

INSPECTION REPORT

Westways Primary School
Sheffield

LEA area : Sheffield

Unique Reference Number : 107095

Headteacher : Mrs S Ogden

Reporting inspector : Sheridan Earnshaw
11938

Dates of inspection : 8th – 11th November 1999

Under OFSTED contract number: 706857

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Nursery, Infant and Junior
Type of control :	County
Age range of pupils :	3 - 11
Gender of pupils :	Mixed
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr S Marples
Date of previous inspection :	June 1995

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs S. Earnshaw, RgI	Design and Technology Music	Characteristics of the school Teaching Leadership and Management
Mr K. Baker, Lay Inspector		Attendance Attitudes, behaviour and personal development Support, guidance and welfare Partnership with parents and the community
Mr K. Bardon – Team Inspector	Science Equal Opportunities	Attainment and progress
Mr B. Potter – Team Inspector	Mathematics Religious education	Spiritual, moral, social and cultural education
Mrs C. Cressey – Team Inspector	English Section 11 Areas of learning for under fives	Curriculum and assessment
Mr P. Stevens – Team Inspector	History Geography Physical education Special educational needs	Efficiency
Mrs J. Gibson – Team Inspector	Information technology Art	Staffing, accommodation and learning resources

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MAIN FINDINGS

What the school does well

- Pupils are provided with a good start to their education in the nursery and reception classes where they make good progress.
- Pupils attend regularly, behave responsibly, relate well to one another and to adults, and have good attitudes to their learning.
- There is very good provision for social and moral education and good provision for spiritual and cultural education.
- All groups of pupils are ensured an equal access to the curriculum.
- Strong support is encouraged and gained from parents and the community.
- Effective links are made with the home through good homework provision.

Where the school has weaknesses

- I. There are insufficient strategies in place to raise standards in the core subjects of English, mathematics and science for some groups of children.
- II. Pupils are making insufficient progress in science in Key Stage 2.
- III. Standards in information technology are too low.
- IV. There is insufficient monitoring and evaluating of school initiatives for subject leaders to develop the curriculum and to evaluate spending.
- V. Lesson plans do not always provide sufficient guidance for some groups of pupils.

The school's strengths outweigh its weaknesses. However, the weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Since the previous inspection, one issue has been effectively addressed. There is now a coherent responsibility structure in place whereby there are two subject managers for each subject, giving an overall view across the curriculum, and in most instances covering both key stages. This has led to effectively putting in place new initiatives, such as the National Literacy Strategy and the National Numeracy Strategy.

Other issues have been partially addressed and some improvements made. There has been some good development of curriculum guidance, a key issue in the previous report, particularly in English and mathematics, and there are sound policies in place for the majority of subjects. However, at present there are no effective schemes of work for information technology, where standards are too low, and the scheme of work being used for science is inappropriate to develop the key ideas. Although some subjects, such as English and mathematics are being monitored and evaluation of teaching is being carried out systematically, there are no guidelines to support other subject managers in the monitoring and overall improvement of their subjects. Developing systems for monitoring achievement across the school was a key issue in the previous report. This has been addressed, to some extent, through the analysis of results of national tests, the introduction of optional tests in Key Stage 2 and the school's decision to introduce 'booster classes' in Year 6, prior to the government funded initiative. However, the school is not using all the information available to it to determine why individual groups of pupils perform as they do. For example, how the increasing percentage of special educational needs pupils, and pupils who enter the school during different stages in their primary education can be best supported in all classes throughout the school.

Since the last inspection standards in national tests have declined in Key Stage 2. However, this has been largely due to the changing nature of the school's intake. However, the results in mathematics in Key Stage 1 have improved and were in line with national expectation at the last inspection and are now above. The curriculum for physical education has improved, there is now a balanced programme in place, which includes indoor activities and athletics and supportive teaching and learning guidelines. Pupils now make sound progress in their drawing skills in art in upper Key Stage 2. The school has consistently provided a good curriculum for children under five in the nursery and in the reception class. The capacity for improvement is sound. The school is providing extra support for those pupils who speak English as an additional language, subject leaders are eager to develop their subjects and the new governing body is very supportive of the school.

Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	
English	D	D	
Mathematics	D	D	
Science	D	D	

<i>Key</i>	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

· This shows that in English, mathematics and science, standards are below average compared to all schools nationally. In the period since the school was last inspected pupils' performance in national tests has fallen in all three subjects. However, of the cohort of Year 6 pupils in 1999, 28 per cent had special educational needs and less than two thirds had benefited fully from the education the school provides. Over a third of pupils had entered the school at different stages of their primary education and one in ten pupils started Westways in the year they took the tests.

· When compared to similar schools the comparison is made against those that have similar proportions of pupils eligible for free school meals. When additional factors are taken into consideration, such as the proportion of special educational needs pupils and the numbers of transient pupils, the judgement is that the school's results are below that of similar schools in English, mathematics and science. If the comparison is based solely on those pupils eligible for free school meals, the school would be well below in English and mathematics.

By the end of Key Stage 2 standards are those expected for the age group in religious education but pupils' attainment is below the expected standard in information technology.

· At the end of Key Stage 1 the results for 1999 showed that in reading results are close to the national average but although writing has been rising steadily since 1996, the results fell back this year and are below average. The results for mathematics are gradually improving and are above average.

The attainment of children by the age of five is consistent and they make good progress in all the areas of learning they meet the targets set for the age group.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Satisfactory	Satisfactory
Science	N/a	Satisfactory	Unsatisfactory
Information technology	N/a	Unsatisfactory	Unsatisfactory
Religious education	N/a	Satisfactory	Good
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching for children under the age of five is good with 20 % of lessons very good in all areas of learning including English and mathematics. In Key Stage 1 teaching is satisfactory or better in 97% of lessons with a third of lessons good. Teaching is unsatisfactory in 3% of lessons (i.e. 1 lesson). In Key Stage 2 teaching is satisfactory or better in 96% of lessons with almost 10% of teaching very good. In 4% of lessons (i.e. 2 lessons) teaching is unsatisfactory. There is good teaching in Key Stage 2 in religious education, history and geography. The unsatisfactory teaching of information technology results from a lack of a scheme of work and poor resources. Although the lessons observed in science in Key Stage 2 were satisfactory, the overall judgement of unsatisfactory teaching is because of the unsuitability of the present scheme of work and the content of lessons planned from it.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is good. Pupils consistently behave well in and around the school.
Attendance	Attendance is satisfactory. Pupils attend regularly and come to school on time.
Ethos*	There is a satisfactory climate for learning and pupils show positive attitudes to their work.
Leadership and management	Leadership is sound and the school's aims are being implemented appropriately and there is a good school development plan, but there are not yet enough effective strategies in place for monitoring and evaluating attainment and school initiatives.
Curriculum	Good for children under the age of five in the nursery and reception class and satisfactory in Key Stages 1 and 2. Procedures for assessment are good but are not used consistently to identify strengths and weaknesses in the curriculum.
Pupils with special educational needs	Pupils with special educational needs make satisfactory progress and they make good progress in the nursery and reception class.
Spiritual, moral, social & cultural development	There is very good provision for social and moral education and good provision for spiritual and cultural development.
Staffing, resources and accommodation	There are sufficient numbers of teachers and support staff. The accommodation is good and learning resources are satisfactory overall.
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

What most parents like about the school	What some parents are not Happy about
VI. Their children enjoy coming to school VII. Parents feel they are encouraged to play an active part in school life VIII. The school is supportive, caring and approachable IX. They are satisfied with the work that their children are expected to do at home	X. Some parents are not happy with the quality

Through the questionnaire parents returned, the meeting held before the inspection and discussion with parents during the inspection, parents generally expressed satisfaction with the education the school is providing for their children. There were mixed views concerning the information parents receive. The inspection found that parents are provided with regular newsletters and information about the topics taught. A booklet is provided before children start in the nursery and the School Prospectus is an informative document. The school overall, has a good partnership with parents and the community. The inspection found that the parents' positive views of the school are justified.

KEY ISSUES FOR ACTION

The Headteacher, staff and governors should now:

XI. Raise standards in the core subjects by:

- Determining why different groups of pupils, such as those with special educational needs, those who speak English as an additional language and those who enter school at different stages in their primary education, perform as they do and use all available information to set targets for those pupils
- Identifying the developments needs of staff which will enable them to reach their targets
- Identifying any resource implications
- Monitoring the effectiveness of the roles of those who support pupils who speak English as an additional language and the role of the special educational needs teacher.

(See paragraphs 19, 34, 38, 48, 73 , 93, 94)

- Raise standards in science in Key Stage 2 by:
 - Providing a programme of work more suited to the needs of pupils, and provide staff development in order that teachers can deliver it. (See paragraphs 14, 16, 17, 32, 43, 136 - 144)
- Raise standards in information technology by:
 - Implementing a scheme of work which is fully taught and which ensures that pupils' knowledge and skills are taught progressively
 - Providing a programme of staff development, which will enable teachers to deliver the scheme of work
 - Providing resources so that pupils are taught effectively. (See paragraphs 10, 15, 16, 17, 32, 40, 43, 83, 88, 95, 121, 146-154)
- Ensure that school initiatives are fully monitored and evaluated by:
 - Providing all subject managers with guidelines so that they can monitor and evaluate the teaching and learning in their subjects
 - Identifying whether the outcomes of spending are effective (See paragraphs 75, 76, 90)
- Ensure that lesson plans provide appropriate activities for different groups of pupils, including those with special educational needs and those who speak English as an additional language, and identify what they are expected to learn. (See paragraphs 19, 34)

In addition to the key issues above, the following less serious weakness should be considered for inclusion in the governors' action plan:

- Provide sufficient resources for teaching all aspects of the National Literacy Strategy. (See paragraphs 88, 126)

INTRODUCTION

Characteristics of the school

- 1 Westways is a large primary school situated in a residential area approximately two miles from the centre of Sheffield and in close proximity to Sheffield University. The majority of pupils are from privately owned homes from the local area. A small number of pupils come from University owned homes and these pupils tend to have English as an additional language. The intake of the school is becoming more diverse due to the recent closure of a school in a nearby, more disadvantaged locality and the increase in pupils entering school throughout the year into classes other than reception. This was 36% of pupils in the year 1998 to 1999. The majority of these pupils are unable to speak English and there is a wide range of languages spoken including Spanish, Arabic, Cantonese and Korean. Fourteen of pupils come from homes where English is not the first language, which is high.
- 2 The school is housed in three separate buildings which were formerly the first and middle schools. The nursery and younger infants are situated in Mona building, Year 2 pupils in Warwick building and all the junior pupils are in Western building. The school is pleasantly decorated and well maintained.
- 3 The nursery at Westways has recently increased its intake to 39 places this year. Pupils enter school in the term in which they are five. Across the school there are similar numbers of boys and girls apart from Year 3, where there are more boys. Seventy pupils are registered as having special educational needs and three of these have statements which is below average. Eight per cent of pupils are eligible for free school meals, which is below the national average. When children enter school at the age of four their attainment is generally average.
- 4 The school's aim is to promote pupils' academic and personal development in all aspects of school life. The raising of standards in literacy, numeracy and information technology are continuing priorities as well as developing residential visits and community involvement in and around the school.

Key Indicators

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1
for latest reporting year:

Year	Boys	Girls	Total
1999	32	20	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	14	24	24
	Girls	11	18	18
	Total	25	42	42
Percentage at NC Level 2 or above	School	81 (79)	81 (90)	81 (86)
	National	82 (80)	83 (81)	86 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	25	25	27
	Girls	18	18	18
	Total	43	43	45
Percentage at NC Level 2 or above	School	82 (92)	83 (92)	86 (96)
	National	(81)	86 (85)	87 (86)

¹

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	25	26	51

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	14	17
	Girls	19	16	20
	Total	29	30	37
Percentage at NC Level 4 or above	School	61 (70)	61 (61)	73 (85)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	13	18
	Girls	19	16	19
	Total	27	29	37
Percentage at NC Level 4 or above	School	53 (72)	57 (61)	73 (87)
	National	67 (65)	69 (65)	75 (72)

Attendance

Percentage of half days (sessions)
missed through absence for the
latest complete reporting year

		%
Authorised Absence	School	4.6
	National comparative data	5.7
Unauthorised Absence	School	1.1
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school
age) during the previous year:

	Number
Fixed period	1
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	8
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 Seven year olds attain standards in English, mathematics and science that are close to the national average but the standards of the eleven year olds are below average. The proportion of pupils who have special educational needs has increased and a significant number of pupils are joining the school part way through their primary education, in some instances from abroad. Both these factors are depressing the standards of the eleven year olds.
- 2 When they first enter the school the majority of children have the skills and knowledge expected of the under fives, although these vary considerable between individuals. Children including those with special educational needs, make good progress in the both the nursery and in reception. However, as a result of Local Authority policy, the under fives only receive one term's full time education prior to starting in Year 1. Despite this, most children attain the standards expected by the age of five in all the areas of learning and are ready to move on to the National Curriculum. Their personal and social development is often above average. They quickly learn how to cooperate with each other and are able to sustain their interest. Most children are able to share conversations with adults and many are beginning to recognise letters and words. They can count up to and beyond ten and are starting to add groups of objects. They can operate simple equipment such as a tape recorder and build interesting models with construction toys. When involved in physical activities they show good awareness of space and are creative when role playing in areas such as the home corner.
- 3 In the 1999 national reading tests for seven year olds, the school's results were close to the national average and much the same as those of schools similar to Westways. In the writing test over 80 percent of seven year olds attained the expected level 2 but only two percent attained the higher level 3. Overall the school's results in writing were below both the national average and those of similar schools. Although the proportion of pupils who reached the expected level 2 in the mathematics test was a little below average this was balanced by the well above average proportion who attained the higher level 3. On balance, the school's results were above both the national average and those of similar schools. In 1999 the performance of the girls was much better than that of the boys in all three sets of tests, but this is not always the case and there are some years where this pattern is reversed. There are no science tests for this age group but teachers' own assessments indicate that over 80 percent of pupils reached the standard expected.
- 4 Since 1996 the performance of seven year olds in the national reading tests has remained at or a little above the national average and the standards pupils were attaining at the time of the last inspection have been maintained. Pupils' performance in the writing test rose steadily between 1996 and 1998 but fell back this year, but this was the first time since the last inspection that writing results had been below the national average. Mathematics results have gradually improved since the last inspection and in 1999 rose above the national average for the first time.
- 5 Currently, Year 2 pupils are attaining standards similar to the national average in all three of the core subjects of English, mathematics and science and the expected proportion are on track to achieve level 2 by the time they are seven. Pupils speak and listen well. They make good use of appropriate vocabulary when explaining themselves or answering questions. Most pupils read with the expected accuracy and understanding, with higher attaining pupils able to employ a range of strategies to identify unfamiliar words. They know how to join letters together when writing and are able to spell most common words correctly. Although their writing is average overall the interesting vocabulary they use when speaking is not as evident in their written work. Overall, the majority of pupils have the literacy skills expected of the age group. Most pupils are beginning to be able to carry numbers in their heads and can calculate with the accuracy expected at this age. They know what the different mathematical symbols represent and can name common two and three dimensional shapes. The majority of pupils have acquired the expected range of numeracy skills. The majority of Year 2 pupils have a satisfactory understanding of many of the basic ideas of science, but their skills of investigation are below average.

- 6 As a result of poor resources and insufficient time to practice Year 2 pupils do not develop the information technology skills expected and in this subject standards are below average. Pupils' attainment in religious education meets the expectations of the locally Agreed Syllabus and most acquire the expected knowledge and appreciation of the customs and values of different faiths. In all the other subjects of the curriculum, art, design and technology, geography, history, music and physical education, pupils acquire the knowledge, understanding and skills expected of Key Stage 1 pupils.
- 7 Overall, the performance of the school's eleven year olds in the 1999 National Curriculum English and mathematics tests was below both the national average and that attained by schools similar to Westways. In both the English and mathematics tests 61 percent of pupils attained the expected level 4. Nationally 70 percent of pupils attained this level in English and 69 percent attained it in mathematics. While 22 percent of the school's pupils went on to attain the higher level 5 in English, which is a broadly average proportion, only 14 percent of pupils attained it in mathematics, which was below average. The science test results presented a similar picture. Although 73 percent of pupils attained the expected level 4 and 24 percent attained level 5, this performance was below both the national average and that of similar schools. Girls regularly perform better than boys in the English test and in 1999 the difference was considerable. Eighty percent of girls attained or exceeded the expected level 4 but only 44 percent of boys achieved this standard. However, the difference in 1999 appears to have been a characteristic of that particular cohort of pupils and it is not reflected in the attainment of the boys and girls currently in Year 6, which is very similar. The differences in performance of girls and boys in mathematics and science have been far less marked since the last inspection and have balanced out over time.
- 8 In the period since it was last inspected pupils' performance in the national tests for eleven year olds has fallen progressively in all three core subjects of English, mathematics and science. This is in contrast to a trend of nationally rising standards. In 1999 the proportion of pupils attaining the expected level 4 in both English and science was the lowest it had been since the school's last inspection. In mathematics the proportion of pupils attaining level 4 has remained broadly constant over the four years, but nationally standards have risen and the school's results have not kept pace with national improvements. There are, however, factors which bear directly on these results. Across the school as a whole the proportion of pupils with special educational needs has risen from 9 percent at the time of the last inspection to its current level of 21 percent. Of the cohort of Year 6 pupils who took the 1999 national tests, 28 percent had special educational needs, often associated with learning difficulties. In addition less than two thirds of the eleven year olds who took the tests had benefited fully from the education the school provides. Over a third had entered the school late and one in ten only started at Westways in the year they took the tests. This level of change will have caused frequent disruption to the year group.
- 9 The school's agreed targets for pupils' attainment in English and mathematics in next years' national tests are very challenging. They require an increase in the proportion of pupils attaining the expected level 4 of six percent in English and eight percent in mathematics. On the basis of the evidence gathered during the inspection it is doubtful that these targets will be met. Twenty-five percent of pupils in the current Year 6 classes have special educational needs and in one class in particular this constitutes almost a third of the pupils. Again a number of Year 6 pupils have joined the school this year and are only just settling down to their new environment. These factors are adversely affecting the attainment of the year group as a whole and standards in all three core subjects of English, mathematics and science are below average. Overall, a significant number of pupils do not have the literacy and numeracy skills expected of Year 6 pupils and their attainment in these two key areas is below average.

- 10 Most Year 6 pupils speak clearly and confidently and have a good understanding of what is said to them. In this aspect of English pupils' attainment is average. However in both reading and writing pupils' attainment is below average. A small proportion of pupils read fluently and with expression. They are able to write in different styles to suite the purpose and audience. The majority of pupils can derive meaning from a range of texts and can express themselves satisfactorily in their writing. However there is a significant proportion of pupils who find both reading and writing difficult skills to master. These pupils consistently produce work of a lower standard than that expected of Year 6 pupils. In mathematics most pupils are able to make effective use of the knowledge and skills they are acquiring and apply them satisfactorily in a range of contexts. They know the properties of shapes and can measure with the expected accuracy. The majority of pupils are accurate when making basic calculations but too many lack confidence and mental agility and work at a slow pace. They need regular revision, which also slows the pace of their learning. Pupils' knowledge and understanding of data handling procedures is also below average. In science, weaknesses in the scheme of work compound the other factors. As a result pupils do not develop the investigative skills expected and there are weaknesses in their understanding of living things. Pupils' knowledge of materials and physical processes is broadly average.
- 11 In Year 6 standards in information technology are below average. A badly managed curriculum and inadequate resources results in pupils having insufficient knowledge of the capabilities of the technology, particularly in control and modelling. The attainment of Year 6 pupils in religious education meets the requirements of the locally Agreed Syllabus. Most pupils show an awareness of the basis of religion as a guide to the way people live and how different faith traditions impact on everyday life. Year 6 pupils attain the expected standards in art, geography, history and music. They also reach the expected standards in physical education and by next summer all should be swimming a minimum of 25 metres. Pupils do not have the range of design and technology skills expected and their attainment is below the level normally found at this age.
- 12 Key Stage 1 pupils make satisfactory progress in English, mathematics and science. They learn to listen carefully and express themselves clearly. Their vocabulary steadily improves along with their ability to recognise many of the words in common use. Pupils move from copying what has been written for them to being able to compose simple text themselves. The clarity of pupils' handwriting improves and they become increasingly adept at joining letters together. Pupils make satisfactory progress in all aspects of mathematics. Their ability to work mentally improves and they become increasingly confident with progressively larger numbers. The range of calculations they can make increases and they begin to be able to explain how they are doing things. Pupils' ideas build satisfactorily in science. However, a lack of consistency in teachers' approach to investigations leads to unsatisfactory progress in pupils' skills development. With the exception information technology, Key Stage 1 pupils make satisfactory progress in all other subjects of the curriculum. Information technology is not well taught and pupils' progress is unsatisfactory.
- 13 Pupils' progress in Key Stage 2 is a little more variable but satisfactory overall. Pupils make satisfactory progress in reading and writing and good progress in speaking and listening. Overall pupils' progress in English is satisfactory. They learn to discuss issues constructively and to respond fully to the questions put to them. They develop fluency when reading aloud and are able to read increasingly complex stories with understanding. Pupils' use of vocabulary widens and they begin to recognise the need to plan what they are to write before committing themselves to paper. Pupils make satisfactory progress in all aspects of mathematics. Their knowledge of different calculation strategies and how to apply them in different circumstances increases. They become more confident with large numbers and become increasingly adept at working mentally. Restrictions are placed on the progress pupils make in science by the weaknesses of the scheme of work. Key Stage 2 pupils' make satisfactory progress in learning about materials and physical processes but unsatisfactory progress in acquiring ideas about living things and in the development of investigative skills. As is found in the earlier key stage, and for the same reasons, Key Stage 2 pupils make unsatisfactory progress in information technology. Pupils make satisfactory progress overall in religious education, art, design and technology, history, geography, music and physical education.

- 14 The school made an early start to the implementation of the National Numeracy Strategy by piloting it last year. The strategy is now fully in place and contributing effectively to the satisfactory progress pupils are making in the development of numeracy skills. Some elements of the National Literacy Strategy are still to be fully implemented although most are in place. Guided reading in Key Stage 2, for example, is awaiting suitable resources and focused group work is not always in evidence. However, the school is well on the way to full implementation and this too is having a positive effect on the satisfactory progress pupils are making in this key area. Across the curriculum as a whole, pupils' progress in literacy and numeracy is satisfactory overall but variable and dependent on how well teachers are able to identify the opportunities presented by the different subjects. For example good literacy and numeracy development takes place in geography, as pupils are regularly required to read for information, write detailed reports and interpret numerical data. In contrast the expectations of pupils' written work in science is lower and pupils make slow progress in acquiring the skills of numerical analysis.
- 1 Pupils with special educational needs make satisfactory progress in relation to their prior attainment. Where pupils are withdrawn they generally make good progress as a result of carefully planned lessons focusing clearly on specific targets to provide experience and reinforcement. However, given the nature of the needs of many pupils the focus for some sessions is inappropriate, in that emphasis may be on spelling when a pupil is between two to four years below chronological age in reading. Provision in class lessons for pupils with special educational needs is not always consistent. In some, the provision is well constructed and allows the special educational needs pupils to move along at the same pace as others in the class. However, in some teachers' planning, insufficient consideration is given to strategies needed during the lesson and pupils with special educational needs do not make as much progress as they should. The provision made for pupils who speak English as an additional language is generally effective. These pupils are given full access to the curriculum and maintain the same rate of progress as their peers.

Attitudes, behaviour and personal development

- 1 The attitudes, behaviour and personal development of the pupils are good overall. This plays an important part in the progress they make.
- 2 In the nursery and reception class, children come willingly to school and soon adjust to the work and routines. In the main they are motivated, confident and happy young learners. Lesson observations showed that they are willing to answer questions and put forward suggestions. Most have good independent skills, for example they handle scissors, needles and brushes safely, and most cooperate well.
- 3 At both key stages most pupils have positive attitudes to their work. They settle quickly to their lessons and listen attentively to instructions. They are often openly enthusiastic about their work and keen to share knowledge and ideas. This was demonstrated to good effect in a Year 3 science lesson on the solar system. Most pupils concentrate well but some are inclined to become inattentive and restless especially in the longer lessons or very occasionally when the standard of class management slips. Pupils are not always provided with enough opportunities to develop their personal study skills, especially at Key Stage 2, and there were few examples seen of imaginative and innovative responses to work. The pupils who speak English as an additional language try their best to play a full part in lessons. They listen carefully and apply themselves diligently to any special tasks given to them. Pupils with special educational needs work well with their classmates and alongside adults when extra support is required.
- 4 Some of the children under five take time to adjust to the school's rules of conduct but most at this age are well behaved. In general the behaviour of pupils is good in the classrooms, the dining room and playgrounds. They respond maturely to the school's rules and routines. They gather quietly to enter school and for assemblies, and no time is wasted. Relations between staff and pupils are harmonious, reflecting the calm and orderly atmosphere of the school. Property and resources are looked after well and the work that pupils carry out in the Wildlife Garden shows their concern and care for their environment. There was just one fixed term exclusion last year. No examples of bullying, racial harassment or violence were observed during the inspection. Parents are understandably pleased with the standards being achieved.

- 5 Pupils are invariably polite, friendly and helpful to staff, to one another and to visitors. In the nursery, children play well alongside each other in the outdoor play area, share equipment such as bikes and scooters and are prepared to wait patiently for their turn. The way Year 5 pupils openly discussed friendship in a personal and social education lesson, is a typical example of the ability pupils have to exchange views and to share opinions. The presence of pupils from different countries in the school adds significantly to the general appreciation of other beliefs and cultural traditions.
- 6 Most pupils take good advantage of the range of opportunities given them to take responsibility and show initiative. In the early years, pupils respond well and quickly grow in confidence, and this is maintained as they progress through the school. Many play an active part in the school's music and drama productions and its community projects. Pupils on the School Council submit mature ideas for developments. On their own initiative, some of the older children have asked for some training to be "peer counsellors" and to help act as friends to the younger children at play time.
- 7 Pupils continue to show the same positive attitudes, good behaviour and personal development as in the last inspection.

Attendance

- 8 The attendance of pupils is satisfactory and in line with the national average. Unauthorised absence is relatively high compared nationally but can be largely explained by a small number of parents from overseas returning home with their children without formally notifying the school. Authorised absence is lower than the national average.
- 9 The overall attendance level is not quite as good as at the last inspection but the school is well placed to make improvements.

QUALITY OF EDUCATION PROVIDED

Teaching

- 10 The quality of teaching is good in the nursery and reception class for children under the age of five and it is satisfactory in both Key Stage 1 and Key Stage 2.
- 11 In the nursery and reception class teaching is never less than good, with a quarter of lessons very good in the nursery and one in six lessons very good in reception. Teachers and classroom support assistants are enthusiastic and have high expectations of the children. All staff have a secure understanding of how young children learn and of the importance of play and first hand experiences. Lesson plans are clear and detailed. Staff work well together and this has a positive effect on the quality of the learning. Experiences are interesting and challenging and are focussed closely on what children need to learn. Activities are well organised and appropriate to promote language and literacy and mathematical development. There is a very good balance of teacher directed activities and child initiated ones. This was a weakness at the previous inspection and has been addressed very well. Staff provide very effective support for all activities, interacting well to check and extend children's understanding. Praise and encouragement are effective in promoting positive behaviour and personal and social development. Children are given very clear instructions about what it is they are expected to do and they work well together. For example, in the reception class they worked together well in small groups, carefully putting away apparatus after a physical education lesson. Staff use questions, comments and observations very well to assess children's progress and to plan for future learning. Assessment is used effectively to help teachers plan an appropriate learning environment for children under five. All staff contribute to a useful record system which indicates children's progress towards the desirable outcomes.

- 12 In Key Stage 1 teaching is satisfactory or better in 97% of lessons with a third of lessons good. Teaching is unsatisfactory in 3% of lessons. In Key Stage 2 teaching is satisfactory or better in 96% of lessons with almost 10% of teaching very good. In 4% of lessons teaching is unsatisfactory. Teaching is good or very good where teachers use effective strategies to promote ideas and value pupils' suggestions. Tasks are set to ensure that all pupils are effectively challenged and clear targets identify what they need to learn. Classes are well organised and teachers appropriately support individual pupils to show them how they could improve their learning.
- 13 Teachers generally have secure knowledge of the subjects they teach and this is effectively demonstrated in Key Stage 2, where the teaching of history, geography and religious education are good. In information technology teaching is unsatisfactory due to the lack of a scheme of work, guidance for the subject and the lack of resources. Science lessons seen during the inspection in Key Stage 2 were satisfactory, but teaching overall is deemed to be unsatisfactory due to inappropriateness of the present scheme of work and the quality of pupils' work. Since the last inspection teaching has improved in aspects of art and physical education. This is due to a balanced programme in place for physical education, and the quality of teaching and learning guidelines has improved.
- 14 The Literacy Hour is well taught and teachers have put in place the National Literacy Strategy. Numeracy lessons are appropriately planned and all elements are included. The teaching of literacy and numeracy across the curriculum is variable. There are some good examples of creative writing in geography but report writing is limited in science. Graphs and co-ordinates are sound in geography but there is little evidence of careful measurement in design and technology.
- 15 Teachers plan effectively together in year groups and pupils are provided with similar activities, ensuring that they have equal opportunities. Overall, teachers plan appropriate activities, although what pupils will learn in lessons is not always clearly identified by some teachers. This makes evaluation of the lesson and planning of future lessons less effective. Some teachers' planning does not take into account the different abilities in the class, including pupils with special educational needs, pupils with English as an additional language and higher attaining pupils. This results in work not being appropriately matched to their abilities and them not being effectively challenged. Time is used appropriately in lessons but just occasionally it is too slow and pupils achieve very little. Pupils' work is often very well marked and appropriate comments made to develop their learning, but the quality of marking is inconsistent across the school.
- 16 Good use is made of some specialist teaching in Key Stage 2 where teachers' expertise is used effectively to teach music and to extend pupils knowledge about first aid. Some classes have more than one teacher. Teachers who share classes liaise well and often appropriately take full responsibility for some subjects. For example, both teachers in a Year 1 class share the teaching of literacy and numeracy but only one teacher is responsible for design and technology and the other for science.
- 17 Classrooms are well organised and teachers generally have a satisfactory three part structure to the lesson. This structure includes an introduction, followed by activities, and pupils are brought together at the end of the lesson to discuss and evaluate what they have been doing. The majority of teachers introduce clearly what pupils have to do but do not always explain to them the purpose of the activity. The final discussion is often used well with older pupils in Key Stage 2 to discuss follow up work that they will do at home. A Year 5 teacher whose class had been working on the links between verbs and nouns, appropriately discussed at the end of the lesson further work that pupils could do by themselves at home.
- 18 Teachers manage their pupils well and have very good relationships with them. Praise and encouragement are regularly given and pupils' ideas are valued. They use good strategies for keeping pupils in check, if on occasions they become noisy. Appropriate resources are provided in lessons in order that pupils learn effectively. Nursery nurses and classroom support assistants are given appropriate tasks and their support is highly valued by staff and pupils.

- 19 Pupils with special educational needs are well supported by the special educational needs teacher and they make sound progress. Their individual education plans are clearly written and used effectively to support their learning. The support of the workers for English as an additional language is sound and they liaise well with staff and parents. However, the focus of the special needs and English as an additional language withdrawal, is not fully evaluated to make best use of the staff expertise or to implement improvements in order for pupils to make better progress.
- 20 There is very good provision for homework. Pupils in Key Stage 2 have homework books and are given suitable activities to do at home each week. Younger pupils take home spellings and reading books. This work contributes well to their learning and to the activities they do in class.

The curriculum and assessment

- 21 The quality of the curriculum overall is satisfactory and is effective in promoting pupils intellectual, physical and personal development. The curriculum is broad and balanced and is in keeping with the aims of the school and prepares pupils appropriately for the next stage education. Appropriate time is allocated to literacy and numeracy. All subjects of the National Curriculum and religious education are taught. Religious Education meets the requirements of the locally Agreed Syllabus. In English, mathematics and science the curriculum meets the requirements of the National Curriculum. The curriculum for information technology does not adequately build pupils' skills and knowledge due to limited resources and the lack of a scheme of work. Teachers are implementing the National Literacy Strategy and The National Numeracy Strategy in appropriate stages. Arrangements for health and sex education is sound and attention is given to drugs awareness.
- 22 The curriculum provided for children under the age of five is good. It is based on the six areas of learning and enables children to make good progress towards the Desirable Learning Outcomes. Appropriate emphasis is placed on pupils' personal and social development, and speaking, reading, writing and numeracy. The good planning carried out in the nursery helps children to make a smooth transition into the reception class.
- 23 The school is committed to developing its aims of 'empathy, respect and understanding of gender issues, race, ability disability and cultural diversity' and the curriculum provides equal access for all pupils to learn and make progress. It ensures that all pupils, including those with special educational needs and those who speak English as a second language, have equal access to the curriculum and are integrated fully into the life of the school. Work planned, however, does not always reflect the wide range of attainment in each class and the content of lessons does not give pupils the opportunity to make the maximum contribution and this adversely affects the progress they make. Boys and girls have equal access to the full curriculum and to extra curricular activities.
- 24 Since the last inspection, there have been some improvements in the development of curriculum guidance for teachers, which was a key issue in the previous report, but this still remains a weakness in science, information technology and art and therefore has not been fully addressed. Policies and schemes of work are in place for all subjects but there are no schemes of work for information technology or art. In science, the programmes of work are ineffective in providing for continuity and progression. The curriculum is appropriately organised in topics for the children under five in the reception class, and in subjects at Key Stage 1 and 2. Teachers' plan effectively together in year groups, ensuring the same content is taught.
- 25 In most subjects the school has effective yearly and half termly term plans in place, apart from information technology and science. However, weekly plans do not always make clear reference to what pupils are expected to learn and do not sufficiently identify how work is planned for pupils of differing attainment.
- 26 There is a good programme of extra-curricular and sporting activities to enrich the curriculum. Activities include football, cross country, French club and dance clubs. Three members of staff and other volunteer helpers give generously of their time to organise sporting activities. Almost two thirds of pupils take part in these activities which enhance their personal and social skills. The use of visits, visitors and the local environment are used effectively to support music, art and science. Year 6 pupils have the opportunity to go on a well organised residential visit.

- 27 The quality of assessment has improved since the last inspection and many procedures to assess pupils' attainment are good. However, there are weaknesses in some subjects, including history, geography, design and technology, music, religious education and physical education, in the use teachers make of assessment to inform curriculum planning. Assessment procedures are being used effectively in English and mathematics to inform half termly plans. However, there are weaknesses in the use of assessment in other subjects. Assessment is not always used effectively to inform teachers' weekly plans for pupils of different abilities.
- 28 The school meets statutory requirements for testing and assessing pupils' attainment at the end of both key stages. The results are published appropriately and annual reports to parents fully meet the legal requirements. Assessment procedures for all children under five including those with special educational needs in the nursery and reception class, are good. Their progress is monitored and recorded regularly. This information is used to plan future work to ensure continuity and progression. The school has its own sound assessment procedures on entry to nursery to which parents contribute. The Local Authority baseline assessment is carried out effectively when children enter reception class.
- 29 The school uses the Local Authority assessment procedures to identify the needs of pupils who speak English as an additional language. These are not used as well as they could be to prioritise overall school needs and to plan a suitable curriculum for second language learners. Identification and assessment arrangements for pupils with special educational needs are detailed and comprehensive and provide a clear picture of individual needs and priorities. However, the school does not have in place criteria appropriate to each stage and arrangements for identifying clear targets and for monitoring progress towards them are unsatisfactory.
- 30 Senior management and the assessment coordinator carry out a systematic analysis of the school's performance in national tests and optional tests to identify under achievement. The English and mathematics coordinators work closely with the assessment coordinator to identify areas of weakness in the curriculum.

Pupils' spiritual, moral, social and cultural development

- 1 Overall the provision for spiritual, moral, social and cultural development is good.
- 1 The provision made by the school for pupils' moral and social development is very good. The provision made for spiritual and cultural development is good.
- 2 The ways in which the school continues to successfully encourage these aspects confirms the findings of the previous inspection and shows that the development of spirituality has improved. The headteacher and staff consistently promote the school's well founded aims and they are very well supported by the governors, pupils, parents and the wider community. Pupils with special educational needs and those who speak English as an additional language have access to the same provision as the other pupils. They are encouraged to take a full part in school activities and to accept and exercise responsibilities.
- 3 Good spiritual development is very successfully promoted through daily, well planned and appropriate acts of worship. There are good opportunities for praise, worship and reflection through words, prayer and music. Pupils show interest, enjoyment and reverence in assemblies and there is good involvement and participation. A wide range of themes are covered, such as, love and friendship, respect and care. There is good observance of the major festivals of Christianity, Islam and Judaism. The curriculum for religious education provides many opportunities for the development of spirituality which is considerably enhanced by teachers when sharing their own personal feelings and emotions with their pupils. The wider curriculum provides occasions in which pupils are made aware of the wonders of nature, as in science in the hatching of an egg or the trail of a snail. An afternoon devoted to the painting called "The Scream" by Munch produced sensitive and imaginative work stemming from pupils looking at extracts from his diaries, giving insight into the feelings which gave rise to such emotionally charged work. Aspects of the school environment, for example, the seats which commemorate the tragedy of Dunblane and the recently sculptured memorial seats all enhance the opportunity for the good spiritual development.

- 4 The school provides a very good and clear moral code, which is evident in its day to day running. The understanding of right and wrong underlies the school's work and this reflects upon the good behaviour and attitudes and the very good relationships that exist. Rewards are used wisely and are valued by pupils and sanctions are appropriate and understood. Consequently classrooms are orderly places in which pupils can learn and experience honesty, fairness and respect for others. Tolerance of customs, beliefs and diversities of other cultures is promoted well. Adults working in the school provide pupils with very good role models.
- 5 The very good provision for social development is recognised in the way the school works very hard to engage pupils in whole school and community initiatives and developments. Pupils are encouraged to have a voice in developments through, for example, the elections held to select members of the school council. Initiatives are very much encouraged by staff and are a very strong feature of school life. Teachers expect and obtain a good standard of behaviour, politeness and courtesy with appreciation of personal rights and responsibilities. In their working groups pupils learn how to take turns, to accept and give help and advice and to appreciate the skills and successes of others. The school is generous in its contribution to charity and a number of the charities supported are directly linked to pupils' own interests. Visits, including the residential visit in Year 6, provide ample opportunity for pupils to work and play together. A strength of the school is its involvement in the community. It is involved in worthwhile projects, such as the Wildlife Garden, which successfully involves the support of parents and sections of the community. There is good provision for extra-curricular activities, well supported by staff and enjoyed by a significant number of pupils. All these factors, together with the programmes for sex education, drug awareness and inclusion of personal, social and health education in lessons have a very positive impact on pupils' social maturity.
- 6 Many lessons, contribute to the school's good provision for pupils' cultural development. The works of great artists, composers and writers are considered and often provide a model and inspiration for pupils' own work. The inclusion of cultural aspects is strongly re-enforced by the special events organised by the school, for example, working with an Opera Company. Pupils are helped to appreciate the richness, diversity and beliefs of cultures other than their own. Through the curriculum pupils learn appropriately about other people, their way of life, language and culture. Through these positive images which the school promotes, pupils are strongly encouraged to develop racial tolerance and respect.

Support, guidance and pupils' welfare

- 1 The nursery and the school provide good support and guidance for pupils and look after them well. The school fully achieves its aim of creating a friendly, happy and caring atmosphere for children. Parents report that their children are happy in the school. This positive atmosphere is having a good effect on pupils' confidence and attitude to work.
- 2 Children under five are given good support settling in quickly to the school. Each term there is a programme of activities to ensure the transition from home to school is as smooth as possible. Staff get on well with pupils. They take a close interest in their progress and are prepared to give them extra help and assistance to overcome any difficulties. The extra assistance readily provided by staff to the pupils who speak English as an additional language is a very good example. Baseline assessment is in place. Good records of academic progress are maintained and a standard marking policy has been agreed. Individual pupil records such as their progress in different subjects, reading profiles and test results are passed on as pupils progress in the school. The visiting specialist for pupils who speak English as an additional language maintains good records of the progress made by the children and ensures this information is fully shared with the class teachers. There is good monitoring of the progress of pupils with special educational needs through individual education plans, which are generally of good quality.

- 3 Much work has been put in to develop and maintain a positive behaviour policy and this is a strength of the school. It is based firmly on the principles of encouragement and reward and there is much emphasis on the development of self-esteem and self-respect. A good start is made with the under fives who learn quickly the sort of conduct expected of them. The effectiveness of the policy is kept under review and it has been recently strengthened to provide extra support for the dinner time supervisors. Serious misbehaviour, such as bullying, is rare, but any incidence is investigated promptly and dealt with firmly. Parents are kept closely informed of the school's approach to behaviour. The overall monitoring of behaviour in the school is good and a close watch is kept on the effectiveness of the policy.
- 4 All absences are followed up carefully and the administration staff and senior management are quick to spot any causes of concern which need to be addressed and perhaps involve the education welfare officer. Parents are aware of the absence procedures but these could be more prominently displayed in the prospectus, and parents are not reminded often enough about the importance of regular attendance especially during the period of national tests.
- 1 The school has formally adopted the Local Authority child protection procedure but work is in hand to produce a policy geared more closely to the needs of the school. The procedure is being implemented effectively. The headteacher, who is the designated officer, has received some specialist training but this was some time ago and she is awaiting attendance at a course to update her knowledge. Similarly, although staff are fully briefed on the guidelines to follow, their general awareness of child protection issues has not been recently raised.
- 1 Governors and senior management attach high importance to health and safety matters within school and on visits. The formal health and safety policy has been recently reviewed and termly inspections and risk assessments of the site take place. Fire drills are held once a term. Only one member of staff has been formally trained in first aid to certificate level. This is low for this size of school but other people, including the playtime supervisors and all Year 6 pupils, have been given "Emergency Aid Training". Health education is taught across the curriculum at the moment but is to be an integral part of the new personal, social and health education programme which is to be introduced next year. A policy for drugs education has been adopted. The school nurse makes a very valuable contribution to health education. The liaison with the specialist agencies such as the Support, Teaching and Educational Psychology Service is very good, and they readily help staff with in-service training.
- 2 The school has maintained the good provision for the care and support of pupils identified at the last inspection. It is well placed to continue to do so. The provision the school makes contributes well to the standards attained.

Partnership with parents and the community

- 3 The school has built a good partnership with its parents and the local community.
- 4 The amount and quality of communications between school and home are satisfactory. Formal documents such as the prospectus and governors' report to parents are well-presented, clear and informative. A nursery booklet is provided for parents and there is also a welcome pack available to them at the reception stage. The regular newsletter and notes sent home keep parents informed of events and developments. Each term parents receive information about the projects and topics that their children will undertake. The parents of nursery children receive similar information. Some useful initiatives have been taken to keep parents up to date with current developments. For example, meetings have been held for parents on the new Home-School Agreement, on mathematics and assessment. In addition, the parent governors regularly hold consultation sessions for parents. There are a few parents, however, who would welcome further information about the school's curriculum and more explanation on matters such as setting and the interpretation of the national test results. Communication with the parents of pupils with special educational needs is good and they are kept fully informed of the review processes. The inspection found that the parents views are justified.

- 5 Parents report that members of staff are very approachable and open to discussion about any concerns they may have about their children. They are almost all pleased with the quality of the annual reports received on the progress of their children. The format of the reports has been revised recently to include very full and helpful details about pupils' progress in English, mathematics and science, the degree of effort they make, and targets for future improvements in these subjects.
- 6 The complaints procedure is set out in the prospectus and the majority of parents are satisfied with how any complaints are handled.
- 7 Strong encouragement is given to parents to play an active part in the life of the school and many respond enthusiastically. Over 20 parents provide regular assistance to staff in the nursery, infant classes and Year 3. In addition, the occasional visits from relatives, such as the grandfather who was observed showing Year 6 pupils his scrapbook and memorabilia from the Second World War years, all add to the quality of learning. Moreover, a number of parental groups such as those for the Wildlife Garden, Reading Games, and the Safe Routes to School, make a good contribution to the work of the school and its environment. Parents have an executive role in running a thriving After School Club.
- 8 Parents are satisfied with the work which their children are expected to do at home. Extensive consultation took place with parents on a new homework policy and this has been implemented successfully. The recently issued Home-School agreement, which was drawn up in consultation with both parents and pupils, and the homework diaries provide a valuable link between school and home.
- 9 The school prides itself on becoming a community school and has some very good links with the local community. The pupils have worked enthusiastically on local environmental projects such as the Bole Hill and the Crookes Valley improvement schemes. The Wild Life Garden has been the venue for local events and an archaeologist used it to give pupils an insight into local history which was much appreciated. Book Fairs are held twice yearly. The good contacts with local museums, art galleries and theatres enable cultural events to be held at the school such as the one on "Understanding Opera". Sports coaching is provided for boys and girls by the city's professional clubs. Some very useful links have also been made with business and higher education. For example, science teaching has benefited from help in lessons from trainers from a large telecommunications company and from the contact some teachers have made with a local university.
- 10 The school has maintained and in some respects improved its good partnership with parents and the community which was reported at the last inspection.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 11 Overall the leadership of the school is sound but there are some weaknesses in aspects of monitoring and evaluating the information held by the school and some of its initiatives. The headteacher has provided the school with well chosen priorities and works well with senior managers, staff and governors and there is generally clear direction. There has been a range of appropriate initiatives put in place. The National Numeracy Strategy was effectively introduced before the scheduled date, to allow teachers time to assimilate the various aspects. The National Literacy Strategy has been appropriately introduced, although as yet there is no guided reading in Key Stage 2. The teaching of both of these initiatives has been fully monitored and the information fed back to individual staff. The school clearly identified that improvement needed to be made in oral and mental mathematics and writing and have targeted these areas for improvement. The school has recently identified the need for more support for those pupils who speak English as an additional language and has gained extra input from support workers.

- 12 Results of national tests are thoroughly analysed by the senior management team and efforts have been made to support lower attaining pupils in Year 6 in English and mathematics prior to the government initiated funding. This support resulted in 14 per cent of pupils moving from level 3 to level 4 in mathematics. Targets are set for individual pupils but at present there is no tracking of individual groups of pupils, determining their performance and how to improve it, as they move through school. The special educational needs teacher and support workers for pupils who speak English as an additional language, provide sound support for groups of pupils but their input and role is not fully evaluated to ensure that pupils are making the best possible progress. Developing systems for monitoring achievement across the school, which was a key issue at the last inspection, has been partially addressed since the last inspection but monitoring procedures for all aspects of the school's work are not fully in place.
- 13 The two deputy headteachers ably assist the headteacher and they are well deployed. They are used effectively to promote good teaching and to support all aspects of professional development in the school.
- 14 Subject managers are in place and the current structure of having two managers for each subject generally ensures that there is a good overview of the subject across the school. Developing a responsibility structure was a key issue in the previous report and this has now been fully addressed. Schemes of work are now in place for most subjects and literacy and numeracy are being clearly monitored by subject managers and the senior management team. However, although subject managers have all produced clear action plans for their subjects and are keen to make improvements, at present there are no clear guidelines to follow in order for them to fully monitor their own subjects and determine how improvements could be made. There are no schemes of work to support the teaching of information technology or art. Therefore the systematic monitoring and evaluation of the curriculum, which was a key issue in the last inspection, has only been partially addressed.
- 15 The school development plan is a thorough document which contains specific areas for development covering a three year programme. All success criteria are identified and each priority is costed in terms of time and money and review dates set. Governors are fully aware of the plan and discuss its implications and question the decisions made. At present there are no systems in place to evaluate its cost effectiveness.
- 16 The governing body is supportive of the school. The Chair has been recently appointed and there are a number of new members who are keen to promote a successful school. Some of the longer term members have been on recent governor training.
- 17 The school's aims and values are soundly reflected in the work of the school and there is a satisfactory climate for learning. There are policies in place for all aspects of the school and these are reviewed regularly by both staff and governors. Parents are very supportive and there has been a lot of very good work carried out by the headteacher and governors in establishing good links with parents and involving the school in the local community. One example is the Bole Hill Project where pupils and the community have been involved in the designs and provision for playground equipment and planting trees and bulbs. The school is a sound learning environment where very good relationships exist. All statutory requirements are well met. The school is well placed to implement further improvements and its capacity for improvement is sound.

Staffing, accommodation and learning resources

- 18 The school is adequately staffed for the number of pupils on roll and there is a satisfactory mix of qualifications and teaching experience and a satisfactory match between teachers' qualifications and curriculum responsibilities.

- 19 The school has been pro-active in seeking training for the numeracy strategy. Other recent professional staff development in mathematics and assessment has had a positive impact on both provision and target setting for individual pupils in the subject. The need for more extensive training in the literacy strategy has been recognised, especially since the loss of both English co-ordinators in the past year, and appropriate arrangements have been made to improve provision. Current plans for the professional development of staff are well matched to whole school and individual needs, for example, through opportunities for new subject managers to extend their subject knowledge. Appropriate arrangements for the professional development of learning support staff have been made and they are well deployed throughout the school.
- 20 There are good arrangements for the induction of newly qualified teachers, for example through the release of the mathematics coordinator to provide demonstration lessons, but there is no policy for the induction of teachers who are new to the school.
- 21 The first two cycles of appraisal have been completed but governors have taken the decision to suspend further appraisal arrangements because of lack of funding.
- 22 Since the last inspection, strategies to ensure development in information technology have not yet been put into operation, resulting in a negative impact on standards.
- 23 The three school buildings provide generous, clean and well-maintained accommodation. The nursery area is spacious and attractive but the separate rooms necessitate well planned supervisory arrangements. Infant and junior buildings have good specialist areas such as the large library room, shared working and food technology areas for younger pupils, music and food technology rooms for older pupils. The junior library is accommodated in a former classroom and is not visually stimulating in ways that encourage and motivate pupils' interest in text and reading. However, the school is made attractive through well-presented and informative displays of pupils' work and photographic records of educational visits and events, such as an archaeological dig and visiting opera.
- 24 Despite the inconvenience of having three separate buildings on a large, split-level site, much effort is given to maximising and enhancing the special features of the exterior environment. Although there are no grassed areas, the school is successful in providing, with the help of parents, very attractive features such as natural planting and seating areas. There is a rolling programme of interesting developments over the next three years: the provision of a Wildlife Garden has already begun and an attractive display has been made of artefacts found during digging. Materials have been used creatively in the junior playground to provide a large, permanent feature for adventurous play.
- 25 Outdoor play provision for nursery pupils is satisfactory and the school has improved provision for outdoor education since the last inspection. There is a safe, soft landing area and attractive features such as a small grassed area and a quiet corner with natural planting and seating. The location of the concrete garage used to store equipment is an inconvenience for play and makes supervision difficult.
- 26 The school has maintained the good standards of cleanliness and maintenance of buildings identified in the last inspection report and is continuing to develop and enhance the outdoor environment.
- 27 Resources are satisfactory overall but there are inadequacies in some areas. There is no suitable large indoor equipment for the under-fives. In English there are insufficient big books and books for group reading; resources for science are barely adequate and some are unsuitable; resources for history and geography are unsatisfactory and there are insufficient tapes and compact discs for music. Resources for information technology are poor. There are insufficient, reliable computers and insufficient, relevant software. The provision of books in both libraries is satisfactory; non-fiction books are well organised, classified appropriately and accessible to all pupils. Fiction material in the Key Stage 1 library is well organised for easy access but the organisation of fiction material in the Key Stage 2 library is not helpful in providing easy access to different genre and readability levels for different groups of pupils. Large picture books are well displayed.

- 28 Since the last inspection the school has improved the junior library provision but there has been no improvement in resources for geography. While the issue of providing each classroom with a computer has been addressed, many are now obsolete and unreliable. The overall satisfactory resources and good accommodation is having a strong effect on standards except for information technology and science in Key Stage 2 where standards are too low.

The efficiency of the school

- 29 The overall efficiency is sound. There are areas of strength in financial management but weaknesses in arrangements to evaluate the cost effectiveness of spending decisions. A judgement that was made at the time of the last inspection.
- 30 The school plans effectively for its future. Suitable systems to support budget planning and the identification of priorities at all levels are in place. Budget preparation and control is detailed, thorough and systematic. The budget is effectively managed. However reviews to monitor progress towards the achievement of priorities have been undertaken informally to facilitate more regular detailed review, but at present there is no system in place.
- 31 Resources for learning are used efficiently. Teaching and support staff are well deployed. Good initiatives have provided release time for some staff to undertake their responsibilities. However, as yet the role of coordinators is not sufficiently developed. Teachers make good use of their classrooms which provide a stimulating environment for learning.
- 32 The school has specific grants from the Local Authority for SEN and it gives the amount of money allocated from within the school's budget allocates a significant amount of its resources to support and develop provision for special educational needs. They have in place some well qualified and experienced staff to support its development. However, present arrangements do not ensure the most effective and efficient use of available resources. Initiatives are not monitored and evaluated thoroughly, and decisions made as to how provision can be improved. Unlike the judgement made at the previous inspection, spending on special educational needs provides satisfactory value but does not provide good value for money.
- 33 The school uses the support for pupils who speak English as an additional language well to work with groups of pupils who have little or no English. However, no member of staff has overall responsibility for monitoring the work of the bi-lingual support workers or identifying the needs of individual pupils to determine how effective the support has been.
- 34 Throughout the school, time and available equipment and materials are generally used well, a major weakness, however, is the limited use of information technology resources, and the use of the library in the junior department. Spending decisions have been effective in improving the quality of the environment, particularly the school playgrounds and areas around the school site.
- 35 Day to day administration is very good. The secretarial administration provides very effective financial and administrative support to the headteacher, governors and staff. The administrative experience and skills contribute highly to the smooth running of the school.
- 36 Governors continue to be appropriately involved in planning and in financial monitoring. Systems for financial control are effective and efficient. The finance policy is detailed and comprehensive. Issues identified at the time of the most recent auditors' report (1996) have been addressed. The finance committee receive details from which they can make informed decisions. However, they do not have fully in place, systematic procedures for evaluating the outcomes of spending decisions in reference to value for money achieved. The governing body are fully supportive of the school and fully involved in its life and work, one example of this being the Parents of Pupils with Special Educational Needs Support Group, which meets regularly in parents' homes.

37 Pupils attainment on entry is average and they attain standards that are average in Key Stage 1 but below average in Key Stage 2. In both key stages all pupils, including those with special educational needs and those who speak English as an additional language, make sound progress and they are taught well. Pupils have positive attitudes to their learning and good relationships exist at all levels. Given the quality of education it provides and at a cost per pupil which is comparable with similar schools the school gives satisfactory value for money. Unlike the previous inspection when value for money was judged to be good.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

- 38 The school's provision for under fives is good and minor weaknesses highlighted at the last inspection have all been addressed well.
- 39 Children usually spend three terms in the nursery on a part time basis before transferring to the reception class at the beginning of the term in which their fifth birthday falls. The curriculum for children under five is based on the six areas of learning and provides them with broad and balanced experiences. The school provides a wide range of challenging and focussed experiences to promote children's learning in language and literacy, mathematics and personal and social development. Weaknesses in the provision for creative development and knowledge and understanding of the world have been addressed. Although children's attainment is variable when they enter the nursery and the reception class, overall it is that expected of the age group. A number of children are learning English as an additional language and these children receive appropriate support. Most children make good progress in both the nursery and reception class, and by the age of five the majority meet the national desirable learning targets for this age group in all the areas of learning.
- 40 Children's personal and social development is given a high priority and is often above average. Emphasis is given to helping children develop positive behaviour and good attitudes to work. This is effective and children behave well and are enthusiastic learners. Children in both classes enjoy coming to school and are eager to learn new skills and to explore new ideas. Younger children are learning to concentrate and stay on task and many nursery children are already able to choose their own activities and stay involved for some time. Older children in the reception class work independently for sustained periods of time. In literacy and numeracy lessons children complete their tasks with the minimum of support from the teacher. Relationships are very positive and children are encouraged to reflect on their feelings, actions and experiences and to talk to each other and to adults. Children are learning to share and work together in a variety of situations. The quality of teaching is good. They make good progress.
- 41 Children make good progress in language and literacy. Many are confident articulate speakers when they come to school. Teachers build on this and provide a wide range of effective experiences and activities to develop and extend children's language and literacy skills. In the nursery, emphasis is placed on listening carefully to teachers and following instructions. Children are encouraged to sit quietly at story time. In the reception class children have become attentive listeners. They enjoy listening to stories and rhymes and join in with enthusiasm. Children learn to recognise their own names and a few older children are able to write their own name with increasing accuracy using capital and small letters. In the reception class, children become familiar with the characters of the reading scheme and recognise their names in books and around the room. A significant number of children are reading simple books with confidence and understanding. They recognise initial sounds and use these to read unfamiliar words. The quality of teaching is good in both classes. Children are encouraged to share conversations with adults and are given good role models to develop their spoken language. Structured play situations provide opportunities for children to use and extend their vocabulary. Clearly labelled displays, alphabet and sound friezes and name cards help children develop early reading and writing skills. Children are encouraged to make marks on paper and by the time they enter reception many are drawing recognisable pictures. Higher attaining children write simple sentences, using upper and lower case letters, with increasing accuracy. Comfortable and inviting book corners promote a love of books and children learn how to handle books with care. In the reception class the introduction of the Literacy Hour provides children with more structured activities to extend their knowledge and understanding.
- 42 Children make good progress in mathematics. Children have opportunities to compare, match, sort, order, sequence and count using a range of games and experiences. Most reception class children are able to join in with the teacher and count to ten and beyond. Through number rhymes such as 'Ten elephants went out to play', they develop a sound understanding of simple problems. Higher attaining children can do simple calculations to ten and record their 'sums' accurately in the conventional way. They recognise missing numbers and can name shapes such as circle, triangle and square. Teaching is good. The nursery and reception classes provide a wide range of activities to promote mathematical understanding. Through well-planned topic work they explore number, pattern, shape and measurement. Teachers place great emphasis on developing appropriate mathematical language and children are encouraged to consider size, shape and position when

playing with small world toys. In the reception class the introduction of the Numeracy Strategy provides children with more structured activities.

- 43 Children are developing an appropriate understanding of the world around them and make good progress. They learn about the passage of time through celebrating birthdays and festivals. They talk about the days of the week and the changing seasons and weather. Children put considerable effort into improving their skills of cutting and folding and sticking. Younger children in the nursery observe their reflections in a range of concave and convex mirrors and utensils. They observe ice melting and create their own 'Arctic' area using small world toys. Many can produce interesting models when using construction. Children in the reception class studying the skeleton, made their own small skeletons using card and split pins. They use a microscope carefully to observe the differences in seeds. Children are confident when operating tape recorders and the computer. Teaching is good. Children are provided with a wide range of good experiences to help them develop an understanding of the world around them.
- 44 Children make good progress in their creative development. They have opportunities to select and use materials in a variety of ways, exploring colour, shape and texture. Most can choose appropriately from a wide range of materials to create pictures, paintings, collages and junk models. They use sand, water, clay and play dough sensibly. Where appropriate, small world animals, people, vehicles and building bricks are added to these activities to encourage children to create imaginary lands. Role-play is given a high priority in both the nursery and reception. Children dress up as family members, shopkeepers or pirates. Resources are of a good quality to stimulate children's imagination and encourage them to make up stories and develop and extend their thinking. Teaching is good and a wide range of experiences are provided in art, music, story and imaginative play. Through such experiences children are encouraged to use appropriate vocabulary and to develop their use of language to express ideas.
- 45 Children make good progress in physical development. The majority manoeuvre wheeled toys skilfully and use small apparatus, climbing frames and slides confidently. They learn to run, hop, skip and jump and balance with increasing coordination and show good awareness of the space around them. Emphasis is placed on developing children's skills when handling tools, construction toys and malleable materials. In the nursery, children have well planned daily opportunities for outdoor play with a wide range of suitable equipment which is imaginatively arranged. However there are insufficient resources to provide similar indoor facilities. Teaching is good. Older children have structured physical education lessons to further promote their development.

ENGLISH, MATHEMATICS AND SCIENCE

English

- 46 By the age of seven, pupils' attainment in English is close to the national average. By the age of eleven pupils' attainment is below national average. This is due to an increased number of pupils with special educational needs in the Year 6 class and the transient nature of the school population. Whilst overall standards have fallen since the last inspection there is a wide range of attainment with a few pupils doing well for their age across the school. Inspection evidence shows that standards of attainment in Years 3, 4, and 5 are in line with national expectations and across both key stages, progress is satisfactory. Pupils with special educational needs and those who speak English as an additional language, make the same satisfactory progress as their peers.
- 47 In the 1999 national reading tests for seven year olds, 81 percent of pupils attained the expected level 2 or above which is similar to the previous years results and similar to the national average and that of similar schools. The number of pupils attaining the higher level 3 was 33 percent, which is 5 percent higher than the previous year. Pupils performed less well in the 1999 writing tests than they did in the previous year when attainment was above the national average. In 1999, writing fell below the national average.

- 48 Between 1996 and 1999 standards of attainment in reading have been maintained close to the national average. Between 1996 and 1998 standards in writing have been steadily rising against the national average, falling to below the national average in 1999. The school has made an analysis of these results and action has been planned to address the weaknesses in writing. In reading the performance of boys has been better than that of the girls which is in reverse to that found nationally. In writing the performance of boys and girls has been similar, again contrary to the national trend of girls performing better.
- 49 The inspection found that the attainment of seven-year-olds in speaking and listening is above the national average. When engaging in conversations with each other and adults, pupils are confident speakers and attentive listeners. By the end of Key Stage 1, pupils show a mature ability to discuss their feelings about sharing, using a range of interesting and appropriate vocabulary skills.
- 50 By the age of seven standards in reading are in line with the national average. Most pupils read accurately and with understanding. Higher attaining pupils in Year 2 read fluently with appropriate expression. They are confident and use pictures, letter sounds and sounds, context and pictures to attempt unfamiliar words. They enjoy different types of books and choose non-fiction books as well as storybooks to read. Pupils use the contents and index pages of their books well to locate stories and information.
- 51 By the age of seven, standards in writing are in line with the national average. Higher attaining pupils spell common words correctly and make good attempts to spell more complex words. They write short stories showing a clear sequence of ideas. However, writing often lacks imaginative vocabulary and does not match their attainment in spoken English. Pupils are beginning to use accurately full stops, capital letters, question marks and occasionally speech marks in their independent writing. Handwriting is neat and well presented and pupils are learning to join their letters.
- 52 In the 1999 English tests for eleven year olds, 61 percent of pupils attained the expected level 4 or above, which was below the national average and that of similar schools. This is 7 percent lower than the previous year's results when attainment was in line with the national average and that of similar schools. The proportion of pupils attaining the higher level 5 was similar to the national average.
- 53 Between 1996 and 1999 pupils attainment at age eleven in the English tests fell from above the national average to below the national average. The drop being most significant in 1998 and 1999. In those years the Year 6 classes had an increasing number of pupils with special educational needs and a significant minority of pupils who entered the school at different stages. This has a significant impact on the school's overall attainment of pupils. Throughout this period the performance of girls in English has been better than that of the boys and to a slightly greater extent than that found nationally.
- 54 Attainment in speaking and listening by the end of Key Stage 2 is that expected of the age group. Most pupils are articulate and can discuss clearly and express themselves well. They speak clearly and with confidence and understand what is said to them. However, lower attaining pupils often lack confidence in speaking and listening. They are reluctant to take part in class discussions and to answer questions.
- 55 Eleven year olds attain overall standards which are below average in reading. Higher attaining pupils read a range of texts fluently and accurately. They choose books because of particular interests or because they have previously read books from the same series. They enjoy talking about their favourite 'reads' and are keen to discuss the important aspects of the story. However, the large group of lower attaining pupils read with less confidence and some hesitancy at times, although they are able to recognise when they have made a mistake and silently self correct the word or phrase.
- 56 Although standards of writing are below the national average for pupils by the end of Key Stage 2, weaknesses highlighted in the previous inspection have been addressed. Pupils have appropriate opportunities to draft and edit their work. Their finished work is of a satisfactory standard. Pupils write for different purposes using a range of styles. Higher attaining pupils use a range of imaginative vocabulary to create atmosphere and effect. History is used particularly effectively to promote imaginative extended writing. Pupils wrote very good accounts, for example, of what it would have been like to be evacuated during the war. Their use of vocabulary and sentence structure painted very moving pictures of the sadness, fear and apprehension they believed they would have experienced. Although pupils are developing an understanding of punctuation, grammar and

spelling through the Literacy Hour this knowledge and understanding is not always transferred to their independent writing, and a significant proportion find writing difficult.

- 57 Progress in speaking and listening is good in both key stages. In Key Stage 1 pupils acquire a range of vocabulary in a variety of contexts and by Years 3, 4 and 5 they show good speaking and listening skills. They become more responsive to teachers' questions and are confident and eager to explain their ideas, tasks and opinions. Pupils use subject specific vocabulary and express themselves well using interesting and grammatically correct language. In physical education lessons, they listen carefully to the teacher's instructions and evaluate and explain their movements to each other. Across the school, pupils who speak English as an additional language are encouraged to take a full part in class discussions and make good progress in speaking and listening skills.
- 58 Progress in reading is satisfactory in both key stages. Younger pupils in Year 1 read simple books and are able to talk about the story and predict what will happen. By Year 2, pupils are acquiring a range of appropriate skills to read more difficult words. Across Key Stage 2 pupils' word recognition develops well and they read more fluently. They use dictionaries and thesaurus confidently to locate the meanings of words. Pupils read for pleasure and have favourite authors, such as Roald Dahl. Many begin to read more complex stories. Although pupils are developing appropriate library skills and can locate books on different subjects they have insufficient opportunities to use these skills for independent research. Pupils in both key stages take books home regularly and family members hear their children read or monitor their progress.
- 59 Progress in writing is satisfactory in both key stages. Pupils in Key Stage 1 classes learn to develop their skills from copying what is written for them to being able to write simple texts for themselves. They begin to learn to write for a variety of purposes, such as providing instructions about how to make a basket or a recipe. Their handwriting improves and they become better at joining letters together. Pupils in Key Stage 2 extend their writing skills well by producing scripts, letters, plays, poems, reports, and accounts. They recognise the need for careful planning before committing themselves to writing a full account.
- 60 Throughout the school the use of information technology is not used sufficiently well to develop and extend pupils' skills in revising and editing their writing.
- 61 Training for the Literacy Hour has only recently been provided and this has delayed its full implementation. The National Literacy Strategy is being carefully monitored by the subject managers and senior management team, and its strengths and weaknesses are being identified. Progress in literacy lessons is satisfactory and sometimes good. There is clear evidence of pupils developing their skills and knowledge in reading, spelling, punctuation and grammar. Lessons are appropriately planned to cover most aspects of the National Literacy Strategy and pupils are aware of the learning targets for each lesson. The school has not yet implemented the guided reading groups. Literacy is promoted across the curriculum, for example in design technology where pupils write instructions on how to make models and in geography to record observations of visits. Standards in literacy are average by the end of Key Stage 1 and below average by the end of Key Stage 2.
- 62 Bilingual support is used appropriately to support and extend the speaking and listening skills of pupils who speak English as an additional language and most pupils make satisfactory progress. Pupils with special educational needs receive appropriate support either within the classroom or in small withdrawal groups and their progress is satisfactory. These lessons focus on targets set in pupils' individual education plan. The school is implementing the 'Additional Literacy Strategy' to raise the attainment of targeted pupils in Year 4.
- 63 Behaviour is good and pupils show positive attitudes to learning. They enjoy very good relationships with their teachers and this creates a positive ethos for learning. Most pupils are eager to learn and enjoy the structure of the literacy hour and know exactly what they are expected to learn in the lesson. However, some older pupils in Year 6 show a lack of enthusiasm and are passive and disinterested particularly during the first part of the lesson where the class shares a text from a book or poem.

- 64 Overall the quality of teaching is satisfactory. In Key Stage 1 half the teaching is satisfactory and a third good. One unsatisfactory lesson was seen in Key Stage 1. In Key Stage 2 half of the lessons are satisfactory, a quarter good and one in four lessons are very good. No unsatisfactory teaching was seen in Key Stage 2. In lessons where teaching is good or very good teachers are confident in their knowledge and understanding of the Literacy Strategy and pupils' thinking is extended and challenged. Teachers are focussed on what they expect pupils to learn during the lesson and work is well matched to the needs of pupils with differing levels of attainment. In less successful lessons most pupils are working on the same task, resulting in a lack of challenge for higher attaining pupils and over-challenging for pupils with special educational needs. This weakness was highlighted at the last inspection and has not been fully addressed across the school. Consequently the day to day assessment of individual pupils does not always identify their learning needs. Homework is in place and is used appropriately to support pupils' learning. Targets are included in the homework books so that parents can see clearly what their children are expected to learn.
- 65 The subject managers have a sound knowledge of the strengths and weaknesses of the subject across both key stages. They work closely with the assessment coordinator and have analysed the information from national and school based tests. As a result the school has planned strategies to improve the standards of writing throughout the school. There are insufficient resources to fully implement the National Literacy Strategy at present.

Mathematics

- 66 Seven year olds attain standards in mathematics that are in line with the national average. At the age of eleven, attainment is below the national average. The reason that a significant proportion of pupils do not reach the national expectation is the high number of pupils with special educational needs to be found in Year 6 classes. The proportion of special needs pupils has increased significantly over the past year.
- 67 In the 1999 national mathematics tests for seven year olds, a below average number of pupils attained the national expected level but the number attaining the higher level has risen significantly and is well above the national average. Since 1996, the trend in attainment has been slightly upwards. Girls significantly out perform the boys.
- 68 By the age of seven, pupils are attaining standards that are broadly in line with the national average. They have acquired a satisfactory range of skills to enable them to make simple mental calculations. They are able to use a range of strategies, such as, being able to carry a larger number in their head when making simple calculations, but they are slow in their ability to recall known facts. The majority can count both backwards and forwards in twos, and they can read and write numbers up to 100. They are able to extend simple number sequences in which they recognise odd and even numbers. They know the sign for multiplication and the more able understand that multiplication is repeated addition. A minority of pupils are inclined to reverse their numerals and some pupils do not always complete their work. There is good recognition of both 2D and 3D common shapes to which they are accurately able to give names. The satisfactory development of language is shown in the way comparative language is used, for example less than, more than. Concepts are satisfactorily developed in mass and length and pupils make practical applications to their learning, for example, by keeping records of their personal height enabling them to make such statements as, "I have grown 3 cm". However, their skills of investigation are below average. Overall standards in numeracy are average by the end of Key Stage 1.
- 69 In the 1999 national mathematics tests for eleven year olds, the proportion of pupils attaining both the expected level and the higher level is below the national average. These results are below those of similar schools. School improvement over time in mathematics, although upwards, is below the national average and does not reflect the improvements being seen nationally in mathematics. The performance of boys compared with girls is very similar but the school has significantly fallen short of achieving its target for the percentage of pupils to reach the expected level 4. By the age of eleven, due to the high numbers of pupils with special educational needs in Year 6, only a small proportion of pupils reached the expected standards of attainment. The National Numeracy Strategy has not yet had sufficient time to make significant overall impact upon the attainment of the older pupils. The school has focused on the improvement of the daily mental activity and this is beginning to have impact on pupils' understanding. They are developing alternative strategies for calculation and enhancing visual perceptions, for example, identifying approximate numbers on an unmarked rule, and are improving the speed at which they work. Although many lack confidence and agility. There are insufficient opportunities for pupils to carry out investigation and use their knowledge in problem solving situations. Work in number is

simplistic in the lessons seen and is sometimes merely revision although work scrutiny shows that attainment of higher ability pupils is satisfactory when working with more complex and larger numbers and with decimals and fractions. Pupils have secure understanding of place value and the significance of the decimal point. Most pupils can measure accurately. They develop good concepts of the properties of shapes, and building from their prior knowledge of quadrilaterals they learn about its different forms in the shape of parallelograms and trapeziums. Pupils are able to collect, organise and analyse data using some alternative methods including the use of graphs and pie charts. Overall standards in numeracy are below average by the end of Key Stage 2.

- 70 Progress is sound overall throughout the school, including the progress of those pupils with special educational needs and those who speak English as an additional language. In infant classes pupils experience a sufficiently broad curriculum which is appropriate to their age and ability. There is growing confidence and throughout the key stage pupils work with an increasing range of numbers within which they learn to work mentally. They show a greater ability to explain how they arrived at the answers they give to questions. By Year 2, many pupils are able to extend their understanding of addition and subtraction to include money, length and mass. The higher attaining pupils begin to work well in hundreds, tens and units. They begin to recognise the properties of simple shapes; for example, a triangle has three points. The sound work in Key Stage 1 is built upon in Key Stage 2 with an acceleration of progress seen in Years 4 and 5. As they move through the school, pupils become increasingly familiar with the strategies for making more rapid calculations and a few of the higher attaining pupils become adept at choosing the best one to use. Acquired skills are applied to larger numbers and there is good extension of the appropriate vocabulary. The ability to organise and present work is much improved. The progress for the higher attainers is not always satisfactory in Year 6 due to the content of their work presenting insufficient challenge.
- 71 Pupils' attitudes are satisfactory in Key Stage 1 and good in Key Stage 2. Most pupils work well together and cooperate effectively. They listen to their teacher and appreciate the views of others. Older pupils concentrate well for longer periods and listen with sustained interest. Most take appropriate pride in their work and all participate fully, especially in the mental activities which they enjoy.
- 72 Teaching is satisfactory with half the lessons good in both key stages. There are no unsatisfactory lessons. Good teaching is typified by teachers giving clear explanations of what it is they expect pupils to learn at the beginning of the lesson. Contributing significantly to these more successful lessons are tasks which suitably match pupils' capabilities. Teaching is less successful when all pupils start at the same point, consequently lower attainers make considerable demands on the teachers' time and higher attainers are often unchallenged by the activity. Most lessons end with the plenary session in which pupils share what they have learnt and the teacher is able to assess how well pupils have achieved. All teachers display satisfactory knowledge of the subject but sometimes there is insufficient familiarity with the support material and this impedes the provision of appropriate activities for different abilities. Lessons are for the most part well planned and the methods and organisation are satisfactory. Pupils are generally well monitored and supported and there is some good use of homework.
- 73 Teachers satisfactorily develop mathematics through different subjects, although there are some missed opportunities. For example, in science pupils record test data in tables but there are not enough opportunities for pattern searching. Pupils use graphs and coordinates in geography and take measurements of wind speed and rainfall. Both history and religious education help pupils develop a secure understanding of the order of time and the use of negative numbers in dates.

- 74 Subject management is satisfactory and there is a commitment to raising standards through a systematic and well focused approach to monitoring and evaluating the curriculum. However, a monitoring focus has not yet been directed to the commercially produced material that has recently been put in place to support the National Numeracy Strategy, upon which the schools' own scheme of work is being developed. Not all teachers are entirely sure of how and where the commercial material supports the Strategy. There is in place an effective mechanism for assessment which is being satisfactorily used to target groups and areas for curriculum improvement. The resources for mathematics are good, and used well by teachers and pupils but there is insufficient opportunity to use computers to support the curriculum.

Science

- 75 Seven year olds attain standards in science that are close to the national average but the attainment of eleven year olds is below average.
- 76 There are no science tests for seven year olds but teachers' own assessments in 1999 indicate that 86 percent of pupils reached the standard expected, which is a little below the national average. Twenty-one percent of pupils were assessed to be attaining the higher level 3, which was similar to the national average.
- 77 Although in the 1999 national science test 73 percent of eleven year olds attained the expected level 4 and 24 percent attained level 5 this performance was below both the national average and that of similar schools. From a position well above the national average in 1996 the school's results have fallen progressively. This is in contrast to a trend of nationally rising standards. In 1999 the proportion of pupils attaining the expected level 4 was the lowest it had been since the school was last inspected. As explained in the Attainment and Progress section of this report, there were a number of factors beyond the school's control, which depressed the results in 1999. The two most significant of these being a significant increase in the proportion of pupils who had special educational needs and the high numbers of pupils who joined the school part way through their primary education. However, even when these factors are taken into account, the school's results last year were not as good as they should have been. Although there are some year on year variations, overall, the attainment of boys and girls is very similar.
- 78 There is some variation in attainment across the across the different aspects of the subject, with pupils having sound understanding of many of the basic ideas of science, but fewer investigative skills than expected at this age. For example, the majority understand the term 'reflect' and know that it has to do with what happens to light. Higher attainers can go on and explain that shadows are formed when something gets in the way of the light. However, when carrying out simple tests very few pupils are able to contribute their own suggestions of how things could be done. To a marked extent this is due to weaknesses in the scheme of work.
- 79 Standards in Year 6 are currently below the national average. Fewer pupils than expected are producing work of an average or above average standard. As in the previous year the proportion of pupils with special educational needs is relatively high. This year it is 25 percent with many of these pupils having learning difficulties. While the problems these pupils encounter is reducing the attainment of the year group as a whole, it is not the only factor. The scheme of work the school provides is weak and this is adversely affecting the attainment of all pupils. As in Year 2 the main aspect to suffer is that of skills development. By the age of eleven pupils have insufficient understanding of how to answer a scientific question by investigation and many lack the key skills, such as the ability to identify a pattern in results or what to do to draw a logical conclusion from the information they have gathered. Aspects of their knowledge are stronger. Most pupils have a sound understanding of physical processes and the characteristics of materials. They know, for example, that a circuit is needed for electrical devices to work and that metals are conductors because they allow electricity to pass through them and that plastics are insulators because they do not. Their knowledge of living things is not as good. For example, they have only a tentative grasp of functions of the parts of a plant.

- 80 Pupils in Key Stage 1 make satisfactory progress overall, but in Key Stage 2 pupils' progress is unsatisfactory. In both key stages pupils' progress varies across the different aspects of the subject and the lack of a consistent approach by teachers to the development of investigative procedures and techniques results in unsatisfactory development of pupils' investigative skills across the school as a whole. Younger pupils are not taught the basic structure of an investigation or given sufficient opportunity to make decisions for themselves. Consequently they fail to acquire sufficient basic skills such as what they can contribute to the planning of a test or how to recognise when a test is fair. As they get older, pupils do not acquire the level of independence as investigators that is expected and are still heavily reliant on the teacher for the decisions that need to be made and the procedures that they need to use. In Key Stage 1, pupils' ideas and understanding of living things, materials and physical processes builds satisfactorily as they move through the key stage. Pupils' knowledge development is more variable in Key Stage 2. It is satisfactory in most aspects of materials and physical processes, but unsatisfactory in ideas about living things. For example, they learn how materials can be changed in different ways and how forces affect the things around them. Pupils' understanding of how plants and animals function does not develop as well. There is no significant difference between the progress made by boys and girls. Pupils with special educational needs and those who speak English as an additional language maintain the same rate of progress as their peers.
- 81 Pupils' attitudes to the subject are generally positive. They show a good level of interest in the work set for them and most participate enthusiastically in practical activities. Standards of behaviour are generally good. On occasions, Key Stage 1 pupils take time to settle when the teacher wants to speak to them but they listen attentively when they have done so. They work well together in pairs or larger groups, productively sharing equipment and discussing ideas. Most pupils follow instructions well but older pupils in particular tend to wait for teachers' directions rather than use their own initiative.
- 82 The quality of teaching in Key Stage 1 is satisfactory overall but there are weaknesses that are evident in pupils' work. Generally teachers have a good grasp of the ideas they are developing and explain these well to the pupils. They prepare their lessons thoroughly and make good use of the resources available to give the pupils first hand experiences. On occasions the standard of work accepted from pupils is inconsistent and at times too low. For example, in one book examined poor quality and inaccurate answers were marked as correct and praised. In another class in the same year standards for the same work were higher and the level of expectation greater. Although the teaching in the Key Stage 2 lessons seen during the inspection was satisfactory overall, pupils' books show that in the long term the teaching across this key stage is unsatisfactory. One major contributor to the weaknesses in teaching in both key stages is the inadequacy of the programme of work which teachers follow when planning their lessons. This gives teachers insufficient guidance on the activities they should be providing and in some instances direct them to plan experiences that are inappropriate for the pupils, such as the study of electromagnetism and the investigation of the density of materials. It is particularly weak in the guidance it gives to teachers on how to develop pupils' investigative skills. Lessons in Key Stage 2 are carefully prepared and when appropriate, teachers make good use of research homework to provide pupils with a starting point for a new piece of work. Most lessons start well, with a recap on what has gone before and a discussion of what is to take place now. In some lessons the initial impetus is lost and pupils spend too much time listening and discussing before they become active. In too many lessons teachers tell pupils what to do and give them insufficient opportunities to make decisions for themselves. This results in a lack of challenge, particularly for higher attaining pupils. There has been very little professional development for staff particularly those in Key Stage 2.
- 83 Overall, too little use is made of the opportunities that science lessons provide to extend pupils' literacy skills. Insufficient guidance is given to pupils on how to write to a framework as they investigate and the quality of written work pupils currently produce is too low. However, they are encouraged to use the correct technical words to extend their vocabulary and reading for information features periodically both in lessons and as part of pupils' homework. Pupils are given the opportunity to extend their numeracy skills through the collection and handling of scientific data but the weaknesses in the practical element of the curriculum means that this is not fully exploited.

- 84 Subject management responsibilities have recently been reallocated and the joint coordinators are only just beginning to realise the developments that need to take place if standards are to be raised. They have made an encouraging start by analysing last year's test results and identifying what needs to be done to ensure that this year's pupils do not encounter the same problems. Other sound procedures are in place to assess pupils' learning but how this information is to be used across the school is not as clear. The coordinators have recognised the need to strengthen the school's teaching programme and have proposed that the school adopt the national scheme of work from the start of the next academic year. This is a sensible and well founded proposal although it has implications for the school's resources, which will need strengthening if the scheme is to be taught effectively.

OTHER SUBJECTS OR COURSES

145 Information technology

- 85 Standards in information technology are below what is expected of pupils of seven and eleven.
- 86 There has been some deterioration since the last inspection when standards were judged to be in line with expectations. There has been very little development in the subject since and it has not been prioritised in the school development plan until this year. The deterioration in standards is mainly due to the unsatisfactory provision of resources. There were insufficient computers at the time of the last report and the school addressed this issue. However, many of these are now obsolete and unreliable. The fall in standards is also due to the absence of maintenance strategies, including monitoring of the subject. Overall, insufficient time is allocated to teaching information technology.
- 87 During the inspection, teaching in information technology was seen in very few classes. The judgements about standards that pupils achieve and the progress they make are based on looking at a very limited amount of work and talking to them about how they undertook information technology tasks.
- 88 Most pupils in Year 2 are familiar with technical vocabulary such as keyboard, mouse, button, arrow, space bar and enter. More experienced pupils know the function of the delete button from home use. Pupils are not yet sure of how to use a number practise program, for example by giving instructions to make things happen. Some higher attaining pupils enter text in connection with their work in history and have satisfactory word processing skills. Some pupils collect information to use in a database but the results of their work were not seen.
- 89 Most pupils in Year 6 can enter their writing into the computer and change the size of letters and font they are using. Only the higher attaining pupils, and often those with home computers, have confidence in starting programs, saving and printing out work. They know how to highlight text, centre and align titles to the left or right and use caps lock and shift key to change letter case. Average attaining pupils can remember some of these operations from a demonstration lesson given by the class teacher. Pupils can enter data into a graph program that produces a simple field, and select their chosen form for displaying information. Skills demonstrated are at a level expected of younger pupils. The lack of appropriate software for this age group results in low attainment in word processing and data handling. Pupils have not had the opportunity to combine graphics with text, to control models or monitor events and the school does not have the equipment to enable them to develop their knowledge, skills and understanding in these areas.
- 90 Pupils seen working with computers behave responsibly, work well together and help each other when unsure of procedures. However they are not able to use their initiative due to the under-challenging nature of most tasks and some older pupils show little enthusiasm for their work: this is because experiences on home computers are at a more advanced stage.

- 91 Progress for all groups of pupils, including those with special educational needs and those who speak English as an additional language, is unsatisfactory at Key Stage 1 and poor at Key Stage 2. Differences seen in progress are often attributable to the experiences that pupils bring from home. Although pupils' progress is adversely affected by the poor provision of resources, other contributory factors have a negative impact. All year groups plan for information technology but details are limited to program names. There is no specific building of skills throughout the school. All teachers have access to the Local Authority's planning framework and to the national planning exemplars. They do not, however, make sufficient use of these to ensure that work is planned at appropriate levels for different groups of pupils, as far as resources allow. Pupils, for example, are presented with the same level of tasks in data handling in Years 2, 3 and 6. Pupils creating designs for a Christmas card in Year 3 are working at a level expected of Year 1 pupils. In the lesson observed in Year 4, where pupils learned how to programme a floor turtle, the level of work is that expected of pupils in Year 2. The failure to use planning guidance and the absence of any other written support for teachers has resulted in poor provision for the systematic development of pupils' knowledge, skills and understanding.
- 1 Although few lessons were seen, taking account the quality of pupil' work and their knowledge and skills, it is judged that teaching is unsatisfactory in both key stages. Systems for assessing pupils' attainment are unsatisfactory and receiving teachers do not know what pupils can or cannot do. However, a new class assessment record sheet was introduced in September. A good example of assessment was seen in one class where the teacher had planned assessment tasks to establish pupils' stages of learning in, for example, word processing. The same teacher keeps a computer log book in which comments indicate where progress has been made and further work is needed.
 - 2 At present no scheme of work has been put into place by the subject manager and there has been no monitoring or evaluation of information technology. There are plans to address the poor provision for the subject during the current school year and computers have been donated to the school but are not yet ready to use.

Religious education

- 1 By the ages of seven and eleven, pupils attain standards that are in accordance with those defined in the locally Agreed Syllabus. The findings of the previous inspection, that standards are appropriate for the pupils' abilities throughout the school are upheld. This results from the satisfactory coverage and depth of study of Christianity, Islam, Hinduism and Judaism across all four areas defined by the Syllabus.
- 2 By the age of seven, pupils have gained a satisfactory understanding of fundamental beliefs of Christianity that underpin the faith of Christian people. They know the story of the birth of Jesus and understand why he is special. The beautiful little booklets they produce show secure understanding of the Christmas story and its importance to Christians. They know other stories associated with Biblical characters well, including Joseph and his coat of many colours. There is a sound focus upon Islam and Hinduism during the infant stage and children learn to understand and respect beliefs and customs which may be different from their own. The story of Rama and Sita, from the Hindu faith, is well used in its contrasting of good and evil to further the moral education that takes place alongside the religious teaching.
- 3 By the age of eleven, pupils understand the difference in beliefs and customs and they appreciate the similarities and can contrast the differences, for example, between Judaism and Hinduism. They know that Abraham is important to both Christians and Muslims whilst the Jewish faith reveres many of the same people as the Christian faith. The importance of Mohammed to the Muslims and the story of his birth and life are studied. Prayer mats and the stand for the Qur'an, from the school's collection of artefacts, are shown and discussed with pupils to help them to understand the different customs of various religions. Pupils know about the symbolism of the cross. They understand how light is symbolic, for example, Jesus being the Light of the World, lighting candles for Hanuka and the celebration of Divali, the Hindu festival of light. Strongly supporting the study of religions is good development of personal feeling, emotions and values. By the time they leave the school the principle aim that "pupils acquire and develop knowledge and understanding of Christianity and other religions represented in Great Britain" has been achieved.

- 4 Progress is sound throughout both key stages with examples of good progress being made. Pupils with special educational needs and those who speak English as an additional language make the same sound progress as their peers. Overall there is a satisfactory acquisition of knowledge and understanding of the beliefs and customs of the four main faiths of study which begin to be taught in Key Stage 1. This knowledge is built upon as they progress through the junior school and older juniors begin to recognise the implications of different religions, that they are not just about stories and events but about guidance and ways of life. Good progress is often made when pupils, through sensitive teaching, explore their own thoughts and emotions and reflect sensitively upon true values and upon the need for tolerance of each other's differences.
- 5 Pupils' attitude to religious education is mainly good throughout the school. Almost all pupils show interest and are keen to express their own thoughts and ideas. They respond well to the stories they hear and try to relate them to their own experiences and thoughts. They show great respect for other peoples' customs and beliefs and in accordance with the aims of the curriculum, develop a positive attitude towards other people.
- 6 Teaching is satisfactory in Key Stage 1 and good in Key Stage 2. It is well supported by a good scheme of work, securely based upon the locally Agreed Syllabus. Teachers' good knowledge and understanding of the subject ensures confident teaching. They use the wide range of resources from the school's collection very well and this helps to make a good contribution to pupils' learning. Teachers take care to establish an appropriate atmosphere for learning and provide regular opportunities for pupils to discuss their ideas and present their views. They always achieve good and respectful behaviour and take opportunities to share their own feelings with their pupils. Teachers make good use of opportunities presented by religious education to develop skills in literacy and numeracy. Unfamiliar words which may be encountered either in text or discussion are used to extend pupils' vocabulary and comprehension. The use of number, age and passing of time prevalent in many Bible stories supports the practical application of number. At present procedures for assessing religious education are not in place.
- 7 Throughout the school, pupils' spiritual, moral, social and cultural development is significantly enhanced by the religious education curriculum. Many pupils develop awareness of some of the fundamental questions of life and how these are common to all people of different race and culture. Multi-cultural awareness is significantly enhanced by the structured and planned curriculum. An effectively linked programme of personal and social education and well thought out collective worship, contribute appropriately to the progress that pupils make. The subject meets the requirements of the Locally Agreed Syllabus.

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Art

- 8 Pupils attain standards expected for their age at seven and 11. At the time of the last inspection there was some underachievement at the upper end of Key Stage 2, particularly for the higher attaining pupils. This has improved, particularly in drawing.
- 9 Evidence for this section of the report was drawn from a limited number of lessons observed, samples of pupils' work, teachers' planning, discussion with a group of Year 6 pupils and the subject managers.
- 10 Higher attaining and average Year 2 pupils make imaginative designs for totem poles in pencil, select different size paint brushes to explore the different marks and qualities of line and learn how to mix a range of colours using a primary palette. They control paint and brushes well and express their feelings, likes and dislikes of the artist's work used as a stimulus for mark making. They blend chalks to make different colours and handle materials sensitively to create different lines, patterns and shapes to represent the movement and colours of fireworks. Lower attaining pupils and those with special educational needs concentrate on mixing and exploring paint and blending the colours of chalk pastels.

- 11 Year 6 pupils interpret the work of Hockney and Magritte using mixed media, some more skilfully and imaginatively than others. The higher attaining evaluate their work, describe successful features, such as the use of a tonal range of translucent papers to represent reflections in water. They suggest ways of improving less successful outcomes, for example, by using a different medium to ink in order to represent more accurately the colour of the sky. Pupils express their enjoyment of the different activities
- 12 Pupils, including those with special educational needs and those who speak English as an additional language, make steady progress throughout the school, particularly in drawing. Year 1 pupils create lively and expressive self-portraits in paint, make carefully observed drawings of the school building and represent the shapes, lines and patterns observed in a range of musical instruments. The higher attaining use an appropriate descriptive vocabulary, such as 'diamonds inside squares' and record their observations with great care. Lower attaining pupils, including those with special educational needs, are still at the stage of exploring the quality of the drawing materials and make appropriate progress. Year 2 pupils develop their understanding of materials, as in their pastel work on achieving weather effects. In Year 3, work on landscapes tends to be over directed and shows little progression in the development of pupils' own ideas. Work by pupils in Year 4 shows continuing progress in paint-handling skills through good investigations of colour mixing and paint consistencies, using different methods to create a range of effects and applying these to their finished work. In Year 5 observational drawings of glass bottles and their reflections show good control and understanding of the use of oil pastels for blending and to create an illusion of depth, particularly by the higher attaining pupils. Progress is appropriate for the range of ability in Year 6. In the lessons observed pupils enjoy working with different materials, cooperate well when sharing and behave responsibly.
- 13 Teaching is satisfactory at both key stages. Subject knowledge is generally sound but emphasis on investigating is inconsistent, although sketch books are beginning to be used for this purpose. The work of artists is used consistently but not always appropriately. 'Starry Night' was used successfully as an appropriate stimulus to develop mark making and paint handling skills in Year 2. Good opportunities for speaking and listening are provided in lessons where tasks are open ended, as in the Year 1 lesson involving discussion of the special features of a range of musical instruments. Outline planning is in place for all year groups but teachers are disadvantaged by the absence of units of work to ensure progression for all pupils. The school has recognised this need and art is prioritised for development this year. A new class assessment record sheet has been introduced but it has not yet been used by teachers. There is a good action plan, which includes the development of a scheme of work following the introduction of the modified curriculum, and enthusiastic leadership of the subject. Resources for the subject have recently been developed: the range, quantity and quality of materials is good and there is a variety of prints of the work of different artists. There is a sound contribution to pupils' spiritual, moral, social and cultural development through, for example, the sensitive paintings on 'The Scream' and the work on great artists.

Design and technology

- 14 There is no difference in the progress between boys and girls. Pupils attain the standards expected for their age at seven but not by eleven. There has not been any monitoring of the subject or in-service training for staff. The school has begun to trial a nationally produced scheme and although the lessons are appropriate, the scheme has not yet had time to reflect on pupils' attainment by the end of Key Stage 2, as they have not yet acquired the appropriate design and making skills. Pupils make satisfactory progress across both key stages and pupils with special educational needs and those for whom English is an additional language, make the same progress as their peers.
- 15 Pupils make a sound start from an early age when they are able to draw simple designs of what they are going to make and they can choose from a small range of materials to make their models. Pupils in Year 1 drew recognisable designs and chose from a range of containers, rubber bands and other materials, such as rice and pasta, to make successful instruments that made a variety of sounds. They make sound use of construction toys, for example, to build models that contain gears. By Year 2, pupils begin to identify when it is more suitable to use glue or tape for joining. They learn to join materials in a range of different ways such as sewing, using paper fasteners and making cylindrical shapes by cutting slits in paper. By the end of the Key Stage 1, pupils are beginning to evaluate their own work. By the time they are in the junior classes they can saw wood to make picture frames. They learn the technique of joining corners using card triangles. This technique is built upon in

Year 4 when pupils design and make their own vehicles. In the older junior classes, pupils draw designs of models with moving parts and different components of a slipper. However, their designs do not yet show a variety of elevations and measurements and quality sketches of what they wish to make. Pupils work with a range of materials including wood, card, textiles and food. Their knowledge of mechanisms is limited.

- 16 Pupils enjoy design and technology lessons and handle equipment sensibly. They use saws safely when sawing wood. Many pupils are willing to share their ideas with others and talk about what they have done. They show sensitivity towards each other. For example, pupils spontaneously clapped when a new pupil, who had recently entered the class and spoke no English, demonstrated the model he had made. The majority of pupils take pride in their work, showing enthusiasm for the work they have done.
- 17 Teaching is sound in both key stages. Appropriate activities are planned although sometimes the focus of the lesson is not clear and activities are not clearly matched to the needs of different groups of pupils. Lessons are suitably resourced; occasionally the choice of materials is rather narrow. Teachers explain clearly what pupils have to do but do not always discuss the materials they will be using or how to use them in the best possible way, such as spreading glue thinly onto card and paper. Pupils' efforts are given much praise and encouragement and their work is valued by teachers. The previous report noted that the school would benefit from a review of construction work in Key Stage 2 and this is presently being addressed through the new scheme of work. The school has yet to determine how the subject will be regularly assessed.
- 18 The contribution to literacy is sound. Pupils write instructions on how to make a model or write labels on designs. However, there are few opportunities to measure accurately on designs or when making models. Information technology is not used as part of the design process.

Geography

- 19 Pupil's attain standards expected of their age at seven and eleven. The school has maintained the satisfactory standards noted in the last report. The attainment of the vast majority of the pupils is as expected for the ages of seven and eleven, and they make satisfactory progress in developing geographical skills and knowledge. Pupils with special educational needs and those who speak English as an additional language, make satisfactory progress in respect of prior attainment.
- 20 In Key Stage 1, pupils develop a sound understanding of their local environment. By the age of seven most develop a good range of mapping skills. For example, they make a plan of the school grounds, clearly identifying different places. They identify a range of geographical features such as hills, mountains, fields and rivers and through visits, reinforce and develop their understanding of these features. They can name the countries of the British Isles on a map accurately, locating Sheffield and London. The majority use locational vocabulary appropriately and gain an increasing understanding of differences and similarities in the local environment.
- 21 In Key Stage 2, pupils build well on earlier skills. Year 3 pupils observe accurately when classifying photographs into the four seasons. Year 5 pupils show familiarity with the function of keys on a map and are able to use them to interpret and accurately describe the various features of the locality. By the age of 11 pupils acquire a good knowledge of Europe, its countries, seas, and cities and some of its physical features. They use and interpret a variety of maps and plans. In Year 6, pupils' concept of places is widened and they become increasingly aware of specific environmental problems and climatic differences and are able to make comparisons with the United Kingdom.
- 22 Pupils' attitudes and behaviour in lessons are good. Many contribute well in discussions. They take pride in their work, which is presented carefully and well. Pupils settle to tasks quickly and successfully. They are supportive of each other and consistently work hard, sustaining interest and concentration.

- 23 The quality of teaching in the lessons observed is never less than satisfactory at Key Stage 1 and is good at Key Stage 2. Where teaching is good there are high expectations of what pupils will achieve, lessons are well planned and there is very clear and explicit teaching. However, there are no assessment procedures in place at present. Pupils are given sound opportunities to develop their literacy skills by writing creatively about areas they are studying and their numeracy skills by creating graphs and using coordinates when carrying out map work. There is little work carried out in information technology.
- 24 A new scheme of work is in place which involves a gradual build up of skills and ensures continuity and progression. However insufficient guidance is provided on the use of assessment, and on teaching and learning strategies. The subject is well led. The subject managers have a good knowledge of the curriculum offered. Whilst some monitoring takes place, this aspect of their role is not sufficiently developed. Information technology is used minimally as a source of evidence and as a way to record findings and new evidence. The range and variety of resources available to support development of the subject are unsatisfactory.

History

- 25 Pupils attain the standards expected of their age and they make satisfactory progress at both key stages. The previous inspection reported a similar picture, judging that in both key stages the majority of pupils achieved national expectation. By the time they leave school pupils have a good understanding of some major historical events and of chronology. They use library skills well to retrieve information and present their work neatly and clearly. Pupils with special educational needs and those with English as an additional language have full access to the curriculum and overall, make satisfactory progress in relation to their prior attainment. However, teacher planning does always not take sufficient account of their needs or of the needs of higher attaining pupils and this restricts the progress they make.
- 26 Pupils start Key Stage 1 with some understanding of past and present events in their own lives and use relevant words to describe events and the passing of time. In Year 2 pupils look carefully at objects such as, street furniture around the school, and are able to discuss the differences and similarities to the present day. They develop a sound understanding of aspects of the past through visits to places such as Conisborough Castle and Creswell Crags, identifying differences between life now and in bygone eras.
- 27 In Key Stage 2 they develop a greater sense of chronology and gain a good insight into different periods of history. They talk confidently about issues which arise, such as the Vikings and the various countries with which they traded. When studying the Tudors, Year 5 use well the descriptions of Elizabeth provided by the French ambassador and by one of her court, as the basis for the careful portraits they draw. Year 6 talk confidently about the period since 1930, their discussions reflecting an understanding of such things as The Jarrow March and the effects of unemployment in the thirties. Through books, videos, artefacts, photographs, and listening to personal accounts of people who lived in the period, pupils gather evidence on how people lived during various periods of history. They present their finding well in display, using photographs, illustrations, writing and models.
- 28 Pupils enjoy history, their positive attitudes towards learning contributes much to the progress made. Pupils listen carefully and are confident to express their views and opinions. The prior knowledge many bring to the subject contributes much to the quality of discussion and they talk enthusiastically about the work they have done and cooperate well.
- 29 The quality of teaching is at least satisfactory in both key stages and it is good in Key Stage 2. In the better lessons, a range of activities are provided which extend pupils and take account of their individual needs. In these lessons good use is made of primary and secondary sources to stimulate pupils' interest.
- 30 A detailed scheme of work has been produced which provides helpful advice and information. However insufficient guidance is provided on the use of assessment, and on teaching and learning strategies. The subject is well led. The subject managers have a good knowledge of the curriculum offered. Whilst some monitoring takes place, this aspect of their role is not sufficiently developed. Information technology is used minimally as a source of evidence and as a way to record findings and new evidence. Good use is made of the library service to obtain books to support historical research. The range and variety of resources available to support development of the subject are unsatisfactory. Progress in addressing issues such as resources, and monitoring of planning and practice, identified at the time of the last inspection, is still unsatisfactory. Procedures for assessing pupils' progress are not in place.

Music

- 31 Pupils attain standards expected of their age at the end of both key stages and the progress they make, including those with special educational needs and those who speak English as an additional language, is sound. There is no difference between the progress of boys and girls.
- 32 In Year 1, pupils begin to understand how to clap a rhythm and can join in well using percussion instruments. By the end of Key Stage 1, pupils sing confidently and can put actions to some of the songs they sing. A third of pupils in Year 2 play the recorder and can read notes from music and with practice play in tune. At the beginning of Key Stage 2, pupils learn about the different instruments of the orchestra and many pupils can recognise the different sections of the orchestra when listening to different types of music on tape. Throughout the key stage their understanding of notation develops well. They use percussion instruments to make their own compositions and a large proportion of pupils play instruments including, cello, viola and recorders. By the time they reach Year 6, they are beginning to understand musical terms, some know, for example, that the term 'ostinato' means to repeat phrases of music. Many can follow music when singing and join in confidently and with expression. Pupils learning songs from the Second World War made good progress and acquired the difficult rhythm when singing 'Boogie Woogie Bugle Boy'. The choir is composed of a hundred pupils from Year 4 to Year 6 and there is a good mix of boys and girls. Pupils sing in harmony and in two parts and make good attempts at contrasting songs. For example, they sing 'Where is love?' serenely and are able to change tempo well when singing 'Amazon Cat'. The choir makes a good contribution to music in the school.
- 33 Pupils enjoy music lessons and they show enthusiasm when singing or playing. They follow instructions well and listen carefully to the teacher. When singing in the choir, pupils are happy to sing in small groups in front of others. They work hard to try and play their instruments or sing correctly. Music makes a good contribution to pupils' spiritual, moral, social and cultural development through the work of groups such as the choir and the study of great composers.
- 34 Teaching is satisfactory in both key stages with aspects of good teaching in Key Stage 2. The specialist knowledge of staff is used to promote music in the school and to take music lessons in Year 6. Teachers give good encouragement to pupils and regularly praise their work. The general assistant who plays the piano provides good support throughout the school. Lessons are generally well planned but planning does not always indicate how different groups of pupils will learn. Assessment opportunities have been identified but not yet fully used by staff. Overall the curriculum is sound but there is not enough emphasis on the listening and appraising aspects of music. There is a satisfactory range of instruments but tapes and compact discs are limited and there is little music from other countries. One of the subject managers is new to the school but neither have a full overview of music across the school at present.

Physical education

- 35 Pupils in both key stages attain levels appropriate for their age. The previous inspection reported a similar picture. All pupils, including those with special educational needs and those who speak English as an additional language, make satisfactory progress in all areas of physical education. In recent years nearly all pupils have achieved 25 metres in swimming. Indications this year are that all pupils will be able to achieve that standard by the end of their primary education.

- 36 Pupils starting at Key Stage 1 are developing an understanding of physical education routines. They understand the need to change into appropriate dress and begin to consider finding suitable places to work in safety. In dance, awareness of the mood and rhythm of the music is reflected in the speed, direction and shape of their movements. In gymnastics, pupils successfully plan and perform a variety of movements balancing on different parts of the body as they move round at floor level and later transfer their actions to large apparatus. By the end of Key Stage 1 pupils are moving with increasing control and coordination. Their movements, in both dance and gymnastics, reflect an awareness of speed, direction, position and body shape.
- 37 At Key Stage 2 pupils develop their skills progressively. In Year 3, the speed and strength of movements, whether working individually, or in pairs, reflects their interpretation of the music being played. By Year 4, floor work reflects a developing awareness of space, when travelling using a series of movements, which incorporate stretching and jumping. Through practise they improve the quality, variety and accuracy of their movements. In Year 6 dance lessons, pupils show an increasing awareness of the mood and rhythm of music, this is reflected in the variety and imaginativeness of their movements. When swimming, pupils develop skills and techniques appropriate to the different strokes. By the age of eleven progress is reflected in improved control, coordination and performance, and a greater understanding of the rules and skills associated with activities.
- 38 Pupils' attitudes to physical education are good. They are eager and enthusiastic and appear to enjoy all aspects of the subject. They change quickly at the beginning and end of lessons. They collaborate effectively in pair and group situations and respond enthusiastically to the challenge that various activities present. Pupils confidently demonstrate activities and confidently evaluate their own and others' performance.
- 39 Teaching has improved since the last inspection when a small minority of the teaching was judged to be unsatisfactory. In the lessons observed the teaching is never less than satisfactory and in almost a third of lessons it is good, particularly in Key Stage 2. Good teaching is characterised by activities which serve to challenge and extend pupils and provide opportunities for them to evaluate their performance and build on it through practice and reinforcement. A weakness in some lessons is the lack of opportunity for pupils to discuss the quality of their performance and that of others and to consider how it might be further improved. There are no procedures in place for assessing pupils' progress at present.
- 40 The curriculum is extended by the good programme of extra curricular sporting activities organised by staff and parents. Parents make a valuable contribution to the physical education programme by organising football and cross country activities.
- 41 The physical education programme has been improved significantly since the last inspection when it was judged to be unsatisfactory in a number of areas. The subject manager in consultation with other staff has produced a scheme of work which fully meets requirements and which contains useful support material for each year group. This provides a useful framework for development of the subject, however, the content in respect of assessment and methodology does not yet provide detailed guidance.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 42 Six inspectors and a lay inspector spent a total of 24.5 inspector days in the school gathering first hand evidence. In total, inspectors spent 93 hours observing classes, scrutinising pupils' work and discussing it with them. Ninety three lessons or part lessons were observed. Inspectors attended assemblies and registration was observed. Samples of pupils' work from each class were inspected and pupils from every class were heard reading. Attendance registers, the records kept on pupils and teachers' planning were inspected. Discussions were held with teachers, support staff, governors and parents. The budget figures and systems of financial management were examined. Parents gave their views of the school at a meeting prior to the inspection and by returning a questionnaire, which were taken into account by the inspection.

DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR- Y6	334	3	70	27
Nursery Unit/School	34	1	0	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	12
Number of pupils per qualified teacher	21.4

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	93.5

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	34

Education support staff (Nursery school, classes or unit)

Total number of education support staff	2
Total aggregate hours worked each week	65

Average class size:	25
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Financial data

Financial year:	1998
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	£
Total Income	574,196
Total Expenditure	551,515
Expenditure per pupil	1,580
Balance brought forward from previous year	-22,926
Balance carried forward to next year	-245

PARENTAL SURVEY

Number of questionnaires sent out:	393
Number of questionnaires returned:	53

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	36	55	6	4	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	36	57	2	6	0
The school handles complaints from parents well	13	43	26	9	2
The school gives me a clear understanding of what is taught	19	55	17	9	0
The school keeps me well informed about my child(ren)'s progress	21	60	11	8	0
The school enables my child(ren) to achieve a good standard of work	28	53	15	2	0
The school encourages children to get involved in more than just their daily lessons	23	57	15	6	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	66	11	6	0
The school's values and attitudes have a positive effect on my child(ren)	30	51	11	4	0
The school achieves high standards of good behaviour	23	53	17	4	0
My child(ren) like(s) school	47	45	4	4	0

NB Percentages of responses are rounded to the nearest integer, sum may not = 100%.
 Percentages given are in relation to total number of returns INCLUDING nil replies.