific resources. For example, they know that Newton meters have different scales and that this needs to be considered when they use them to measure forces. Pupils have well-developed scientific skills. They repeat readings for reliability and they take account of identified patterns when drawing conclusions.
113. Pupils' progress is good through the school. They make particularly good progress in the development of their scientific skills. In Key Stage 1 they are encouraged and enabled to raise questions. For example, in Year 1 pupils speculate about and draw what they think is inside their body and in Year 2 they suggest that in order to address a particular problem they need to measure the strength of different materials. This they proceed to do in a meaningful way which enables them to gain relevant insight into the properties of materials. In Key Stage 2, pupils make good progress in developing their ability to record and interpret findings, and this in turn contributes well to their numeracy skills. Pupils gain very good levels of knowledge and understanding throughout the school through well-structured first-hand experiences. For example, in Year 1 pupils discover for themselves a lot about the properties of magnets. There was a moment of astonishment when one pupil discovered that a magnet could attract some metals underwater. The challenges that pupils are given in Key Stage 2 improve their ability to think in depth about the different variables in an investigation, such as the air resistance and surface area in a Year 6 investigation.
114. Pupils' attitudes to their learning in science are good. They behave well and respect the teachers, listening carefully to their instructions and to the ideas of other pupils. They are eager to contribute questions, ideas and suggestions, such as about how electric circuits are constructed. Most pupils are very well motivated by and enjoy the many

opportunities they receive for investigating. As a result, they quickly settle to their tasks, take turns in using equipment and maintain concentration well.

115. Teaching is good. Teachers have high expectations of pupils. Lessons are carefully planned and generally include the provision and good use of ample resources. Where resources are limited, such as in a lesson on electric circuits, not all pupils have an opportunity to carry out investigations for themselves and this slows progress. Teachers give clear introductions and explanations, and they generally ensure that pupils are provided with good opportunities to build up their understanding through meaningful tasks that accurately match their levels of attainment. They skilfully foster pupils' skills in predicting what will happen and they allow time for them to reflect on the result of their investigation and to compare it with their prediction. Teachers use timely interventions to support pupils' work and they use effective questions such as, '*How did we make it a fair test?*' to extend their thinking. They generally use appropriate scientific vocabulary, but occasionally misconceptions are taught; for example, that magnets 'stick' to some materials. The science co-ordinators have effectively fostered a very strong focus through the school on the development of pupils' scientific skills and understanding through their investigative work. This contributes significantly to their increasingly high levels of attainment by the time they leave the school

89. **Information technology**

116. Standards of attainment are satisfactory at the end of Key Stage 1 and unsatisfactory overall at the end of Key Stage 2. Progress in installing the school's National Grid for Learning equipment has been very slow and has only been completed very recently. This has delayed the extent to which the full requirements of the National Curriculum can be implemented. The ability of pupils at Key Stage 2 to use spreadsheets to model or record data, to monitor scientific events or to use programmable machines to measure distances and angles is very limited. However, their ability to use programs to handle data in mathematics and science and to use word-processors, complemented by displays produced with digital cameras and flat-bed scanners, is very impressive. There is a great deal of evidence to show that recently introduced hardware has been used very positively. Pupils at both key stages use elements of information technology very well to support and extend their learning in all curriculum areas. The school recognises its areas of weakness and has plans in hand to address them.
117. By the end of Key Stage 1 pupils use word-processing, data-handling and art programs competently. They use the keyboard and mouse controls to enter information or to 'click and drag'. Most can print off their results with a little help. Pupils in Year 6 use the word processor confidently. They can amend information, cut and paste, change the font according to the appropriateness of the subject matter and print their results. They enter data, and use colour printers to add to the effectiveness of their presentation. They use the CD-Rom to access information for their topic work. They use a digital camera very well to complement their written work.
118. All pupils, including those with special educational needs, make satisfactory progress at Key Stage 1. All pupils make good progress in the word processing and data handling elements of the National Curriculum at Key Stage 2, but unsatisfactory progress in developing skills and capability in control technology and modelling. The most notable feature of information technology at both key stages is the way in which pupils regard it as an integral part of the other curriculum areas. For example, pupils in Year 1 use the

word processor to write lists of words beginning with 'sh' or 'ch' in the Literacy Hour and write stories about their Victorian topic. Pupils in Year 3 use an art program to help them design attractive Christmas cards and pupils in Year 6 use it in their history topic. An example of a very good three-way link is seen between English, history and information technology in one display resulting from the pupils' visit to the town hall in Barnsley. A photograph, taken with a digital camera accompanies a piece of word-processed writing, *'The Greeks introduced the democratic system. This is a replica Ancient Greek vase in the Mayor's parlour at the town hall'*. This is a good application of information technology to the pupils' work. Pupils with special educational needs have equal access to all the programs in use, but their individual education plans do not identify specific opportunities to use, for example, talking books to support their reading development.

119. Pupils' attitudes to information technology are very good. Few of them use computers at home to support their learning. In school they learn quickly and enthusiastically. They work very well individually or in pairs, sharing tasks, taking turns and discussing their work sensibly. They listen attentively to instructions, concentrate well and handle resources with care.
120. Only very limited direct teaching was seen. This was usually brief instruction given by the teacher or support provided to one or two pupils from parents. Teachers have become increasingly aware of the need to plan opportunities for pupils to use information technology. They have had increased access to in-service training and are developing confidence and expertise by using the wide range of information technology themselves. Teachers usually manage the use of computers in their classes well. There were a few occasions during the inspection when computers were underused, but in many lessons their use was planned well to support activities.

## Religious education

121. Attainment in religious education at the end of both key stages is in line with the expectations of the locally agreed syllabus. At the end of Key Stage 1, pupils are familiar with stories about Jesus and other people in the Bible. They know about the religious celebrations of Christians and Hindus, such as Divali and about famous people such as Helen Keller. They are aware of the need for rules, can give some reasons for their importance and have a clear understanding that all people are of value. At the end of Key Stage 2, many pupils know that the stories contained within the Old Testament and New Testament are important to Christians. They can recall some of the famous stories and reflect appropriately on the messages contained within them. Pupils can describe the ways Hindus worship. They show very well-reasoned moral views.
122. Pupils in both key stages, including those with special educational needs, make satisfactory progress overall. Their progress is enhanced by the way the curriculum is made relevant for pupils, firstly by relating it to pupils' own experiences, and secondly by developing appropriate links with other subjects in the curriculum, such as history and geography. Less satisfactory progress is made in the understanding of other faiths. The school has too few contacts with other religions, other than Christianity, and evidence of work completed in this area is limited.
123. Pupils respond well to this subject overall. They produce good quality work and display a keen interest in religious and moral stories. The presentation of their work is usually very good. They work hard to complete the tasks they are set and, when asked, discuss issues in a mature and responsive way. Generally, religious education lessons offer good opportunities for the development of pupils' speaking and listening skills.
124. The quality of teaching is satisfactory overall. Teachers are developing confidence in a range of topics, and subject knowledge is generally secure. Teaching is best at the start of Key Stage 1 and at the end of Key Stage 2, where planning is consistent with long-term plans, and resources are used well to bring the stories in the Bible to life. Teachers have satisfactory expectations and there is mutual respect between them and their pupils. Where teaching is less effective, expectations of what the pupils can achieve are too low and the time allowed for the subject is too limited.

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## 89. Other subjects or courses

### 89. Art

125. All pupils, including those with special educational needs, make good progress in art in both key stages. Pupils' artwork includes sketching, observational drawing, drawing from imagination, painting, printing and clay work. Pupils' artwork is often directly and successfully linked to pieces of written work on specific themes, such as 'The Magic Box' or 'The Owl and the Pussy Cat'. Pupils experiment with different media. They use with careful control pencil, chalk, pastels, charcoal, paint and water colour. Pupils use the vocabulary of art correctly; for example, 'texture', 'shade', 'detail' and 'tone'.
126. Pupils successfully build up their knowledge and understanding of a variety of techniques. Pupils in Year1 experiment very carefully when they mix different powder paints to make a new colour for their 'rainbows'. They go one step further to make

shades of a colour and explain that one is 'dark green' and the other, obtained by adding white, is 'light green'. Pupils in Year 2 make three-dimensional masks using card, whilst pupils in Year 5 mix paint and glue to produce different texture paints for their 'seascape' pictures. They use clay to make small plaques to accompany their work on the Egyptians. Their results are glazed and fired in the school kiln to produce very attractive results. Pupils in Year 6 use the drawing skills they have developed to sketch, in minute detail, the designs on a Greek soldier's helmet. Good progress is apparent in colourful and vibrant displays around the school. These show work of increasing maturity. Pupils do not have opportunities to use sketchbooks to jot down various ideas and thoughts on an informal basis and to record the development of their ideas.

127. Pupils enjoy art lessons and talk with enthusiasm about their work. They remember well the different techniques they have used and are keen to explain what they have done. Pupils are interested and involved in the activities presented to them. They work purposefully and collaborate well. Following their teachers' example, pupils show respect for each other's work, persevere well with tasks and use equipment sensibly.
128. The quality of teaching is good. Teachers plan their art activities carefully to link in with other aspects of pupils' work; for example, good artwork was observed linking their English, history, geography and science work. These links make the work much more meaningful for pupils and help to show that subject can be linked without losing the individual skills needed in different subjects. For example, pupils made papier-mâché plates which were colourfully painted, then varnished and displayed in the hall. Links were established with science and information technology in the following printed explanation; '*When papier-mâché is left in a warm place to dry it goes hard. Do you think this change can be reversed?*' Teachers' high expectations of pupils' capability in art can be seen from the quality of the finished items and the care with which they are displayed. In the best lessons, the teacher's intervention, usually through questions such as, '*Are you holding the brush correctly?*' or '*How are you going to make that colour?*', is at just the right moment to make pupils think carefully about their actions and to enhance their progress. Information technology, in the form of computer art programs, is used well to complement more traditional artwork. Teachers have a very good relationship with their pupils and use praise well with clear evaluative comments. Art makes a positive contribution to the spiritual, moral, social and cultural development of the pupils; for example, the work pupils are doing to print their own designs on T-shirts with fabric crayons, alerting others to environmental dangers, such as pollution.

## Design and technology

129. Only one design and technology lesson was timetabled during the inspection. Judgements, therefore, are based on a scrutiny of pupils' work and planning and discussions with pupils. All pupils, including those with special educational needs, make satisfactory progress through the school. Pupils attain good standards in some aspects of the subject in certain classes. For example, in Years 4 and 5 they produce ceramic tiles depicting Ancient Egypt that are carefully crafted and finished aesthetically. In Years 5 and 6, pupils make good use of their science knowledge to incorporate electrical circuits into the models that they make. However, their progress is not always built on prior learning. For example, they do not systematically develop their skills and knowledge year by year, and they have too few opportunities to apply previously learned methods and techniques to new challenges. Currently there is no scheme of work to

support teachers in their medium or short-term planning so that they ensure that pupils develop previously learned skills. The co-ordinator is appropriately considering nationally recognised guidance as a means of addressing this issue.

130. In Key Stage 1 pupils draw designs for their work in food technology, they learn basic techniques for joining materials, such as using glue, and they make vehicles with axles. Their skills are not always fully developed to enable them to join materials in a variety of effective ways or to apply what they know to new tasks. As a result they are sometimes less able to bring their own originality to their designing and making activities in order to make the end product significantly different from those of other pupils. One class effectively drew designs for a gate that is now an attractive feature of the school. In Key Stage 2, pupils develop papier-mâché skills, but they are not always given the opportunity to collect and consider their design ideas; for example, through drawing the masks that they intend to make. In Years 3 and 4 appropriate design skills are fostered when pupils plan and produce a Christmas card using a computer.
131. In the one lesson seen at Key Stage 2, pupils' attitudes to the subject were very good. They listened very carefully to the teacher, settled quickly to their tasks and worked independently or collaboratively as appropriate. They maintained concentration well and used resources carefully.
132. There were significant strengths in the only lesson seen. These included a very clear explanation of why pupils needed to review their plans in light of what the end product would be used for, and good advice to develop pupils' skills, knowledge and understanding in the subject.

## 89. **Geography**

133. No geography lessons were timetabled in Key Stage 1. However, a scrutiny of teachers' planning, pupils' work and discussions with pupils indicate that all pupils, including those with special educational needs, make good progress in geography. Pupils in Key Stage 1 successfully use maps of Great Britain to show where food grows. They use world maps to indicate the different foods grown across the world. They understand and apply keys to their maps, collect data and, through the use of bar charts, show where their favourite breakfast cereals come from. They successfully map journeys to school and name the oceans of the world, identifying them on a world map.
134. Pupils at Key Stage 2 continue their good map work. They effectively link geography with their historical topic by tracing the voyages of Columbus on a map of the world and describing some of the countries he visited. Pupils in Year 3 know that the equator goes around the centre of the earth and that countries near the equator are hot. Many pupils learn the points of the compass and use them to find places. Pupils in Year 5 successfully describe and compare the physical and human features of Brazil, with a clear recognition that different places have different characteristics and of how these affect the lives of people. In Year 6, pupils show an awareness of scale and map keys, using them to find places and measure distances. They distinguish the main physical and political features on world maps, demonstrating a good knowledge of location, and can find capital cities around the world.
135. Pupils have good attitudes to work. They enjoy their geography work, concentrate well and readily apply themselves to their tasks. They listen well, readily answering

questions and present their work very well. They are keen to discuss their findings and ideas. Their behaviour is always very good and they respond quickly and well to instructions.

136. It is not possible to judge the quality of teaching in Key Stage 1, since no lessons were taught. Teaching at Key Stage 2 is good overall and occasionally very good. It is particularly effective when expectations are high and all pupils are able to use a relevant range of resources, for example world atlases. In those lessons the teacher's skilful use of questions enabled pupils to explore their maps and make relevant findings. Differentiated tasks were given for pupils to answer a range of progressively developed questions designed to raise their awareness and standards. This enabled most pupils to attain well above average levels.

## History

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137. All pupils, including those with special educational needs, make good progress in history at both key stages. Pupils in Year 1 study Victorian times and develop a good understanding of the difference between toys and games in Victorian times and the present day. They are aware that information from past lives can be provided by an examination of artefacts, books and people. One pupil has a grandfather aged 100 who has told him about Victorian times, which he was pleased to describe to the class. Pupils write detailed descriptions of Victorian toys in legible, well-formed handwriting.
138. Pupils in Year 2, as part of a series of lessons concerned with voyages of discovery, study the story of Cortes' journey from Cuba to Yucatan. Pupils clearly identify differences between life in Aztec times and now. They appropriately label pictures of activities carried out in past times and understand that sources of information, such as maps and pictures, provide us with information about the past. Work on display at Key Stage 1 shows a good range of studies on old Liverpool and shipping in 1901, and life on the docks. Pupils in Year 6 sensitively discuss the feelings of people associated with the building of a Greek temple between 447 BC and 440 BC, and how they would change over the years as the building progressed. The majority of pupils show a good factual knowledge and understanding of the main events and lives of people in ancient Greece. Display across the school, at both key stages, shows a wide range of well presented work, including studies of Guy Fawkes, the voyages of Columbus, the Roman invasion of Britain, the Ancient Greeks, and lives of famous people in history, such as Florence Nightingale and Helen Keller. Pupils in Year 3 have visited a local market, examining the historical changes over time.
139. Pupils respond well to their tasks and challenges, take care and show pride in their finished work. They are keen to discuss their findings and ideas. They quickly settle to their tasks, maintain good levels of concentration and perseverance and work well together.
140. Teaching is good overall, with some very good teaching at Key Stage 2. Lessons and resources are well prepared. Teachers have high expectations, lessons proceed at a brisk pace and pupils' work is very well evaluated and supported as they progress. Teachers use a range of resources well to support their teaching in history

## Music

141. Pupils make sound progress in Key Stage 1 and good progress in Key Stage 2. The school provides carefully planned opportunities for pupils to listen in assemblies to various pieces of recorded music. These provide them with a developing awareness of the variety of music from different historical periods and also from locations across the world. This ranges from Gregorian chants to Blues, and music from Africa. In Key Stage 1 pupils make good progress in learning to keep a beat, for example, in a tune with three beats in a bar. They become more aware of the differences in pitch between notes, and most pupils effectively discriminate between higher and lower notes. They learn the correct way to hold a recorder in order to play simple tunes, although the less able pupils are less successful in attaining these skills. In Key Stage 2 pupils develop their understanding of rhythm when using percussion instruments to play on certain beats in each bar, so that by the time they reach Year 5 they can play complex rhythms. By the time they leave the school, most pupils competently perform from musical

symbols and the higher attaining pupils have a very good knowledge of the value of different notes such as quavers and minims. Singing develops effectively through the school. Pupils consolidate their singing skills through practice in Key Stage 1, and in Key Stage 2 they improve their ability to fit words to the songs.

142. Pupils sing very enthusiastically in assemblies, accompanied by two very able pianists and their attitudes to music are good throughout the school. They listen well and make very sensible comments. They enjoy music making and most become very involved in their activities. They behave well in music lessons, responding in a controlled purposeful way. Only a small minority of pupils becomes restless while instruments are distributed. They are confident when using instruments and maintain their interest well.
143. Teaching is good. It frequently captures pupils' interest well, such as when pupils in Key Stage 1 listen to music by Prokofiev, or sing Victorian music hall songs with actions. Teachers' good lesson pace effectively extends pupils' learning, and they also take care to incorporate ample time for pupils to reflect on the music that they hear. Teachers use a good range of instruments effectively to develop pupils' learning, and they enhance their teaching with questions that challenge pupils, for example, to discriminate between notes with different pitches. They involve all pupils well; for example, by ensuring that all pupils use a recorder. Teachers make good opportunities to enable pupils with instrumental expertise to show others what they can do. Resources are particularly well used in one class in Key Stage 2 where pupils make good progress as a result of well organised and sequenced teaching.
144. A wide range of additional activities significantly enriches the provision of music. These include visiting specialist music teachers, a school choir and opportunities for pupils to perform in the local and wider communities.

## 89. **Physical education**

145. Pupils make sound progress through the school. The school has addressed the weaknesses that were pointed out in the last report. Planning has been improved to provide a balanced curriculum, apparatus has been acquired for pupils to use in the hall, and throughout the school pupils receive planned opportunities for short periods of intensive exercise. In Key Stage 1 pupils gain an increasing awareness of space and how to use it. Most pupils appropriately improve the accuracy and co-ordination in their dance. In Key Stage 2 pupils improve their ball skills appropriately, they learn games tactics such as dodging and they develop the imaginative aspects of their movement. Some Year 6 pupils do not always incorporate the degree of challenge or difficulty into their balancing tasks that would enable them to make good progress. By the time pupils leave the school at the end of Year 6 they attain standards that broadly reflect those found nationally.
146. Pupils' attitudes to the subject are good. They behave well and concentrate effectively on their set tasks, readily responding to the teachers' instructions and advice. They plan and practise co-operatively and responsibly with their partners and in groups, and enjoy moving to music. They smoothly and independently make the transition from the planning stage to practising their movements. They are very interested in watching others perform.
147. Teaching is satisfactory, although opportunities for pupils to criticise and make

judgements on their own and others' work are not always systematically incorporated in lessons. As a result pupils' planning of their next task lacks precision. Where teachers set a good example; for example, by having bare feet and joining in the lesson, this has a positive effect on pupils' response. Teachers effectively encourage pupils to become increasingly aware of how they use the available space in the hall. Teachers teach new skills well; for example, where to place the ball and where to look, and they carefully select strategies and activities that enhance pupils' progress. Teaching is enriched through extra-curricular activities, including competitive sport.

## Swimming

148. The inspection of this school included a focused view of swimming, which is reported below. There was no swimming during the period of the inspection. However, the school makes satisfactory arrangements for its provision. The school's planning for physical education outlines appropriate expectations of pupils' attainment in swimming by the end of Key Stage 2. This is suitably supported by adequate amounts of time for Key Stage 2 pupils to receive teaching from appropriately qualified and knowledgeable instructors. As a result the majority of pupils meet the National Curriculum requirements for swimming by the end of the key stage. These include the ability to swim at least 25 metres, skills in a variety of methods of propulsion, and safety aspects involving floating and support positions. Pupils' attainments in these elements are satisfactory. The school has a flexible approach to swimming which includes extra swimming time for the small proportion of pupils who are assessed as unlikely to attain the expected levels of competence by the end of Key Stage 2.

## 89. PART C: INSPECTION DATA

### 89. Summary of inspection evidence

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89. 149. The inspection team comprised four inspectors, including a lay inspector, who spent a total of 15 inspection days in school. Members of the team:

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- observed 46 lessons or part lessons;
- attended registration sessions;
- attended whole-school assemblies;
- had lunch with the pupils;
- observed pupils' behaviour in the playgrounds at playtimes and lunchtimes
- held discussions with the headteacher, deputy headteacher, teaching staff, support staff and four governors;
- reviewed the written work of a sample of pupils in each year group and heard a range of pupils read;
- held informal discussions with pupils
- analysed a large amount of documentation provided by the school before and during the inspection, including:
  - the school prospectus;
  - subject policies and schemes of work;
  - the governors' annual report to parents;
  - the school development plan;
  - teachers' planning documents;
  - pupils' reports and records.

The registered inspector held a meeting attended by 16 parents prior to the inspection, and the inspection team considered responses from 51 parents to a questionnaire asking for their views of the school.

- **DATA AND INDICATORS**

- **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	182	3	37	19
Nursery class	25	2	2	0

- **Teachers and classes**

- **Qualified teachers (YR – Y6)**

Total number of qualified teachers (full-time equivalent):	7.5
Number of pupils per qualified teacher:	24

- **Education support staff (YR – Y6)**

Total number of education support staff:	5
Total aggregate hours worked each week:	57

- **Qualified teachers (Nursery class)**

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	25

- **Education support staff (Nursery class)**

Total number of education support staff:	2
Total aggregate hours worked each week:	57
Average class size:	25

- **Financial data**

Financial year:	1998 /1999
	£
Total Income	294,667
Total Expenditure	286,631
Expenditure per pupil	1,566
Balance brought forward from previous year	22,215
Balance carried forward to next year	30,251

## PARENTAL SURVEY

Number of questionnaires sent out: 130

Number of questionnaires returned: 51

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	29	61	8	0	2
I would find it easy to approach the school with questions or problems to do with my child(ren)	45	45	0	6	4
The school handles complaints from parents well	20	46	20	8	6
The school gives me a clear understanding of what is taught	24	58	6	8	4
The school keeps me well informed about my child(ren)'s progress	27	49	10	12	2
The school enables my child(ren) to achieve a good standard of work	35	49	14	2	0
The school encourages children to get involved in more than just their daily lessons	33	51	14	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27	47	16	4	6
The school's values and attitudes have a positive effect on my child(ren)	47	37	8	6	2
The school achieves high standards of good behaviour	47	37	8	6	2
My child(ren) like(s) school	55	33	4	6	2

### Other issues raised by parents

A few parents felt that bullying was a problem in school and that the school did not take steps to address it.