

# INSPECTION REPORT

**Lound Infant School**  
Chapelton, Sheffield

LEA area : Sheffield

Unique Reference Number: 107062  
School Inspection Number: 182130

Headteacher : Mrs E. S. Harrison

Reporting inspector: Mrs S. E. Hall

Dates of inspection: 20 - 23<sup>rd</sup> September 1999

Under OFSTED contract number: 706856

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

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## INFORMATION ABOUT THE SCHOOL

Type of school	Infant School
Type of control	County
Age range of pupils	4 - 7
Gender of pupils	mixed
School address	Lound Infant School
Sherburn Gate	
Chapeltown	
	Sheffield
	S35 2EU
Telephone number	0114 2463412
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Appropriate authority	Governing Body
Name of Chair of Governors	Mr M. Reeder
Date of previous inspection	6 – 8 February 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs. S. E. Hall (Registered Inspector)	Science Design and technology Geography Art	Under fives Equal opportunities Attainment and Progress Teaching Leadership and management
Mr K. Osborne (Lay Inspector)		Attitudes, behaviour and personal development Attendance Support, guidance and pupils welfare Partnerships with parents and the community
Mr M. McCabe	English Information Technology History Music	Special educational Needs Curriculum and assessment Efficiency
Mr C. Scola	Mathematics Physical education Religious education	Spiritual, moral, social and cultural development Staffing, accommodation and resources

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## MAIN FINDINGS

### What the school does well

- The quality of teaching is good, and in the reception class and in Year 2 it is often very good.
- The teaching of mathematics is good overall and in Year 2 it is very good.
- Standards in English and mathematics are above average. Standards in all other subjects, with the exception of religious education, are average.
- Pupils of all ages make progress that is at least sound and in the reception class and in Year 2 pupils make good progress.
- Pupils' attitudes to work are very good, as is their behaviour. Relationships and the personal development of pupils are good.
- The quality of support for pupils, including those with special educational needs is good and is a strength of the school.
- The provision for the pupils' moral development is very good and that for social development is good.
- The ethos of the school is good and the school implements its aims and policies well.

### Where the school has weaknesses

- Standards of attainment in religious education are below those expected.
- The progress that the pupils make in school is inconsistent, especially in Year 1.
- The identification of specific learning objectives in lesson planning is variable and sometimes fails to identify exactly what the pupils are to learn.
- Procedures are inadequate for monitoring and evaluating lesson planning, the quality of teaching and the pupils' work.
- The use of assessment information to identify inconsistent progress and inform planning is under-developed.

This is a caring and supportive school where the strengths outweigh the weaknesses. The school enables the pupils to make a happy start to their education and is making a positive difference in the lives of the pupils. The governors' action plan will set out how the weaknesses will be addressed. The plan will be sent to all parents or guardians of pupils at the school.

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

All of the points identified for action in the previous report have been addressed to a broadly satisfactory extent. The school has significantly raised standards in mathematics. The standards of work in information technology have slightly improved although the standards in music largely remain as previously. The school has sought ways in which to improve the level of challenge to the pupils and to a lesser extent has developed independent learning skills. The school has successfully enhanced the quality of support available for pupils with special educational needs.

The rate of improvement has been satisfactory overall. Whilst the school has not remained static since the last inspection the rate of improvement in some areas including that of monitoring has been slower than it should have been. The capacity for further improvement is satisfactory.

### Standards in subjects

The table shows the standards achieved by 7 year olds in **1998** based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
Reading	C	D
Writing	C	E

Well above average

The baseline assessment carried out in the reception classes shows that the attainment of children on admission to the school is above average in most areas of their development.

The results of the 1998 National Curriculum tests for pupils aged seven, at the end of Key Stage 1, show attainment in reading and writing to be average and that in mathematics to be above average when compared to all schools. However, when compared to schools with similar characteristics, attainment was below average in reading, well below average in writing and average in mathematics.

The 1999 assessment information shows a significant improvement in attainment in English and especially in mathematics. Inspection findings indicate that by the end of Key Stage 1, standards are above the national average in English and mathematics and average in science. The overall improvement in standards is linked to the successful implementation of the National Literacy and Numeracy Strategies.

Standards attained in religious education are below those expected in the locally Agreed Syllabus. Standards in information technology are in line with the national expectation. In all other subjects, standards are average for the age of the pupils.

### Quality of teaching

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

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

The quality of teaching is good overall. The quality of teaching for children under five is never less than good and in 50 per cent of these lessons teaching is very good. Teaching in Year 1 is satisfactory overall. However, in one twentieth of all lessons teaching is unsatisfactory, and this occurs in Year 1. In Year 2 the teaching is good with a significant proportion being very good and a small proportion being excellent. Pupils with special educational needs are well integrated in all lessons and they receive good support and guidance from teachers and learning support staff.

### Other aspects of the school



<b>Aspect</b>	<b>Comment</b>
Behaviour	Very good. Pupils are generally polite and courteous. They behave very well within school and when at play.
Attendance	Good, although several parents take their holidays in term time.
Ethos*	Good. Relationships between pupils and with adults are good.
Leadership and management	Satisfactory. Supportive leadership by the headteacher. Roles of senior management team, subject co-ordinators and governing body are under-developed in monitoring standards achieved in all areas of school life.
Curriculum	Satisfactory. Covers all areas required with exception of major aspects of religious education and minor aspects of other subjects.
Pupils with special educational needs	The quality of support is good and enables pupils with special educational needs to make good progress.
Spiritual, moral, social & cultural development	Pupils' moral development is very good and their social development is good. Spiritual development and cultural development are sound.
Staffing, resources and accommodation	Satisfactory. The number and experience of support staff is good. Accommodation is good, internal décor is good, external fabric of building is in need of improvement.
Value for money	Satisfactory.

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

**The parents' views of the school**

<b>What most parents like about the School</b>	<b>What some parents are not happy about</b>
<ul style="list-style-type: none"> <li>•The vast majority of parents feel that the school is a happy one and that children enjoy attending the school.</li> <li>•Parents feel that behaviour is good.</li> <li>•Most parents feel that standards of attainment are good.</li> </ul>	<p>on from the school including curriculum reception classes.</p>

Inspection findings largely confirm the views of parents.

## **KEY ISSUES FOR ACTION**

In order to raise standards of attainment, the headteacher and staff, with the support of the governing body, should:

1.improve the standards of religious education to at least the levels agreed in the Locally Agreed Syllabus (paras 136-138) by:

- teaching the full range of aspects of the Locally Agreed Syllabus for Religious Education on a regular basis; (paras 10, 73)
- providing in-service training to improve teachers' subject knowledge. (para 28)

1.develop more rigorous monitoring and evaluation procedures to achieve greater consistency in planning, teaching and learning by; (paras 31, 38, 41, 42, 48)

- establishing regular monitoring of the teaching by the headteacher, senior management team and subject co-ordinators; the monitoring should identify and share good practice and lead to further guidance and professional development where this is necessary; (paras 71, 72)
- rigorous and regular scrutiny of pupils' work and teachers' planning by subject co-ordinators to determine standards in each class and to increase consistency between and across year groups; (paras 129, 138, 144, 149)
- regularly reporting the findings from monitoring to the governing body and then using this information to evaluate the effectiveness of development planning and policy decisions. (paras 70, 74)

1.improve the use of assessment information (paras 47-50) by:

- extending assessment routines and analysing all of the available data to identify variations in performance between classes, year groups and boys and girls and then setting specific targets for improvement. (paras 8, 13, 15, 113, 121, 134)

In addition to the key issues above, the following less important issue should be considered for inclusion in the action plan. (paras 61, 70)

1.The school should consider extending the role and effectiveness of the governing body through its involvement in strategic management and development planning, including the compliance with statutory risk assessment.

#### 4. INTRODUCTION

4.

##### Characteristics of the school

1. Lound Infants School is in the Chapeltown area, on the northern edge of the city of Sheffield. The number of pupils on roll in September 1999 is 141, which is smaller than the average size of school. There are 129 full time pupils and 12 children attending the school on a part time basis at the time of the inspection. The proportion of pupils known to be eligible for free school meals is approximately 6 per cent, which is below the national average. There are no pupils speaking English as an additional language. The percentage of pupils identified as having special educational needs (8.2 per cent) is below the national average. The number of pupils with statements of special educational need (1.8 per cent) is broadly average.
2. Children born in the autumn term are admitted to full time education in that term. The school offers "Rising 5" education, for five mornings per week, for children born in the spring and summer terms. At the time of the inspection there were 25 children under five attending the school. The school is currently organised into 1 reception class with Rising 5's, two Year 1 classes and two Year 2 classes.
3. The school was built in the mid 1970's to serve a mixed private housing estate. The majority of parents own their own homes and are in full-time employment. Virtually all children when they start school have attended either state or private nurseries or playgroups. There is a slightly lower proportion of children in high social class households and fewer adults with higher education than the national average. On entry to the school there is a wide range of attainment, but baseline information indicates that attainment in basic skills is generally above average.
4. The aims of the school include "to develop a community which shows care, tolerance, respect and goodwill to everybody and to create a relaxed happy working atmosphere in school in order that learning may flourish". An audit is carried out of assessment information and areas are identified which are to be targeted. Recently these areas have included more extended writing, more mathematics oral work and Standard Assessment Task attainment increasing by 5 per cent by the year 2000.

## Key Indicators

### 4. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1  
for (19 98 in brackets) and 99:

Year	Boys	Girls	Total
99	25	35	60

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	23	23	24
	Girls	33	35	34
	Total	56	58	58
Percentage at NC Level 2 or above	School	93 (81)	96 (86)	96 (87)
	National 1998	(80)	(81)	(85)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	21	20	21
	Girls	30	29	28
	Total	51	49	49
Percentage at NC Level 2 or above	School	85	81	81
	National 1998	(81)	(85)	(86)

### 4. Attendance

Percentage of half days (sessions)  
missed through absence for 1996/97

		%
Authorised Absence	School	6.2
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

### 4. Exclusions

Number of exclusions of pupils (of statutory school  
age) during 1997

	Number
Fixed period	1
Permanent	0

4. **Quality of teaching**

Percentage of teaching observed which is :

	%
Very good or better	26
Satisfactory or better	95
Less than satisfactory	5

4.

4. **PART A: ASPECTS OF THE SCHOOL**

4. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

4.

**Attainment and progress**

5. Pupils' attainment at the end of the Key Stage 1 in English, mathematics and science has shown inconsistent trends in recent years. The 1998 end of key stage National Curriculum assessments show that pupils' attainment in relation to national figures was average in reading and with a higher than usual proportion of pupils attaining above the average level. In writing, slightly more pupils than is usual attained the expected level although fewer pupils than is usual achieved the higher levels of attainment. The proportion of pupils attaining the expected level in mathematics was close to the national average but with a well above average number attaining the higher level. The attainment on the basis of the teacher assessments in science was also average. However, comparisons with schools with similar characteristics indicate that whilst attainment in mathematics was average, in reading it was below average and in writing it was well below average. The assessments indicate a considerable imbalance in the attainment of boys and girls, with girls' attainments being consistently better in all subjects tested.
6. The 1999 end of key stage tests indicates improvement in reading, writing and mathematics but attainment in science remains close to the average. The inspection findings reflect this position. Current attainment in English is above average and shows an improvement since the previous inspection. Attainment in mathematics is also above average and this again shows an improvement from the previous inspection, where there was significant underachievement across the age groups. Attainment in science is average which reflects the position noted in the previous inspection. The improvements in English and mathematics reflect the school's introduction of the National Literacy and Numeracy Projects. The school has been part of a local numeracy initiative and the school has adopted such initiatives enthusiastically.
7. In English, standards in speaking and listening are above average at the end of the key stage, with most pupils using a good vocabulary. In reading, standards are above average, and most pupils are well launched into the early stages of reading. Standards in writing are in line with expectations for pupils of this age. In mathematics, pupils use a good mathematical vocabulary and have good understanding of data handling and number operations. Older pupils can use two and three digit numbers knowing what each digit represents and use this information in a range of calculations. Standards in science are average with strengths in pupils' knowledge and understanding of life and living processes.
8. The majority of pupils make good progress in English and mathematics. However, there are inconsistencies in progress. Progress, whilst broadly satisfactory, is not as good in Year 1 as in reception and Year 2 where it is consistently good. In English, progress is mostly good in speaking and listening and reading and is satisfactory in writing. In mathematics, progress in the development of number skills is good with pupils using increasingly larger numbers with confidence. Progress is seen in the development of confidence in mental mathematics activities where older pupils use a range of strategies to find their answer.

The good progress in English and mathematics is well supported by curriculum planning based upon the national strategies and which provides structure to the activities undertaken in school. This planning is of a better standard than in other subject areas. Progress in science is sound and in some aspects of life and living processes progress is good. However, progress in experimental and investigative science, whilst satisfactory is less secure.

9. Pupils' attainment in information technology is generally in line with the national expectations for pupils' aged seven, which maintains the position noted in the previous inspection. Pupils are making sound progress in most strands of the information technology programmes of study, although progress in communicating and handling information is better than in aspects of controlling and modelling where progress is unsatisfactory.
10. In religious education, pupils' attainment is below that which is expected of pupils of this age and progress is unsatisfactory. The pupils have an adequate experience of personal, social and moral development through listening to stories and discussing issues of friendship and family. However, many pupils have a limited knowledge of the full range of aspects outlined in the Locally Agreed Syllabus for religious education adopted by the school. The scrutiny of recent work indicates little recording of activities undertaken which makes it difficult for staff to build in a progressive manner on what the pupils know and understand and this adversely affects the progress made in this subject.
11. Pupils attain appropriate standards for their age in all foundation subjects including art, design and technology, geography, history, music and physical education. Pupils of all levels of attainment, including those with special educational needs make satisfactory progress in these subjects.
12. The results of baseline assessments show that when children join the reception class, their attainment in many areas of development is above that usually expected. This includes in language and literacy, mathematics and personal and social development. The quality of teaching of the under fives is always at least good and often very good and contributes significantly to the good progress made by pupils in their first year in school. By the age of five many pupils are exceeding the desirable learning outcomes in most of the six expected areas.
13. The progress of pupils in Year 1 whilst satisfactory overall is occasionally unsatisfactory. This is linked to the quality of teaching, which often lacks focus. This is reflected not only in lessons but also in the scrutiny of pupils' work in most subjects. Progress in Year 2 is good, and the consistent quality of teaching enables the pupils to make good progress in English and especially in mathematics.
14. Pupils with special educational needs make good progress in relation to the academic and social targets which are set for them in their individual education plans. Their progress is reviewed on a regular basis with new targets being set as appropriate. For example, in the three weeks since his admission, a pupil with specific learning difficulties is now able to concentrate for much longer periods in lessons and is beginning to co-operate with other pupils.
15. The progress of girls is consistently better than that of boys as reflected in end of key stage assessments. These assessments show that in reading and mathematics whilst the attainment of boys was close to the national average that of girls was very high. Whilst the school has an appropriate equal opportunities' policy, the implementation of this is not monitored and not all staff have equal expectations of boys and girls.

4.

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

16. Pupils' attitudes, behaviour and personal development are good overall, as they were at the

time of the last inspection of the school. This has a positive impact upon the progress pupil's make.

17. Pupils' attitudes are very good. Most pupils, including those under five years of age, show consistent enthusiasm for learning, including the newly arrived reception children. They work sensibly and concentrate well, so that for instance, they are keen to be chosen to perform in music lessons. Many pupils are fascinated by the world around them, for example when examining a skull in science. A small number of pupils show less interest and concentration, where the pace and content of lessons is insufficiently challenging, or when the teacher's classroom management is not effective.
18. Behaviour is very good. Parents feel that behaviour is good, and the inspection confirms their views. Pupils work and play happily together, and no fighting, squabbling or crying was seen during the inspection week. Lunchtimes are civilised, and pupils behave sensibly while eating their meals. Pupils are quiet and well mannered. They are polite, and talk confidently to visitors, and discuss their schoolwork.
19. Relationships are good. Parents feel that the relationships between teachers and pupils are good, and the inspectors agree with their views. All staff, including support staff, play an important role in ensuring that appropriate relationships are fostered and developed. Reception children play happily together, and share toy dinosaurs and painting materials well. Older pupils listen when others reply to the teacher, and applaud good answers.
20. Personal development is good. By the start of Year 2, pupils are willing and confident to talk about their feelings, hopes, and friendships with other children and relationships with their parents, brothers and sisters. They can describe what makes them happy or unhappy. They enjoy seeing a very young baby in class, and discuss her needs and how she will grow up. Pupils from all classes help to keep their classrooms tidy, assist willingly to carry and set out physical education and craft equipment, and take the registers back to the school office.

4.

#### **Attendance**

21. Attendance is good overall. Apart from a very small number of pupils with considerable numbers of days absent, the rate of attendance is above average, and the incidence of unauthorised absence is below the national average. There is, however, a growing trend for families to take their children on holidays during school term times. Punctuality is good, and very few children are late for school. Lessons generally start and end on time, helped by the sounding of the school bell.

#### **4. QUALITY OF EDUCATION PROVIDED**

4.

#### **Teaching**

22. The quality of teaching is good or better in more than two thirds of all lessons seen during the inspection, and satisfactory in most of the remaining lessons. There was unsatisfactory teaching in one twentieth of lessons. Consistently good or very good teaching is seen in the reception class and in Year 2. The unsatisfactory teaching is within Year 1 and this affects the progress that these pupils make. The overall quality of teaching has improved since the previous inspection.
23. The teaching of children under five in the reception class is never less than good and is very good in half of the lessons observed. The scrutiny of the sample of work during the last year indicates that the two parallel reception classes have both received teaching of consistently good quality during that period.
24. In the current reception class the teaching shows a very good understanding of the needs of



these young children who often enter the school with attainment that is above average in areas of development including language and literacy. Planning provides a good range of activities that includes a well-considered mix of discussion and practical activity. Very good emphasis is given to the development of language and social skills. This is exemplified when at the end of a very good art activity children are asked to wash up palettes for the next pupils to use; this enhances the moral development of children. Well-considered importance is placed on the development of early reading, writing and number skills. Very good use is made of classroom support, including the high quality support of pupils with special educational needs. Baseline assessments are used to measure pupils' attainment on entry and as a yardstick against which to measure pupils' progress during their first year in school. The quality of verbal feedback to pupils is excellent with clear focus on praising the achievements of the children.

25. The school has successfully implemented the National Literacy Strategy and especially the National Numeracy Strategy. The quality of teaching in literacy sessions is generally good although in a small number of lessons, planning lacks precision and learning objectives are not clearly identified. Teachers are usually enthusiastic in their approach to literacy and these positive attitudes motivate the pupils. The literacy links to topic work, including science, support the development of reading, writing, grammar and spelling.
26. The teachers have been particularly well led during the introduction of the Numeracy Hour by the subject co-ordinator who has rightly been identified as a lead teacher of mathematics in Sheffield. This leadership has encouraged teachers to ensure that mathematics is well integrated into topic work including science and geography. A small proportion of excellent teaching of mathematics is seen in Year 2 where there are high expectations of what the pupils can achieve. Overall the teaching of mathematics is very good, and teachers place good emphasis on the development of numeracy skills. Pupils are benefiting from the increased significance placed on mental mathematics.
27. The teaching of science is mostly good. The planning of topics takes good account of areas of learning that the pupils have some familiarity with. Recent topics have included 'myself' and the local area. This allows opportunities for investigations of skeletons, looking at how they have grown since they were babies and of a study of their homes and building materials. However, the lack of practical investigation and finding out through testing hinders the progress some pupils can make in this area. The teaching of information and communications technology skills is satisfactory. However, teachers' knowledge and understanding of some aspects of the curriculum, including control and modelling, is less secure than other areas.
28. In Key Stage 1, teachers generally have good subject knowledge of the core subjects of the National Curriculum, and knowledge of foundation subjects is sound. However, subject knowledge of the requirements of the religious education (RE) syllabus is weak. Whilst aspects of relationships and exploring feelings are well considered, other aspects of the RE curriculum are not well planned.
29. Teachers' understanding of the learning needs of pupils with a range of attainment is usually good. The expectations of teachers in the reception class and in Year 2 are consistently good and often very good. These teachers are particularly effective in ensuring that a good and relevant level of challenge is provided for all groups of pupils.
30. Pupils with special educational needs are well taught by both class teachers and support staff. Pupils are withdrawn from class and also supported during lessons as appropriate. Support staff have a thorough knowledge of pupils' needs and have received appropriate training to deal with specific learning and social difficulties. They keep careful records of their work and review pupils' targets in the light of the progress they make. Class teachers offer work which is planned to take account of pupils' varying abilities. A particular strength is the extra support time provided by the school for more able pupils.

This was provided in response to an issue from the last inspection, which has been successfully addressed.

31. The short term, weekly or daily, planning of lessons is usually satisfactory but is occasionally unsatisfactory. Lesson planning is very brief and often fails to identify specific learning objectives. This sometimes limits the precision of the teaching and does not provide a specific focus or identify exactly what the pupils are to learn during the lesson. Whilst some teachers supplement this brief planning with additional identification of learning objectives, and many lessons are informally well planned, this system is inconsistent. In some classes the planning of lessons whilst carried out is subsequently used in a haphazard manner. So that something completely different to that which is planned is then taught. Whilst this may be a suitable strategy on occasion, this leads to teaching that lacks coherence and hinders the progressive nature of pupils' learning. This is particularly illustrated in some lessons in Year 1.
32. The methods that teachers employ to interest and motivate the pupils are generally good. These include a usually good mix of explanation, discussion and practical activity. However, on occasion, including in the teaching of science in Year 1 there is limited evidence of open-ended pupil investigation, testing and problem solving. Most teachers make good use of questions not only to check pupils' understanding but also to encourage pupils to estimate and describe what they know or think. The organisation of lessons is good and usually includes whole class and group activities at levels appropriate to the pupils' understanding.
33. The management of pupils is a strength of the teaching in the reception class and in Year 2. Teachers make clear their expectations of pupils' good behaviour and this ensures that lessons are conducted in a calm and orderly manner.
34. The use of time is mostly good and some teachers clearly set time targets for the completion of tasks. Most pupils are clear about what they are doing, why they are doing it and for how long they are to continue. However, very occasionally in all year groups too much time is spent on discussion at the expense of practical activity.
35. The use of resources is appropriate. This is well illustrated in a successful Year 1 history lesson where pupils are considering the passing of time and how they have changed. The teacher's thoughtful use of her own photograph album is effective as the pupils consider how they and their teacher have changed. Whilst the use of resources is satisfactory it is rarely imaginative and resources are not always well organised. So that, for instance, the lesson planning of "beanbags, throwing and catching" cannot be achieved as the beanbags are elsewhere.
36. The day-to-day assessment of pupils' work through the quality of verbal feedback to the pupils is consistently good and often very good. This enables pupils to understand what they have done well and what they need to do in order to make further progress. Teachers make very good use of deserved praise to motivate pupils to try hard. The quality of this verbal feedback is particularly effective in the reception class and enables the very youngest children to feel positive about their efforts and raises their self-esteem. Parents are particularly appreciative of this strategy. However, the quality of the marking of pupils' work is highly variable and sometimes is unsatisfactory. Whilst the school has a marking policy this is inconsistently applied and the sample of pupils' work indicates quite large amounts of work that is not marked effectively. Most of the pupils' work is undated and this makes it difficult for staff to monitor progress.
37. The use of homework is satisfactory. The school has developed a system of reading diaries that is helpful in developing a dialogue with parents. However, several parents indicate that they would like homework to be organised on a more consistent basis.

#### 4. The curriculum and assessment

38. The school offers a broad and balanced curriculum, including that for children under five, that includes all the subjects of the National Curriculum and religious education. The curriculum satisfactorily promotes pupils' intellectual and physical development and makes good provision for their personal development. Pupils are effectively prepared for the next stage of their education through effective links with the local junior school. The curriculum meets statutory requirements to teach all subjects of the national curriculum. There are appropriate arrangements for health education and sex education but religious education which often appears on the timetable as "thinking time" is not taught in sufficient breadth or depth to ensure that statutory requirements are met. Pupils are effectively taught about the dangers of drugs in conjunction with the local health authority and the community police. Time given to teaching is close to the nationally recommended levels. However, the timetable contains substantial amounts of "story time" which takes up to an hour and for one class two hours over the week. This limits the time available for the development of several subjects. The school has not identified the purpose of this time and although stories are often very well read by staff and enjoyed by pupils there are no clear links to the National Curriculum.

1.

39. The school has successfully implemented the National Literacy Strategy and provision for English is good. The school is currently giving priority to the teaching of mathematics, which was identified at the last inspection as an area for improvement. This emphasis has had a significant impact on the raising of standards in the subject and the curriculum for mathematics is good and is a strength of the school.

40. Overall provision in the other core subjects of science and information technology is satisfactory although both subjects have minor weaknesses. In science, pupils are given too few opportunities to become involved in investigations and in information technology, insufficient attention is given to pupils' experience in controlling and modelling. Provision for geography is satisfactory and good links are made to pupils' numeracy skills, for example in the use of words relating to position and direction. Because of the recent emphasis placed by the school on literacy and numeracy, other subjects are underdeveloped, although overall provision is generally satisfactory with the exception of religious education. In design and technology, pupils are rarely taught the element of design and in history there is little evidence that pupils have studied the lives of famous people. Pupils have insufficient opportunities to work in three dimensions in art. In music, pupils' skills in singing are underdeveloped. They have however, been given good opportunities to create and write down their own compositions. The commercial scheme which the school is using for physical education is limited in the opportunities it provides for pupils to develop their skills.

41. There are policy documents and schemes of work for all subjects although these are not always fully implemented and in the case of music and physical education, they are inappropriate for the age of the pupils. English, mathematics and physical education are planned as separate subjects but all other subjects are taught via a topic approach. The long and medium term planning for subjects taught through the topics is satisfactory and teachers review on a weekly basis the lessons they have taught that week. All teachers carry out a review of the current topic every half term and amend their planning to address any issues which arise from this review. This is generally an informal process and is not recorded in a way which helps the school to plan over a longer period.

42. Planning for lessons is often very brief and does not give sufficient attention to what pupils are expected to learn nor the particular aspects of the National Curriculum which it is intended to teach. The topic approach lends itself to the linking together of aspects of various subjects but these links are not precisely planned and are sometimes confusing for teachers and pupils. They also lead to work on occasion being repetitive and

unchallenging. In an intended literacy lesson in Year 1 for example the focus of the lesson on the human skeleton resulted in the literacy element being lost as the lesson dealt more with scientific aspects such as the function of the bones.

43. Arrangements for pupils with special educational needs are good and fully meet the requirements of the national Code of Practice for these pupils. Their individual education plans are well used especially for pupils receiving additional support through their statements of special educational need. The school ensures that this support is well used and makes careful arrangements to ensure that pupils who are sometimes withdrawn from lessons do not miss essential work. No pupils are disapplied from subjects or aspects of the National Curriculum or from the national tests at age seven. Although teachers and support staff are well aware of the needs of these pupils, their individual education plans do not always indicate clearly when reviews have taken place nor who has been involved in the reviews. The school has made good attempts to address an issue from the last inspection to provide extension work for higher attaining pupils. Extra support time from classroom assistants has been specifically allocated for this purpose and these pupils make good progress.
44. There is a range of educational visits to support the curriculum such as that to a local stately home used for work in history. A range of visitors such as the local community police and the school nurse also enhances the curriculum. Good support is also provided for pupils with special educational needs through the involvement of visiting specialists.
45. There are no extra curricular activities although the school intends to start a lunchtime club in the near future.
46. The last inspection identified the need to raise standards in mathematics, music and information technology. Good progress has been made in mathematics but standards are still often low in some aspects of music and in the core subject of information technology. The school was also asked to find ways to improve levels of challenge, to extend learning and to develop independent learning skills. Success in addressing these issues is broadly satisfactory; although, in English for example, no pupils could demonstrate that they were familiar with the school libraries nor that they were regularly used.
47. Procedures for assessing and recording pupils' attainment and progress in English are satisfactory and in mathematics they are good. Careful analysis of pupils' test results and attainment in mathematics has been carried out and specific areas identified for attention. This has led to an improvement in pupils' attainment. The school has not carried out a similarly detailed assessment of pupils' progress in English although their skills in writing have been recently targeted. The last inspection identified the lack of a baseline test to establish pupils' attainment on entry to the school. This issue has been successfully addressed.
48. The school collects a range of information for the purposes of assessing pupils' progress but this information is not yet used systematically to review pupils' progress and set targets for the future. Some of the information collected such as that provided by the reading test currently used by the school is not specific or detailed enough. As yet the school does not make use of data to identify and monitor issues of gender under-achievement. The school is aware of this and there are good plans to review the range of information collected and to analyse it systematically using a computer programme being designed by the effective assessment co-ordinator. The school has a potentially effective policy for the assessment, recording and reporting of pupils' work but all staff do not consistently use it. Pupils' work for example is not always marked in accordance with the policy and pupils are not involved in the setting of their targets. The recently introduced "My Target" book for pupils is not yet used consistently. Pupils' work is not regularly dated which makes it difficult for the school to assess the progress they make over time.

49. Day to day assessment of pupils in lessons is often good. Most teachers give oral feedback during lessons, which supports and motivates pupils. The academic and social progress of pupils with special educational needs is carefully monitored. New targets are regularly set and used by staff in the teaching and management of these pupils. A particular strength is the careful records kept by the support staff who are designated to support these pupils. The last inspection indicated that the recording of pupils' progress in the foundation subjects was insecure and that there was little development of pupils' skills of self-evaluation. Progress in addressing these issues is limited.
50. All pupils including those with special educational needs have equal access to the curriculum. Careful arrangements are made so that when pupils are withdrawn from lessons for extra help they do not miss important parts of lessons.

1.

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

51. The school's provision for spiritual, moral, social and cultural development is good overall. This shows a slight improvement in some areas since the previous inspection.
52. The school makes satisfactory provision for the spiritual development of pupils. All pupils join with prayers and hymns and there opportunities for reflection and contemplation. Links are maintained with the local churches. Main festivals of the year are formally celebrated and clergy from local churches play an active role in the life of the school. Opportunities are taken wherever possible to develop pupils' sense of awe and wonder, for example, through observation of the natural world when a rainbow was observed or when a hedgehog was discovered when looking for a ball during a PE lesson.
53. Pupils' moral development is very good. Pupils are taught how to distinguish right from wrong and their behaviour in and around the school reflects the very high standard of moral development promoted. The school has an official behaviour policy but individual classes have their own systems, all of which are extremely effective. Opportunities are provided at weekly assemblies to celebrate individual pupils' successes. There is a very strong school ethos supported by all teaching and non-teaching staff that pupils take responsibility for and develop an understanding of, the consequences of their own actions.
54. The social development of pupils is good. Pupils contribute actively to the life of the school. Pupils are taught to take responsibility from an early age and their help and collaboration ensures that classroom and school routines are very smooth. Each year the school supports a local charity. The preparation and feedback from, for example their most recent choice of charity – Guide dogs for the Blind – contributes effectively towards the pupils' understanding of citizenship.
55. The cultural development of pupils is satisfactory. The pupils' appreciation of their own culture is satisfactory and is furthered by visits to local art galleries and museums and lessons in art, music, history and geography. Their appreciation and understanding of other cultures and religions is at present limited. However the school recognises this is an area for development and has plans to address this. A small range of artefacts and resources is available to enhance the teaching of world faiths.

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

56. Provision for the support, guidance and well being of pupils is good overall, especially the support for children under five and those with special educational needs. This shows a slight improvement since the previous inspection.
57. Procedures for monitoring progress and personal development are good. All staff play an important role in ensuring pupils are happy and developing well. However, the school's systems for marking and the assessment of progress are not consistent across the key stage, and this limits their effectiveness. Teachers have a clear idea of each pupil's progress, as shown by the comments in written reports and the detailed targets for improvement set for each child. Appropriate provision is made for supervision at break and lunchtimes.
58. Procedures for monitoring and promoting discipline and good behaviour are good. The school has consistently high expectations of pupils, from the time they arrive. The reception class children display considerable maturity, and the school successfully maintains these standards throughout. Appropriate systems are in place for coping with unacceptable behaviour, but the school sensibly relies on praise and encouragement rather than punishments and sanctions.
59. Procedures for monitoring and promoting good attendance are good. The computer

registration system, which has been in place for just over a year, enables patterns and causes of absence to be monitored regularly, and referral made to the education welfare service in the very few instances where there is a major problem. Each pupil's attendance record is printed out and given to parents with the progress reports. Appropriate reminders have been given about family holidays in term time, and the need to inform the school of the reasons for absence.

60. Procedures for child protection and promoting pupils' well being, health and safety are satisfactory. Arrangements for child protection are good. The headteacher has received appropriate training, which has been disseminated to all staff. She is well aware of the procedures to be followed. There is a named governor whose remit is to monitor child protection issues. The community police give an annual talk about 'Stranger Danger', which also mentions unwelcome attention from any adults.
61. Provision for the health and safety of pupils is satisfactory, and the governors make frequent checks. There is, however, no formal written assessment of risk, as required by law. Arrangements for first aid and the administration of medicines are effective and appropriately in line with advice from the Local Education Authority. The school is very clean and well maintained internally, and cleaning materials and equipment are securely locked away from pupils. A shortage of electrical power points means that socket adapters are used more than is desirable. Safety checks, fire precautions and emergency procedures are satisfactory.
62. Pupils with special educational needs are generally well supported within their class groups or during the periods when they are withdrawn for extra support. The school involves specialists from the local authority in making provision for pupils when this is considered appropriate. For example, pupils with speech and communication difficulties are to receive assessment and support from trainee speech therapists. This is an improvement on the position noted at the time of the last inspection. Support for a pupil with autistic tendencies is also provided through the local authority.

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

63. Partnerships with parents and the community are satisfactory overall, as they were at the time of the last inspection.
64. The school's information for parents is satisfactory. The school prospectus and annual report of the governors meet requirements, and are quite attractively presented. Annual reports on pupils' progress are helpfully written in a friendly style, especially when children first arrive at school. They clearly state what pupils know, understand and can do, and make positive suggestions for improving achievements in English and mathematics. Parents would like more detailed information about the content of the curriculum, and the school has helpfully arranged sessions to introduce the Literacy and Numeracy Strategies. Newsletters are infrequent.
65. Parental involvement in pupils' learning is satisfactory. Homework includes reading books and library books. Parents would like to see more variety in homework, and the school has started the process of consultation over the Home-School Agreement, including homework arrangements. Some parents and other adults help in school, but there has not been a consistent effort to encourage this involvement. Parents of pupils with special educational needs feel very well involved in the process of support for their children, and speak of a real partnership between school and family. This is strength of the school.
66. Enrichment through links with the community is satisfactory. The school is aware that links with local industry are limited, but the locality is used well to support many aspects of the curriculum. Visitors such as the local Anglican and Methodist clergy, the community police and the fire service significantly enhance provision, while grandparents and

neighbours of the school help in classrooms.

#### **4. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

4.

##### **Leadership and management**

67. The leadership and management of the school are satisfactory. There are numerous strengths and several areas for development that the school has started to address. Whilst the school has not been static in its development since the last inspection, some aspects of strategic development have developed at a slower pace than is desirable. The overall quality and effectiveness of several aspects of leadership and management have fallen since the previous inspection especially in the monitoring of the work of the school. The capacity for further improvement is satisfactory.
68. The headteacher provides sound leadership of the school team. She provides caring and supportive leadership and is committed to the raising of attainment, through providing a steer to the educational direction of the school. The headteacher has been instrumental in enabling the school to move forward from a past period when development was slow and has encouraged the progress of initiatives including a mathematics project and the introduction of monitoring systems. The headteacher has no regular teaching commitment and has plans to extend the amount of non-contact time available to co-ordinators. The headteacher provides much support for the governing body.
69. The co-ordinator for special educational needs is the headteacher. All statutory requirements are met. A governor has recently volunteered to take responsibility on the governing body for the oversight of the school's provision for special educational needs.
70. The governing body is supportive of the school and has a satisfactory overall view of school development. The governing body has a sound grasp of financial responsibilities and accommodation issues but has struggled to develop all aspects of forward strategic management. This includes an absence of longer term financial planning. Whilst a small number of governors visit the school on a regular basis, several governors are not well informed of all aspects of school development through first hand experience. This places a very heavy burden on the headteacher to provide accurate and impartial information to all governors. Whilst the governing body has established sub-committees to enable it to carry out its statutory responsibilities some committees are not actively involved in critical review of all developments. As yet, committees are not fully effective in monitoring and evaluating the work they undertake. This has made it difficult for the governing body to fully develop the role of critical friend of the school by holding it to account for the decisions made. Whilst the school has been largely effective in addressing the key issues identified in the previous inspection not all governors are aware of how this has been achieved or what are future priorities.
71. The systems for the support and monitoring of teaching and curriculum are generally satisfactory as procedures are established within the school. All subject co-ordinators have a small amount of non-contact time to monitor developments in each subject. However, the effectiveness of all monitoring and evaluation activities is hindered by the lack of rigour in the systems employed. The headteacher undertakes monitoring of the short term planning for teaching. However, this monitoring is not sufficiently acute to identify inconsistencies that occur which affect the progress that pupils make. During the inspection the scrutiny of pupils' work indicates inconsistencies in the quality of work undertaken in Year 1 for some time. The effectiveness of the monitoring of teaching is similarly limited by the lack of rigour applied during the process. The school has not as yet established a sufficiently stringent system of observation and feedback to teachers to ensure accuracy in identification of issues for development. Similarly, whilst subject co-ordinators are involved in aspects of monitoring long and medium term curriculum planning there is no effective system to monitor the quality of pupils' work to establish



whether the standards of learning have been appropriate.

72. The role of the senior management team and subject co-ordinators is under-developed in evaluation procedures. The role of the deputy headteacher has been important in school development through high quality teaching. The school is very fortunate to have some curriculum leaders with high levels of individual skill. However, these skills are not always maximised to their fullest potential in all curriculum areas.
73. The implementation of the aims and values and some of the policies of the school is good. Statutory requirements are generally met, with the exception of some aspects of the syllabus for religious education and in risk assessment. The aim of the school to develop a community, which shows care, tolerance, respect and goodwill to everybody, is well met. Values are clearly evident and transmitted to pupils and parents alike. Many policies are implemented effectively although the policy for Equal Opportunities is not fully effective in identifying all issues relating to differences in attainment.
74. School development planning is satisfactory, although the quality of planning to support the on-going development of foundation subjects is limited. Most of the priorities identified in the school development plan are achieved although the monitoring of this by staff and the governing body is not fully effective. This has caused the development of subjects including information technology and religious education to be at a slower rate than desirable. The professional development of staff is linked to the main subject areas but the development of teaching skills is not linked to school improvement.
75. The routine administration of the school is efficient and good daily organisation supports the smooth running of the school.

#### 4. **Staffing, accommodation and learning resources**

76. The school has an appropriate number of suitably qualified staff to enable the curriculum to be taught effectively. Support staff are involved in the planning and teaching processes and they add significantly to the quality of provision for pupils. Supervisory staff contribute to an orderly environment. The school is well served by the efficient secretary who makes a positive contribution to the daily running of the school. The school has good support from voluntary helpers, including parents, friends of the school and governors.
77. All the staff have clearly defined responsibilities. Arrangements for the professional development of staff are satisfactory. Appraisal procedures are carried out effectively using a whole school focus. Training is linked to priorities identified on the school improvement plan with an emphasis on further improving pupils' attainment. There are appropriate procedures in place to support new or temporary staff.
78. The adequacy of the accommodation for the effective delivery of the curriculum is good. It has recently been completely repainted and is attractive and spacious. The cleanliness of the school is a credit to the caretaker, cleaning staff, staff and pupils. The design of the school allows small groups of pupils to be withdrawn from the classrooms for various purposes including lunches. The large spacious hall is used for assemblies and physical education. The hard playground is barely adequate for the number of pupils but is compensated for by generous grassed areas.
79. Resources for all subjects are good in range and quality and easily accessible to teachers and pupils. The parents contribute generously to the school for resources. The school makes satisfactory use of the local community to enhance pupils' learning through educational visits and visitors to the school. It has good links with local colleges and Hallam University and a number of work experiences and training placements are used to benefit both the school and the students. The library is under-resourced but there is an adequate range of computers and software.

#### 4. **The efficiency of the school**

80. Financial planning is satisfactory and this broadly reflects the position at the time of the last inspection. Governors are well informed on the budget through the regular meetings of the finance sub committee and through the leadership of its knowledgeable chairperson. Subject leaders are responsible for spending in their own subjects and present reports to the governing body on this expenditure. However, the school is facing a potential deficit in its budget in the forthcoming year. Although the headteacher and governors are aware of the position and possible courses of action, no specific strategic plan exists to deal with the matter. This is unsatisfactory. Additionally, the school development plan is not specifically linked to the school's aims and criteria to evaluate the value of spending decisions are imprecise.
81. The use of specific grants such as that for the National Literacy Strategy is good as is the use made of funding through statements of special educational needs. This expenditure is particularly effective both for pupils with learning and behavioural difficulties and for higher attainers. Both sets of pupils are enabled to make good progress through the well-targeted use of this funding. At the time of the last inspection, the school was asked to review the effectiveness of its spending on pupils under five. This provision is very effective and gives good value for money.
82. The school makes good use of its learning resources and accommodation although the fiction and non-fiction libraries are currently underused.
83. The secretary undertakes day-to-day financial and general school administration. This is very effectively carried out. The last audit of financial resources was before the time of the last inspection. The minor issues raised have been addressed by the school but have not been reviewed by a subsequent audit.
84. The cost of educating a pupil at the school is high compared with schools nationally. Pupils' attainment in English and mathematics is good and they make satisfactory progress overall. However, there is underachievement in aspects of a number of subjects including information technology and religious education. Taking into account the high attainment on entry, the generally favourable socio-economic circumstances of the pupils, the very good attitudes and good behaviour and the good quality of teaching, the school gives satisfactory value for money.

4.

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

### **4. AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

85. At the time of the inspection virtually all of the 18 full time children attending the reception class were less than five years of age. There are also currently 12 children aged four attending on a part time basis. The school has a three-point entry for admission to full time education. Several parents are concerned about the unequal access to reception class education and the school moves to a two-point entry for admission in 2000. The results of baseline assessments confirm that when the children start school, their attainment is above average in most aspects of their development. Children under five make good progress in their first year in school and by the age of five, the large majority of children have attained the desirable learning outcomes, in the six key areas of learning. A significant number of children exceed these targets and are well launched into the early stages of the National Curriculum.
86. The teaching of the under fives is consistently good and in half of the lessons observed teaching is very good. The quality of teaching has considerably improved since the previous inspection. The sample of children's work indicates that in the previous year, teaching of the younger children in the second reception class was similarly good.
87. The quality of the teaching of the children in their first year in school is instrumental in establishing positive attitudes to learning and contributing to the good progress children make. The current reception class teacher has a very good understanding of the needs of young children and takes account of the baseline assessments to organise a good level of challenge within the work undertaken. Emphasis is placed on children working within the first stages of the National Curriculum alongside opportunities for structured play. The teacher has a very calm and particularly supportive manner, which encourages all children and helps them to build their self-esteem. The teacher employs several very effective strategies to help pupils quietly adjust to working in a busy environment. For instance when the children become chatty, the teacher whispers so that the children have to be quieter in order to hear what is being said.
88. Staff make good use of on-going short term assessments when planning work for children. Planning takes account of the needs of children who make different rates of progress. There is carefully targeted support for pupils including those with special educational needs.
89. The school has established an effective induction programme for children and parents and this contributes to the good standards of personal and social development of the children. In only their third week in school the children are well settled into school routines and are happy and confident. Children relate well to the adults with whom they come into daily contact and work well with other children in the class. Most children share resources happily and have a good understanding of how they can help others. This helps the development of children's independence. This is a well-considered strategy that assists the children's development of social and moral awareness.
90. Children under five are very well behaved. They follow the very good example of most of the older pupils in school and have a clear understanding of what is acceptable or unacceptable behaviour. Most understand the convention of putting up their hands when they want to answer a question. The majority of children display good levels of concentration and listen carefully to their teacher even in quite lengthy introductions to activities.
91. The children's personal and social development are an on-going priority for the under fives. Many opportunities are provided for children to develop and practise the necessary social skills when working in groups, although no role play activities were observed. The teaching and rates of progress in this area is very good and most children's attainment

exceeds the expectations of the desirable learning outcomes.

92. By the age of five, most children also exceed the desirable learning outcomes in the linguistic and literacy area of learning. The speech of many children is well developed and they communicate effectively with teachers and classmates. Most children speak in sentences with the higher attainers having a good vocabulary. Many can give full and detailed answers to questions, and express their own ideas clearly. Several children are willing to initiate conversations with adults. Whilst some children have less well-developed speech, their needs are well met through a wide range of appropriate language activities. Almost all children listen well when the teacher is explaining what they have to do or giving them information. They enjoy listening to stories and taking part in songs and rhymes.
93. Almost all children know that writing and pictures convey information and even at this early stage of their time in school a small number of higher attaining children have begun to use simple reading books and recognise several words out of context. Several can follow text in books from left to right and turn pages at appropriate points. Children with below average attainment can describe some of the detail in pictures in their books. All children are keen to take home their reading books each night as their older siblings do.
94. The sample of children's work shows that by the age of five, virtually all children can write their name and can copy letters and simple words. Children of above average attainment begin to produce free writing such as describing their house or the features of natural items such as a feather or shell. The children's handwriting develops into a neat and well-formed standard of presentation of which the children are proud. The well staged approach to reading and writing in the reception class helps children make very good progress. The teaching of language and literacy skills is very good.
- 4.
95. By the age of five, most children are exceeding the desirable learning outcomes in the mathematical area of learning. The many good quality structured play and specific learning tasks help children to make rapid progress in developing mathematical thinking. The progress of the majority of children is very good.
96. Most of the under fives have a secure understanding of pattern, and can copy and generate repeated patterns of colour and shape. Many children can read, write, count, order and add numbers to ten when using a number line. Some children can use number fans to 6 to show a given number and can count a number of objects in a bucket. The sample of children's work indicates that by the end of their time in the reception class, many children can find different ways of making ten and twenty.
97. The under fives also carry out mathematical activities using sand and water. Through using containers of different sizes and shape they acquire a secure understanding of ideas such as bigger and smaller, full and empty. Children develop a good mathematical vocabulary, which is constantly extended and consolidated by judicious input and questions from the teacher and classroom support staff. The teaching of mathematics for children under five is very good.
- 4.
98. Many children enter the school with an above average understanding of the world in which they live, and they make good progress in this area of learning where the teaching is at least good. When working on the topic of 'Ourselves' children begin to understand the human life cycle by thinking and talking about what they could do when they were a baby and what they can do now. Whilst most know that they are a child many are unsure what an adult is. Virtually all can explain that a visiting sibling is younger than they are but is not a baby. When sorting a pile of clothing, most children can accurately identify which clothing is for a baby, for a toddler or an adult.
99. By the age of five, most of the children demonstrate a lively curiosity in their immediate surroundings. The sample of work shows that other reception class children can describe simple features of a range of items such as "the star fish is hard" and "the shell is white

and is a fan shape". When thinking about the food they eat, children have drawn and labelled a day's menu. Children have studied the life cycle of a butterfly and made a simple booklet of the four main parts of the life cycle. In geography, children have studied some of the features of their local area and written about these. They have also contrasted Sheffield with the seaside and produced good writing about some of the differences.

4.

100. By the age of five, the children attain the desirable learning outcomes and a significant number of children exceed this standard. The teaching in this area is good, as is the progress that the children make. However, on occasion the activities are overly demanding and too long for the youngest children.

101. The vast majority of children have a good awareness of space and move around the classroom with purpose and accuracy. By the age of five, most walk, run, jump and balance with a good degree of control. Children develop a good range of fine motor skills so that they have good control of pencils, scissors and paintbrushes. This is reflected in the good quality of handwriting and fine brush control in painting.

102. Whilst the school has no specific outdoor play area for the development of climbing, swinging, riding, pushing or pulling skills, children have regular access to a range of physical education activities in the school hall. The lack of outdoor facilities whilst a consideration in physical and social development, does not unduly hinder the development of the children who are generally well co-ordinated. The children take part in gymnastics lessons where they join in a range of warming up exercises with enjoyment, flexing their muscles, jogging on the spot and making swimming arm movements. Most children are able to walk up a small ramp and several are confident enough to jump from this to the ground. Good levels of confidence, and their natural inclination to tackle new areas of learning without fear, also contribute to children's social progress.

4.

103. Children attain the desirable learning outcomes in the creative area of learning, and a significant number attain beyond this level. Children make good progress especially in art and design and technology work. However, whilst the quality of the work done is neat and carefully produced it is sometimes unimaginative and lacks the boldness and flair often associated with pieces of art produced by young children.

104. Some of the artwork produced by the children shows careful mixing of powder paint to achieve a range of desired colours. Several children know which colours to mix to make green and how to make colours lighter or darker. Most paint different thickness of stripes onto a jumper shaped piece of paper with great care. All use paint very sensibly and clear up the things they use ready for other children to use. The sample of children's work shows that by the age of five, most children produce accurate paintings of flowers and drawings of a bird or fruit from observation. Children cut and weave strips of paper to make a simple paper mat and some children can sew along the seam of a simple purse made of material.

105. Children take part in a variety of musical activities, with many able to sway and click to a taped song that was well chosen to reinforce early counting skills and identify the parts of the body. Most know a range of action songs and rhymes and good use is made of games to identify words that rhyme, which links well with literacy activities. When playing a sound recognition game, children can usually identify which part of the body the volunteer child used when hiding behind a screen. No activities were observed of children using role-play materials to extend their social and language skills. Teaching in this area is good.

4. **ENGLISH, MATHEMATICS AND SCIENCE**

4.

**English**

106. By the end of Key Stage 1, pupils' attainment in English is above the levels expected for seven-

year-olds. The school has successfully introduced the National Literacy Strategy and this has been effective in raising recent attainment. In the national tests in 1998, the school's results in English overall were broadly in line with the national average. Results in reading were above the national average whilst those in writing were below including the results for higher attaining pupils. The figures for 1999 reveal a significant improvement over those for last year. 93 per cent of pupils were at or above the expected levels for reading this year. This is 13 per cent above the figures nationally in 1998. The school has identified the need to concentrate on pupils' writing skills and this has been an effective strategy. The figures for writing in 1999 indicate that 96 per cent of pupils were at or above the expected levels. This is 11 per cent above the national figures for last year. No information is yet available to make national comparisons for 1999.

107. By the end of Key Stage 1, standards in speaking and listening are above the levels expected for that age. Pupils are confident and articulate in a range of situations and offer extended explanations in the classroom. For example, in a lesson dealing with the writing of instructions on the threading of a bodkin, some pupils explain their instructions in front of the whole class. In discussion of the story of "The Little Red Hen" a pupil explains that "ripened" means, "it's got big and you have to take it to the mill." Pupils with special educational needs who have specific difficulties of articulation also speak confidently.
108. The majority of pupils read confidently and accurately. Their standards in reading by the end of the key stage are above average. Reading skills are regularly reinforced and practised through the National Literacy Strategy format. Pupils explain that words written in bold type mean, "the speaker is shouting." When they read, they alter their voices to emphasise that someone is speaking, for example when the characters in "The Little Red Hen" say, "not I." Pupils make good attempts to read unfamiliar words from their initial letters as when a pupil with special educational needs tries to read "spine" saying, "it's got a 's' and a 'p'."
109. Pupils' standards in writing are in line with those expected for their age but there are insufficient opportunities for them to develop the full range of writing skills in other subjects such as religious education and history. By the end of Key Stage 1, most pupils write legibly and their letters are well formed and consistent in size and shape. Very few pupils however attempt to join their letters. Pupils are generally accurate in the spelling of simpler words although more difficult words such as "knot" cause some problems. When spellings are inaccurate they generally match the desired word as when a pupil writes "sdring" for string. Higher attaining pupils write logical sentences, for example, "Your ribs protect your lungs and your heart." At this very early stage in the school year, pupils in Year 2 have not yet had the opportunity to extend their writing skills. However, a scrutiny of the work of recent Year 2 pupils show that they have had a wide range of writing opportunities including good quality poems, letters and narrative stories.
110. Pupils begin school with higher than average levels of attainment and they maintain these levels through the good progress they make at the start and end of the key stage. Pupils' progress is enhanced by the use of the National Literacy Strategy. This strategy is introduced to children under five in reception but it is carefully adapted to the needs and abilities of the children and to the length of time they are able to concentrate. Children in reception demonstrate good use of information they have learnt in their short time in school. One child for example says of a picture in a book, "don't forget, the bubble shows it's a dream." In Year 1, all pupils are familiar with the "magic finger" strategy to trace the shapes of letters. They begin to make good distinctions between upper and lower case letters saying for example that capital letters are "bigger case." Those pupils who have newly moved into Year 2 explain how they build words. They correctly use a range of words such as "then, now, next and first" to create the sequence in a story. Pupils with special educational needs make good progress throughout the school. Tasks are well matched to the ability of these pupils and teachers and support assistants provide good support.

111. Pupils' attitudes to English are consistently good and are very good in almost half of the lessons observed. The youngest children concentrate for long periods of time during the Literacy Hour. Pupils in Year 1 sensibly ask if they can move to see the board and they enthusiastically try to beat the challenging targets set for them in some lessons. They ask for help but also make their own suggestions as for example when one pupil asks, "shall I do this if I'm stuck?" In Year 2, pupils sustain their concentration and co-operation well in group tasks and immediately and undramatically refer minor disputes to the teacher for resolution. Very occasionally in Year 1, when tasks are not matched to pupils' abilities, they finish work very quickly and follow the teacher around the class or they become disheartened saying; "I can't do it."
112. The standards of teaching in English are good overall with over one quarter being very good. A small amount of teaching in Year 1 is unsatisfactory. Teachers generally have a good knowledge of the subject and lessons are planned effectively in accordance with the National Literacy Strategy. Planning does not regularly show direct links to the National Curriculum programmes of study. The best teaching has high expectations of pupils and lessons move quickly but at a pace which pupils can follow. Pupils are very well managed and good use is made of resources such as posters and the "big books" of the National Literacy Strategy. When teaching is unsatisfactory it is because the lesson is not clearly focused on the skills of English which the pupils are expected to learn. In a lesson on labelling parts of the skeleton, the significance and function of labels was submerged by the concentration on the scientific aspects of the lesson such as the function of the different parts of the skeleton.
113. The current policy and scheme of work have been revised in line with the requirements of the National Literacy Strategy. Some analysis of pupils' progress has taken place, which resulted in the recent effective emphasis on pupils' writing skills. However, assessment information is not used to identify and track issues of gender under achievement. The current reading test used by the school does not provide information, which can be effectively used to plan future work. The school is aware of this and is currently taking advice on more appropriate materials. The use of pupils' literacy skills in other subjects is underdeveloped and too few opportunities are taken to use information technology in lessons to develop pupils' skills.
114. Resources for English are good but the fiction and non-fiction libraries are too small and are not used effectively to promote pupils' independent learning skills. Whilst computers are used to support teaching in English their use is not always systematic.

4.

#### **Mathematics**

115. At age seven, the results of the 1998 national end-of-key stage tests indicate that pupils' attainment is above average when compared with all schools and average when compared with similar schools. Almost all pupils attain at least in line with the national average with a rising number attaining above this. The provisional results of the 1999 National Curriculum tests show that almost half the pupils are attaining at this higher level. The trends over the last three years show that standards have been maintained at above average levels. Inspection findings confirm these trends.
116. Inspection evidence confirms this rising trend in the current Year 2. There has been a very considerable improvement in standards since the last inspection when mathematics was identified as an area in which to raise standards and some pupils were judged to be underachieving. The National Numeracy Strategy has been introduced very effectively and has resulted in a marked increase in standards especially in pupils' use and understanding of mathematical vocabulary, data handling and number skills. This is in part due to the way in which all teachers exploit every opportunity to increase proficiency in numeracy, for example using registration and dinner numbers to practice number

skills. Progress of all the pupils is good but particularly good in reception and in Year 2. Pupils with special educational needs make good progress

117. By the time the pupils leave school at the end of Key Stage 1, they have developed a good understanding of mathematical language and this is used appropriately when discussing their work. This was seen, for example, on the many occasions pupils were asked and were able to explain with confidence their methods of adding numbers together and counting on. All the pupils have a good understanding of two and three digit numbers. Great emphasis is placed on this, as when in reception, pupils order numbers, use number fans and work together in small groups on a variety of exciting and challenging activities to consolidate their number skills. As they progress through the school, pupils sequence and order numbers to a hundred and many are confident with numbers up to a thousand. They count on in twos, fives and tens and more able pupils complete multiplication and division operations of numbers under a hundred. They add and subtract using tens and units and higher attaining pupils do this mentally. They use information, such as a list of prices to solve money problems. They find lines of symmetry of various shapes, and measure length, mass and capacity using non-standard and standard units. They are confident on data handling and produce pictograms and block graphs to display information.
118. Pupils' attitudes to the subject are consistently very good. They are alert, responsive and answer teachers' questions enthusiastically. They are invariably interested in their tasks and willingly discuss what they are doing. They behave very well, work quietly and sustain concentration. They listen carefully to one another, to their teachers and support staff. They make good use of appropriate materials to support their learning when it is necessary to do so. They are particularly enthusiastic when tasks are challenging, which they often are. A good example of this occurred in a Year 1 class when the pupils, although very eager and responsive in their "Length Treasure Hunt," conducted it most sensibly.
119. The quality of teaching overall is never less than satisfactory and is good overall. There is also a significant proportion of very good teaching and a small amount that is excellent. In reception and Year 2 it is never less than very good with one excellent lesson seen. Teachers demonstrate secure subject knowledge. The quality of daily planning is variable; although it is never less than satisfactory and is usually extremely thorough with very clear learning objectives. Teachers provide a very good range of appropriate tasks that challenge and extend the pupils' knowledge and understanding. There is very good use of time in most lessons. Very clear instructions are given in whole class discussions times. Pupils' achievements are monitored very thoroughly and work is generally marked effectively. Assessment procedures are very effective and all pupils build on skills and work at an appropriate level. In one Year 2 lesson, this was particularly evident where the teacher had made notes in her planning to check and assess certain pupils' skills with appropriate questions and tasks. Analysis of test results and targets for improvement are extremely detailed and thorough.
120. The co-ordinator has been very effective in raising standards. She has used her own high level of expertise to exemplify mathematics teaching across the school. On occasion she has observed teaching, monitored standards, assessed pupils' learning and carried out detailed analysis of test results. All of this has contributed to the high standard of teaching and improvement in the pupils' learning. There is a good variety of resources that are appropriately used.

4.

#### **Science**

121. Results of the 1998 National Curriculum teacher assessments for Key Stage 1 show that pupils' attainment was in line with the national average. The proportion of pupils who attained at the higher level was also average. This maintained the standards of



attainment noted in the previous inspection. The 1999 teacher assessments indicate attainment remaining at very similar levels. This inspection confirms these average levels of attainment, though with a significant proportion of pupils at the beginning of Year 2 already working within the expected levels. Inspection evidence indicates that as in other subjects many of the girls are attaining at higher levels than boys. Pupils on the register of special educational need generally achieve standards that are appropriate to their previous learning.

122. The overall progress of pupils over time is generally satisfactory but shows considerable variation within the current year groups. The progress of children in the reception class is good and that of pupils in Year 2 is similarly good. However, progress in Year 1 whilst satisfactory overall is often unsatisfactory in aspects of experimental and investigative science. The sample of pupil's work indicates that the nature of open-ended investigative work is well considered in some classes but that the work in other classes, particularly in Year 1 is more limited to discussion and teacher directed observation.
123. Pupils aged five in the reception class learn about 'Ourselves' by identifying the changes that have occurred from when they were babies. They know that they were a baby, then became a toddler and are now a child. The scrutiny of work also shows that they learn about the life cycle of a butterfly. They can identify, name and label the main parts of a plant.
124. In Year 1 pupils learn about 'Myself' and can identify and name the main external and internal body parts. They know they have a skeleton and can discuss the purpose of bones in protecting their body. Many pupils can point to their ribs, skull, spine and knees and know approximately where their lungs and heart are. Several higher attaining pupils understand that their spine can bend and can use the word flexible in demonstrating how their body can move. When discussing a range of classroom artefacts, most pupils identify which are alive and which are not alive. Some higher attaining pupils identify that a piece of wood was alive but is not now but lower attaining pupils think a piece of wood may grow if put out in the garden.
125. Year 2 pupils also undertake topic work studying 'Ourselves' by learning more about the human life cycle through reference to growing and changing. When looking at baby photographs they discuss not only how they have changed but also some of the changes that will occur as they grow older. In Year 1 and Year 2, pupils look at photographs of their teacher at different stages of development and accurately identify how to place these on a time line. In Year 2, pupils observe a visiting baby sister measuring her length and noting how she uses her limbs. The sample of pupils' work also indicate pupils have found out what conditions plants need to grow and have investigated whether a higher ramp will make a train move faster and whether loud sounds travel further than quiet sounds.
126. In the majority of lessons pupils are attentive and observant and their attitudes to learning are good. Many are keen to offer their ideas and answer questions sensibly. Most pupils concentrate well on the task in hand and many can maintain this concentration in quite lengthy introductions to activities. When a sleeping baby visits one classroom, the pupils although anxious to observe her are sensitive to her needs and are therefore quiet and well behaved. Very occasionally where teaching is ineffective, some pupils in Year 1 show a lower level of interest and become restless and call out answers or offer very little to the lesson and their concentration drifts.
127. Teaching is good in the majority of lessons observed and whilst variable in Year 1, is broadly satisfactory in other lessons. Teaching is best in the reception class and in Year 2. The main strength in teaching is in the management of pupils, which is often very good. The teachers' knowledge of science is generally good and they make good use of appropriate language to name body parts and can explain how the skeleton works well. Careful

questioning is used to encourage pupils to explain what they already know and estimate what may happen next. However, the understanding of the needs of pupils and the importance of investigation is very variable. The planning of lessons is very brief and often does not identify the specific learning objectives and exactly what the pupils are to learn in the lesson. Very occasionally lesson planning is not followed at all and a completely unrelated activity occurs. Whilst this may be suitable on occasion this affects the continuous and progressive nature of learning.

128. The methods teachers use are sometimes restricted. Where teaching is good there is an appropriate mix of, explanation, demonstration, discussion, practical tasks, investigation and testing. In Year 1 in the sample of pupils' work and the lessons observed most of the teaching was through teacher directed discussion, which limits the practical involvement of pupils in tasks. The expectations of teachers are good although on occasion these are not well matched to the recording of what has been learnt. In a small number of classes there is wide use of commercial work sheets, which limits the manner in which pupils can record their findings. The use of time in lessons is variable with some pupils spending large parts of lessons listening at the expense of involvement in practical tasks. The quality of day-to-day verbal feedback is good but the quality of marking is limited and on occasion is cursory and is poor.
129. The school acknowledges that the development of science has not been a high priority in the last two years and the role of the subject leadership, as in other subjects, is under-developed. The co-ordinator has a good involvement in long and medium term planning and a very good grasp of the areas for development. However, the co-ordinator does not see short term planning, and whilst the school has organised a small number of opportunities for the co-ordinator to observe teaching this has not been systematic or rigorous. The monitoring of the quality of pupil's work has similarly been ineffective in highlighting the uneven nature of scientific investigation.

#### **4. Information Technology**

130. No direct teaching of information technology was seen during the inspection. Judgements are based on discussions with the co-ordinator, staff and pupils and a scrutiny of past and current work and teachers' planning. Current attainment at the end of Key Stage 1 is in line with expectations overall. However, the subject is not yet sufficiently well established across the school and not all the weaknesses identified at the time of the last inspection have been successfully addressed. In particular, pupils have insufficient opportunities to learn the skills of controlling, modelling and monitoring and some opportunities are missed to use information technology to promote learning in other subjects, particularly English. Information technology now figures prominently in the school development plan and the effective co-ordinator has made a good start at addressing the relevant issues in conjunction with the Local Education Authority.
131. Scrutiny of pupils' work reveals that pupils have had a satisfactory range of opportunities to use information technology in the communication and handling of information and to develop confidence in the use of the keyboard and the mouse. Progress in these strands of information technology is satisfactory for all pupils including those with special educational needs. In Year 2, pupils use art programs to design safety posters on the dangers of electricity. They print address labels and correctly locate the parts of a skeleton on a template on the screen. They then create labels to attach to relevant parts such as the skull. A minority of this work is at levels above those expected for their age. In the handling of information, pupils in Year 2 create various graphs to show the different names of places where they live such as "Close" or "Terrace." This information is displayed using pie charts, line and bar charts. In a geography topic on favourite places, higher attaining pupils have produced a graph from which they have extracted the information that the BMX track is more popular than home. This work is also above the levels expected for pupils at the beginning of Year 2, although some of these skills

have been learnt at home. Although the school has equipment and programs to promote the use of information technology for controlling, monitoring and modelling, there was no evidence that this is currently being used and progress for all pupils in this strand of the subject is unsatisfactory.

132. Pupils have good attitudes to information technology. They handle the equipment with respect and enjoyment and they co-operate with each other when using computers in pairs.
133. Information technology is taught through the school's topic planning. Teachers review the work every half term in conjunction with the co-ordinator. Planning is very brief and is not specifically linked to the aspects of the subject identified in the National Curriculum Programmes of Study. Teachers generally have sufficient knowledge and understanding of the subject to enable them to support pupils in their work.
134. The school is evaluating its current scheme of work in the light of recent changes to the National Curriculum. Good leadership is provided by the co-ordinator in this review in conjunction with advice from the Local Education Authority. A successful audit of hardware and software has also taken place to ensure that there is consistency across the school to enable pupils to make progress in all aspects of the subject. Although the co-ordinator is involved in the review of the subject as it is taught through the topics, current assessment is not precise enough to record what pupils know, understand and can do in information technology.
135. Resources for information technology are generally appropriate and there are good plans in conjunction with the Local Education Authority to gain access to further national funding.

4.

#### **Religious education**

136. During the inspection it was not possible to observe any religious education lessons due to the organisation of timetables. However the scrutiny of the small amount of the pupils' work, discussions with pupils and the evidence of teachers' planning indicate that knowledge and understanding in religious education is below the attainments in the locally agreed syllabus.
137. By the time the pupils leave school at the end of Key Stage 1, they know some facts about the life of Jesus and that He was a special person. They know that Christians celebrate Christmas and Easter but have little knowledge of the worship, rituals and religious language of Christianity. They understand that there are other world faiths but are unable to talk confidently about them. The pupils do however, consider what makes people special and how members of their families such as grandparents are part of their lives. Their understanding of the importance of respect, tolerance and care for others is well developed. In a Year 1 class, pupils were very confident in expressing their emotions and empathising with others. Across the school the standard of the pupils' personal and social education is high.
138. Progress in religious education is inconsistent and mainly unsatisfactory. Pupils have few opportunities to improve their knowledge of religious symbols and insufficient time is given to the study of other faiths. Overall there has been an imbalance between moral and religious teaching. However the school recognises that learning about other faiths is an issue that needs addressing and the subject co-ordinator has plans to ensure adequate coverage of the syllabus.

#### **4. OTHER SUBJECTS OR COURSES**

4.

##### **Art**

139. The overall standards are mostly in line with what is expected of pupils of this age, this largely maintains the quality of provision since the last inspection. The previous inspection

indicated that some pupils were achieving higher levels. This is now rarely apparent and a small percentage of pupils with a higher level of skill are not consistently producing the standard of work of which they are capable. Whilst progress is generally satisfactory the progress made is sometimes slower than it might be.

140. In the reception class, pupils mix a range of powder paints on a palette to create several shades and tones to paint stripes of different thickness. They cut and glue papers and attach sequins to their T-shirt designs. In Year 1, pupils paint a picture with reference to the style of Monet. Other pupils cut and attach paper straws, pieces of string, card and plastic to represent parts of a skeleton. A display of recent work shows pupils have created paintings echoing the style of Picasso. In Year 2, pupils undertake an activity to make a skeleton using art straws to represent the different length of bones and with shaping for the ends of fingers. The sample of pupils' work shows that reception pupils have made observational drawings of flowers, fruit and a bird. They have made paper collages and a woven paper mat. In Year 1 pupils have mixed primary and secondary colours to cover a colourful elephant's body. Pupils have also made a printing block of a flower shape. In Year 2, pupils have painted pictures of sunflowers with reference to Van Gogh.
141. The progress of the majority of pupils, including those with special educational needs in developing skills in painting and drawing are broadly satisfactory. However, progress in the development of skills in a range of crafts, ceramics, sculpture, printing, and textiles is limited for all pupils. Whilst attainment in individual lessons is satisfactory, the scrutiny of pupils' work and displays show there are limited opportunities to develop a good knowledge of a full range of techniques. Some of the work undertaken lacks the boldness, flair and imagination often associated with high quality art work of young pupils. The quality of some pieces of work indicates limited skill development. Many pupils have an under-developed understanding of shape, form and perspective. For instance when painting a self portrait, several Year 2 pupils place the eyes very close to the top of the head and facial features well above their actual position on the face. Very few examples of work were seen using three-dimensional techniques.
142. Pupils' attitudes are good and they enjoy the practical nature of tasks and share resources well. Most use resources in a sensible manner as seen when the reception pupils carefully mix shades of powder paint. Most pupils are pleased with the work they produce although a small number are satisfied with low quality work that shows very little effort. Most pupils show a good level of concentration, which they sustain to the end of the activity.
143. The quality of teaching is satisfactory. Teachers set tasks clearly but very rarely give demonstrations of techniques to improve skill levels. The planning of lessons is brief. Teachers circulate among the pupils well, giving plenty of verbal feedback and encouragement to pupils. The expectations of teachers are appropriate although occasionally praise is given to work that would benefit from more constructively critical comment. Teachers manage pupils well and ensure that lessons are conducted in an orderly manner.
144. The co-ordination of the subject is generally satisfactory. However, as in other subjects, the monitoring and evaluation of planning, teaching and learning is ineffective in identifying issues for development. Whilst the co-ordinator has some opportunity to monitor the work undertaken this is not conducted in a systematic or rigorous manner. This makes it difficult for the co-ordinator to be aware of whether teaching builds in a continuous and progressive manner on what the pupils know, understand and can do. Very occasionally the whole school approach to topic planning allows very similar activities to occur with little reference to the progression of skills. This is illustrated in Years 1 and 2 where virtually the same skeleton making activity occurs even though planning does not indicate this in Year 1. The range of resources is adequate but materials to stimulate the

development of skills in a wider number of craft skills are more restricted. This limits the spontaneity and flair of the pupils and does not encourage imagination and creativity. Work is often displayed around the school and whilst neat, the quality of display does little to enhance the imagination. The use of information technology to support the teaching of art is under-developed.

4.

#### **Design and technology**

145. The progress of pupils is satisfactory. Standards are in line with what is expected of pupils of a similar age. This largely maintains the position in the previous inspection. However, many pupils were then seen to be achieving beyond the expected levels, which is rarely now the case.
146. No lessons were seen where aspects of the design and technology curriculum were taught. Therefore it is not appropriate to comment upon the response of pupils other than to note that in art related cutting, shaping and gluing materials pupils did this in a sensible manner and with interest in the task.
147. Curriculum planning is linked to topic work, and with the exception of cutting, shaping and gluing, no work is planned for this half term in reception or Year 1. The sample of pupils' work shows that pupils in reception have sewn a seam to make a simple purse, whilst others have cut and shaped paper clothes to dress the pig. In Year 1 pupils have coloured and cut out pictures of a clown and used paper fasteners to make moving limbs. They have attached limbs to a cardboard tube model of a cat with treasury tags and made pop-up pictures to illustrate a class book of 'The Giant Strawberry'. A current display shows that pupils in Year 2 have made a winding mechanism to illustrate a nursery rhyme; resulting in a mouse being wound up a clock and a spider up a drainpipe. Such work also included the drawing up of instructions to make the model. Plans are also made to construct a box vehicle with an axle and photographs show a range of such vehicles. There are some satisfactory examples of design planning and evaluation but this is not seen consistently through the school.
148. As no teaching of design technology was observed it is not appropriate to comment on all aspects of teaching. The sample of pupils' work indicates that activities are well linked to topic work and that teachers have satisfactory knowledge and understanding of the subject. However, the sample of work indicates, that with minor exceptions there is little evidence of pupils evaluating and refining their work.
149. As in all other foundation subjects there has been limited development of the subject recently and the school acknowledges this has been a low priority in development planning. As in other subjects whilst the co-ordinator has a good grasp of the areas for possible development the effectiveness of monitoring and evaluating planning, teaching and learning has been limited.

4.

#### **Geography**

150. Progress in geography is broadly satisfactory and standards are similar to those found in most schools. This indicates the maintenance of findings of the previous inspection. No geography lessons were observed during the inspection and it is therefore not appropriate to comment upon pupils' response to geography. Planning indicates that with the exception of one activity in Year 2 no geography is planned for the half term.
151. The sample of pupils' work shows that in reception, pupils have knowledge of their local area and have written about features of the area that they feel are important. Pupils then contrasted this with the seaside and wrote about the features there. Pupils made a class book of 'My House' with individual pictures and descriptions of their homes. Such information was transferred to a computer database, which was subsequently used to produce pie charts and block graphs for the class to study. In Year 1, pupils describe the

features of their favourite place. In Year 2 pupils name geographical features such as an island, hill, wood, river and cliff on a pictorial representation of these. They also draw a route from school to their home and carry out a building survey identifying how many shops, churches, garages there are in the area.

152. The sample of pupils' work indicates that the geographical knowledge and understanding of teachers is appropriate. The quality of marking of the pupils' work is often cursory and fails to identify what the pupils have to do in order to improve their work.
153. The development of geography has been a low priority in the school recently and the co-ordinator has had limited opportunities to monitor and evaluate the quality of planning, teaching and learning.

#### 4. **History**

154. Standards in history are similar to those usually seen and pupils make satisfactory progress. Only one lesson was seen during the inspection. Judgements are based on a scrutiny of pupils' past and present work, discussions with the co-ordinator and with pupils. Pupils in reception have completed worksheets detailing differences between now and one hundred years ago. They understand that people wore different clothes for the beach and they use the term "old fashioned" to describe what they draw. In the lesson in Year 1, pupils make good progress in identifying the effects of time on people. They refer to photographs of the teacher as a child and draw a timeline, which illustrates the changes from baby to toddler. By Year 2, pupils compare the different materials used in the manufacture of toys, contrasting the use of fur and plastic for example. In discussions they remember learning that old-fashioned hats had feathers and that people used fans for "cooling you down." They remember a visit to a local stately home and that classrooms looked different in the past saying that teachers used to sit on high chairs. They understand the concept of time passing and identify that if they went back five or six years they might still be in their mummy's tummy or "little babies." They know they will be bigger in five years' time but that adults might not appear to change much.
155. In the lesson observed, pupils' attitudes to history are good. They enjoy discussions of the teacher's photographs and have good relationships with each other and with the teacher. In discussions, they speak with obvious enthusiasm of the visits they have made.
156. The quality of teaching in the lesson observed is good. The teacher makes very good use of her personal photographs as a focus for discussion. Written planning is brief although the lesson is obviously carefully planned and is appropriately matched to the pupils' age and abilities.
157. The history scheme of work has been modified to take account of recent changes in the National Curriculum. The school plans to fit in all aspects of the subject on a two year cycle which means that at the time of the inspection, no teaching had taken place on famous events such as the Great Fire of London or famous people such as Florence Nightingale. The school is beginning to make links between history and literacy, for example in the use of "big books" with a historical focus. As yet however, these links are not sufficiently developed.
158. Teaching and learning in history is broadly similar to that reported at the time of the last inspection.

#### 4. **Music**

159. Standards in music are broadly similar to those usually seen and pupils make satisfactory progress overall. However, as at the time of the last inspection there is some underachievement. This is due largely to the absence of a satisfactory scheme of work

which properly addresses the National Curriculum Programmes of Study. In Year 1, although pupils have opportunities to sing, these are often limited because the commercial scheme which is being used has words and tunes which are too complicated. This results in singing, which is unenthusiastic, and sometimes out of tune.

160. Pupils develop their listening skills but these are limited and progress is sometimes unsatisfactory. In a lesson on the differences between “night and day noises” for example, pupils offer snakes and sparrows as examples of daytime noises. Two pupils each offer a “hooting” sound as an example of night-time noises and one warns, “they’re not the same.” The class correctly guess the first to be an owl but they and the teacher are unable to distinguish that the second is a werewolf! In Year 2, progress improves. Pupils move rhythmically to a blues beat and understand that the blues are associated with feeling miserable. A scrutiny of pupils’ work also reveals some good attempts at notation using symbols and pictures of the instruments being played.
161. Pupils’ response to music is good overall and is very good in over one third of lessons observed. They are eager to volunteer to demonstrate sound patterns for example and they are engrossed when using small untuned percussion instruments such as thumb cymbals to represent the sound of a centipede. They play with great care and sensitivity.
162. Teaching is at least satisfactory and often good or very good. A minority of teaching in Year 1 is unsatisfactory. Unsatisfactory teaching occurs when teachers’ knowledge and understanding of the subject are insecure and when planning does not clearly identify what pupils are expected to learn. Better teaching ensures that pupils are fully involved in the lesson and have opportunities to participate in activities which they enjoy and are within their capabilities.
163. The absence of a satisfactory scheme of work and the use of an unsuitable commercial scheme in some classes restricts pupils’ progress. The school and the co-ordinator are aware of this and the school development plan indicates that the subject is to be reviewed in line with the recent changes to the National Curriculum.

#### **4. Physical Education**

164. By the time they leave school, the pupils demonstrate similar standards of skill and knowledge in physical education to pupils of the same age, and they make satisfactory progress. The school makes satisfactory provision for the physical education of its pupils and the curriculum includes gymnastics, dance and games. Pupils in reception demonstrate good control and co-ordination of their movements as teddies or soldiers during a dance lesson. In Year 1, the pupils make effective use of space during floor work. They understand the importance of warming up and have a good bank of warm-up routines. In Year 2, pupils throw, catch and control balls with increasing skill and sustain a good level of physical activity during the lesson.
165. Pupils are keen and enthusiastic to take part in physical education activities. In all lessons observed their behaviour is very good. They listen carefully to instructions and consider how they can improve their performance. They appreciate the need for safety when carrying equipment or working with others. Pupils are always suitably dressed for physical activity. Pupils with special educational needs are well-integrated into lessons and make satisfactory progress.
166. In all lessons observed teaching was predominantly satisfactory, often good and occasionally very good. Lessons are planned with clear learning objectives and high expectations. Teachers manage lessons very well and high levels of discipline are maintained. Care and attention is given to pupils’ safety. Effective use is made of pupils’ performance to

demonstrate good practice and the way in which teaching assistants support pupils with special needs by joining in with the lesson is very good.

167. There is an appropriate policy and an outline scheme of work, which gives structure and direction to the subject. The scheme is currently being revised and up-dated. The knowledge and expertise which the co-ordinator gained from her own in-service training and input from outside agencies has been productively used by the staff. There is a good range of resources, which are used appropriately.



#### 4. PART C: INSPECTION DATA

4.

##### **SUMMARY OF INSPECTION EVIDENCE**

168. A team of four inspectors carried out the inspection, one of who was a lay inspector.

- A total of 12 days was spent observing classes, sampling pupils' work and talking to pupils.
- A total of 38 lessons or parts of lessons was observed.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- A sample of registration periods was observed.
- Discussions were held with the secretary about the procedures for monitoring attendance.
- Pre-inspection meetings were held with the staff, governors and parents.
- Discussions were held with the headteacher.
- Samples of pupils' work were scrutinised across all year groups.
- Pupils from each year group were heard reading aloud.
- An additional meeting took place in the week of the inspection with the Chair of the Governing Body and other governors with specific responsibilities.
- Frequent discussions took place with pupils of all ages about their learning, achievements and views on aspects of the code of conduct.
- Inspectors observed lunchtime behaviour.
- Playtimes were observed and enabled informal discussions with pupils.
- Inspectors attended some assemblies.
- Additional documentation was scrutinised including long-term curriculum planning and some finance documents.
- An inspector made a detailed tour of the site to inspect the accommodation.

169. DATA AND INDICATORS

· **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	141	2	11	10

· **Teachers and classes**

**Qualified teachers (YR – Y2)**

Total number of qualified teachers (full-time equivalent)	6
Number of pupils per qualified teacher	23

· **Education support staff (YR – Y2)**

Total number of education support staff	3
Total aggregate hours worked each week	62

**Financial data**

Financial year:

1998
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	£
Total Income	290.943
Total Expenditure	290,604
Expenditure per pupil	1,680
Balance brought forward from previous year	23,123
Balance carried forwards to next year	33,462

## PARENTAL SURVEY

Number of questionnaires sent out:

140

Number of questionnaires returned:

36

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	25.0	61.1	8.3	5.6	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	47.2	41.7	5.6	5.6	0
The school handles complaints from parents well	17.6	38.2	35.3	8.8	0
The school gives me a clear understanding of what is taught	19.4	63.9	11.1	2.8	2.8
The school keeps me well informed about my child(ren)'s progress	25.0	61.1	11.1	2.8	0
The school enables my child(ren) to achieve a good standard of work	30.6	63.9	2.8	2.8	0
The school encourages children to get involved in more than just their daily lessons	30.6	41.7	19.4	8.3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	27.8	61.1	8.3	2.8	0
The school's values and attitudes have a positive effect on my child(ren)	38.9	47.2	13.9	0	0
The school achieves high standards of good behaviour	36.1	55.6	8.3	0	0
My child(ren) like(s) school	55.6	38.9	5.6	0	0