

INSPECTION REPORT

Halfway Infant School
Sheffield

LEA area: Sheffield

Unique Reference Number: 107038

Headteacher: Mr M Lee

Reporting inspector: Mrs J Kime
23801

Dates of inspection: 1 – 4 November 1999

Under OFSTED contract number: 706854

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
Type of control:	Community
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
School address:	Station Road Halfway Sheffield S19 5GU
Telephone number:	0114 2482360
Appropriate authority:	The governing body
Name of chair of governors:	Mr J Sygrove
Date of previous inspection:	March 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs J Kime, RgI	Art Information technology Mathematics Music Physical education Special educational needs Under fives	Attainment and progress Leadership and management Teaching
Mr A Rolfe, Lay Inspector		Attendance Partnership with parents and the community Staffing, accommodation and learning resources Support, guidance and pupils' welfare
Mrs R Grant	Design and technology English Equal opportunities Geography History Religious education Science	Attitudes, behaviour and personal development Curriculum and assessment Efficiency Spiritual, moral, social and cultural development

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MAIN FINDINGS

What the school does well

- Halfway Infant school continues to be a very good school.
- Excellent relationships are created and maintained between pupils, staff, parents and governors.
- The school's provision for pupils' moral and social development is excellent.
- The involvement of parents in their children's learning is excellent.
- Pupils' attainment in mathematics is well above the national average. It is above national expectations in science and religious education.
- Pupils make good progress through the school; they make very good progress in mathematics.
- Pupils with special educational needs make good progress as a result of good provision for them.
- The quality of teaching is good throughout the school, with a high proportion of very good teaching of children under the age of five.
- Pupils are very interested in their work and try hard in all activities. They are very well-behaved. Pupils' personal development is good; they are confident and are learning to be independent.
- The school provides good opportunities for pupils to develop an understanding of their own and other cultures and very good opportunities to develop a spiritual awareness.
- The curriculum is interesting, it links different subjects together effectively and is enriched well by visits and visitors. Strong links are made with the local community.
- Attendance rates are good
- The leadership and management of the school are good.
- The school's ethos is very good and the aims, values and policies of the school are implemented in an extremely effective manner, underpinning all aspects of the work of the school.
- Strong emphasis is placed on the support, guidance and welfare of pupils.
- The school uses staffing, accommodation and learning resources well and provides good value for money.

Where the school has weaknesses

- I. No assessments of pupils' attainment and progress in information technology are made and planning for information technology does not always build well enough on what pupils already know and can do.
- II. The governing body works hard to support the school but some of their procedures are not systematic enough.

The school's many strengths far outweigh the areas identified during the inspection as being in need of improvement. Information technology and the monitoring of teaching have already been identified by the school as areas for development in the current school development plan. The governors will construct an action plan to set out how the weaknesses are to be tackled and this will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Halfway Infant school continues to be a very good school. This inspection has been carried out under a different framework to that of the last inspection and in some aspects it is impossible to make accurate comparisons. The school has sustained the high quality of education that it provides and has continued to make improvements, resulting in higher standards in mathematics. Provision for children under the age of five has improved; they are now taught in a pure reception class rather than in mixed age classes with older pupils and they make good progress. The high standards in pupils' attitudes, behaviour and personal development have been maintained and relationships are excellent. Pupils' rates of attendance have remained good. The school has maintained the good quality of teaching and aspects of teaching have improved due to staff training. Many curricular strengths have been maintained, though some changes have been brought about by the implementation of the national initiatives in literacy and numeracy and information technology has grown in importance within the curriculum. Assessment procedures have improved. The very good quality provision for pupils' spiritual, moral, social and cultural development has been sustained and remains an exceptional feature of the school, as does the very high quality of the partnership between parents and the school. The strong emphasis on the support, guidance and welfare of pupils has been maintained. The leadership and management of the school and the efficiency of the school have remained good.

The school is well placed to continue to sustain and improve the quality of education provided and raise standards further. There is a firm commitment to do so by all involved in the school. There is a willingness to work hard to change and improve teaching methods and curriculum organisation whilst continuing to implement the school's aims and priorities.

Standards in subjects

This table shows the standards achieved by 7 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>	<i>A</i>
			<i>above average</i>	<i>B</i>
Reading	C	A	<i>average</i>	<i>C</i>
Writing	B	B	<i>below average</i>	<i>D</i>
Mathematics	A	A	<i>well below average</i>	<i>E</i>

This information shows that standards in 1999 in mathematics were well above the national average and well above similar schools, standards in writing were above the national average and above similar schools and standards in reading were in line with the national average but well above similar schools. Comparison is made with schools that have a similar percentage of pupils eligible for free school meals. For several years the school has had between 21 and 24 percent of pupils eligible for free school meals, with the year 1998 – 1999 having 21 percent, so comparison is made with schools within the 20 percent to 35 percent band.

Inspection findings confirm the high standards in mathematics. They also confirm that standards in reading are in line with national expectations. Inspection evidence shows that standards in writing are generally in line with what is expected nationally, and the results in writing in the national tests of the three years 1996 – 1998 show writing has been in line with expectations over several years. The different cohorts partly explain fluctuations in results, though standards in writing are also generally improving as more pupils are attaining expected levels, due to the school's recent emphasis on writing.

Standards in science and religious education are above national expectations. Standards in information technology are in line with those expected nationally.

- **Quality of teaching**

Teaching in	Under 5	5 – 7 years
English	Very good	Good
Mathematics	Very good	Good
Science		Good
Information technology		Satisfactory
Religious education		Good
Other subjects	Very good	Good

The quality of teaching is good overall. In 36 percent of lessons observed during the inspection the quality of teaching was good, in 24 percent of lessons it was very good and in three percent of lessons it was excellent. In the remaining lessons it was satisfactory. No unsatisfactory teaching was seen. Three-quarters of the teaching observed of children under five in the reception class was very good. Very good and excellent teaching were observed in Year 2.

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**

Aspect	Comment
Behaviour	Pupils behave very well throughout the school, both in lessons and when playing together. The school successfully promotes high standards of behaviour.
Attendance	Attendance is good. Attendance rates are above the national average. Most pupils are punctual and lessons start on time.
Ethos*	The ethos of the school is very good. There is a strong commitment to enabling pupils to attain high standards and there are excellent relationships; this creates a purposeful working atmosphere.
Leadership and management	Leadership is good. There is a clear understanding of the school’s priorities and how they will be achieved and sustained. The school’s development plans are relevant and realistic. The headteacher, staff and governors work hard to improve the quality of education provided by the school. The way the governing body operates, however, is not sufficiently structured.
Curriculum	The curriculum both for the under-fives and at Key Stage 1 is good. It is interesting and relevant, with appropriate time given to literacy and numeracy, and is enriched by visits and visitors. The way the curriculum is planned and organised through topics creates a cohesive curriculum, with effective links between different subjects and a good emphasis on personal and social education, though it places less emphasis on the progressive development of specific subject skills and knowledge in some subjects.
Pupils with special educational needs	The school places a strong emphasis on making effective provision for pupils with special educational needs and this enables them to make good progress. Parents are consulted and kept informed. These pupils

Spiritual, moral, social & cultural development	are given much good support in their classes. They are also taught in small groups withdrawn from the class for short periods of time, and while most of this support is effective sometimes pupils miss other lessons.
Staffing, resources and accommodation	Provision for pupils' social and moral development is excellent, opportunities for their spiritual development are very good and opportunities for developing their cultural awareness are good. Satisfactory overall. Staffing levels are satisfactory. Resources are generally adequate. The school is aware of the need to up-grade information technology hardware. Accommodation is satisfactory for the needs of the curriculum overall and has recently been improved to provide indoor toilet facilities for all pupils. The hall space is cramped for physical education lessons and some classrooms are small. There are no separate outdoor play facilities and large play equipment for the under-fives in the reception class.
Value for money	The school gives good value for money.

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

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

What most parents like about the school

- III. All parents feel they are welcome in school, and feel they are encouraged to be involved.
- IV. All parents say their children like school.
- V. The vast majority of parents indicate their satisfaction with all other aspects of the school.
- VI. Staff are approachable if parents have concerns.
- VII. The school keeps parents informed about what is taught and about their children's progress.
- VIII. There are high standards of work and behaviour.
- IX. Parents are happy with the work children are asked to do at home.
- X. The school promotes good attitudes and values.

What some parents are not happy about

- XI. Nothing was identified by parents either by school or by parents that they were not happy with.

Many parents felt they could not comment on how the school handles complaints as they had never had cause to complain. Several parents of Reception children felt they could not comment on some aspects of the school as their children had been in the school only two weeks when they were given the questionnaires. Inspection findings support parents' very positive views about the school.

KEY ISSUES FOR ACTION

The school should:

- XII. Improve the provision for information technology to enable pupils to attain higher standards by:
- developing and using procedures for assessing and recording pupils' progress in information technology with reference to the programmes of study and levels of attainment of the National Curriculum
 - refining planning to build on what pupils already know and can do as they move through the school
 - up-dating staff skills
 - enhancing the hardware systems
 - agreeing ways in which computers are used more

Information technology is a priority in the school development plan this year.
(paragraphs 15, 20, 38, 43, 47, 71, 75, 133, 134 - 140)

In addition to the key issue above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated by the paragraph numbers shown in brackets.

- XIII. All statutory requirements are not met in respect of the appraisal of teachers and information in the governors' annual report to parents (59, 63, 69)
- XIV. The terms of reference of the governing body committees and how they regularly report to the full governing body are not clearly defined and structured (63, 72)
- XV. Decisions taken in committees and in the full governing body meetings are not always formally minuted as having been agreed (63, 72)
- XVI. The governing body does not regularly monitor the implementation of the school development plan and the cost-effectiveness of agreed spending priorities (63, 65, 74)
- XVII. Procedures for monitoring absence are unsatisfactory (32)
- XVIII. The withdrawal of pupils with special educational needs from other lessons for extra literacy support is sometimes less effective than the generally good provision for these pupils (39, 44, 66)
- XIX. Long-term planning of topics is not always focused on specific subject knowledge and skills to be learnt and medium-term planning sometimes does not adequately follow the long-term planning (21, 38, 42, 43, 133)
- XX. Teachers' short-term planning is brief for subjects other than English and mathematics and at times planning does not take sufficient account of pupils' levels of understanding and attainment (38, 43, 47, 89, 102, 109)

· INTRODUCTION

· Characteristics of the school

1 Halfway Infant school is seven miles south-east of Sheffield city centre, in the Mosborough Townships area. It has a generally similar size and composition to that reported by the last inspection. The school consists of a Victorian building and several separate temporary buildings. The area the school serves is mainly residential with some light industry and large retail outlets nearby. The socio-economic background of pupils is broadly average. The housing is largely privately owned and unemployment is comparatively low. At the time of the inspection ten percent of pupils were eligible for free school meals; this figure is within the broad national average figures of eight percent to 20 percent. In recent years the percentage of pupils eligible for free school meals has been above this, varying between 21 percent and 24 percent, and so just above the national average. There is a very small percentage of pupils from ethnic minority backgrounds.

2 The school's admission number is 56 for each year group. There are 137 pupils on roll; 63 boys and 74 girls. Children are usually admitted at the beginning of the term in which they reach the age of five. At the time of the inspection there is one reception class with 21 children under compulsory school age, staffed by one teacher and having a small amount of support from the school's non-teaching assistant. The Mosborough Townships Under-Fives Service runs a nursery on the same site and there are close links between the nursery and the school.

3 Children's attainment on entry to school is broadly that expected of this age. There are 31 pupils on the school's register of special educational needs; this is above the national average. There are four pupils with statements of special educational needs, which is a higher proportion than that expected nationally.

4 The school aims to support children in achieving their full potential in all areas of learning and social development. It aims to enable pupils to be confident, independent and co-operative learners within a caring community where differences of race, gender and beliefs are appreciated and respected. It also aims to ensure that each child consistently develops their skills, knowledge and understanding across all curriculum areas and to their highest standard, in a way that will equip them for life and for the next stage of education. In order to do this the school tries to provide a broad and balanced curriculum which is well planned and organised, with many practical learning opportunities and which encourages good learning and social skills and promotes good relationships.

5 The main priorities this year are to develop literacy, numeracy, information technology, structured play opportunities and personal and social education. Other priorities include a review of the policy and curriculum for children in the reception year in the light of forthcoming national guidance. The monitoring of teaching is to be structured and appraisal arrangements are to be agreed. Further links with parents have been organised with a home-school agreement and the involvement of parents in the teaching of literacy. Buildings have been improved by linking one of the temporary buildings to the main building and by providing indoor toilet facilities for all classes.

Key indicators

Attainment at Key Stage 1

Number of registered pupils in final year of	Year	Boys	Girls	Total
Key Stage 1 for latest reporting year:	1999	29	28	57

National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	23	25	28
	Girls	25	25	28
	Total	48	50	56
Percentage at NC Level 2 or above	School	84	88	98
	National	85	86	90

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	25	28	27
	Girls	25	28	28
	Total	50	56	55
Percentage at NC Level 2 or above	School	88	98	96
	National	n/a	n/a	n/a

Number of registered pupils in final year of		Year	Boys	Girls	Total
Key Stage 1 for previous reporting year:		1998	25	31	56

National Curriculum		Reading	Writing	Mathematics
Test/Task Results				
Number of pupils at NC Level 2 or above	Boys	20	19	23
	Girls	25	25	28
	Total	45	44	51
Percentage at NC Level 2 or above	School	82	80	93
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	18	21	21
	Girls	25	27	29
	Total	43	48	50
Percentage at NC Level 2 or above	School	79	88	91
	National	81	85	86

Attendance

Percentage of half days			%
(sessions) missed through absence for the latest complete reporting year:	Authorised	School	4.5
	Absence	National comparative data	5.7
	Unauthorised	School	0.1

Absence	National comparative data	0.5
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• **Exclusions**

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

• **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	27
	Satisfactory or better	100
	Less than satisfactory	0

- **PART A: ASPECTS OF THE SCHOOL**
- **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**
- **Attainment and progress**

6 Children's attainment on entry to school is generally in line with that expected of children of this age. By the time children reach the age of five, their attainment is above that expected for this age in personal and social development. It is in line with that expected for this age in language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. These judgements are made against the nationally expected desirable learning outcomes for children by the age of five.

7 Children under the age of five make good progress in language and literacy, knowledge and understanding of the world, physical development and creative development. They make very good progress in mathematics and in personal and social development. This good and very good progress is a result of very good teaching in the reception class. Children have only one term as under fives and this amount of time is too short for the high quality of teaching to have a significant impact on overall attainment, though it is beginning to raise attainment, particularly in personal and social development.

8 By the time they leave the school, the standards of pupils' attainment overall are above national expectations due to the good quality of teaching and a good curriculum, resulting in good progress being made by pupils. Their attainment in English and information technology is in line with national expectations. Their attainment in science and religious education is above national expectations and their attainment in mathematics is well above national expectations. Standards have generally been sustained at a high level since the last inspection. In mathematics standards have been raised considerably, due to consistently good teaching, a well structured curriculum and the increased emphasis on the subject overall and particularly on mental and oral mathematics.

9 In the national tests and teacher assessments for seven-year-olds in 1999, the performance of pupils was in line with the national average in reading, and this standard is confirmed by inspection findings and by the results of the three years 1996 to 1998 in the national tests. The performance of pupils in writing was above the national average in the national tests in 1999, though in the previous three years it was in line with the national average. Inspection evidence shows that standards in writing are generally in line with what is expected of pupils nationally; differences in cohorts partly explain fluctuations of results, though standards of writing are also generally improving as more pupils are attaining expected levels, due to the school's recent emphasis on raising standards in this aspect. Comparison is made with schools that have a similar percentage of pupils eligible for free school meals. In 1999 the school had 21 percent of pupils eligible for free school meals and so comparison is made with schools who had between 20 and 35 percent of pupils eligible for free school meals. The performance of pupils in reading was well above similar schools and the performance in writing was above similar schools.

10 By the age of seven, pupils' listening skills are good. They listen very attentively to teachers and to each other, as is shown by their thoughtful responses to questions and discussions. Pupils' skills in communication are in line with those expected. They explain, give reasons and comment at an appropriate length and complexity for their age. Most pupils read simple texts confidently and with a satisfactory level of accuracy. They are becoming fluent but still need some support to read unfamiliar words. Higher attaining pupils read appropriate text fluently and with good expression, lower attaining

pupils have a limited vocabulary of known words and read simple repetitive sentences satisfactorily. Most pupils write independently with clearly formed and neat handwriting. They spell a range of common words correctly and have started to use punctuation such as capital letters and full stops. Many pupils write at a reasonable length for their age. Literacy is used well across the curriculum overall. Opportunities for developing reading skills in other subjects are satisfactory. Good opportunities to write in other subjects, including science and religious education, supports the development of pupils' writing well.

11 In the national tests for seven-year olds in 1999, the performance of pupils in mathematics was well above the national average, and in the three previous years taken together it was also well above the national average. Inspection findings confirm this high level of attainment. Pupils' performance was exceptionally high when compared to schools that had a similar percentage of pupils eligible for free school meals.

12 By the age of seven, pupils' skills in number are well above average. Early in the Year 2 programme of study they confidently add ten to and subtract ten from two digit numbers, put large numbers into the correct order, show a good understanding of odd and even numbers and count in multiples of two from any given two digit number. They solve number problems such as finding an even number between 50 and 60. Pupils measure accurately using metres and centimetres and investigate the properties of three-dimensional shapes. There is a good use of numeracy and other aspects of mathematics across the curriculum. Pupils collect data and create graphs to show the results of work in science and geography, and sometimes use data handling programs on the computer to do so. They make box models of a street and label odd and even numbers, linking work in design and technology, geography and mathematics well. Shapes and line patterns are used well to create pictures of fireworks in art and design and technology work.

13 In science, in the national teacher assessments in both 1998 and 1999, the percentage of pupils reaching expected levels of attainment was above the national average, though the percentage of pupils attaining at higher levels was just below that achieved nationally in 1998 and also below in 1999. Inspection findings confirm these results.

14 By the age of seven, pupils have a good knowledge of living things, materials and physical properties. They know what living things need to survive and, through observing hens' eggs hatch, they know about changes that occur as new life forms. They learn concepts such as absorption of liquid and conduction of heat and they fit together simple electric circuits including switches. Pupils predict, hypothesise and experiment, recording their results well. Mostly these activities are planned and organised by adults with few opportunities for pupils to independently plan and organise their work. This is a change since the last inspection, which reported this aspect as a particular strength.

15 Pupils' attainment is in line with national expectations in information technology by the age of seven. Most pupils are learning satisfactorily to be independent users of computers, loading programs and printing out their work. Their work in other curriculum areas, using information technology, satisfactorily supports their acquisition of skills. They know how edit their work and to type capital and lower case letters. When using art programs they select options and colours and use them effectively to produce careful pictures with added text. No assessments of pupils' attainment and progress in information technology are made, however, and planning for information technology does not always build well enough on what pupils already know and can do. This adversely affects pupils' attainment. The use of information technology to support learning in other subjects across the curriculum is good. Pupils use different programs to record their work in other subjects, including literacy, mathematics, art, geography and history.

16 In religious education, by the age of seven pupils have a good understanding of religious concepts such as belief and know that for some people their belief in God is very important to them. Pupils have a good knowledge of Christian traditions such as baptism. They learn about Islam and know that Muslims and Christians have different beliefs. They confidently talk about different religious traditions and festivals.

17 Pupils make good progress overall, judged by the levels of attainment reached by the end of the key stage. They make good progress in their listening skills and their writing skills and this assists their learning in other subjects effectively. They make satisfactory progress in speaking skills and in reading. The school introduced the national framework for the teaching of literacy last year, with some adaptations to meet the needs of the school, and focused on improving the standard of writing. The new methods and organisation has resulted in improving the quality of teaching of literacy and this is beginning to have a positive impact on progress and is beginning to raise attainment, particularly in writing.

18 In mathematics, pupils make very good progress, particularly in numeracy. This is due to the high priority the school has placed on the teaching of mathematics over a number of years, the consistently good teaching and the well-structured curriculum which both concentrates on teaching basic skills and which ensures aspects of mathematics are learnt in a practical way through other subjects. The school has sensibly implemented the new strategy for numeracy in phases and pupils make very good progress in their mental and oral skills, which is a big improvement since the last inspection.

19 Pupils make good progress overall in science and very good progress in Year 2. The thorough programme of study and good teaching help to consolidate and extend their knowledge, understanding and skills well, though there is less progress in learning to independently plan and carry out investigations. Pupils make good progress in religious education, due to the cohesiveness of the curriculum, which includes good planning for assemblies and personal and social education as well as for religious education. Themes such as 'values and beliefs' are developed well in assemblies, providing a good basis for work in lessons.

20 Pupils make satisfactory progress in learning to be independent users of information technology. They are taught specific skills as a whole class and then are given the opportunity to practice and consolidate these skills while working in pairs. The teaching of skills, however, is not always securely based on clear assessments of what pupils already know and can do and planning does not always match an agreed sequence of the teaching of specific skills nor take sufficient account of the pupils' prior experience of programs. This inhibits the rate of progress that pupils make, particularly the higher attaining pupils.

21 Pupils make satisfactory progress in art, design and technology, geography, history and music. The time available for these subjects has been reduced due to the focus on literacy and numeracy. Most subjects are planned to fit into broadly based topics, which gives a generally good curriculum and provides for effective links being made between subjects. The emphasis in the planning, however, is not on the subject specific knowledge, understanding and skills for each subject that pupils need to acquire in a progressive manner, and this affects the rate of progress that pupils make though it is satisfactory overall. Pupils' progress in physical education is good. This is partly due to the fact that pupils have three sessions of physical education a week, and so there is more time in which to develop pupils' skills than in some of the other non-core subjects. It is also due to the consistently good quality of teaching. Lessons have an effective structure with progressively more complex tasks to develop pupils' skills and this contributes well to their good progress.

22 The results of the national tests in 1996, 1997 and 1998 taken together, show that boys performed better than girls in reading, writing and mathematics. The percentage of boys and girls attaining the expected levels were equal in 1999. From the inspection evidence there is no evidence of differences in attainment or progress between boys and girls and in lessons boys and girls are treated equally. The school does not monitor the test results by gender and has no strategies for improving the performance of girls particularly, feeling that it is a strength to have boys attaining higher than nationally in relation to girls.

23 Pupils with special educational needs are well supported and make generally good progress; they make similar progress to other pupils relative to their prior attainments. This good progress is evidenced by the relatively small numbers of pupils who do not attain expected levels, particularly in mathematics, science and writing. The school places a high priority on supporting pupils with special educational needs in small groups and generally does so very effectively, which has a strong impact on the progress these pupils make. Individual education plans for pupils with special educational needs include relevant targets and are reviewed regularly to monitor progress, though much of the effective support is based on more informal planning and discussions between teachers and support staff.

24 The school sets overall targets for the end of the key stage for reading, writing and mathematics. In 1998 the results were two percent below the targets for reading and mathematics and five percent below for writing. In 1999 lower targets were set and the school attained well above the targets and above the previous year's results. The targets for 2000 are lower than the results achieved in 1999. Target setting is based on targets suggested by the local education authority and agreed by the school after consultation between the Year 1 and Year 2 teachers at the end of year 1. The targets set seem cautious, particularly for mathematics, though the school shows in its development plan a determination to continue to improve the quality of education provided and raise standards.

• **Attitudes, behaviour and personal development**

25 Strengths in pupils' attitudes, behaviour and personal development reported at the last inspection have been maintained. Pupils' attitudes and behaviour are very good. Relationships throughout the school are excellent. Pupils' personal development is good

26 The personal and social development of children under the age of five is very good. They settle into school well, quickly learning the routines and conventions of school life, such as listening to the teacher and taking turns to speak. Children enjoy school. Their behaviour is very good and they are sensible and interested in their work. There are excellent relationships between children and with the teacher and other adults. Children co-operate very well when working in pairs on tasks. They are interested in each others achievements. They concentrate well and many persevere with tasks well in unsupervised groups.

27 At Key Stage 1, pupils have very positive attitudes to their work. This supports parents' views that their children enjoy coming to school. Pupils listen very attentively in lessons, show interest and are keen to take part in discussions. In literacy lessons, for example, they join in reading the large print books well and are happy to demonstrate what they know to the whole class. Pupils persevere well; almost all want to learn and make the most of the help provided by their teachers and other helpers. They are good at following instructions and try hard to meet the standards of neatness and presentation set by their teachers. They treat equipment with care.

28 Pupils behave very well at all times, following the well established routines happily. In lessons, almost without exception, pupils sit quietly and pay attention during whole class discussions. They move around the room sensibly and work quietly and well. They move between the different buildings in the school in a very orderly way, and behave extremely well during assemblies, whilst eating their lunch and playing outside in the yard. Pupils with special educational needs are supported well and behave appropriately. Parents are very happy with the standards of behaviour achieved and there have been no exclusions within living memory.

29 Relationships in the school are excellent, and this adds to the pupils' sense of security and confidence. All pupils, for example, feel safe to discuss their feelings with teachers during 'circle times'; specific lessons when teachers promote aspects of personal and social development in a structured way. Pupils show sensitivity for their age in the way that they treat other people. Attitudes towards pupils with special educational needs are good; they are integrated very well in classes. Pupils have warm relationships with, and show respect for, all adults working in the school, including teaching assistants, lunchtime supervisory staff, parents and other volunteer adults.

30 Pupils' personal development at Key Stage 1 is good. They are confident and are beginning to be independent and self-reliant, for example during group work in literacy and numeracy lessons they work independently so that teachers can concentrate on teaching small groups. Pupils take appropriate responsibilities for their age; for example they take registers back to the office and help tidy the classrooms. Fewer examples of pupils' displaying skills in working independently and taking responsibility for organising their work were seen than during the last inspection. One example, however, stood out. In Year 2, pupils set up the large apparatus for a physical education lesson independently, quickly and safely, working collaboratively in small groups. Pupils make an appropriate contribution for their age to life in the community; for example they visit the old people's home nearby and take part in concerts at the secondary school.

Attendance

1Pupils' attendance is good, with attendance rates above the national average. Good levels of attendance have been maintained and slightly improved since the last inspection. Registration is carried out morning and afternoon and almost all pupils arrive at school on time. Lessons start promptly with pupils generally settling to work straight away.

2Procedures for monitoring regular attendance, however, are unsatisfactory. The school does not have the support of an education welfare officer to regularly monitor individual pupil's attendance and have not got consistent and effective procedures to do so themselves. There is no agreed school criteria to identify poor attendance in the short term, and there is insufficient monitoring of long term patterns of absence, including pupils' holidays in school time, or the reasons given for absence.

32 QUALITY OF EDUCATION PROVIDED

32 Teaching

33 The quality of teaching is good. During the inspection, in 36 percent of lessons the quality of teaching was good. In 24 percent of lessons the quality of teaching was very good and in three percent of lessons it was excellent. In the remaining lessons it was satisfactory. In no lessons seen was the

quality of teaching unsatisfactory. The last report did not identify the proportions of satisfactory and good quality teaching seen, so accurate comparison with the present inspection is not possible but the school has sustained the overall good quality of teaching reported by the last inspection. Various aspects of teaching have improved, such as the teaching of mental and oral mathematics, due to staff training and improved planning.

34 The quality of teaching of children under the age of five in the reception class is very good. In three-quarters of the teaching observed the quality of teaching was very good and in a quarter it was satisfactory. Children under the age of five in the reception class make good progress overall and very good progress in mathematics and personal and social development as a result of the quality of teaching they receive.

35 The strengths of the teaching of children under the age of five include the interesting and stimulating way activities are introduced which really involve the children; for example in a literacy lesson the new word 'and' is introduced by having a teddy on the ceiling put there by 'Blurp the gremlin', a character in a book. The teacher has very high expectations of children shown by the complexity of the tasks they are asked to do; to find out how to protect the teacher's mug when it is sent by post to a friend, for example. The practical activities the children do in groups as part of this work are well focused and give good support to their understanding of the properties of different types of paper. The teacher has excellent relationships with the children and manages the children very well, with a lot of positive encouragement and praise, giving the children very good role model for behaviour. The special lessons for children's personal and social development are very sensitively led by the teacher so that all children are encouraged to feel valued and develop a sense of self esteem and respect for others. Very good techniques to extend learning are used, such as the deliberate mistake the teacher makes to see if the children can explain what to do to use a computer mouse to draw a line on the screen. The teacher uses questioning well to assess the level of understanding of individual children while providing effective support so that all children succeed in oral tasks given to them, such as when counting objects and matching them with numerals. The teacher uses every opportunity to extend children's understanding in practical ways, counting strides as they walk across to the hall and making up rhyming words as they answer the register.

36 At Key Stage 1, the quality of teaching is good in English, mathematics, science, religious education and physical education. It is satisfactory in geography and music. Insufficient teaching of art, design and technology and history was seen to make a secure judgement on the quality of teaching in those subjects. Little direct teaching of information technology was seen, though it is at least satisfactory judged by the attainment of pupils in Year 2. The quality of teaching was good in 48 percent of lessons seen during the inspection, very good in eight percent and excellent in four percent. In the remaining 40 percent of lessons the quality of teaching was satisfactory.

37 The strengths of the teaching include the excellent relationships between all the adults and the pupils. Staff have a variety of very good techniques to positively maintain good behaviour. A friendly and hard-working purposeful atmosphere is created that permeates the life of the school and contributes to the good progress pupils make. Teachers generally use their questioning skills well to assess what pupils have learnt, particularly in mathematics. Staff generally involve pupils well in explanations and demonstrations and class sessions. This was seen, for example, in literacy lessons when looking at big print books and in physical education lessons in Year 1 when pupils were asked to demonstrate their ideas for moving in different ways in pairs. Throughout the school staff have good techniques to encourage pupils to work their answers out independently in mathematics whilst always making available to them good means of support in order to find the correct answers, such as lines or squares with the numbers to 100 written on. This encourages pupils of all levels of attainment to try hard and

contributes well to the very good progress pupils make. Generally teachers maintain a good pace to lessons and use resources in a stimulating way; for example in Year 2 the use of pieces of a map to fit together to create a map of the United Kingdom interests pupils in the work to be carried out. There is a very good use of support staff, students and adult volunteers; they are planned for, given good instructions and explanations and used to give good support small groups and individuals. Generally teachers make and use assessments of pupils' attainment and progress well and give sensitive feedback to pupils.

38 The relative weaknesses of the teaching include the sometimes brief weekly planning for subjects other than English and mathematics, with little or no indication of planning specific activities for different attainment groups. In literacy and numeracy the work is usually planned at appropriate levels though sometimes the tasks are not sufficiently well-matched to the different levels of attainment. This was seen, for example, when work on shapes in numeracy required too high a level of reading for pupils to be able to complete the work independently. In information technology some teachers rely heavily on the co-ordinator for planning and when the co-ordinator has been absent for a long period this term have planned without sufficiently following the long-term planning or making assessments of what the pupils already know and understand, which results in a slower rate of progress for pupils. The school is aware of the development needs of staff in relation to information technology and has planned for staff training in the following term.

39 The quality of teaching of pupils with special educational needs is good overall, enabling them to make good progress relative to their prior attainments. The non-teaching staff give good support to these pupils in small groups and when working individually with them. This was observed many times during inspection, for example the sensitive but firm support for individual pupils in physical education lessons enabled them to take a full part in the lessons. In mathematics, these pupils make very good progress as a result of good teaching and this extra support. Pupils with special educational needs in Year 2 are withdrawn for regular literacy support. This support, however, is given at times when they miss the teaching and learning in other curriculum areas, rather than as part of the literacy sessions, making it less effective overall. The sessions are generally planned well based on the class teacher's assessment of the pupils' particular needs, though sometimes the pace is rather slow. Pupils with special educational needs benefit from the organisation of teaching in groups according to their prior attainments for literacy and numeracy. Teachers are very aware of the needs of pupils with special educational needs, have been involved in the writing of their individual education plans, and provide appropriate work and support. They work hard to encourage and motivate pupils with special educational needs, with a good balance between giving praise and insisting on high standards of work and behaviour.

40 The use of homework is good, and the vast majority of parents have indicated that they support the arrangements. Pupils take reading books home daily from the beginning of the reception class, with a booklet which is used well for parents to write comments in and for teachers to indicate to parents what needs practising as well as giving praise and encouragement. Other homework includes spellings, recognition of particular key words, number games and work connected with the current topic. Very recently the school has started a homework diary to formally indicate work to be done each week.

32 **The curriculum and assessment**

41 Many curricular strengths identified at the last inspection have been maintained, though some changes have been brought about by the implementation of national programmes of work in literacy and numeracy. The curriculum remains relevant to the needs of the children and is enriched by interesting visits, mainly within the immediate locality, and the contribution of visitors, for example a Hindu

storyteller. It is suitably broad and reasonably balanced, bearing in mind the amount of time required for literacy and numeracy teaching. Some subjects have been squeezed, but all are represented sufficiently within the school's long-term planning of topics for them to be worthwhile. Overall, improvements to the curriculum since the last inspection have been good, except for information technology, which is a priority in the current school development plan. Generally, the curriculum makes a good contribution to pupils' attainment and to their personal and social development.

42 The curriculum for children under the age of five is good overall. Planning in the reception class is based on the school's planning for National Curriculum subjects rather than on the desirable learning outcomes in the areas of learning for children under the age of five outlined in national guidelines. It does, however, generally give due regard to the needs and levels of understanding of young children, and provides well for learning through practical experiences, leading them effectively into the programmes of study of the National Curriculum. Children under the age of five make good progress overall as a result of the good curriculum and a high quality of teaching. Occasionally, however, the concepts being taught do not adequately match the children's stage of development and level of understanding, due to this structure of planning. An example of this was seen during the inspection when children under the age of five were given inappropriate tasks to develop their understanding of the past and the present. The school is using the national literacy and numeracy frameworks and it has made sensible adaptations to suit the needs of young children. Provision for children under the age of five was judged satisfactory in the last inspection; they were taught in mixed age classes with older pupils and made sound progress. There has been a big improvement in the provision for this age group and they now make good progress.

43 At Key Stage 1, planning for mathematics is very detailed and effective, leading to very good levels of progress and attainment. A lot of time is given to English, where planning is good overall, helping pupils to achieve well. A strength is the attention given to teaching key skills in reading and writing. There is variability, however, in the quality of teachers' planning for group work. In some lessons, it is excellently matched to the prior attainment of all pupils; in others, work is sometimes too easy or too hard for particular groups. Planning for science and for religious education is good, taking full account of the relevant national and local programmes of study. Planning for information technology has shortcomings; medium term plans do not always reflect those drawn up for the longer term and, as a result, knowledge and skills are not taught systematically enough. In many subjects, medium and long term-planning duplicate one another and sometimes add unnecessarily to teachers' workload. Most subjects are planned to fit into broadly-based topics unified by a concept, for example 'values and beliefs'. This approach has strengths, but also a few weaknesses. Subjects are drawn together well and feed off one another; good opportunities are provided for personal and social development, for example through specific lessons planned to enhance their personal and social skills, and assemblies are well-integrated. A shortcoming is that some subjects are taught rather superficially, with the content chosen to fit a general theme, rather than to develop specific subject knowledge and skills. Overall, the quality of planning for art, design and technology, history, geography, music and physical education is satisfactory. All aspects of health education are covered appropriately in topics such as 'My body', 'homes' and 'road safety'.

44 Provision for pupils with special educational needs is good, overall. Planning is often detailed and helps them to make good progress, for example in mathematics last year all pupils, except a pupil with a statement of special educational needs who did not take the tests, reached the expected level for their age group. Much good support is appropriately given within the classroom, individually or in small groups. Pupils are sometimes appropriately withdrawn to do similar work to that taking place in their class but at a lower level suitable to their prior attainment. The organisation of teaching for pupils with special educational needs, however, does not always represent the best practice. Pupils are sometimes withdrawn from other lessons for additional support, usually for English. As a result, they

miss lessons in other subjects. During the inspection pupils were observed to be withdrawn from several different subjects for literacy support. A numeracy lesson was also observed where the pupils with special educational needs had missed the previous numeracy lesson, and the teacher had to spend time in the whole class session helping them understand the previous lesson's work. Teachers try to compensate by rotating the times the groups are withdrawn and sometimes are able to provide other opportunities for those pupils to do the work they have missed, but overall it detracts from the otherwise good provision for pupils with special educational needs.

45 No regular extra-curricular activities are currently provided, but the opportunity for some Year 2 pupils to go on a residential weekend to a working farm is arranged; this makes a good contribution to their experience, particularly to pupils' social development.

46 Assessment procedures have improved since the last inspection. The procedures for assessing and recording the progress of children under the age of five are good; there are detailed assessments of attainment on entry to school and thorough assessments made of progress in developing early skills in literacy, numeracy and personal and social development. These are used well by the reception teacher to ensure that work is well matched to the children's abilities and to discuss with parents so that they can support their children's learning well. The school's system of record keeping is also started, giving a useful record of their progress in the early stages of the National Curriculum programmes of study.

47 At Key Stage 1, pupils' progress and attainments in literacy and numeracy are assessed thoroughly in a variety of ways. The 'special books', which include samples of writing and mathematical work saved regularly, for example, provide a very useful record of pupils' development. Procedures for recording pupils' progress in science are satisfactory. In information technology, however, only the coverage of different programs in each year group is recorded; assessment and recording of pupils' developing knowledge and skills are inadequate. No records are kept for religious education, which now forms part of the core of the curriculum. Individual teachers make very good use of their own daily records to group and re-group pupils by prior attainment levels for English and mathematics, but this is not consistent throughout the school. Occasionally, in English, not enough account is taken of pupils' prior attainment in the setting of work. Good use has been made of National Curriculum test results to identify areas for improvement, for example, writing and mental mathematics. Adjustments to the curriculum have helped to raise standards in these areas well.

32 **Pupils' spiritual, moral, social and cultural development**

48 The very good quality provision for pupils' spiritual, moral, social and cultural development reported at the last inspection has been sustained and in some aspects improved, and remains an exceptional feature of the school that parents indicate they are highly satisfied with.

49 Very good provision is made for pupils' spiritual development. Assemblies fully meet legal requirements. They are interesting, varied and very well led by the headteacher and staff. Planned according to the concept identified for the half termly topic by which much of the curriculum is planned, they enhance pupils' learning in religious education and other subjects. Difficult concepts, such as 'values and beliefs' explored this half-term, are explained well at an appropriate level for the pupils' age. Music sets a reverent ethos for assemblies and moments of stillness, prayer and reflection enhance spirituality. Symbolism, both in Christianity and in other faiths, is explored effectively, in assemblies and religious education lessons. Opportunities for pupils to take part in simulated marriage ceremonies and baptisms in church help them to appreciate the spiritual significance of these traditions. Pupils are encouraged to consider spirituality in other subjects, for example the awesome wonder and power of

nature is discussed with pupils during their work on light in science.

50 Provision for pupils' moral and social development is excellent. Consistent, explicit moral values are conveyed in all the school's work. Pupils are encouraged to understand the difference between right and wrong and to do the right things. They are encouraged to think about other people, through for example supporting charities, such as the National Children's Home. Strong links exist between moral and social development. Positive relationships are emphasised. The headteacher and staff set excellent role models, welcoming parents and other adults into school. Staff have high expectations of pupils' behaviour and very effective, consistent strategies to encourage and maintain good behaviour, and their high expectations of behaviour are met. Pupils with special educational needs benefit from the sensitive support they receive and respond well to the high expectations of them. Personal and social targets have been identified for each year group. At Year 2, for example, pupils are expected to listen carefully, work hard on their own or with a partner and behave well. Very carefully planned work in specific lessons to develop pupils' personal and social skills and understanding helps to promote many of the school's objectives. Pupils are taught to take turns, behave sensitively towards one another, and acknowledge their own and other's strengths, worries and concerns. A good example is the work done in Year 2 to help pupils explore their fears. Wider social awareness is fostered well through work done in science and geography about the environment, such as learning about re-cycling and visiting a re-cycling plant.

51 Good provision is made for pupils' cultural development. Good use is made of the immediate locality. During their recent topic work about 'Communities', for example, pupils visited the post office and heard from visitors who work locally, including Postman Dave and the dentist. Different festivals are celebrated, including harvest, Christmas, Divali and the Chinese New Year. Opportunities are planned appropriately for pupils to learn about the work of artists and musicians. Visitors to the school have included storytellers, including a Hindu storyteller. Good opportunities to learn about cultural diversity are planned in assemblies and religious education, where opportunities to compare different religious beliefs and traditions are used well.

32 **Support, guidance and pupils' welfare**

52 The school has maintained its good overall provision for the support, guidance and welfare of pupils since the last inspection.

53 Pupils' pastoral support is well provided for; the school provides a warm, caring and secure environment in which pupils feel safe and happy. There are very good arrangements for transitions from home or nursery to school, which include staff visiting the children at home and the children visiting school several times before they start school, and these procedures help children to settle quickly into the school routine. Staff know the pupils very well, have excellent relationships with them and take great care to ensure their wellbeing.

54 The school has generally good procedures for monitoring pupils' progress, particularly in English and mathematics, which is assessed on a regular basis, and pupils are encouraged to try hard and do their best work. There are good procedures for the identification and assessment of pupils with special educational needs, who are well supported by teachers and educational support staff. Their progress is monitored carefully through regular reviews of their individual educational plans and parents are fully involved in discussions of their children's progress.

1The school's procedures for monitoring and promoting good behaviour are very effective. The

behaviour policy very clearly sets out the ways staff encourage good behaviour and discourage inappropriate behaviour and staff consistently apply them to very good effect. The expectations of standards of behaviour are set out clearly for parents in information given as their children start school.

2The strong emphasis of the school is to create good relationships and encourage friendships and as a result instances of bullying are rare; parents at the parents' meeting before the inspection could not think of any instances and nor could the pupils asked at lunchtimes during the inspection. There is a detailed anti-bullying policy to ensure any instances are dealt with promptly and firmly if they arise.

57 There is satisfactory provision for the routine health and safety of pupils. There are, however, elements of the school's health and safety procedures which cause concern; during the inspection the contents of first aid boxes did not fully meet with the latest health and safety guidance. The school has appropriate child protection procedures, and the staff have received appropriate training.

56 **Partnership with parents and the community**

58 The partnership with parents and the community is very good overall and the involvement of parents in children's learning is excellent. The school has sustained the high quality of this partnership well since the last inspection. Parents greatly value this partnership as is seen by the numbers of parents who help in school and by the overwhelmingly positive response to questions about the links between school and parents in the questionnaire and at the parents' meeting before the inspection. Parents feel they are made welcome and encouraged to be involved, they can easily approach staff about any concerns and the school keeps them well-informed about what is taught and about their children's progress.

59 The school provides parents with generally very good quality information about the school and its activities in publications such as the prospectus, information booklets and newsletters. From the time children enter school to the time they transfer to the junior school, parents are given useful and detailed information about arrangements, events and educational developments. There are specific notice-boards for parents in classes and in a parents room. A wide range of school documentation, including curriculum policies, governing body meeting minutes and the school development plan, is available to parents there. There are good opportunities for parents to talk to staff about their children and check on progress informally in the mornings before school starts, and more formally at parents' evenings. The individual reports on their children provide parents with a good assessment of their attainment and progress, including individual strengths and areas that need developing. Parents of pupils with special educational needs are kept well informed about their children's progress. The governors' annual report has much useful information for parents, however it lacks some information which is legally required to be published; the actual expenditure of the school in the previous financial year, when the next election for a parent governor will be and the way the school has used the resources allocated for special educational needs.

60 Parents are strongly encouraged to be involved in school life and in children's learning. They are made very welcome, and have a parents' room in which to meet. A significant number of parents, and several grandparents, help in classes on a wide range of activities. They assist by supporting small groups of pupils in their work and staff ensure that they are well briefed, including having appropriate training in the new way literacy is taught. Regular parents workshops are held, which provide opportunities for parents to work with their children on a range of educational activities. Parents also attend many assemblies and school productions, accompany pupils on educational visits and help to develop learning resources. The care by which the school promotes and organises links with parents

and involves them in learning experiences is seen in birthday assemblies; once a month an assembly is held to celebrate the birthdays of pupils in that month. Parents of those pupils are specially invited by the pupils to come to the assembly and to share a cake with them afterwards, a parent having baked the cake with the pupils in school beforehand. The school has a clear and relevant homework policy that parents actively support and are satisfied with. There is an active parents' association, which involves parents and staff well. The association is very active in arranging social events and fund raising for the school and charitable causes. The school values highly the support that parents give.

61 The school's links with the community enrich the curriculum and support pupils learning very well. There are valuable links with local businesses some of whom provide materials, for example a local printing firm provides high quality paper, whilst others donate raffle prizes for school fairs. Pupils go on educational visits within the local community; for example they go to the local shops and churches and visit a recycling centre. They have regular contact with the residents of an old people's home, for example they sing carols to them. Members of the local community visit the school, including local clergy who lead some assemblies and the community policeman who talks about his work and about road safety.

56 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

56 Leadership and management

62 The leadership and management of the school are good. The headteacher gives a strong lead in creating and maintaining the excellent working relationships between staff, pupils, parents and governors. There is a clear joint understanding of the school's priorities and how they will be achieved and sustained. The recent changes to the planning and organisation of literacy and numeracy lessons have been introduced carefully and implemented successfully throughout the school. The headteacher, deputy head, staff and governors work hard to improve the quality of education provided by the school.

63 The governing body supports the school very well and overall fulfils its strategic and monitoring roles satisfactorily. The chair of the governing body works closely with the headteacher and gives good support to the school. There is an effective committee structure, covering finance and personnel, curriculum and pupils and buildings and premises. The roles and responsibilities of these committees, however, and their relationship with and systematic reporting to the full governing body, are not clearly defined and structured. Governors are kept informed about the school, through full discussion of the headteacher's termly report at governing body meetings and through many governors coming into school. Procedures for discussing and formally agreeing all the school's policies, the annual report to parents from governors and the school's annual spending plan, however, are inadequate. Governors play a full part in deciding the priorities of the school's development plan, though there are no formal procedures by which they monitor progress towards the improvements that have been agreed. The governing body is kept fully informed about pupils with special educational needs by regular reports at governing body meetings and the governor for special educational needs gives good support to the provision for them. Legal requirements are not met in respect of the appraisal of teachers or the information required in the annual report of governors to parents, on actual expenditure by the school in the previous financial year, the next election of a parent governor and how the resources available for pupils with special educational needs are used. Other statutory requirements are met.

64 The support and monitoring of teaching and curriculum development is satisfactory. The

headteacher has much contact with pupils and classes and has monitored teaching and planning informally for some time. A more structured system is starting to be implemented. The headteacher has observed some literacy teaching jointly with a local authority inspector. The English and mathematics co-ordinators have carried out evaluations of some aspects of literacy and numeracy lessons in two classes, recording their observations and discussing these with teachers. Co-ordinators of core subjects have started to monitor the planning for these subjects and the headteacher checks all the planning. Further monitoring of teaching by co-ordinators is planned.

65 Development planning is good. The action plans drawn up after the last inspection were brief, though adequately based on the main two issues identified in the report, and showed a positive response to the inspection. The current school development plan has been drawn up after a process of review of the previous plans and a discussion of priorities by the governing body committees and the staff. It identifies relevant priorities and realistic targets, based both on national initiatives and on school priorities, and has good action plans to make progress towards the targets. Effective action is taken to implement these plans and the headteacher regularly monitors the progress of developments. The governing body is kept informed though has no formal system to regularly monitor the implementation of the development plan.

66 The school has clearly defined aims, values and policies. These very strongly and effectively underpin the work of the school, particularly the emphasis on the personal and social development of pupils within a caring community, the support given to pupils with special educational needs and the need for a cohesive curriculum with practical experiences. The school tries successfully to maintain these aims and values whilst also meeting the demands of nationally required changes and initiatives. The ethos of the school is very good. There is a strong commitment to enabling pupils to attain high standards. Excellent relations between pupils and between pupils and staff are evident throughout the school, with an interested and purposeful working atmosphere in classes. The learning environment is effective and there is a very good standard of behaviour. There is generally a good awareness of the need to ensure all pupils have full access to the whole curriculum offered by the school, though in the efforts to provide good support to pupils with special educational needs these pupils are sometimes withdrawn inappropriately from their classes.

67 The good leadership and management of the school have been maintained since the last inspection. The overall sustaining of the many aspects of the school that were judged of high quality and the general level of improvements made since the last inspection are good. The school is well placed to continue to sustain and improve the quality of education provided and raise standards further. There is a firm commitment to do so by all involved in the school. There is a willingness to work hard to change and improve teaching methods and curriculum organisation whilst continuing to implement the school's aims and priorities.

56 **Staffing, accommodation and learning resources**

68 There are sufficient teachers for the number of pupils in the school. Teachers are appropriately qualified and experienced, all teachers have curricular responsibilities, and there is a reasonable match between qualifications and responsibilities. The support assistant and two special needs support staff are appropriately qualified and give valuable help to individuals and small groups of pupils, contributing well to their good progress. There is a good level of administrative support staff. The school makes good use of the voluntary support offered by parents, grandparents and friends of the school. Lunchtime staff help promote the high quality of relationships and behaviour of pupils. Students training to be teachers or nursery nurses are regularly welcomed by the school and they are properly supported.

69 Overall the school's procedures for staff development are satisfactory. The school have in place a staff development policy and the headteacher co-ordinates the staff development training programme, which includes all teaching and non-teaching staff, seeking to balance the individual and corporate needs of the school. The school, however, does not maintain individual staff training records which restricts the co-ordinator's ability to assess and meet individual needs. The school does not meet statutory requirements for teacher appraisal; appraisals were last undertaken in 1994, though it is in the current school development plan to establish a teacher appraisal process by the spring term 2000. There is a useful staff handbook for supply staff and students. The school has in the past had a very stable staff and has not needed or got a policy for the induction of newly qualified teachers.

70 Accommodation is generally adequate for the needs of the curriculum but suffers from some problems created by the size and age of the buildings and the several temporary classrooms. The buildings are clean and well cared for by the caretaker and cleaning staff. There has been some major improvements in the school's accommodation since the last inspection, with the provision of toilet facilities so that all pupils have access to indoor toilets, together with a link corridor joining the office, headteacher's office, staff room and parents room to the main building. Some classrooms are, however, restricted for space and storage space. The hall is barely adequate for physical education lessons and there is a substantial amount of equipment stored around the periphery, which reduces further the space available. Outside, there are sufficient hard-surface play areas and the good facility of grassed areas in summer.

71 Overall, the provision of learning resources is satisfactory. The school has bought many new good quality resources recently to support the new methods for the teaching of literacy and numeracy and has generally sufficient quantities of them. Resources for science are suitable and sufficient though not all are stored well to be readily available for staff. Information technology has in the past been well resourced, but due to the increased demands and importance of the subject and the way hardware becomes out-dated, there is now insufficient suitable hardware. The software, particularly the software available to link learning in different subjects, has been good and well organised but will not all be suitable to run on up-dated hardware. The school is aware of the need to up-date its information technology resources and has begun to do so. Resources for religious education are good, particularly for learning about different faiths. Resources for other subjects are satisfactory. Small sets of musical instruments are available in each class. This organisation of resources ensures instruments are available for the lessons though it is less effective in promoting active choice and use of instruments by many pupils. The quality of resources for pupils with special educational needs is variable and generally satisfactory. The school library contains a satisfactory range of books to meet the needs of the curriculum.

56 **The efficiency of the school**

72 The school continues to use the overall resources given to it appropriately and effectively. Overall financial planning is satisfactory. Educational developments are supported satisfactorily and the governors are clear about overall priorities. The school's annual spending plan is drawn up appropriately, and areas prioritised in the school development plan are costed adequately. Governors on the finance committee are the most closely involved in managing the school's finances, though there is no formal documentation that sets out their roles and responsibilities. Budget decisions are discussed and approved by the full governing body, though the mechanisms for ensuring that this happens are too informal and not documented. There is no regular item on the agenda of meetings, for example, and discussions are not always formally recorded in the minutes.

73 Procedures for ensuring that expenditure is controlled and monitored are good. The school has deployed part time administrative staff to have responsibility for much of the day-to-day financial work. An officer from the local education authority oversees the budget, visiting the school regularly and preparing useful reports for discussion with the headteacher and governors. Governors in the finance committee receive and discuss monitoring reports regularly. The reports are made available to the full governing body, but this arrangement is too informal to ensure that all governors are in a position to discharge their responsibilities effectively.

74 Governors are cost-conscious and ensure that they are getting value for money when organising contracts, for example for ground maintenance. They follow up the effects of spending decisions informally through discussion at their meetings, but there are not enough formal procedures in place for evaluating value for money, for example discussing whether the extra expenditure on non-contact time for teachers is effective.

75 Grants made available to the school are used well. Recent improvements to the buildings have been made possible by additional funding to improve toilet provision. Spending from the standards' fund has helped to resource the literacy hour appropriately. Grants for staff training are used as intended. Funding for pupils with special educational needs is spent effectively, mainly on staffing to support pupils with statements of special educational needs. Staffing, resources and accommodation are used well, with a few exceptions. The library and information technology equipment were not well used during the inspection. Support staff are used very well and contribute well to the good progress pupils make. Administrative support is efficient and allows the headteacher, teachers and other staff to concentrate on teaching, managing the curriculum and other educational matters.

76 Although the cost of educating a pupil at the school is much higher than usual, the quality of teaching is good and pupils make good progress during their time there. Attainment on entry is average, but attainment is higher than this, notably in mathematics and science, by the time they leave the school. The attitudes, behaviour and personal development of the pupils is very good and the school's provision for spiritual, moral, social and cultural education is very good. Based on these factors, the school provides good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS**56 AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

77 Children's attainment on entry to school is generally in line with that expected of children of this age. Children make good progress in language and literacy, knowledge and understanding of the world, physical development and creative development. They make very good progress in mathematics and personal and social development. This good and very good progress is a result of very good teaching in the reception class. Children have only one term as under fives and this amount of time is too short for the high quality of teaching to have a significant impact on overall attainment, though it is beginning to raise attainment, particularly in personal and social development.

78 By the time children reach the age of five, their attainment is above that expected for this age in personal and social development. It is in line with that expected for this age in language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. These judgements are made against the nationally expected desirable learning outcomes for children by the age of five.

79 Children's personal and social development is good. Children quickly settle into their class and show increasing maturity in managing the routines and conventions of school life, such as listening to the teacher and taking turns to speak. Their behaviour is very good and this is seen, for example, in the way they very quickly and sensibly move from sitting facing the same way to sitting in a circle. There are very good relationships between children and with the teacher and other adults. Children co-operate very well; for example they quickly choose a partner and carefully roll large balls to each other. They watch others demonstrate their work with interest; for example they clap each others efforts making stripy lines on the computer. Children enjoy school and try hard with their work. They concentrate well and many persevere with tasks well in unsupervised groups. Most children in the reception class can undress and dress themselves independently.

80 The very good progress in children's personal and social development in the reception class is partly due to the very good teaching of this aspect in specific lessons to develop children's personal and social skills. It is also the result of the positive approach to building relationships and managing behaviour in all lessons.

81 The teaching of personal and social education is very good. Staff provide very good role models for children. Members of staff are patient and consistent with the children, and show that all children are valued, building strong relationships and an expectation of a happy working environment. The well-established routines and the organisation of activities encourage growing confidence and independence. There are labels to how many children should be in different activities, building an understanding of rules. The teacher provides interesting challenges for children in all their activities and has very good strategies for assessing their levels of attainment and supporting them so they feel successful and persevere. The specific sessions to develop children's personal and social skills are very well planned and organised and have a positive impact on children's progress. There is sensitive intervention to ensure all gain in self-esteem from these lessons. Good opportunities are created for co-operative play such as in the class 'toy shop' and in physical education lessons in the hall. Children are given responsibilities such as taking turns to take the register back to the office.

82 By the time they are five, children develop many skills in language and literacy and these are

generally at the level expected for this age. They sit and listen attentively for long periods to the teacher's instructions and explanations, such as when the topic on 'Special things' is introduced, for example. They enjoy listening to stories and rhymes such as Incy Wincy Spider. There is a range of speaking skills. Many speak very clearly and express themselves well. Others lack the confidence and skill to speak in front of whole class and when speaking to the teacher say two or three words. Most children join in confidently when saying a nursery rhyme together as a class, speaking clearly and with good expression. Children enjoy looking at and sharing books. Many children 'read' from memory confidently, retelling familiar text, and are beginning to recognise a few words out of context. Higher attaining children recognise several words independently. Lower attaining children 'read the story' by looking at the pictures and using them to tell a story that is logical though not matched to the written words. Most children recognise several letters and the sounds they make. Higher attaining children confidently know all the letters, lower attaining children only recognises the shape and sound of one or two letters. Most children write their own name correctly. When they attempt to write independently higher attaining children write a few words that they have been learning, many children write strings of recognisable letters and lower attaining children attempts letter shapes.

83 Children make good progress in all their language and literacy skills, due partly to the very good teaching in literacy lessons, partly to the way the school has adapted planning based on the National Literacy Strategy to meet the needs of young children and partly to the way the whole classroom is an environment which stresses and supports literacy skills. Class displays and activities show many opportunities for developing early reading and writing skills such as making little books, shaping letters made out of salt dough and listening to taped stories.

84 The quality of teaching of language and literacy is very good, both in specific lessons and through all activities organised. The teacher uses every opportunity to extend children's skills. The correct vocabulary to use in different situations is modelled by the teacher, for example using the words 'scientist' 'fragile' and 'investigate' while finding out about the properties of different types of paper. There is very good management of behaviour and excellent relationships are formed so that children really try to do the work asked of them. The teacher makes very good use of adult help to support children's learning. There is a good use of calling the register to make up rhyming words of each surname and encouraging children to try and do so for the teacher's surname. Staff encourage children to express opinions and use more complex speech. Many opportunities are created, for example in imaginative play situations such as finding treasure buried in the sand, for children to practise their language skills. Opportunities are provided for children to enjoy and share books and practise 'reading' using the pictures as clues. Many opportunities are provided to encourage children to use pencils and crayons and act as writers. The quality of teaching in specific literacy lessons is very good. The lessons are well structured and organised. The teacher uses stimulating strategies to really involve children, for example having a teddy on the ceiling put there by 'gremlin' to introduce the new word 'and'. There is a high degree of challenge in the work set and children at all levels of attainment are given appropriate tasks. Staff make regular assessments of children's attainment and progress in order to support individuals and plan further work. These assessments are good and are used well. Children take books home to read with parents and this is well organised, with guidance for parents as to specific words and sounds of letters to practice.

85 By the time they are five, children's attainment in mathematics is generally in line with that expected of this age. Children sing 1, 2, 3, 4, 5, once I caught a fish alive, and other counting songs. Most children recognise, use and write numbers to five with confidence and are learning numbers to ten. They are beginning to understand the order of numbers and higher attaining children can state the missing numbers in a row of numbers to ten. Lower attaining children are learning to sort, match and count sets of objects to five and write the numerals. Children make patterns of colours and shapes and almost all are able to correctly state the next part of a repeating pattern of thick – thin and to draw it

using a computer. They draw round shapes such as circles, squares, triangles and rectangles and use them to make patterns. They count the number of letters in their names and compare longest and shortest names. They sort sets according to different criteria, for example making sets of large and small triangles.

86 Children make very good progress in mathematics. This is a result of the very good teaching in specific lessons where all children are supported, encouraged and challenged both in whole class sessions and in individual work. This work is planned very well according to the whole school approach. It is also a result of the way the teacher uses every opportunity to develop their skills in many activities.

87 The quality of teaching of mathematics is very good. There are many opportunities to develop children's understanding in practical situations. The different price tags in the class 'toy shop' provide children with play situations in which to recognise, sort and match numbers and count coins. Children change for physical education lessons and this is used by the teacher well to reinforce the order of numbers. The teacher uses times such as walking from their class to the hall to practice counting the number of long strides it takes. Children are asked to predict which type of paper will protect a mug the best when exploring the properties of materials. The teacher extends their understanding of materials and of number well by organising a class graph of the predictions using cubes. There is clear and detailed planning for daily numeracy lessons based on the school's planning for the Numeracy Strategy and sensibly adapted for this age group. The quality of teaching in these lessons is very good. The teacher uses questioning skills effectively to provide appropriate levels of challenge for all children during mental number sessions. Activities on numbers and coins are introduced in a very practical way ensuring all children are interested and concentrate. The teacher uses very good techniques to support learning positively whenever children have difficulty, giving a feeling of success to all so motivating them to try. The organisation of the groups is good, allowing the teacher to concentrate on teaching individuals. There is a very good use of adult help to support learning in small groups, for example to extend understanding in numbers and money by supporting the play in the class 'toy shop'. Work is well matched to children's different levels of attainment, based on good assessment systems.

88 By the time they are five, children have a satisfactory knowledge and understanding of the world. They explore the properties of different materials in a practical way, experimenting to see whether different types of paper bend, squash and tear easily. Children use a variety of construction equipment, to make trains, to make boxes to hold teddy bears and a cage to catch a gremlin in. They learn appropriate skills in using scissors and glue sticks and hole punches when learning to fasten things together. Children learn with adult support to use the computer mouse to click on a paint brush, to change the size and colour of the lines and draw thick and thin lines. They also type strings of letters and their own names. The early concepts of the passing of time are learnt by sequencing pictures to show the activities at different times of the school day. Children are beginning to build an understanding of the past and the present by looking at old and new objects, though the work presented to them in one lesson was too complex and confused concepts of old and new with the concept of objects special to people. Most children can state if they think an object is old or new, though many associate old with dirty and new with clean when sorting objects into sets of old and new.

89 The teaching of knowledge and understanding of the world is generally good. A wide range of activities is provided which are planned to extend early concepts in science, design and technology, geography, history and information technology. The teacher generally uses these practical experiences well to develop children's understanding effectively and children make good progress overall and in some aspects they make very good progress. Very good techniques are used to really involve the children, such as making a deliberate mistake and letting the children excitedly tell the teacher how to do something correctly. Positive praise and rewards are used well to motivate children, such as 'I have

mouse control' stickers given when learning to manipulate the computer mouse correctly. Very high expectations are shown by the challenging way tasks are introduced but the practical activities for the children usually build on children's knowledge and understanding well. An example of this is the investigation of paper, where children were fascinated by the imaginative way activities were introduced, they were really involved in finding how to protect a mug in a parcel from breaking and enthusiastically carried out the practical tasks. Occasionally the teacher, in an effort to present the children with interesting challenges, organises too complex a task for the levels of understanding of this age group, and little progress is made. An example of this was observed during inspection when a variety of objects of differing ages and from different times that were special to different people were shown to the children and they were asked to sort them into old and new. The activity was planned to be extended over the week in connection with building the concept of special things, but the main criteria the teacher gave to the children in that session was 'if it looks dirty it is old', which is a misleading concept in building an understanding of the past and present.

90 By the time they are five, children's physical skills are at the level expected of this age. Children develop physical skills in the classroom, when using the hall, and to a lesser extent, when outside at playtimes. Children enjoy physical activities and show an appropriate awareness of space and the space used by others. In physical education lessons they move safely and confidently in zigzag lines around the hall while imagining driving a car. They enjoy bending and stretching exercises and try hard to use both arms and legs in these tasks. They stop instantly when required showing good control of their movements. Most children roll a ball along the floor and catch it with appropriate control when working in pairs. Children's drawings and writing shows a generally average range of pencil control, with many showing careful attention to detail and colouring in of shapes and pictures. When using scissors and glue sticks children demonstrate a reasonable level of manipulation and co-ordination.

91 The teaching of physical skills generally is good and in physical education lessons it is very good. Children make good progress in co-ordination and control of large body movements as a result of the high quality of teaching. The teacher makes excellent use of techniques to ensure children concentrate and obey instructions during exercises. Very clear explanations and demonstrations of skills are given and praise is used well to encourage more control of movements for individual children. Children make good progress in physical co-ordination in the classroom with many opportunities provided to practice the manipulation of small objects, such as threading necklaces, threading wool through punched holes round leaf shapes and using scissors, pencils and crayons. There are, however, no separate outside play facilities for children to use large play equipment or wheeled toys to practice their physical skills.

92 By the time they are five, children attain the standards expected of them in creative activities. They use a variety of media to express themselves and enjoy doing so. They paint pictures of themselves and stick on wool for hair. They experiment with thick and thin brushes when painting. They use different materials to make collage pictures of autumn and cardboard tubes to make fireworks. They create pictures and patterns using the art program on the computer. Children become involved in imaginative play; for example, when using the tray of sand to look for the pirates' buried treasure. They enjoy choosing a friend to go and buy a toy from the class 'toy shop'. Children sing a variety of songs and nursery rhymes with actions. They enjoy playing musical instruments, banging and shaking while others sing.

93 Insufficient teaching of creative development was observed during the inspection to make a judgement about the quality of teaching. Children make good progress in developing creative skills, as judged by the work on display and the opportunities provided. Children's efforts are encouraged and praised and work is displayed well. Opportunities for imaginative play are provided. Children are

encouraged to explore sounds and musical instruments at specific times.

94 Provision for children under the age of five is good overall and this is an improvement from the last inspection. There are now separate reception classes. The very good transition arrangements and links with parents have been successfully maintained. There is very good teaching of this age group and children's progress has improved. Overall the resources have stayed adequate, though there are still no separate outside play facilities or large play equipment.

56 ENGLISH, MATHEMATICS AND SCIENCE

56 English

95 Pupils' attainment in speaking and listening, reading and writing is in line with national expectations by the time they leave the school.

96 Pupils' results in the national tests in 1999 indicate that attainment in reading is average, and this is confirmed by the inspection. Pupils' attainment in writing in the national tests in 1999 was above the national average, showing a significant improvement from the results in the national tests for the three years 1996 – 1998, which showed writing to be in line with the national average. On inspection evidence, however, the writing found in Year 2 is similar to that found nationally and the higher attainment in the national tests is a result of different cohorts. In reading, results for 1999 are well above those found in similar schools and in writing they are above those found in similar schools. Whilst in many respects the school's results are similar to those reported at the last inspection, there has been a significant improvement in the proportion of pupils moving from a low average to a good average in writing. Analysis of girls' and boys' performance in 1999 is not yet available, but in previous years boys' results were close to those found nationally, whilst girls' results were a little below, especially in reading. No evidence of differences in attainment between boys and girls were noted during the inspection.

97 Pupils' listening skills are good, and their conversational skills are similar to those usually found within this age group in primary schools. Pupils listen exceptionally well in all lessons and reply thoughtfully to questions. Many are willing to ask questions or make additional, relevant comments. The quality of pupils' responses is satisfactory, overall. They explain, give reasons and comment at appropriate length and complexity for their age. They understand the language being used, for example Year 2 pupils can explain the meaning of 'shelter' when talking about their work about living things. The proportion of articulate pupils and those who have difficulty in expressing themselves clearly is about average. Teachers support pupils' language development well in classroom discussions, and there are numerous useful opportunities for them to discuss their work whilst working in small groups with adults. There are fewer opportunities for them to extend their language during independent pair and group work. The use of structured play to enhance speaking and listening skills was not seen during the inspection, though the school does usually provide these opportunities.

98 By the age of seven, most pupils' attainment in reading is similar to that found nationally. They have a reasonable knowledge of familiar words. They recognise letters and sounds and are beginning to combine them to work out unfamiliar words. High attaining pupils read appropriate text reasonably fluently. They explain the purpose of punctuation and often read with quite good expression. Average readers are becoming fluent, but still need some support with unfamiliar words. Lower attaining pupils read simple repetitive sentences satisfactorily. Pupils of all levels of ability have very good attitudes to

books, pointing out characters and events in the pictures and talking about them with interest. Satisfactory opportunities are provided to practice their reading skills in other subjects.

99 By Year 2, most pupils write independently. Handwriting is clearly formed and neat. All except the lowest attaining pupils have mastered the spelling of a range of common words and usually spell new words recognisably. They express their knowledge and ideas clearly and many write at reasonable length for their age. They know when they should use capital letters and full stops and sometimes do so. Good opportunities to write in other subjects, including science and religious education, support the development of pupils' writing well.

100 Pupils mainly make good progress as they move through the school. They develop very good listening skills, and this assists their learning in other subjects. Their ability to recall information that they have been taught previously in different subjects is a strength. In reading, their ability to recognise letters, sounds and words improves satisfactorily as they grow older. In writing, the length and accuracy of their writing progresses well. The school's emphasis last year on improving writing skills contributes to the progress pupils make. Pupils identified as having special educational needs make good progress. They receive a lot of additional teaching and support and this generally assists their progress in English well. At times, however, their withdrawal from other lessons for literacy support impinges on their entitlement to a full curriculum.

101 Pupils have very good attitudes to their work. They want to learn and are willing to persevere, even when they encounter difficulties, such as in Year 1 work with identifying which letters come before and after others in the alphabet. They behave very well, sustaining interest in the whole class reading of large print books and moving into group work with a minimum of fuss. They try to get on without direct supervision when necessary such as in Year 2 groups identifying 'igh' and 'ight' words. Pupils follow instructions well and work with care. They take pride in their work.

102 The quality of teaching is good overall, with particular strengths at Year 2. Planning is mainly good. A strength is the attention given to teaching new words, letters and sounds. A significant amount of time is devoted during the literacy lessons to introducing and consolidating these skills systematically. This supports pupils' progress in both reading and writing well. Planning for group work, however, is of more variable quality. In a Year 2 lesson, work was planned meticulously to match pupils' levels of prior attainment. The teacher used her exceptional knowledge of the pupils and very good record keeping to ensure that all pupils had work set at just the right level to maximise their progress. In other lessons, group work is not matched sufficiently well to what pupils already know and can do. Occasionally, this is because teachers over-estimate what pupils already know and the work is too complex; at others, teachers under-estimate and work is too easy and pupils finish it very quickly. All teachers have good presentational skills, using questions well. They manage behaviour well, and have very good relationships with pupils. The ethos for learning is positive. Parental and other adult help is well used; planning sheets identify what they should do. Teaching and support for pupils identified as having special educational needs is mainly good, though occasionally it is not planned to the precise objectives identified in their individual education plans. Homework is used exceptionally well and makes a good contribution to pupils' progress. Parents are asked to help their children learn specific sounds, spellings and words, as well as hearing them read. A large number of parents are involved with helping their children at home.

103 A lot of time is given to the teaching of literacy and this is used well. As well as the literacy lessons, reading is timetabled daily, and good opportunities are provided, especially for writing, in other subjects. The co-ordinator leads the subject effectively. The national literacy strategy has been implemented well, initially without very much external support, and useful monitoring has taken place

more recently by external advisers and consultants. The co-ordinator has started to monitor teaching and planning. Evaluation by staff has led to the decision to provide separate time for reading, including guided reading. Early signs are that this is successful, though staff are aware of the need to evaluate it formally. Procedures for assessing and recording pupils' progress are good. The 'special books', for example, provide a good record of pupils' progress in writing. Resources for the structured literacy lessons are good, and other resources are satisfactory. Information technology is used appropriately. The library is small with a reasonable range of non-fiction books, but was not well used during the inspection. The potential for further development within the subject and for sustaining and improving pupils' attainment is good.

56 Mathematics

104 By the end of Key Stage 1, pupils' attainment is well above national expectations. This is a big improvement since the last inspection when standards were judged in line with national expectations. In the national tests for seven-year-olds in 1999, the performance of pupils was well above attainment nationally and exceptionally high when compared to the attainment of pupils in similar schools. The percentage of pupils achieving the expected level for pupils of this age and the percentage of pupils attaining at a higher level were both well above the national average. The results of the three years 1996 to 1998 also show pupils' performance to be well above the national average, and indicates that the proportion of pupils achieving high levels of attainment is increasing. Inspection evidence confirms that pupils' attainment is well above national expectations. The nationally structured scheme of work, and a change in the organisation of lessons so that specific concepts are taught in each lesson, as part of the Numeracy Strategy, supports the school's already very high attainment well.

105 The inspection has taken place early in the school year, and some aspects of mathematics, such as fractions of shapes, and angles as a measurement of how far objects turn, are planned to be taught later in the year in Year 2. In the work the pupils were seen doing, most pupils were working at the expected level for the end of the year. In Year 2 most pupils confidently add ten to any two digit numbers and are learning to subtract ten from two digit numbers. Higher attaining pupils can add and subtract 20 from two digit and three numbers and show a good understanding of place value. Lower attaining pupils add and subtract from ten and are learning the number order up to twenty. Most pupils confidently order numbers to 50 and higher attaining pupils order them to 100. Pupils can confidently identify odd and even numbers, and can count in multiples of two starting from both odd and even numbers. Their mental problem solving skills are above average, as was seen when they were asked to find an even number between 50 and 60. Pupils measure accurately, using metres and centimetres. They collect data such as the number of people living in the houses of every pupil in the class and create graphs to show the results. Pupils investigate the properties of three-dimensional shapes and identify them in every-day objects in the classroom.

106 Pupils throughout the school make very good progress, especially in numeracy. This is due to the high priority the school has placed on mathematics over several years, the consistently good teaching of the subject and the well-structured curriculum so that aspects of the subject are very well supported through linking work in other curriculum areas. It is also due to the overall ethos of the school, with the emphasis on high standards while giving praise and support where needed so that all pupils are willing to work hard and persevere with their tasks. Pupils with special educational needs also make very good progress, due to the intensive support given in lessons by the support staff, students, parent helpers and other volunteers. The introduction of specific daily focused teaching of mental and oral mathematics has improved the progress all pupils make in this aspect and resulted in a big improvement in the standard of mental and oral mathematics since the last inspection.

107 There is a good use of numeracy across the curriculum. Other aspects of mathematics are also supported well. Pupils in Year 1 make block graphs of their favourite cereals when learning about corn plants in science. They collect and record data about ways their parents travel to work and sort into sets diagrammatically in geography. Year 2 pupils make graphs using different criteria to sort people, such as boy/girl, dinners/packed lunches as part of their work in science. They make box models of a street and label odd and even numbers, linking design and technology, geography and mathematics well. Measuring skills and shapes are used in design and technology and shapes are used to make pictures and patterns in art. Information technology is used well for data handling.

108 Pupils enjoy the challenges presented by number problem solving; for example pupils in Year 2 concentrate intently when finding two cards to show the correct digits when asked for numbers within a certain range. Pupils listen attentively in class oral sessions and become very involved in all their work. They persevere well with individual tasks and discuss problems sensibly, helping each other well; for example pupils in Year 1 help each other find the correct shapes and colours. Pupils behave very well, settling to work quickly and quietly and working independently

109 The quality of teaching is good. During the inspection the quality of teaching was good in three-quarters of the lessons observed, the rest being very good. Teachers have very high expectations of pupils, shown by the good degree of challenge in the work set. Lessons are structured so that specific concepts are taught in each lesson, with time for oral number work. The planning is detailed and clearly identifies objectives for learning; these are made very clear to pupils. Pupils are grouped according to assessments of their understanding of concepts, and these assessments are thorough, ensuring that work is given that is well matched to pupils' levels of understanding. Occasionally the level of reading required in order to independently carry out mathematical tasks, such as colouring all of one particular shape a given colour, is not matched well with pupils' reading abilities and leads to less effective learning. Teachers use questioning well to involve all pupils at appropriate levels in the concept being taught. Occasionally teachers place insufficient emphasis on asking pupils to explain how they arrive at their answers. Relationships between pupils and staff are excellent and this results in very effective management of pupils, ensuring all concentrate on their work. Non teaching staff give very good support to small groups of pupils, including pupils with special educational needs and this results in their very good progress. The pace of lessons is generally brisk and where the quality of teaching is very good it is dynamic, with work being introduced and developed in a very interesting way, with all pupils actively involved and with an effective use of resources. Teachers ask pupils appropriately to practice particular number skills at home.

110 The curriculum is good. It is broadly based and balanced across the different aspects. The school approach to curriculum planning based on topics results in good links with other curriculum areas being made, enhancing pupils' understanding of the use of different mathematical skills well. The Numeracy Strategy planning is used as a framework for the school's scheme of work, which is detailed, and the planning ensures a very good progression of learning as pupils move through the school. Assessment procedures are thorough and are used effectively both to plan work for individual pupils and to inform curriculum planning. Assessment information is used well to monitor overall progress towards targets set by the school.

111 The co-ordinator leads and manages the subject very well. The policy and scheme of work give very good support to teachers. All staff have had recent training, which has helped increase their expertise and confidence in the new methods of teaching the subject. Monitoring of teaching and curriculum development has started and it is planned to continue. The school's strategy for numeracy is highly effective and results in attainment that is consistently well above average; the school has sensibly

decided to adapt the National Numeracy Strategy to the needs of the school. Development plans for the subject are relevant and realistic. Resources are adequate and used well. The school has made a very good level of improvement in provision since the last inspection and has raised standards significantly.

56 Science

112 Pupils' attainment is above national expectations by the end of the key stage. The high attainment reported at the last inspection has been sustained. In the 1999 national assessments carried out by teachers, 96 percent of seven year olds reached the targets set for their age group. This is above the national average and above that found in schools with a similar intake of pupils. Fewer pupils achieve higher levels than expected, however, than is the case nationally, though the proportion is similar to that found in schools of this type. Inspection findings confirm the results of the assessments.

113 By the time they leave the school, pupils have good knowledge of living things, materials and physical properties. They know what living things need to survive and, through observation of the hatching of hens' eggs, know about changes that occur as new life forms. They know that materials can be natural or man-made and that different materials absorb liquids and conduct heat differently. They understand that light comes from natural and artificial sources and that lights are often powered by electricity, sometimes stored in batteries. They can fit together simple electric circuits, including switches. Pupils' scientific skills develop appropriately. By Year 2, they ask and answer questions, predict what might happen, offer sensible suggestions and sort materials into sets at an appropriate level for their age. They record well in a variety of ways, including writing, tables and simple charts. Many opportunities are provided for pupils to explore and experiment, for example during the inspection Year 2 pupils were developing the concept of darkness by looking through a pinhole into a sealed box and trying to locate shiny objects in it. Most activities are organised and supervised by adults, however, and there are few opportunities for them to organise and plan their own work. This is a change since the last inspection, when independent work in science was identified as a particular strength.

114 Pupils make good progress overall, and very good progress at Year 2. The thorough programme of work and good teaching help to consolidate their knowledge, understanding and skills well. Lower attaining pupils do especially well, with almost all achieving the level expected for their age by the end of the key stage. This group includes most pupils identified as having special educational needs. Pupils with statements of special educational needs make appropriate progress for their abilities.

115 Pupils have very positive attitudes. They listen very well and think hard about their answers to questions. They explore and experiment enthusiastically. Last year, a Year 2 pupil wrote in her book "We are going to plant in the school garden and I am very excited. We are all excited." Behaviour is very good. Pupils try hard with their work, following teachers' instructions well. Written work, tables and charts are presented neatly.

116 The quality of teaching is good overall, and is particularly strong in Year 2 where teachers have very good subject knowledge. A teacher's explanation about light reflecting from the moon, for example, was very clear and effective. Discussion is well led, and teachers usually check pupils' understanding well through carefully phrased questions. Lessons are varied and this helps to keep pupils' interest. Resources are usually sufficient and well used, for example many interesting and relevant resources have been provided in the 'science laboratory' set up to promote pupils' understanding of light. In one lesson, though, lack of sufficient magnets limited pupils' ability to explore and experiment. All teachers manage pupils' behaviour well, promote effective relationships

and create a positive ethos for learning.

117 Planning of the curriculum is good. Science is emphasised well within the topic cycle and knowledge, understanding and skills are usually developed systematically. Good links are made with other subjects, and many good opportunities are provided for pupils to write. Assessment and the recording of pupils' progress are satisfactory. Resources are suitable and sufficient, and those stored in the central resource area are readily available for use by all staff. Those stored in classrooms are not sufficiently available. The subject has not been prioritised for review or development recently. Teachers' planning is monitored satisfactorily by the co-ordinator.

56 OTHER SUBJECTS

56 Art

118 Pupils of all levels of attainment make satisfactory progress overall. They develop their understanding of colour and texture, shape and form, by experimenting with and combining a suitable range of media, and by focused teaching of particular skills and techniques in small groups. Pupils learn how to use pastels to good effect and create careful observational drawings of fruit and vegetables in Year 1 and buildings in Year 2. They experiment with creating three-dimensional effects and learn how to build up layers of paper to form a city landscape of roofs and how to cut and fold paper to create firework patterns. Some work is supported well by students, support staff and adult helpers, though the finished products are not always solely the pupils' own efforts. Pupils in Year 1, for example, make good quality drawings of the outside of the old part of the school, though they are very directed in what to draw where, rather than being observational drawings of the pupils. Pupils make satisfactory progress in observational drawing and in Year 2 pupils make careful drawings of a hurricane lamp, observing the detail of engravings on the rim and learning to make large-scale drawings.

119 Pupils make good progress in their ability to mix powder paint colours to achieve desired shades of colour and use these to carefully paint pictures. Pupils in Year 1 paint careful pictures of people who work in the community and harvesting time. They learn how to use short brush strokes to good effect to portray trees with autumn leaves. In Year 2 pupils refine their skills in mixing colours to create portraits of themselves and their friends and landscape scenes such as when illustrating stories of the people that Jesus met.

120 Art work on display throughout the school shows that pupils take care with their work and have a pride in it. Pupils have very good relationships with teachers and respond well to the working ethos created in classes. They draw with intense concentration, quietly discussing their work with each other, and they persevere for extended periods.

121 Insufficient lessons were seen during inspection to be able to make a secure judgement on the quality of teaching in this subject overall. In the one combined art and design and technology lesson that was observed there was a range of activities linking well to the topic of light and giving good links to other curriculum areas. There were general objectives for learning but less focus on which specific art skills were to be learnt or practised in this lesson. The teacher introduced activities in exciting ways that interested and involved pupils. The quiet and positive management of pupils created a good purposeful atmosphere with pupils working hard. Many different activities were organised and the teacher and other adults supported most groups well, though one group had insufficient interventions in

order to make adequate progress.

122 The curriculum is satisfactorily broad and balanced with generally adequate curriculum planning to ensure progression of skills. There was no evidence in the art work displayed of the use of different artists work though this aspect is mentioned in the overall planning. There is no formal assessment system though satisfactory informal teacher assessments support pupils' progress adequately. There is satisfactory management of the subject. The co-ordinator monitors both planning and the artwork produced and checks the balance across the year. A review of the curriculum is intended once further national guidance is received. There has been a satisfactory level of improvement since the last inspection in that there is now a scheme of work and the planning is more structured. The level of progress of pupils is not as high as that reported by the last inspection, partly due to the increased emphasis on national priorities of literacy and numeracy. Other aspects of provision have been satisfactorily maintained.

56 **Design and technology**

123 Pupils make satisfactory progress as they move through the school. At Year 1, pupils make a variety of models related to their topic work. During the topic on 'Community', for example, they make models of post-boxes, radio telephones used by the emergency services and vehicles, including a good model of the 'supertram' that runs close to the school. Whilst completing this work, they have explored different materials and ways of fastening them together satisfactorily. Wheeled vehicles have been constructed well with axles. Models are finished to a good standard for the pupils' ages. Many of these models, however, are made in the same way, for example the post-boxes, and there is limited evidence that pupils have used their own ideas to create their models.

124 At Year 2, pupils' work advances soundly and includes the construction of lunch boxes complete with realistic models of a packed lunch. Box models of houses are well made and finished and involve some imaginative touches, for example the use of a cork for a chimney pot. A satisfactory range of materials is used and pupils continue to develop their skills in cutting, sticking and joining materials appropriately.

125 Pupils' response to their work is good. They enjoy learning to fold, cut and stick paper in different shapes. They spontaneously clap their teacher's efforts during demonstration of the activities, showing appreciation of others' work. Pupils take great care when making designs and transposing them onto glass jars, concentrating on using the special paints correctly.

126 Insufficient teaching was seen during the inspection to be able to make a judgement about the overall quality of teaching of this subject. In the combined art and design and technology lesson that was observed, the teacher gave clear explanations and demonstrations of possible ways to cut, fold and stick paper of different shapes. The teacher worked intensively with one group of pupils to encourage them to make different designs which pupils then painted on glass jars; good instruction was given on the specific difficulties of painting on glass and the paints provided were appropriate. Good management of pupils and the planning of several interesting activities created a quiet and purposeful working atmosphere.

127 The curriculum is satisfactory and includes all required elements of the programme of study of the National Curriculum. This half term, for example, planning indicates that pupils in Year 1 will build structures with construction materials, finding ways of making them more stable. At Year 2, planning includes good opportunities for pupils to extend their knowledge and understanding of products

by disassembling a torch to see how it works, and to work with food. Planning relates well to the topics being studied and identifies the skills to be taught satisfactorily. Good links exist with art, for example in the use of clay for modelling. There is less emphasis, however, on designing than on making products, and no procedures are in place to assess pupils' developing knowledge and skills. Resources are sufficient, suitable and well organised.

56 **Geography and History**

128 Pupils make satisfactory progress in both geography and history. This is a similar picture to that reported at the last inspection. Limited evidence from lessons, along with inspection of pupils' work and discussion with them, indicates that provision is sound and pupils make satisfactory progress as they move through the school.

129 In geography, pupils in Year 1 begin to establish mapping skills satisfactorily. They fix symbols of play equipment on to prepared plans of the school yard, and draw imaginary maps. In Year 2, pupils draw simple maps showing their routes from home to school confidently; they attempt to draw in the twists and turns that they take and know some of the road names. They develop their knowledge of the British Isles, begun in Year 1, by identifying Sheffield and London, as well as the different countries. Work is planned to extend this knowledge to include direction. Similarly, pupils' ability to record the weather develops appropriately. In Year 1, they are introduced to symbols and record the weather for a short period. In Year 2, this work extends to recording the weather over a month. Pupils' knowledge of environmental issues is advanced well through involvement in activities such as recycling.

130 In history, pupils in Year 1 begin to develop a satisfactory sense of time through discussions about what their school was like in the past. They appreciate that times have changed and express views about it satisfactorily. In Year 2, pupils know that an archaeologist finds things out about the past, using a range of sources, following a visit from a practitioner. They are beginning to compare and give reasons for deciding which objects belonged to the past and which to the present day. A Year 2 pupil of average ability, for example, explained that a ship from the past was made of wood and had sails, whilst a more modern one was made of metal and had an engine.

131 Pupils show interest in the subjects, listening very well to the teachers' explanations and offering relevant answers to questions. They recall what they have learnt in the past well, for example in relation to the countries that make up the British Isles, and a few higher attaining pupils benefit from good general knowledge gained outside the classroom. Pupils persevere to complete their work and are helpful to one another. Behaviour is mainly very good.

132 The quality of teaching is satisfactory in geography. Insufficient teaching of history was seen to be able to make a secure judgement as only one lesson was observed. In both subjects, teachers present information clearly, and use questioning well to check pupils' understanding. Pupils are usually very well managed, and effective relationships are promoted in all lessons. In geography, interesting strategies for promoting knowledge are used; in Year 2 pupils are asked to fit pieces of a map together to create a map of the United Kingdom, and this way of presenting the work involves the pupils well. In history, in the lesson observed the teacher passed on her own enthusiasm for the subject well. A range of appropriate teaching aids was used.

133 The curriculum for both geography and history is satisfactory overall. Less time is given to these subjects, however, than to others, for example physical education, and there is some indication

that provision in this area is being squeezed because of the increasing amount of time spent on English and mathematics. Nevertheless, work is planned satisfactorily to support pupils' learning through topics and provides a worthwhile course of study. This is particularly true of geography, where the development of pupils' skills in map work is being developed systematically. It is more difficult to identify advances in pupils' learning in history. The integration of history into the broader topics results in some loss of depth and progression in the teaching. Planning is satisfactory, overall. Good links are made with other subjects. Good use of visits and visitors makes the work relevant to the pupils' age and interest levels. Planning for the systematic development of knowledge, understanding and skills is usually satisfactory, but there are times when it is not rigorous enough, for example in the use of the information technology program to support work on buildings and the concept of a town, where work was repeated in each year group. Resources are satisfactory.

56 Information technology

134 Pupils' attainment by the time they leave the school is in line with national expectations. The inspection was carried out early in the school year and pupils' attainment in Year 2 was in line with that expected for the time of the year. Pupils are beginning to learn to load programs and to print their work out independently. They are able to write simple texts such as word lists and their name and address. Most pupils can alter text by using the delete key and re-typing the correct words. Higher attaining pupils use the arrow keys or the mouse to place the cursor in the correct place to edit text. Many pupils know how to use the shift key to type capital letters. When they are using art programs pupils select options and colours and use them effectively to produce careful pictures with added text, for example, of bonfire night. Pupils use data handling programs to display work such as their favourite cereals in both block graph and pie chart form. They use programs in geography to create a map of a town. The school has a programmable toy and pupils learn to use this piece of control equipment in planned sessions. There are many opportunities to use tape recorders independently.

135 Pupils, including pupils with special educational needs, make satisfactory progress in learning to be independent users of computers. They are taught specific skills and the use of programs in short whole class sessions and are then encouraged to practice and consolidate these skills. This contributes to their satisfactory progress. There is a clear policy of setting work where the skills are practised in short tasks so that all pupils can have a turn quickly, for example word lists, and names and addresses. Little evidence was seen of longer pieces of word processed text.

136 Pupils enjoy information technology lessons and using computers in lessons across the curriculum. They work sensibly and handle equipment and materials with care. They listen silently and attentively to instructions and respond eagerly to the opportunities given to contribute in lessons; they enthusiastically demonstrate their skills and are keen to answer questions and show their knowledge. When working in pairs or small groups they co-operate well.

137 Little direct teaching of information technology was seen, though it is at least satisfactory judged by the attainment of pupils in Year 2. In the one whole-class teaching session seen the teacher gave clear explanations of what to do and used pupils appropriately to demonstrate. The planning for the session, however, was not based securely on assessment of what most pupils already knew and could do, either in terms of computer skills or of knowledge of programs already used. For many pupils the session was useful for the consolidation of skills but several higher attaining pupils already knew exactly all that was being demonstrated and had little opportunity to make progress in the session.

138 The curriculum is satisfactorily broad and balanced and good links are made with other curriculum areas, particularly literacy, mathematics, design and technology, geography and art. There

is a detailed and comprehensive policy and good guidance and long-term planning to support staff. Teachers' medium-term and short-term planning, however, do not always adequately match the agreed long-term plans and so skills are not always taught in the agreed sequence to ensure proper coverage of the curriculum and progression in skills. No individual assessments are made and recorded of pupils' skills and knowledge in information technology and this adversely affects their progress as work is not always well matched to their levels of attainment. Some staff lack confidence in planning for and teaching information technology. Hardware is barely adequate now and will not match requirements for national targets in following years, but new computers are being bought on a rolling programme. The current software is well organised to provide good cross-curricular links. During the inspection computers were switched on in every classroom but for a large proportion of the day were not in use, making ineffective use of these resources.

139 The co-ordinator provides good leadership and management for the subject, and staff rely heavily on the co-ordinator for support. Monitoring of planning has started though is not fully effective this term. Teaching is not yet monitored systematically, though the school intends to do so in the future when monitoring of teaching in literacy and numeracy have been fully developed. The co-ordinator has a clear understanding of where the school's current position and where it needs to go and has very detailed and relevant action plans for development for this year and the following year. These include action on assessment procedures, upgrading hardware and staff training. Software linking to literacy and numeracy to provide more effective use of time with the computers is also on the action plan.

140 Much that was identified as good in the last report has been maintained; the software and long-term planning link well with other subjects, there is good co-ordination and development. Standards continue to be in line with national expectations. Information technology has become a core subject since the last inspection, and there are nationally higher expectations as to its organisation and use within the curriculum and more importance placed on ensuring all pupils are computer literate and have the key skills. The school has good development planning to improve its provision to meet these changes.

56 Music

141 Pupils, including those with special educational needs, make satisfactory progress. Pupils in Year 1 learn to listen carefully and identify high and low sounds when a variety of objects including tins, glass jars and tuned instruments are tapped. They make appropriate hand signals to indicate low and high sounds. They remember and recognise three beat patterns. Pupils in Year 2 are able to keep in time to a two beat clap while singing. Almost all can read cards with musical notation on, showing an appropriate awareness of rhythm. They are beginning to accompany the class singing with percussion. Pupils sing a variety of songs from memory in time, reasonably in tune and with an good sense of expression. Throughout the school pupils learn to listen reflectively to different styles of music played at the beginning and end of assemblies.

142 Pupils enjoy singing and generally join in enthusiastically. They are well behaved and listen very attentively to teachers. Pupils concentrate well and try hard to keep to the correct rhythm. They respect each other's efforts when performing individually or accompanying others. They are really keen to play the instruments and treat them with proper care.

143 The quality of teaching is satisfactory. In the lessons observed in both Year 1 and Year 2 the quality of teaching was satisfactory. Planning is brief but the general objectives for learning and the activities are clearly specified and made clear to pupils. Tasks are generally structured to progressively

extend learning. In Year 1, for example, pupils are asked to compare different high and low sounds, then to compare two low sounds. Teachers satisfactorily give pupils the opportunity to perform individually, in small groups, as a class and in whole school singing in assemblies. Good relationships and pupil management ensure that pupils concentrate hard and are fully engaged with the activities. In some lessons teachers use correct subject vocabulary such as ‘conductor’ and ‘orchestra’ well to extend pupils’ learning in practical situations. There is a small number though an appropriate range of musical instruments available in each classroom. This organisation of resources ensures instruments are available for the lessons though it is less effective in promoting active choice and use of instruments by many pupils. Different music is played at the beginning and end of assemblies each week and pupils are asked to listen carefully. This is used satisfactorily to teach the name of the music and the composer, and the sounds the different instruments make are also drawn to pupils’ attention.

144 The curriculum is satisfactorily broad and balanced with adequate curriculum planning to ensure progression of skills. There is usually a weekly whole school assembly where the emphasis is on learning songs and hymns, supporting pupils’ musical education. There are many opportunities for pupils to perform to parents in assemblies and concerts and this enhances the curriculum well. There is no formal assessment system though satisfactory informal teacher assessments support pupils’ progress adequately. There is satisfactory management of the subject. The provision for music has been generally satisfactorily maintained since the last inspection, given the limited time the school allocates to the teaching of music and the demands of school and national priorities.

56 Physical education

145 Pupils, including those with special educational needs, make good progress overall. They learn to do warming up exercises before starting on the main lesson. They learn to use the limited space available in the hall well. Pupils move with increasing control of their bodies, hopping, skipping, jumping and running appropriately. They learn to work in pairs planning and performing their movements. Pupils develop good games skills such as passing the ball in different ways, whether they roll, bounce or throw. They work in pairs and learn to control the ball with a fair degree of accuracy and speed. Pupils learn to put apparatus out and away safely and develop good understanding of teamwork while doing so. They use the large apparatus well to practice and improve their movements and develop good co-ordination. They choose appropriately to balance, slide, roll, jump and walk both forwards and backwards moving over, through and under the apparatus. No dance lessons were observed, to judge progress in this aspect. The rate of progress is sometimes lessened by the cramped space available in the hall so that pupils are concentrating on not colliding with each other rather than fully practising energetic physical exercise.

146 Pupils enjoy physical exercise and enter into all activities enthusiastically. They try hard and think for themselves of different ways to move. They behave very well, listen to their teachers and stop instantly and silently when asked. Pupils co-operate very well on tasks, working in pairs effectively. In Year 2 pupils independently work in small groups putting apparatus out with collaborative skills that are above those usually seen at this age, due to good teaching of safety awareness and encouragement of skills needed for teamwork.

147 The quality of teaching is consistently good. Lessons have a good structure, which includes warm up exercises and progressively more complex tasks to develop pupils’ skills, and this contributes well to their good progress. Planning is, however, brief and sometimes lacks clarity of purpose though it identifies general learning objectives well. Good attention is paid to health and safety. Teachers have very good relationships with pupils. There is quiet, positive and firm management of pupils with much praise and encouragement, ensuring very good standards of behaviour and concentration on their work.

Pupils are kept active throughout, teaching points are well made and useful feedback to individuals helps to improve their performance. There is sometimes insufficient emphasis in Year 2 on providing a focus for improvement, on using pupils to demonstrate good movements and on encouraging all pupils to evaluate what they and others have done. The effect of physical exercise on their bodies and the importance of warm up exercises is not always sufficiently stressed. Very good and sensitive support is provided throughout the school for pupils with special educational needs to help them to take part fully.

148 The curriculum is broad and well balanced and the school gives a high priority to this non-core subject, with three sessions a week for each class. There is satisfactory curriculum planning for progression in skills development. Country dancing is taught within the dance programme of study and pupils perform at the school's summer fair, enhancing the curriculum well. There are no formal assessment procedures though teachers' ongoing assessments ensure good progress. The hall is relatively small and is further reduced in size by the storage of tables and chairs for dinner provision as well as physical education apparatus, due to a lack of storage space. Teachers' efforts generally ensure that the cramped space does not limit pupils' progress. There is a good facility of a field for use in the summer. Resources are adequate in range and quality and have recently been enhanced.

149 There is no named co-ordinator and the headteacher oversees the management of the subject satisfactorily. In this respect there has been no improvement since the last inspection. The policy is now out of date and does not provide fully effective support to staff, though the development of a scheme of work has improved the planning of the curriculum and contributes to pupils' good progress. There has also been an improvement in the quality of teaching since the last inspection, partly due to recent professional development training.

56 Religious education

150 The good quality provision reported at the last inspection has been maintained. Pupils benefit from a well planned, interesting range of work and make good progress in their learning.

151 By the end of the key stage, most pupils meet the targets set out in the locally agreed syllabus. They have a good understanding of the concept of belief for their age, and are aware that belief in God is the most important thing in life for some people. They know that young children are welcomed into the Christian faith through baptism; this is brought to life for them by their involvement in a simulated ceremony in church, as well as through teaching in lessons. They understand about the universality of religion. Pupils of all levels of ability in Year 2 know that Muslims and Christians have different beliefs, and that the equivalent of the Christian church is the mosque. They talk confidently about different religious traditions and festivals.

152 Pupils make good progress as they move through the school, and their knowledge and understanding develops systematically. Pupils with special educational needs make appropriate progress, in line with their abilities. Pupils' progress is supported by the cohesiveness of the curriculum, which includes good planning for assemblies and personal and social education as well as for religious education. Themes are developed well. During the inspection, for example, the concepts of values and beliefs were explored well in assemblies at a level that was relevant for the pupils; this served as a good preparation for work in lessons.

153 Pupils respond well to the teaching. They listen very well, show interest, try to answer questions and are willing to talk about their own experiences; pupils in Year 1 show real interest in a demonstration of baptism and relate it well to their experiences. Pupils in Year 2 enjoy thinking about

the different manifestations of light such as lightening, volcanoes and stars in preparation for work on the different festivals of light. Pupils respond appropriately to moments of stillness and quiet reflection, both in assemblies and in lessons.

154 The quality of teaching is good overall. Only two lessons were seen during the inspection, further evidence comes from scrutiny of pupils' work and teachers' planning and discussions with pupils and teachers. Lessons are appropriately planned. Teachers use a good range of high quality resources and act as good role models, for example showing respect while using the bible. They draw effectively on their own experiences and this is a source of great interest to the pupils. Good opportunities for spiritual development are provided in lessons. Teachers have good control and management and very effective relationships.

155 The curriculum is good; it covers many aspects well and effective links are made with other subjects, for example learning about the festivals of light is supported well by work on light in science. Planning is good and wide-ranging, and includes some good opportunities for pupils to practise writing. Visits and visitors, particularly those connected to the local church, are used effectively. The co-ordinator leads and develops the subject well. Resources, particularly for multi-faith education, are good. Procedures for assessing pupils' progress have not yet been developed though reporting to parents is generally adequate. The school's commitment to the subject, and to the wider spiritual, moral, social and cultural development of pupils, is reflected in the quality of provision and the progress made by the pupils.

56 **PART C: INSPECTION DATA**

56 **SUMMARY OF INSPECTION EVIDENCE**

156 The school was inspected by a team of three inspectors, one of whom was a lay inspector. Altogether, nine inspection days were spent observing the work of the school.

157 A total of 33 lessons or parts of lessons were observed, with further sessions for assemblies. The beginning and end of the school day, playtimes and lunchtimes were observed. Pupils were heard to read and many were questioned about their work. Samples of pupils' work representing a cross-section of attainment were also scrutinised.

158 Discussions were held with the headteacher and other staff, pupils, parents, the chair of the governing body and other members of the governing body. A range of documents and information supplied by the school was studied and 34 questionnaires returned by parents were analysed. Prior to the inspection, meetings were held with the headteacher, staff and governing body. A meeting for parents was attended by seven parents.

56 **DATA AND INDICATORS**

56 **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
Reception - Year 2	137	4	31	14

56 **Teachers and classes**

56 **Qualified teachers (Reception – Year 2)**

Total number of qualified teachers (full-time equivalent):	6
Number of pupils per qualified teacher:	22.8 : 1

56 **Education support staff (Reception – Year 2)**

Total number of education support staff:	3
Total aggregate hours worked each week:	74.5

56 **Average class size** 27.4

56 **Financial data**

Financial year:	1998/99
	£
Total Income	277,130
Total Expenditure	287,888
Expenditure per pupil	1,845
Balance brought forward from previous year	22,222
Balance carried forward to next year	11,464

Number of questionnaires sent out:	137
Number of questionnaires returned:	34

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	67	33	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	70	24	6	0	0
The school handles complaints from parents well	27	47	27	0	0
The school gives me a clear understanding of what is taught	48	42	9	0	0
The school keeps me well informed about my child(ren)'s progress	59	34	6	0	0
The school enables my child(ren) to achieve a good standard of work	62	34	3	0	0
The school encourages children to get involved in more than just their daily lessons	41	44	16	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	47	47	6	0	0
The school's values and attitudes have a positive effect on my child(ren)	47	50	3	0	0
The school achieves high standards of good behaviour	50	47	3	0	0
My child(ren) like(s) school	79	21	0	0	0

Inspection findings support parents' very positive views about the school.