

INSPECTION REPORT

Renishaw Primary School
Sheffield

LEA area: Derbyshire

Unique Reference Number: 112545

School Inspection Number: 188076

Headteacher: Mr John Dickinson

Reporting inspector: Mrs Barbara E Parker
22261

Dates of inspection: 4th – 7th October 1999

Under OFSTED contract number: 707161

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Hague Lane Renishaw Sheffield S21 3UR
Telephone number:	01246 432366
Fax number:	None
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Brian Ridgway
Date of previous inspection:	March 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs Barbara E Parker, RgI	Science Design and technology Information technology Physical education	Characteristics of the school Attainment and progress Teaching Leadership and management
Mr Vic Fisk, Lay Inspector		Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr Ian Lloyd	English Music Religious education	Special educational needs Equal opportunities Spiritual, moral, social and cultural development
Mrs Sara Storer	Mathematics History Geography Art	Efficiency Children under five Curriculum and assessment Staffing, accommodation and learning resources

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MAIN FINDINGS

Children's attainments on entry to the nursery are below those found nationally. Most children have limited skills in speaking and listening, reading and writing. They have limited social skills and their hand control and co-ordination are weak. The school's baseline assessments support these views.

What the school does well

- Standards are high in English in Key Stage 2 and pupils make good progress as they move through the key stage, particularly in the older year groups.
- Teaching of children under five is good. Children make good progress in the nursery.
- Teaching is good in Years 5 and 6, and pupils make good progress in these year groups during lessons and over time.
- The early identification of pupils with special educational needs is good. Support for these pupils is very effective and consequently, they make good progress towards their individual learning targets during lessons and over time.
- Staff know their pupils well. They monitor pupils' personal development effectively and promote their well being successfully.
- Teachers promote positive attitudes towards learning, particularly within the older pupils in Key Stage 2.
- Relationships throughout the school are good. Pupils like their teachers and work hard to please them, presenting their work with pride in Years 4, 5 and 6.

Where the school has weaknesses

- I. Standards are low in English in Key Stage 1. Test results in reading and writing are declining slowly and pupils make unsatisfactory progress in English by the end of the key stage.
- II. Thirteen percent of the lessons seen were unsatisfactory. There are some fundamental weaknesses in teaching particularly towards the end of Key Stage 1 and at the beginning of Key Stage 2.
- III. Standards in science are low by the time the pupils leave the school. The previous scheme of work for science has

been ineffective in building pupils' knowledge and understanding over time, resulting in gaps in pupils' learning.

IV. Brighter pupils make insufficient progress throughout the school and across all subjects. Teachers do not use what they know about pupils' previous learning to set suitably challenging tasks and to enable the more able pupils to reach higher levels.

V. The procedures for monitoring teaching and curriculum developments are ineffective in identifying strengths and remedying weaknesses.

Although standards in Key Stage 2 have risen significantly since 1996, the head teacher and governing body have not yet successfully addressed the slowly declining test results in reading and writing at the end of Key Stage 1.

VI. Accommodation is unsatisfactory. Classrooms in Key Stage 2 are cramped, hindering movement and the choice and accessibility of materials and equipment, and slowing progress overall.

Gaps in learning in science are being addressed successfully through the implementation of a new scheme of work and attainments are rising steadily. The weaknesses listed above will form the basis of the governor's action plan, which will be sent to all parents and guardians of the pupils at the school.

• **How the school has improved since the last inspection**

The school has made satisfactory progress since the last inspection and has the capacity to make further improvements. All of the key issues have been addressed successfully. Security systems have been installed. Pupils' progress reports have improved and are now very good. Schemes of work have been implemented, which help teachers to build more systematically on pupils' learning year-on-year. Although assessment

systems and procedures are now in place for English, mathematics and science, teachers do not always use their knowledge of what pupils know, understand and can do effectively to inform teaching and curriculum planning. The head teacher, staff and governing body have been successful in raising standards in Key Stage 2, where test results have risen significantly over the last three years in all core subjects. They have not yet, however, effectively addressed the issue of declining results in reading and writing at the end of Key Stage 1. Although the current procedures for monitoring teaching and curriculum are unsatisfactory, the governing body and head teacher are working hard to develop and improve them in order to identify strengths and weaknesses in teaching and learning in Key Stage 1 in particular.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

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

Pupils enter Key Stage 1 reaching expected levels in language and literacy, mathematical, personal and social, creative, and physical development. Their knowledge and understanding of the world are secure. These standards are not sustained throughout Key Stage 1 however, particularly in English. Although broadly the same as other schools with similar characteristics in writing and mathematics, standards in Key Stage 1 are low in reading, writing and mathematics in comparison with other schools, and there has been a slow decline in test results over the last four years in reading and writing. Teaching does not pay appropriate regard to what has been taught and learnt before and consequently, pupils make unsatisfactory progress as they move through the key stage. Standards in information technology are also below nationally expected levels.

By the time the pupils leave the school, standards in English are high compared to all other schools and very high when compared with schools with similar characteristics. Renishaw's results are high in mathematics and broadly the same in science when compared with schools with a similar number of pupils eligible for free school meals. However, when compared with all other schools, there are fewer pupils reaching higher levels in mathematics and science, lowering their national comparative performance overall. Pupils reach expected levels in information technology and meet the requirements of the Agreed Syllabus for religious education by the time they leave the school.

Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Good	Unsatisfactory	Good
Mathematics	Good	Satisfactory	Satisfactory
Science		Satisfactory	Satisfactory
Information technology		Insufficient evidence	Good
Religious education		Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

In 87 per cent of the lessons, teaching was satisfactory or better. It is good overall in the nursery and often good in Years 5 and 6. Teachers throughout the school ask well-focused questions which make pupils think. Clear planning gives good structure and adds pace to lessons. Effective use of suitable resources enhances pupils' learning successfully. Six of the 47 lessons seen were unsatisfactory overall. All of them were in Years 2 and 3. Not enough is expected from the pupils, and too often the work set fails to build on previous learning.

Tasks are sometimes unclear and lack suitable challenge. Sometimes, the management of inappropriate behaviour is weak, disrupting learning and consequently, pupils lose focus and progress is slowed.

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	Generally satisfactory and often good. Pupils in Years 2 and 3 sometimes behave inappropriately, but this is mainly due to weaknesses in teaching.
Attendance	Satisfactory. Lessons begin and end on time. Registration procedures meet statutory requirements.
Ethos*	Pupils have good attitudes to learning, particularly in Key Stage 2. Relationships are good and pupils take responsibility for jobs around the school.
Leadership and management	Satisfactory. There is a strong commitment to raising standards but the current procedures for monitoring teaching and curriculum are ineffective in improving classroom practice.
Curriculum	Good for children under five. Sound in Key Stages 1 and 2. Teachers do not always use their assessments of what pupils already know, understand and can do to plan future work.
Pupils with special educational needs	Good provision. Effective support from classroom assistants. Pupils make good progress towards their individual learning targets.
Spiritual, moral, social & cultural development	Sound provision, but opportunities are missed for pupils to explore the wonders of the natural world and other cultures.
Staffing, resources and accommodation	Satisfactory. Good use of support staff. Accommodation in Years 4, 5 and 6 is cramped and restricts movement and accessibility of learning resources in subjects such as art, design and technology and physical education.
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

- VII. The way they are encouraged to take an active part in their children's learning.
- VIII. They find staff very easy to approach with concerns or suggestions.
- IX. The way complaints are dealt with promptly and sensitively.
- X. The high standards their children achieve.
- XI. The way the school promotes positive values and attitudes.

· **What some parents are not happy about**

- XII. Some parents would like more information

The inspection team supports most of the views of the parents. However, standards of work are not always good and there is inconsistency and variation between the two key stages. Not all pupils by the end of Key Stage 1, and the brighter pupils throughout the school, reach the standards of which they are capable.

KEY ISSUES FOR ACTION

The head teacher, governing body and staff should:

- a) Raise standards and improve progress in English in Key Stage 1 by:
-) ensuring that the National Literacy Strategy scheme of work is used more effectively to build pupils' learning systematically over time;
 -) assessing pupils' attainments more accurately and using the knowledge more effectively to inform teaching and learning and so raise teachers' expectations about what pupils can do;
 -) giving pupils more opportunities to develop their speaking skills in formal situations in particular;
 -) building pupils' vocabulary so that they can express themselves more effectively;
 -) improving pupils' understanding of texts; and
 -) increasing pupils' opportunities to write for different purposes.
(Paragraphs 10, 30, 34, 72-73)

- a) Raise standards in information technology in Key Stage 1 by:
-) improving teachers' knowledge and understanding of the scheme of work for information technology and its effective use;
 -) improving the arrangements and procedures for assessing pupils' previous learning so that teachers know what pupils need to learn next and can build systematically on their learning over time;
 -) improving teachers' curriculum planning so that they plan sufficient work for the time allocated and have realistic expectations about what pupils can be expected to do and learn in one lesson and over time;

and in both key stages by:

-) improving access to and use of the computer room for pupils in Key Stage 1 and Year 3, and other information technology equipment in school, such

as tape recorders, programmable toys and cameras; and

-) improving pupils' the knowledge and understanding of technology in the wider world.
(Paragraphs 12, 106-109)

a) Raise standards in mathematics and science and in all other subjects by:

-) using their analyses of pupils' achievements to identify gaps in pupils' learning, and weaknesses in teaching and curriculum planning more effectively;
-) improving the quality of teachers' marking so that pupils are clear about where their strengths and weaknesses lie and how to make improvements to their future work;
-) increasing pupils' opportunities to use their mathematical skills to solve problems and reducing teachers' reliance on worksheets in mathematics;
-) implementing the National Numeracy Strategy more effectively;
-) improving the teaching throughout the school, and in Years 2 and 3 in particular, by monitoring and evaluating the quality of teaching more effectively and identifying and addressing weaknesses more rigorously; and
-) improving the effectiveness of work scrutiny to identify strengths and weaknesses in pupils' learning in different subjects.

(Paragraphs 10, 24, 28, 34, 52-53, 76, 79, 82, 92)

a) Improve the progress of the brighter pupils in school by:

-) ensuring that the higher attaining pupils in school do not waste time during lessons completing tasks which are insufficiently challenging before going onto more

-)ensuring teachers use pupil assessments more effectively to set work which extends the learning of all pupils, but of the brighter ones in particular; and suitable work;
-)ensuring that the Key Stage 2 scheme of work for science promotes learning to higher levels. (Paragraphs 11, 37, 76-77, 80, 83, 85, 89-90)

In addition to the key issues above, there are other less important weaknesses that should be considered for inclusion in the action plan.

1. The management of pupils' inappropriate behaviour in Years 2 and 3 (Paragraphs 19-20, 84, 91);
2. The balance of science aspects through the new scheme of work (Paragraph 88);
3. Limited creative experiences in reception (Paragraph 70);
4. The work of lower attaining pupils is sometimes messy and untidy when they are set work that is too difficult for them to complete independently (Paragraph 91);
5. Too few opportunities for pupils to show initiative and take part in personal studies (Paragraph 22);
6. Pupils in the same year but taught in different classes not set same work, and pupils in the same class but different years often given the same work; and the under-use of the environment to enrich the curriculum further in Key Stage 2 (Paragraph 35);
7. Under-emphasis of awe and wonder and the lack of promotion of multi-cultural aspects (Paragraphs 38, 41);
8. Lack of curriculum information for parents (Paragraph 46);
9. Subject weaknesses in art, design and technology, history, physical education and religious education (Paragraphs 94-96; 97-99; 105; 117; 120).

INTRODUCTION

9. Characteristics of the school

10. Renishaw Primary School is situated in the village of Renishaw, ten miles from the City of Sheffield. Although pupils come from a range of backgrounds, many live under difficult circumstances. Unemployment is high, with the steelworks – a major source of employment in the village - closing earlier this year. The number of pupils taking free school meals is above average and there are a high number of pupils with special educational needs attending the school – much more than the national average. There are no pupils in school who speak English as an additional language.
11. There are three children under five in the reception class and 46 children attending the nursery part time. Children are admitted to the nursery the term after their third birthday. They transfer to the reception class the term they reach five years of age. Standards on entry to the nursery are low. Many pupils have under-developed communication skills, poor social skills and weak fine motor control. They make good progress in the nursery, however, and by the time they move into the reception class, their attainments are broadly average.
12. There have been some significant staff changes since the last inspection. A number of teachers have been on long term sick leave and several supply teachers have been employed, causing some considerable disruption to

the education of the older pupils in particular. The number of pupils eligible for free school meals has risen, as has the percentage of pupils with special educational needs.

13. The school aims to enable pupils to:

- grow and develop emotionally, socially, intellectually and academically to the best of their ability;
- develop lively, inquiring minds, the ability to question, to argue rationally and to apply themselves to their tasks;
- apply and to acquire knowledge, skills and practical abilities relevant to the needs for adult life at home, at work, at leisure and as consumers and citizens in a fast changing world;
- become self-motivated, self-disciplined and tolerant people who are capable of seeing the point of view of others, and to develop a respect and an understanding of other people's moral and religious beliefs and attitudes;
- be able to make choices about what happens to them, to take a part in the shaping of their future and have the capacity to live full and contented lives;
- appreciate human achievement in art, music, drama, science, technology, physical pursuits and literature, and to have the opportunity to experience these skills and to feel proud of their effects; and
- be aware of their surroundings and the necessity for conservation of the natural environment with special regard to the future development of their local community.

1. The school's main priorities for development in 1999-2000 are to:

- implement the National Numeracy Strategy;
- develop the role of curriculum co-ordinators in monitoring pupils' work and classroom practice;
- improve the quantity and quality of reading materials in school; and
- develop the use of the local and wider community to enrich pupils' learning experiences further.

6. 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
1998	7	15	22

6. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	3	4	4
	Girls	10	10	12
	Total	13	14	16
Percentage at NC Level 2 or above	School	65 (58)	70 (67)	80 (62)
	National	80 (80)	81 (80)	84 (84)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	4	4	5
	Girls	14	11	14
	Total	18	15	19
Percentage at NC Level 2 or above	School	90 (75)	75 (75)	95 (83)
	National	81 (80)	85 (84)	86 (85)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1998	6	11	17

6. National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	3	4	3
	Girls	10	7	7
	Total	13	11	10
Percentage at NC Level 4 or above	School	81 (58)	69 (58)	63 (69)
	National	65 (63)	59 (62)	69 (69)

6. Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	4
	Girls	8	8	8
	Total	12	12	12
Percentage at NC Level 4 or above	School	75 (68)	75 (58)	75 (63)
	National	65 (63)	65 (64)	72 (69)

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:	Authorised Absence	School National comparative data	% 5.7 5.7
	Unauthorised Absence	School National comparative data	1.0 0.5

6.

6. Exclusions

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

6. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	4
	Satisfactory or better	87
	Less than satisfactory	13

6.

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

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

6. **Attainment and progress**

1. By the time the pupils leave Renishaw Primary School, most achieve expected levels in English and many achieve higher. Most pupils achieve expected levels in mathematics, but very few reach the higher levels. Although they make sound progress in all three core subjects overall, pupils do not reach expected levels in science by the time they leave the school. There have been gaps in pupils' learning in science in the past, due in the main to an ineffective scheme of work, which did little to help teachers build systematically on pupils' learning from year-to-year. However, a new scheme has been implemented, with pupils currently being taught a more appropriate balance of scientific aspects. Consequently, standards seen in lessons are now satisfactory. The 1998 national tests for 11-year-olds broadly support these findings, with more pupils last year reaching expected levels and above than in other schools with similar characteristics in English and mathematics and broadly the same levels in science. The 1999 results show improvements in science, but a slight decline in English and mathematics, with less pupils reaching expected levels and above than in 1998. These pupils had disruptions to their learning during their

last two years at Renishaw and an unusually high percentage of them had special educational needs.

2. By the time they reach the end of Year 6, many pupils write for a wide range of purposes and in a good variety of styles. They read well and understand the subtleties of stories they read, appropriately referring to the text to support their views. They understand how local dialect differs from Standard English, discussing how words and pronunciation can sometimes change depending on the area they are in. Pupils use mathematical language particularly well to explain, for example, mathematical calculations clearly and precisely. However, they have limited opportunities to investigate real-life problems, and pupils in Year 2 in particular are over dependent on workbooks and worksheets and consequently, find the organisation and setting out of their work difficult to manage. Pupils' learning in science is much more variable. Pupils' past work shows, for example, an over-emphasis on teaching and learning about teeth at the expense of learning about the main organs of the human body and their functions, and there is a lot of work on magnetism, with very little on friction and the transmission of sounds.
3. Most children enter the nursery with under-developed language and literacy skills. They have poor social skills and weak

pencil control. Children make good progress in the nursery. By the time they transfer to the reception class, their baseline assessments and the inspection findings show that most children are attaining expected levels and above in language and literacy, mathematical and personal and social development.

4. These standards are not sustained in Key Stage 1. Pupils make unsatisfactory progress and standards are below expected levels in English and information technology by the end of the key stage. Test results in reading and writing are declining slowly, dropping from an average level of 1.93 in 1996 to 1.80 in 1998 in reading, and from 1.86 to 1.75 in writing. Renishaw's Key Stage 1 results show that in 1998 the number of pupils reaching expected levels was well below the national average in reading and writing and below in mathematics. Teachers have very low expectations about what the older pupils in the key stage in particular can already do and be expected to do. They do not use the schemes of work effectively, particularly in English, and teaching does not build systematically on pupils' learning from year-to-year, with pupils, for example, sometimes repeating reception work in Years 1 and 2, such as building simple words using their knowledge of letter sounds. This wastes time and slows progress.

Pupils use a limited range of vocabulary in their stories and are given insufficient opportunities to write for different purposes other than retelling stories or writing accounts of past events.

5. Very few pupils at the end of either key stage reach higher levels of attainment in all three subjects, except in English in Key Stage 2, where the quality of teaching is particularly good. Teachers throughout the school do not use their knowledge about what pupils already know, understand and can do to adapt work suitably for those who learn at different rates, usually setting the same work for all pupils. Whereas the lower attaining pupils and those with special educational needs are supported well in class to enable them to complete the work set, the brighter pupils are insufficiently challenged and often find the work too easy. Consequently, their learning is slowed and their progress during lessons and over time is unsatisfactory.
6. Standards in information technology are in line with expected levels by the time the pupils leave the school. They are below expected levels by the end of Key Stage 1, however, where teachers have low expectations about what pupils can be expected to do, resulting in unsatisfactory progress over time. Pupils in Key Stage 1 have limited access to the school's computers (situated in the main building), and little access to other information technology equipment in the school,

such as the programmable robot, Roamer. There is an over-emphasis on skills based learning, with pupils in Year 2, for example, practising typing skills, but not having the opportunity to then use these skills effectively to support work in other subjects. Pupils use tape recorders to listen to taped stories, but not to record their work in, for example, music or story writing.

7. In contrast, pupils in Key Stage 2 make good progress in information technology - particularly in the two older classes. Their teachers have good subject knowledge and understanding. Pupils have regular, daily access to the computer room, situated between the two classrooms, enabling them to use computers to support their work in other subjects, such as in history when writing newspaper articles about the Romans invading Britain. Because of their regular access to and use of computers, and the good quality support they get from their teachers, most pupils have good editing skills, enabling them to use word processing as a quicker alternative to hand writing stories and accounts. Although they have good computer skills, their knowledge and understanding of technology in the wider world is relatively under-developed.
8. Standards in religious education are in line with the expectations of the locally Agreed Syllabus by the end of Key Stage 1 and by the time the pupils

leave the school. Pupils make sound progress as they move through the school. Their knowledge and understanding of different religions is good in both key stages, and pupils in Key Stage 1 in particular have a good understanding about the meaning and purpose behind different symbols and rituals.

9. Progress in all other subjects of the National Curriculum is sound overall in both key stages. Pupils make particularly good progress in music in Key Stage 2 due in the main to effective teaching.
10. Literacy and numeracy are promoted satisfactorily through work in other subjects. Pupils write up their scientific experiments using charts and tables, and label diagrams in design and technology. They measure wood when making models of digging machines and read step-by-step instructions when making, for example, a car with a motor. They compile tally charts and count vehicles during a traffic survey. However, this work is mainly incidental and is not planned in any systematic way.
11. There are no significant variations in attainment between pupils of different gender, ethnicity or background. Pupils with special educational needs make good progress towards their learning targets and classroom assistants support them well in class, enabling them to access the curriculum and contributing very effectively to their learning and progress.
12. Standard target setting is developing. Standards are rising overall in English, mathematics and science by the end of Key Stage

2, and there have been significant improvements in standards in all three core subjects and in English in particular over the last four years. Staff tend to set 'safe' targets, informed mainly by pupils' past results and performance and consequently tend to either meet or exceed them year-on-year. They do not identify average or bright pupils in particular who, with a little more encouragement and greater teacher and self-expectation, could make more significant achievements.

18. **Attitudes, behaviour and personal development**

13. Pupils' attitudes to learning are good. Pupils throughout the school are interested in their work and become involved in what they are doing and enjoy it. They respond enthusiastically to challenge, answering and asking pertinent questions, sustaining interest and remaining focused. In the nursery and the older end of Key Stage 2, attitudes are consistently good and often very good during lessons. However in some lessons in Years 2 and 3, particularly when teaching is less than satisfactory, pupils' responses deteriorate and pupils become restless and distracted.
14. Behaviour throughout the school is satisfactory. Pupils recognise the difference between right and wrong and respect school rules and conventions. They are polite, courteous and show a willingness to help, usually without being asked. Many have a lively and infectious sense

of humour. Moreover, they distinguish between what is acceptable and what might be considered inappropriate behaviour. Again, the behaviour falls below these standards when lessons are less effective in maintaining pupils' interest. There were no exclusions during the last school year.

15. Relationships are good throughout the school, not only between adults and children but also between pupils and their classmates. Pupils support each other well in their activities and are able to work equally successfully singly, in pairs or in larger groups.
16. Personal development is sound. There are some pupils who are allocated jobs of responsibility, such as monitor duties in the infant playground and during assembly, selling crisps at break time and collecting litter. There are also occasional opportunities for reflection and discussion on feelings and personal experiences during assembly and in class. However, there is insufficient opportunity for pupils to take responsibility for their own development or show initiative, and little opportunity to take part in personal study.

22. **Attendance**

17. Attendance is satisfactory. The attendance rate is not significantly different from the national average, although the rate of unauthorised absence is high. There is no significant incidence of late attendance and school and lessons begin and end promptly. The registration procedures and the records of

attendance are completed in accordance with statutory requirements.

23. **QUALITY OF EDUCATION PROVIDED**

23. **Teaching**

18. The quality of teaching is sound overall. It was sound or better in 87 percent of the lessons seen. It was consistently good in the nursery and good or better in a third of the lessons seen in Key Stage 2. Teaching was good overall in the last report. This has been maintained in Key Stage 2, with particular strengths in Years 5 and 6, where teaching is consistently good and sometimes very good. Teaching is unsatisfactory overall in Key Stage 1, however, where a high percentage of the lessons seen during this inspection had more weaknesses than strengths. Teaching too often fails to build effectively on pupils' previous learning, hindering progress and depressing standards overall by the end of the key stage.

19. Nevertheless, there are some strengths in the teaching of children under five and in both key stages and across all year groups. Effective questions usually focus pupils successfully on the ideas being taught. For example, when pupils in Year 4/5 explore the meaning of particular parts of the story of Baboushka, using the text well to justify their answers, and in Year R/1 when pupils talk about and explore the customs and rituals of the Islamic faith in religious education lessons. Clear

planning usually gives good structure to lessons and results in brisk pace to lessons, particularly in literacy. Resources are appropriately prepared to support pupils' learning, such as moving toys for a science lesson in Year 1 and a range of religious artefacts on Sikhism in a Year 3 lesson. Teachers form effective relationships with their pupils. A sense of fun is achieved in some lessons when teachers relax – such as when the toys being tested in reception and Year 1 went unexpectedly in all directions across the playground and in Year 4/5 when pupils were exploring 'mirror writing', enjoying the images created.

20. The quality of teaching for children under five is good. Teachers in the nursery in particular have good knowledge and understanding of how young children learn. They use what they know children can already do to build learning successfully. Adults work together well, forming good relationships with one another, providing the children with good models on which they can base their own relationships with one another. They make good demands on children, for example, when working with them on computers, and provide a range of interesting worthwhile tasks. A calm, orderly atmosphere permeates the nursery, ensuring all children feel secure and valued. Praise is used effectively in nursery and

reception to raise pupils' self esteem and build their confidence, and teachers ensure all children visit all of the activities and experiences set up.

21. Brighter pupils throughout the school are insufficiently challenged. Teachers do not take sufficient account of what pupils already know, understand and can do in order to adapt work to challenge the brighter pupils in particular. Teachers have low expectations of what the higher attaining can be expected to do and consequently, these pupils make unsatisfactory progress during lessons and over time.

22. Teachers' expectations about what pupils can do are low in Key Stage 1 and in Year 2 in particular. Teaching does not always pay sufficient regard to what was taught before and pupils sometimes revisit ideas already taught and learnt in reception and Year 1, such as in English when learning letter blends. Consequently, the work pupils are set is not always appropriately challenging, slowing their progress. There are times in Year 3 when pupils lose interest in their work and where teaching fails to hold their attention, slowing the pace of lessons and subsequently, pupils' progress.

23. Teachers' marking is ineffective overall in both key stages. Comments in books usually relate to good or poor presentation, with very few comments made to promote improvements to future work. For example, teachers sometimes correct pupils' spellings, but there is no evidence of pupils' future spelling being any better

as a result. There are some useful comments made by teachers in Key Stage 2 in particular, such as in science - “yes...but what happened next?” – with the pupil going on to write what happened next, enhancing their learning further. This happens too infrequently and inconsistently throughout the school, however.

24. Teachers lack confidence in teaching the National Strategies for Literacy and Numeracy and are just beginning to come to terms with both schemes of work. They have implemented the literacy scheme of work successfully in Key Stage 2, but it has yet to impact on raising standards in reading and writing in Key Stage 1. The scheme is sometimes used inappropriately, with work for Year 2 pupils sometimes taken from the reception/Year 1 programmes. Although staff have made a start in implementing the Numeracy Strategy scheme of work, they are very insecure with it, and again it is not yet impacting on raising standards overall.
25. The use of homework is satisfactory. The work set appropriately supports work in lessons and helps pupils to practice skills learnt in class. Pupils enjoy the work they are given to do at home and both they and their parents feel that it prepares them well for the next stage of their education.
26. The teaching of pupils with special educational needs is good. Pupils’ individual learning targets are realistic and attainable and pupils are supported

well in lessons by classroom assistants. Consequently, these pupils make good progress towards their targets during lessons and over time.

32.

The curriculum and assessment

27. The curriculum is broad and balanced and meets the statutory requirements to teach the National Curriculum and the locally Agreed Syllabus for religious education. The school provides sex education for Year 6 pupils, and teaches pupils about the dangers of drugs' mis-use. Parents are appropriately informed about the school's sex education policy and their right to withdraw their children from these lessons if they wish. Health education is taught mainly through the science curriculum. Additional discretionary time is used to focus on the expressive arts, enhancing standards and progress in drama and music in particular. Pupils take part in weekly music and drama lessons and perform plays and concerts in school and at the local community centre, making an important contribution to developing their speaking and listening skills and aspects of their personal development. The curriculum for children under five is good. It is based appropriately on the areas of learning for children under five and links well with the National Curriculum to prepare children

successfully for work in Key Stage 1.

28. Although the school has implemented the National Literacy Strategy scheme of work successfully in most classes, it is not yet impacting on raising standards in reading and writing in Key Stage 1. Pupils' writing opportunities are limited in the main to recounting and retelling stories, with not enough emphasis on, for example, letter writing and note taking, and in reading, pupils are successfully encouraged to decode words but not to read for meaning. The newly implemented National Numeracy Strategy scheme of work is ineffective as yet in raising standards in mathematics. There is no clear vision of how best to integrate the current mathematics scheme with the Numeracy Strategy programmes. Teachers are ineffective in matching appropriate work to the range of abilities in classes and this is having a negative effect on the progress of higher attaining pupils.
29. Curriculum planning is satisfactory in Key Stages 1 and 2 and good overall for children under five. It is particularly good in nursery, where teachers plan work that meets children's assessed needs well. The school has a range of sufficiently detailed policies and schemes of work in place to support teaching and learning in both key stages. There has been sound improvement since the last inspection. The school has developed a whole school curriculum plan to ensure all pupils

receive a broad and balanced curriculum. There is, however, often a lack of consistency between classes and year groups, with pupils in the same year group but different classes doing different work, and pupils in the same class, but different year groups doing the same work. In Key Stage 1, planning for cross-curricular topics incorporating subjects such as history and geography is insufficiently rigorous. There is a lack of clear focus sometimes on the skills the pupils need, and in Key Stage 2, not enough opportunity is taken to enrich the curriculum further by using the local environment and places of interest.

30. The school successfully implements the locally agreed equal opportunities policy and there are no race or gender concerns in the school. The curricular provision for pupils with special educational needs is good. The procedures for identifying, recording, and monitoring progress are good and focus appropriately on meeting the needs of individual pupils. The school provides a satisfactory range of extra curricular activities, which include (at different times throughout the year) football, netball, choir and line dancing. The school is often represented at local matches and games and is very proud of the success of the football team - which includes boys and girls. These opportunities

encourage pupils to take a wider interest in the school and promote their confidence and self-esteem, as well as enhancing their attainment and progress in physical education in particular.

31. Assessment is satisfactory overall. This is an improvement since the last inspection when assessment systems and procedures were incoherent and inconsistent. There are good systems and procedures in place to assess what children under five know, understand and can do – particularly in the nursery - and what they need to learn next. In Key Stages 1 and 2, statutory and optional assessment test results help to inform target setting for individual and groups of pupils, although often teachers ‘play safe’ in their target setting, expecting results which can be too easily achieved. In addition, teachers make their own informal assessments about what pupils have learnt during a series of lessons, clearly identifying the levels of attainment reached by each pupil in English, mathematics and science. However, this information is not analysed rigorously or effectively enough to identify gaps in pupils’ learning and therefore inform teaching, or to highlight strengths and weaknesses in curriculum planning. Consequently, there are some gaps in pupils’ learning, such as in science in Key Stage 2,

and the brighter pupils in particular are not set suitably challenging work and therefore make insufficient progress as they move through the school.

37. Pupils' spiritual, moral, social and cultural development

32. Provision for pupils' spiritual development is satisfactory. Pupils are taught and encouraged to consider their own and other people's values and beliefs in religious education lessons, mainly through the promotion of knowledge of Christianity and other major world religions. There are occasions during class discussions when teachers encourage pupils to empathise with others, or older pupils to consider some of life's fundamental questions. Assemblies are of a broadly Christian character and include appropriate opportunities for prayer and reflection. In the remainder of the curriculum, pupils are encouraged to think about the nature of their own and other people's lives. They have a good understanding of environmental issues. However, opportunities are often missed to inspire pupils with a sense of awe and wonder, for example at the natural world.

33. The school's provision for pupils' moral development is satisfactory. Pupils are effectively taught right from wrong. Consequently, they recognise what behaviour is acceptable and what is unacceptable. The school fosters shared values well, and moral standards are carefully considered

during class discussions. Pupils are not expected to follow rules blindly but are given opportunities, especially in assemblies, to reflect on why rules are necessary. They are encouraged to consider what is fair and just, and why a particular way of behaving is preferable.

34. The provision for pupils' social development is satisfactory. Pupils form effective relationships with each other and with adults. They are beginning to understand the rights and responsibilities of individuals within a wider social setting and to know what kinds of behaviour are most likely to promote harmony. They recognise and value the positive aspects of the school's social environment. There is good provision for older pupils to take responsibility as monitors, helpers, and mentors to younger pupils. In these roles, they behave in a polite, helpful and mature way.
35. There is sound provision for pupils' cultural development. Pupils are taught to appreciate their own cultural heritage, for example through history, music and religious education. They enthusiastically participate in Morris and maypole dancing. In art, they look at the work of famous European painters and in geography, they learn something of the daily lives of people from other parts of the world. However, as the last inspection also identified, the school is less strong in helping pupils to

appreciate the multicultural nature of British society and this remains a weakness from before.

41. **Support, guidance and pupils' welfare**

36. Overall the provision for support, guidance and pupil's welfare is good. Procedures for monitoring progress and personal development are good. Staff know their pupils well, both personally and academically. At the end of each school year, the pupils' progress reports contain not only comprehensive detail on academic progress but also the personality and social development of the pupils.
37. The procedures for monitoring and promoting discipline and good behaviour are satisfactory. There are good relationships between staff and pupils that encourage a cordial atmosphere and successfully promote sound and sometimes good behaviour. There are clear procedures in place for breaches of the behaviour code. Where the transgression is considered serious, the school advises and liaises with parents appropriately.
38. Procedures for monitoring and promoting attendance are sound. Attendance is effectively monitored and there are secure procedures in place for dealing with any individual or general problems should the occasion arise. This often involves the educational social worker, who works closely with the school.
39. There are good procedures in place for child protection and promoting pupils' well-being, health and safety. There is an effective child protection policy in place and all

staff are aware of what to look out for. Comprehensive records are maintained. The strong pupil-teacher relationships at the school ensure that staff quickly recognise changes in individual pupils' behaviour and offer them appropriate support. Pupils are aware of health and safety issues and these are regularly reinforced through the curriculum, during assembly, and as the occasion arises. For example, before leaving the school on a walking tour the opportunity to remind children on road safety is taken. Pupils also notify the staff of problems they identify, such as a fluorescent light in the hall that was insecure and some damaged playground equipment. All the statutory health and safety requirements, for example fire drills and alarm testing and the electrical equipment audit, are regularly carried out and appropriately documented.

45. **Partnership with parents and the community**

40. Partnerships with parents and the community are satisfactory. The quality of information provided for parents is sound. There are informative termly newsletters, supplemented by occasional notices of specific events, which keep parents well informed about forthcoming events such as school nurse visits. Pupils' annual progress reports are very good – a significant improvement

since the last inspection. They are concise and easy to understand, providing full information on what each child knows, understands, and can do. They give clear information about pupils' particular academic and personal strengths and weaknesses, and advice about how parents could help with their child's education. In the Key Stage 2 reports, progress is expressed in the context of national expectations, however this is not always the case in Key Stage 1. From the evidence of the questionnaires, the parents' meeting and talking to parents in and around school, there is general satisfaction with the level of information provided by the school. Nevertheless, parents would welcome more information about what their children are learning in school so that they can provide further relevant experiences for their children outside school.

41. Parental involvement in children's learning is satisfactory. This is particularly noticeable in the nursery and reception classes and throughout Key Stage 1, where a number of parents help in the classrooms. There is also involvement at home by, for example, parents hearing their children read. There is an active Parent, Teachers and Friends Association that organises various social events. This not only helps build closer links between home and school, and school and the local community, but also

raises valuable additional funds for the benefit of the school.

42. Links with the community are sound. There are links with local environmental groups and a millennium project planned, involving the local history society. A local Methodist minister makes regular visits to the school and leads the occasional assembly. There are also connections with the police, a local hospital, and the emergency services. Pupils become involved in charity appeals such as 'Red Nose Day' and the 'Shoeboxes for Romania' campaign, giving them an insight into worlds far different to their own and a valuable appreciation that there are people less fortunate than themselves.

48. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

48. **Leadership and management**

43. Leadership and management are satisfactory overall. The school has made sound progress overall in addressing the key issues since the last inspection. The head teacher, staff and governing body have concentrated on and worked hard to successfully raise standards in Key Stage 2 since 1996 when pupils reached below expected levels in all three core subjects by the time they left the school. There are now some fundamental weaknesses in teaching and learning in Key Stage 1, however, which seem to have developed since the last inspection and which need addressing with some urgency.

44. The head teacher is a caring individual who has a strong commitment to the school and the people in it. He enjoys very good relationships with pupils, parents and staff and is well respected by all. He is supported fully by a hard working, committed staff and an able governing body, all of whom have a strong commitment to raising standards. He and the governing body have concentrated effectively on raising standards in Key Stage 2, but have placed insufficient emphasis on raising standards in Key Stage 1. The slow decline in standards in this key stage has consequently gone unchecked.
45. The governors are fully involved in major decision making and are developing their role appropriately in evaluating the work of the school. The new chair of governors is very able and astute, and is a driving force in initiating and instigating improvements. He visits the school regularly and has a clear idea of what is happening in classrooms, supporting the head teacher and staff effectively. He and the governors have become fully involved in budget setting and financial planning in particular, looking carefully at the quality and value for money they are getting. Although their involvement in monitoring and evaluating standards has been limited, and they have failed to address the slow decline in test results in Key Stage 1, they are now starting to look with more rigour and

determination at educational standards and are becoming more involved in analysing results. They are fully committed to improving the educational provision throughout the school in order to raise standards and, along with the head teacher, have the capacity to move the school forward.

46. The current arrangements for supporting and monitoring teaching and curriculum developments and the monitoring and evaluation of the impact of school development priorities on raising standards are unsatisfactory. Although the head teacher and governing body have a strong commitment to raising standards, the systems and procedures they have in place to monitor teaching and learning are still in their infancy and are not impacting effectively on identifying strengths on which to build and weaknesses to remedy – particularly in Key Stage 1. The structure and format of the school development plan has improved since the last inspection, but the systems for measuring its impact on raising standards are still not clear enough. For example, one of the priorities last year was to implement the National Literacy Strategy, but there is too little reference made to, or significance put on, measuring the effect of its implementation on improving pupils' learning and raising standards. Standards

have dropped again this year in Key Stage 1, but too little has been done to try to find out why. The head teacher has started to monitor literacy lessons, focusing on the structure of the lessons and identifying strengths in particular in teaching. However, weaknesses are less effectively identified and consequently his observations have not yet impacted significantly on improving teaching and learning.

47. Subject co-ordinators' involvement in monitoring pupils' work has increased since the last inspection. However, although they look at pupils' work in English, mathematics and science, they lack experience and expertise in identifying where strengths and weaknesses in learning lie. Although some informal monitoring of teaching goes on, such as in information technology, co-ordinators do not monitor and evaluate teaching in their subjects and consequently their influence on improving provision is limited. The information technology co-ordinator has a good idea of the strengths and weaknesses in her subject, mainly because she is situated next to the computer room and can see what is going on in other lessons. However, because she is unclear about her role, and what she should do, she is unable to influence or instigate improvements.
48. The implementation of the school's aims, values and policies is satisfactory overall, although the brighter pupils are unable to meet one of the aims -

to develop intellectually and academically to the best of their ability. The schools' ethos successfully reflects the school's commitment to raising standards, an effective learning environment, good relationships and equal opportunity for all pupils.

54. **Staffing, accommodation and learning resources**

49. The school has sufficient, appropriately qualified teaching staff with relevant experience to teach the subjects of the National Curriculum, religious education and children under five. Job descriptions are well matched to individuals' expertise and clearly define their roles and responsibilities. There is a high number of non-teaching staff, who make a very effective contribution to the quality of learning and the academic and personal and social development of pupils with special educational needs. The combined influence of an experienced special educational needs co-ordinator, special needs teachers, and education care officers make a significant impact on the quality of learning for targeted pupils. Staff are a hard working and committed team who value the contributions of all pupils and celebrate success and achievement whenever possible. Satisfactory arrangements for statutory teacher appraisal are in place. Although appropriate training has taken place for the implementation of

the National Literacy and Numeracy Strategies, staff's confidence in the Numeracy Strategy in particular is low. Prior to the implementation of the Strategy, there was an effective mathematics scheme of work in place which has been successful in raising standards in mathematics in both key stages over the last three years and staff are finding it difficult to place their trust and confidence in the new scheme.

50. Accommodation is unsatisfactory overall. The school occupies a large spacious site surrounded by two playing fields, playgrounds and parking facilities. The nursery block has good classroom space and an attractive, secure outdoor area. The music room is located in the nursery and is shared successfully with the main school. The playing fields offer extensive facilities for recreational activities and are used for whole school community events like sports day and fund raising. The infant block provides attractive and spacious classrooms with well appointed and maintained facilities. However, classrooms in the main school are very small and cramped. The lack of space constrains aspects of the curriculum, although teachers make every effort to compensate for these. For example in art, the lack of space hinders the exploration and selection of a range of media like clay and mark making; in geography, pupils are unable to look at a range

of large maps without blocking classroom exits; and in science, their investigation and experimental work is limited. The small hall inhibits the physical education curriculum by restricting the spatial awareness of pupils and the freedom of movement. The school has installed new security systems – a weakness identified in the last report.

51. The quality and quantity of learning resources are satisfactory. The computer room which is shared by the whole school including the nursery, is situated in the main building, however, making access difficult for Key Stage 1 pupils. The non-fiction library is housed in the corridor along with some science and design and technology equipment. These resources are accessed easily and used effectively by the staff and pupils. Each classroom has its own selection of non-fiction books, which supports the English curriculum well. The school has recently carried out a resource audit, which has resulted in the purchase of religious education artefacts and mathematics equipment, enhancing learning in these subjects.

57.

57. **The efficiency of the school**

52. Financial planning is satisfactory. The governing body and headteacher have responded appropriately to recent changes in funding, pupil numbers and the number of pupils with special educational needs, as well as unforeseen expenses due to an unusual pattern of staff

sickness. They set appropriate budgets in relation to changing circumstances and make provision for anticipated future needs. Although the current financial statements appear to indicate that the school sustained a substantial deficit last year, this is due to the delayed payment of reimbursements under the sickness insurance scheme, which will be more than adequate to meet the deficit.

53. Financial plans clearly identify amounts to be spent on development priorities and the source of funding, and totals are balanced appropriately against available funds. There is nevertheless, insufficient clarity in identifying and prioritising the initiatives in relation to their impact on raising educational standards. Subject coordinators and teachers make useful suggestions about which resources should be purchased, or what professional development they feel would be beneficial. However, there is a lack of procedures for determining which developments are immediate priorities and which can wait, and not enough rigour in evaluating the benefits of spending decisions.
54. The use of teaching and support staff is good. Staffing levels have been appropriately adjusted to respond to the changing needs of the school. Classes are grouped to achieve a good match of teachers to pupils within each age group. Despite the school's best efforts, this sometimes results in

large classes. Hence strategic decisions have been taken to alleviate this problem through additional deployment of classroom assistants. This strategy has been successful in terms of the good progress made by lower attaining pupils. Devolution of funding this year for special educational needs means that the school has additional funds and new responsibilities. Plans are already being considered by the special needs coordinator to use additional support as efficiently and effectively as possible.

55. Satisfactory use is made of the school's learning resources and accommodation. Resources such as artefacts, equipment, pictures, posters and books are shared between classes and key stages to ensure all pupils benefit as much as possible. Where small classrooms are occupied by large classes, this has a detrimental effect on the curriculum in some subjects, limiting pupil movement and freedom of choice and their access to equipment and materials. However, good use is made of smaller spaces to provide dedicated music and information technology rooms. The latter comfortably accommodates small groups of pupils for specialist lessons and the hall provides space for 'half classes' to practise indoor games.
56. Financial control and school administration are satisfactory. The school clerk efficiently processes transactions and ensures that records are kept up

to date, providing the head teacher and governors with the latest financial picture at short notice. An audit of financial procedures was carried out in 1998, identifying a number of issues, particularly in relation to the raising of orders. These have been addressed in full.

57. Taking into account pupils' low attainment on entry to the nursery, the unfavourable socio-economic circumstances of many pupils, the standards achieved and the slightly higher than average unit costs, the school provides satisfactory value for money.

63. **PART B: CURRICULUM AREAS AND SUBJECTS**

63. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

1. Children enter the nursery with below average personal and social development. Their language and literacy skills are limited and they have weak hand control and co-ordination. They make good progress, however, during their first two years in school, and the majority of children attain the Desirable Learning Outcomes in all areas of learning by the time they reach statutory school age.

2. The teaching of children under five is good overall. Although there were only three children under five in the reception class during the inspection, making an overall judgement about the quality of teaching in this class difficult, the nursery and reception teachers work together effectively. They share a clear understanding of the early years' curriculum and how young children learn through observation and exploration, ensuring a smooth transition from nursery to reception. Teaching is consistently good in the nursery, where staff work together well. Detailed planning and assessment ensure a rich and varied curriculum for all children, which is matched well to their stages of development. Some brighter children are beginning work that is appropriately related to the National Curriculum. The provision for children with special educational needs is good. Support staff are used effectively to help meet the needs of a child with a Statement

of Special Educational Need. Good assessment procedures ensure the identification of children who need additional support. The quality of teaching for children under five is satisfactory in reception, where less effective use is made of assessment to inform teaching and learning. There are very few children under five in reception this term and so the experiences in this class are based more on National Curriculum than on the areas of learning for children under five

3. The teaching of personal and social development is good and children make good progress during their first two years in school. There are good systems in place to introduce children into the nursery. Children show a growing independence during self-registration, correctly matching their name to their coat peg. Staff create a calm, orderly and secure atmosphere where children feel safe and at ease. They encourage children to greet visitors and to show respect for each other. Consequently, the children welcome each other during circle time and listen with interest to visitors such as the local nurse. They share the dressing up clothes in the hospital corner willingly and help each other fasten the gowns. Staff have high expectations of behaviour and adopt a firm but kind manner which successfully promotes good behaviour and co-operative play. Children transfer confidently to the

reception class and soon settle into new routines. The reception teacher welcomes each child, establishing good relationships through the effective use of praise and encouragement. By the time they reach statutory school age, most children speak confidently to each other and visitors. They work and play together well and share equipment sensibly. They look after their classroom and tidy away materials willingly at the end of lessons.

4. The teaching of language and literacy is good and children make good progress, particularly in nursery, where adults constantly talk with children and encourage eye contact. They ask open-ended questions, which successfully promote the use of words and sentences and provide opportunities for purposeful talk. Careful systems of observation and assessment lead to effectively targeted activities and purposeful tasks. Specific vocabulary is taught in a planned and systematic way, and all staff reinforce the use of appropriate words. For example, children learn to use the correct names for stethoscope, syringe and thermometer when playing in the hospital. They describe accurately the texture of the mixture when mixing eggs and sugar together to make cakes. Most children listen to stories with interest and know that text in a book is made up of words. They enjoy looking at books

throughout the day and accurately predict what a book is about from looking at its cover. Early identification of children with hearing or speech delay, effectively lessens future language development problems. Children sing and memorise nursery rhymes and are encouraged to take books home to share with their parents. Brighter children are introduced to the reading scheme characters as and when appropriate. This work is built on appropriately in the reception class where children under five are included in the literacy hour. By the time they reach statutory school age, most children listen attentively to stories and make predictions about what will happen next. They write their own names and recite rhymes and songs correctly. They enjoy reading, handle books with care, and read simple words accurately.

5. The teaching of mathematics is good and children make good progress during their first two years in school. There are many opportunities for children to be involved in a variety of practical mathematical activities. Children in the nursery explore the properties of shapes as they make patterns with two-dimensional paper shapes and construct towers with different shaped bricks. They learn about space and measures appropriately through play in sand and water. Children use a developing range of mathematical language as they make

comparisons, for example when weighing ingredients. They develop an increasing awareness of number through the outdoor skittle game and large dice and block game. Children who are preparing to move to reception are introduced appropriately to more formal work such as ordering and sequencing numbers up to ten. Not enough consideration is given, however, once they are in reception to matching work to their assessed needs, and progress is sometimes slowed as a result. Nevertheless, by the time they reach statutory school age, most children count, make and join sets, and order numbers up to 10 correctly. They recognise two-dimensional shapes and continue repeating patterns. They sequence events in the school day correctly and use mathematical language such as add, sum, more than and total correctly.

6. Children make good progress in their knowledge and understanding of the world. Teaching is good overall. Children in the nursery are given many opportunities to explore features of the natural world, including a visit to the farm, bathing a real baby, and exploring pond-life in the school pond. Children under five talk with increasing confidence about their families, and enthusiastically question the visiting nurse about hospitals. They have good opportunities to observe and handle natural

objects like shells, bark and leaves. Skilful questioning by adults develops children's thinking well and increases their understanding. The outdoor environment promotes an awareness of the seasons well. Leaves and conkers are collected and raked, and children use and handle binoculars and magnifying glasses confidently to observe their pattern and form. They look forward to their visit to the computer room and, with good support from older pupils, operate the 'mouse' confidently to move the cursor around the screen. By the time they are five, most children talk confidently about their homes and understand that they are different from animal's homes. They know that living plants and trees need water to survive and that some trees lose their leaves in autumn. They know that switches operate machines such as the tape recorder.

7. The teaching of children's creative development is good, particularly in the nursery, and children make good progress in this area of learning. There is an appropriate balance between the exploration of media and creating pictures and models. Good progress is made in musical development, mainly through effective teaching. Children sing simple songs and rhymes confidently, and use a range of percussion instruments effectively to accompany their music. Teachers encourage them

to cut and stick patterns and to paint with different brushes. They use materials with increasing control and precision. Good opportunities are given for children to role-play, for example when dressing up as doctors. In the reception class, limited opportunities are made to further develop creative thinking and reasoning, however. Some activities do not build appropriately on children's previous learning and some of the activities are repeated, like the printing work already done in nursery. Nevertheless, by the time they are five, most children recognise the sounds that different percussion instruments make and create sound patterns of their own. They recognise colours and draw recognisable pictures from observations. They handle tools with confidence and work safely.

8. Physical development is promoted well, particularly in the nursery where there is a varied range of large and small equipment, and good quality outdoor play apparatus. Children make good progress, particularly in hand control and co-ordination. A good range of experiences is provided over each half term. The use of the attractive outdoor environment is encouraged throughout the seasons. Children enjoy the opportunity to climb and balance on the frame. They explore pushing and pulling as they link and connect

wheeled toys. They are encouraged to use tools like large brushes and rakes. They work enthusiastically and combine energetic and imaginative play to good effect. They use space well and enjoy the freedom to interact with each other. By the time they reach statutory school age in reception, most children balance and climb on the apparatus confidently and with good control, and have an appropriate awareness of space. They dance to music and play chasing games with good co-ordination and control. They bounce balls, roll hoops, and jump along dice blocks with developing accuracy.

71. **ENGLISH, MATHEMATICS AND SCIENCE**

71. **English**

9. Standards in English are high by the time the pupils leave the school. This is a significant improvement since the last inspection in 1996 when standards were broadly average. Standards are below nationally expected levels by the end of Key Stage 1, however, with national test results declining steadily in reading and writing over the last four years. The schemes of work are not used effectively to build pupils' learning systematically over time and teaching has too little regard to pupils' previous learning. Consequently, pupils too often waste time relearning skills and knowledge instead of progressing to higher levels. Attainment is low

when compared to standards achieved by other schools with similar characteristics. When the same comparison is made at Key Stage 2, however, the number of pupils reaching expected levels is high in comparison with other schools nationally and very high in comparison with other schools with similar characteristics. Results have risen dramatically in Key Stage 2 year-on-year since 1996. Teacher assessments correlate well with the results of national tests, while at Key Stage 1, they are overly optimistic, with teachers assessing more pupils at expected levels and above than test results show, particularly in writing.

10. Progress in Key Stage 1 is unsatisfactory overall and attainment is lower than expected for pupils of this age. By the end of the key stage, pupils listen to their teachers and to one another with reasonable attention, concentration and understanding. The majority are less confident in speaking, however, especially in front of the whole class. Many pupils have a limited vocabulary and use a variety of non-standard forms in their speech. While this does not unduly affect their ability to express themselves, it does sometimes result in mistakes in their reading and writing. Most pupils read with confidence and accuracy and they demonstrate a satisfactory a range of strategies for tackling

new words. However, their understanding of what they read is less strong and they make only simple comments about things that happen in the stories. They have a limited range of reading experiences, and although reading skills are steadily acquired, the rate at which pupils develop them is too slow. Higher attaining pupils especially, spend too much time on reading texts that do not challenge them. In writing, progress is better but still unsatisfactory. Writing is well formed by the end of the key stage and spelling is mostly accurate. A small number of pupils – the higher attaining in particular – write in complete sentences, which are grammatically correct and delineated by full stops and capital letters. There is growing independence in writing throughout the key stage but writing tasks are short and pupils write for a limited range of purposes. The style is almost always recount or description.

11. Pupils make good progress in Key Stage 2 and by the age of 11, most pupils reach expected levels and many reach higher levels. Skills in all areas of English develop at an accelerating rate and progress is particularly rapid towards the end of the key stage. By the time they reach Year 6, pupils are much more able speakers and listeners. They talk confidently, and organise their ideas well when taking part in general discussions. Some

pupils use dialect words and non-standard forms of English, showing an awareness of ways in which the Standard English that they write differs from their everyday speech, discussing the differences with great interest. Pupils encounter challenging reading in a variety of styles. They gain confidence in understanding and appreciating the richness of language in poetry and narrative and know how to get key information from non-fiction texts. The majority read accurately and fluently. When answering questions about what they have read, they justify their answers by referring back to the text. Their writing skills are well developed. They use more complex structures and demonstrate a growing breadth of vocabulary. Creative writing is particularly strong, with pupils using words more and more adventurously and organising their writing with the reader in mind.

12. Pupils have good attitudes to learning and enjoy English lessons, particularly in Key Stage 2. Younger pupils listen attentively and are eager to answer questions. They generally behave well. Older pupils are well motivated and sustain concentration for long periods. Their attitude to the subject becomes increasingly positive, as they grow older. Pupils in Year 6 display a genuine enthusiasm for their English work. Not only

are they eager to read out their own work, but they also enjoy listening to the contributions of their classmates, teachers and other adults.

13. Teaching is good in Key Stage 2, and unsatisfactory in Key Stage 1. Teachers in Key Stage 1 have a sound knowledge of the subject, their lesson plans are clear, and their organisation and management of lessons are satisfactory. However, they do not use the National Literacy Strategy scheme of work effectively, particularly in Year 2, and their expectations about what pupils can do are too low. Assessment procedures are not used effectively to ensure that work is planned at the optimum level for each pupil. Consequently, teachers do not always build on what pupils already know, understand and can do. As a result, average and higher attaining pupils do not make the progress of which they are capable. For example, in Year 2, pupils are grouped according to their knowledge of key words. Whilst this is an indicator of relative levels of attainment, it does not ensure that the higher groups engage in sufficiently challenging activities in all aspects of English. At the same time, text and word work with the whole class is pitched at a level that is more appropriate for lower attaining.
14. The quality of teaching is good in Key Stage 2. It is particularly good at the end of the key stage, where activities provide suitable challenge for pupils at all

levels, particularly the average and lower attaining. Teachers have a better understanding of the literacy scheme of work and set tasks more appropriate for the age and capabilities of their pupils. The pace of lessons is brisk, teachers' expectations are high, and the curriculum ensures a broad range of language experiences. However even here, the brighter pupils spend too much time on relatively easy tasks before progressing to more appropriate work, wasting time and slowing their progress unnecessarily. Literacy is promoted satisfactorily in both key stages through work in other subjects. Pupils write accounts of their experiments in science, for example, and record their results and conclusions in different forms.

15. Pupils with special educational needs make good progress towards the targets in their Individual Education Plans, due in part to the effective support of the classroom assistants. Sometimes their support is focused on individual pupils who have Statements of Special Educational Need, but they also provide support for other pupils who benefit from the extra attention. They are generally well briefed by class teachers and their support makes a significant contribution to the progress of lower attaining pupils.
16. Marking is of variable quality at both key stages. Spelling and punctuation mistakes are usually identified but comments such as “not finished”, do

little to help pupils to make improvements to their work. At the other extreme an unfinished story received the teacher's comment, 'Well what happened to (character in the story) next?' The pupil concerned went on to complete the story and resolve the situation!

79. **Mathematics**

17. Standards of attainment are in line with nationally expected levels by the time the pupils leave the school. Renishaw's results in the 1998 national tests are broadly similar to other schools' nationally and well above the results of schools with similar characteristics. However, the number of pupils attaining higher levels is below national figures. There has been a significant improvement in test scores over time, from well below the national average in 1996 to just above in 1998. The 1999 results drop slightly, however, to below average levels, due in the main to a lower attaining cohort of pupils in Year 6 last year.
18. Standards of attainment by the end of Key Stage 1 are broadly in line with expected levels. Test results in 1998 were below average when compared with other schools nationally, but were broadly the same as those with similar characteristics. As in Key Stage 2, attainment has improved over the last three years and in 1999 tests show a rise in the number of pupils reaching expected levels.
19. By the end of both key stages, most pupils reach expected levels in number and algebra, shape space

and measures. However, pupils' opportunities and ability to use and apply their mathematical skills in problem solving is weak. By the end of Year 2, pupils are over dependent upon workbooks and work sheets, and find the organisation and setting out of their own work difficult to manage. In Year 6, pupils record and present their work neatly and carefully.

20. Pupils' progress in mathematics is satisfactory in both key stages. Pupils with special educational needs make good progress, due to effective support from classroom assistants during lessons. Pupils in Key Stage 1 count to 99 accurately and know the value of tens and units in two digit numbers. They work with money confidently. They know the properties of flat shapes. Pupils in Key Stage 2 work confidently with larger numbers and use an increasing range of mathematical vocabulary. They know the multiples and factors of numbers and find equivalent fractions. Higher attaining pupils in both key stages make insufficient progress, due to the lack of suitably challenging work.
21. The majority of pupils throughout the school respond appropriately to mathematics lessons and their attitudes to learning are sound. They enjoy their work and are appropriately encouraged by teachers to explain their thinking and to describe the processes they use in mental calculations. Behaviour is generally good but on

occasions a minority of pupils in Year 2 disrupt the learning of others by falling out with their classmates and being noisy.

22. Teaching is satisfactory overall, but there is some unsatisfactory teaching at the end of Key Stage I, where pupils are sometimes given tasks that are unclear and lack challenge. They become disinterested in their work and their progress is slowed. For example, brighter pupils in Year 2 pupils were asked in one lesson to double numbers up to six when they were able to work with much larger numbers during the plenary session at the end of the lesson. Where teaching is satisfactory, particularly in the older classes, teachers' explanations are clear and instructions are explicit. Pupils know what they are to do and what is expected from them. Teachers ask and expect pupils to work co-operatively and collaboratively, encouraging them to show care and respect for equipment. Consequently, pupils take a pride in their work and respond to questions with confidence and enthusiasm. Teachers throughout the school do not use their assessments of what pupils know, understand and can do effectively to inform the next stage of teaching and learning. Consequently, too often higher attaining pupils are asked to carry out the same tasks as the average pupils and as a result, these pupils make insufficient progress

during lessons and over time. Teachers' records show a significant number of pupils working at higher levels, but who are underachieving during lessons due to a lack of suitably challenging work.

23. There has been sound improvement since the last inspection, particularly in the implementation of assessment and the consistency in record keeping. The implementation of the National Numeracy Strategy is in its early stages of development. However, teachers are insecure with the Strategy and unclear about its value in comparison with the previous scheme of work, which with the exception of 1999, has been effective in raising standards over time.

86. **Science**

24. Standards of attainment are below nationally expected levels by the time the pupils leave the school. Although fewer pupils reached expected levels than in other schools in the 1998 and 1999 tests for 11-year-olds, standards are rising year-on-year. In the past, there have been some significant gaps in pupil's learning throughout Key Stage 2, with an over-emphasis on some aspects of science and an under-emphasis on others. Teachers previously planned work in isolation and without any regard to what was taught before – an issue raised in the last report which has been successfully addressed through the implementation of a new scheme of work which

ensures pupils' learning is now built systematically from year-to-year.

25. Pupils' past work shows that, by the time they leave the school, most pupils carry out tests and make simple and often sensible predictions where appropriate. They record their findings on charts and tables, and draw sensible conclusions - such as why we need teeth to eat apples. They understand features of healthy living and the need for a balanced diet, but do not name the major organs of the body and their functions. They classify living and non-living things correctly, but do not use keys when recording their work. Their understanding of the relationship between predator and prey is limited. They sort materials accurately according to their properties, and have a basic understanding of the recycling process, but their work on solids, liquids and gases is limited and their use of scientific terms such as evaporation and condensation to describe changes is weak. Their understanding of physical processes is under-developed. Although they learn about magnetism and know how forces work for and against one another, their understanding of friction is less secure.
26. Evidence from the inspection shows, however, that pupils' learning is now more systematic and consequently, pupils throughout Key Stage 2 make sound progress during lessons and over time. Teachers'

knowledge and understanding of the requirements of the subject are more secure. Half-termly plans effectively identify how pupils' learning is to be built over time, giving structure to lessons and direction to teaching. However, the scheme does little to promote higher levels by the end of Year 6. Brighter pupils are insufficiently challenged as they move through the school. None of them reached above expected levels in the 1998 statutory tests and very few pupils currently in Year 6 are working at higher levels. Teachers in both key stages do not use what they know about what pupils can do to adapt work to suit the brighter pupils in particular and consequently these pupils make unsatisfactory progress during lessons and over time.

27. Most pupils make sound progress in Key Stage 1 and their attainments are broadly average by the time they reach the end of Year 2. Scientific concepts are explored in greater depth as pupils move through the key stage, for example, pupils in Year 1 sequence pictures of the life cycle of a frog, and in Year 2, they draw and record the tadpole to frog in diagrammatic form. The 1998 teacher assessments for seven-year-olds show that more pupils at Renishaw reach expected levels and above than in other schools nationally, but very few reach the higher levels. This is due

in the main to low expectations and the ineffective use of assessments to inform planning. In one Year 2 lesson seen, for example, a number of pupils identified as having already attained Level 2, were still being given Level 2 work to do, when they could be reasonably expected to complete work at a higher level.

28. Pupils' attitudes towards learning are sound in both key stages, and often good in the older classes in Key Stage 2, where pupils find the work interesting and motivating when, for example, sorting soils in Year 5/6 and working with mirrors in Year 4/5. Pupils in both key stages usually listen attentively during lessons and sustain appropriate concentration. Pupils in Years 2 and 3 find concentration difficult at times, however. They are noisy when, for example, carrying out investigations on cars travelling down ramps in Year 2, making teacher intervention difficult, and in Year 3 when testing how the distance between an object and a light source affects the size of shadows. The work of the higher attaining pupils in particular is usually neat and tidy. There are times, however, when the work set for the lower attaining pupils is too difficult and their work is untidy and difficult to read, doing little to raise their self-esteem or build confidence.

29. The quality of teaching is sound overall in both key stages, although there was some unsatisfactory

teaching seen in Year 3, when teaching failed to capture the pupils' interest and attention and the work set was clearly too difficult for them to complete without a lot of adult support. Consequently, progress was slowed and pupils learnt too little in the time taken. Teachers throughout the school have an appropriate awareness of the requirements of the National Curriculum and are clear what they want pupils to learn by the end of lessons. This gives purpose to the tasks they set and direction in their questioning when, for example, asking pupils in Year R/1 to describe how toys without motors move. A good range of probing questions promoted thinking successfully and made pupils think about what was happening inside the toys and what was making it happen. Good subject knowledge in Key Stage 2 leads to clear questions and good explanations, enhancing pupils' learning further. The promotion of correct scientific terminology when discussing, for example, soil in Year 5/6, extends pupils' vocabulary well. Teachers throughout the school have sound relationships with their pupils and teachers in Years 4, 5 and 6 in particular enjoy good relationships with their pupils, making learning fun. Pupils clearly like the teachers in these year

groups in particular and consequently work hard to please them. Teaching weaknesses lie in teachers' ineffective use of assessment throughout the school to inform the adaptation of work to suit pupils who learn at different rates, slowing the progress of the brighter pupils in particular. Marking is ineffective in both key stages, although there are occasional encouraging comments made by the teachers of the older pupils. There are very few comments, however, to promote improvement. Literacy and numeracy are promoted satisfactorily through work in science, with pupils recording work in a variety of ways through, for example, words, diagrams and charts.

92. **OTHER SUBJECTS OR COURSES**

92. **Art**

30. Pupils make sound progress as they move through the school and attain standards appropriate to their age by the end of both key stages. Pupils in Key Stage 1 explore colour and pattern in printing lessons. Opportunities for them to explore regular and irregular pattern and shape and examples of artists' work are limited. Examples of drawings on display show the importance of drawing as an aid to design. In Key Stage 2, progress is sound overall with examples of good progress made at the end of the key stage. Effective links are made between

investigating and making, and knowledge and understanding. For example, in one Year 5/6 lesson, the work of the impressionist painter Van Gogh was used successfully to inspire pupils' paintings of sunflowers. Skilful questioning by the teacher and the promotion of understanding of this particular style of work, resulted in pupils producing a range of still life compositions incorporating brush and palette work well.

31. Pupils' attitudes to art are good overall. Pupils in Key Stage 1 enjoy printing using a variety of objects. They handle tools appropriately and work co-operatively. They clear away in an orderly manner and show respect for materials. In Key Stage 2, pupils engage enthusiastically in picture making. They behave well, listen attentively, and follow instructions carefully. The limited classroom space inhibits the opportunities pupils have to explore a wider range of media, however. The use of clay is restricted and little opportunity is given for pupils to collect resources and select appropriate media from a given range. The use of information technology supports pattern work well. Throughout the school, close observational work is weak and children are not encouraged to make their own collection of visual sketches.
32. The teaching of art is satisfactory throughout the school with some strong features. Where teaching is satisfactory or good,

pupils are provided with appropriate examples of other people's artwork. For example, the work of a local artist provided an important opportunity for pupils to paint using monochrome watercolours in a similar style. Working alongside this artist enabled further exploration of perspective and shading. Where teaching is less than satisfactory, pupils are engaged in less imaginative work like painting boxes using thin paint from colour blocks.

33. The art curriculum is well supported by a comprehensive scheme of work – an improvement since the last inspection when there was no scheme of work for art. However, the monitoring and evaluation of its successful implementation is weak. Teachers do not use their assessments of what pupils already know, understand and can do effectively to inform pupils' future work. Consequently, some children waste time during lessons practicing already well-established skills. In Key Stage 1, pupils use an appropriate variety of two-dimensional media, including paint, paper and card, but there is a lack of three-dimensional artwork throughout the school. Links with technology, mathematics and history provide a purpose and add meaning to art lessons. For example, younger Key Stage 2 pupils, during their study of the Romans, had created a large group collage using

the mosaic forms of the period.

96. **Design and technology**

34. Pupils' make sound progress in design and technology as they move through the school. There are limited opportunities for pupils in both key stages to experience food technology, however. Pupils in Key Stage 1 develop their designing and making skills appropriately from year-to-year. They label their designs, identifying how the artefacts will be made. Their skills in assembling materials are developed appropriately through the key stage. For example, pupils in Year 1 use staples when assembling puppets, and pupils in Year 2 progress to using a variety of joining techniques, when, for example, using split pins to make cardboard 'Santas' with movable joints. They use basic mechanisms such as wheels and axles when making cars, but do not work with wood or wood cutting and joining tools, limiting their experiences. Pupils' skills are developed appropriately as they move through Key Stage 2. Pupils join things successfully using sewing techniques and follow designs and step-by-step instructions to make, for example, a model of a digging machine. They make things for a specific purpose, such as a box to carry an egg. They talk about what they have made and suggest ways it could be improved. They select their own materials

from an appropriate range, and disassemble things such as pens, torches and motors to see how mechanisms work. This is an improvement since the last inspection when too little attention was given to taking things apart to see how they work.

35. Pupils have sound attitudes towards their work in design and technology. They talk about their past and current work with enthusiasm, particularly in Key Stage 2, and work together well on joint projects, such as when making machines.
36. Only one design and technology lesson was seen during the inspection, so no overall judgement is made about the quality of teaching. It is clear from talking with pupils, looking at their work and discussions held with teachers and the subject co-ordinators that teachers have appropriate regard to developing pupils' making skills in particular. Their promotion of pupils' design and evaluation skills is less effective, however. Although pupils are encouraged to talk about their work once it is finished, and to identify what they like about it and what they do not like, very few alterations are made as a result of their evaluations. The space in classrooms in Key Stage 2 is very limited. Consequently, movement around the room and the storage of equipment is restricted, resulting in limitations in pupils' choice of apparatus, materials and equipment, depressing standards and hindering progress overall

in the 'making' aspect of the subject.

99.

Geography

37. Pupils make sound progress in geography and attain standards appropriate to their age by the end of both key stages. Pupils in Key Stage 1 look closely at the local environment and are beginning to understand directional routes through, for example, discussions and exploration of the imaginary journeys of Barnaby Bear. They explore the local village community and learn about road signs and directions. In Key Stage 2, pupils investigate the quality of their surroundings and discuss sensibly the impact of man on the locality. They talk about how the local land is used and the effect this has on the lives of local people. They observe and record weather data and use computer generated charts and graphs, which show patterns of weather over time.
38. Pupils respond well to geography and enjoy the opportunities to carry out fieldwork. They listen to each other and their teacher and work safely and sensibly during practical investigations. They show care and respect for their own school environment and understand the dangers of on-site litter and the old underground air raid shelters.
39. The teaching of geography is satisfactory overall. It is most effective when linked to the pupils' own locality, such as the traffic survey carried out in reception and Year 1, and map work that included the school grounds to compare the

use of land over time. In Key Stage 2, teachers make effective links between history and geography, for example, when studying the landscape surrounding Hadrian's Wall. A lesson on map work provided the opportunity for pupils to learn the purpose of contour lines on a map. The use of a relief map illustrated the variety of landscape but the small classroom impinged upon the time pupils could spend studying maps at depth, as there was little space to lay them out. Teacher assessment is not used effectively to inform planning and consequently pupils sometimes practise skills they have already acquired, or they are expected to learn new skills quickly without adequate preparation, such as when being asked to visualise the landscape from reading contour lines.

History

40. Pupils make satisfactory progress in history and attain standards appropriate to their age by the end of both key stages. In Key Stage 1, pupils explore living in the past by discussing the similarities and differences of a local street and different forms of transport used now and in the past. They handle and explore historical and modern artefacts, developing a growing awareness of chronology in relation to, for example, household appliances. Pupils are introduced to the differences in the way

people lived through looking at jobs and transport, discussing in Year 2, for example, reasons why the chimney sweep cart does not visit Renishaw today. In Key Stage 2, pupils use a range of appropriate secondary sources to study specific periods in history, including Romans, Vikings and Tudors. They gain wider factual knowledge and understanding, for example, of the lives of Roman soldiers and the everyday lives of rich and poor people during the Tudor period. They learn about famous people like Florence Nightingale and Queen Elizabeth 1 and begin to use a range of appropriate language to discuss the influence of important historical figures.

41. Pupils respond well to the teaching of history. They show interest in the various topics and take a pride in their recorded work. The quality of illustrations in the books of some of the older pupils in particular is high. Pupils are keen to answer questions and share their understanding with the teacher and members of the class. Year 6 pupils talk about their past and current work eagerly, showing increasing insight into past events.
42. The teaching of history is sound overall with some particularly strong features in Key Stage 2. The most successful teaching occurs when pupils are involved in discussions and first hand experience such as in Key Stage 1 when a parent brought the family gramophone into

the classroom, which was used alongside a cassette player to illustrate change. Interpretations of history and the different ways the past is depicted were sometimes unclear, however, as teachers' questions too often focused on the scientific properties of the gramophone. In Key Stage 2, rigorous planning ensures pupils gain a thorough knowledge of time and place in each area of historical study. Good links are made with work in English as pupils interrogate non-fiction texts and write accounts of, for example, a day in a beggars' life and in the younger classes, when pupils write accounts from the point of view of a Roman soldier guarding Hadrian's wall. Skilful questioning by teachers promotes good discussion about the reasons for events. Teacher assessment is not used to inform planning, however, and some pupils find the amount of historical knowledge difficult to interpret. All pupils cover the same work at the same time and some work is unfinished and incomplete as a result.

Information technology

43. Standards in information technology are in line with expected levels by the time the pupils leave the school. Pupils make good progress in Key Stage 2 and in Years 4, 5 and 6 in particular where teachers' subject knowledge is good and pupils have daily access to the

computer equipment. By the end of Year 6, pupils' editing skills are well developed. Most pupils compose and edit work on screen, such as newspaper articles about Macavity the Cat. They combine text and graphics and seek information from data held on computer. They create line graphs and pie charts, understanding the usefulness of computers in making their lives easier. They have limited knowledge and understanding of technology in the wider world, and limited access to other information technology equipment in school, such as cameras and tape recorders.

44. Standards are below expected levels by the end of Key Stage 1, and pupils make unsatisfactory progress overall, particularly in computer work. Although pupils name the parts of the computer correctly and switch the machines on, find programs and load them independently, their learning is not built systematically from lesson-to-lesson or from year-to-year. Pupils have weekly access to the computer room, but these times are used mainly to play games or practice computer skills, with too few opportunities given for pupils to use the skills learnt to support work in other subjects. Pupils have very limited access to other computer equipment in school, such as programmable toys, tape recorders, and cameras, and their progress in generating and communicating ideas

in different forms is slowed as a result. The school has recently adopted a new scheme of work, but teachers are unfamiliar with it and need support in implementing it effectively. The co-ordinator has produced some good guidance documents and is aware of where strengths and weaknesses lie. Monitoring of the subject is limited, however, and her impact and influence on improving the provision of information technology throughout the school is therefore limited.

45. Pupils have good attitudes towards learning, particularly in Key Stage 2. They particularly enjoy working on the computers. They co-operate well with one another and the older pupils negotiate joint work well. They sustain good concentration and are not afraid to make mistakes – knowing that they can be easily corrected on screen. They listen to the teachers’ instructions and suggestions and respond appropriately to make improvements to their work.
46. The quality of teaching is good in Key Stage 2 where teachers have good subject knowledge and understanding. They know what they want pupils to learn and teach them how to use information technology appropriately to support their work in other subjects, such as producing graphs and charts in mathematics, and word processing in poetry writing. They use time and resources well – made easier by good access to the computer room. They teach skills and the use of skills well – supporting pupils in their learning effectively. Although not enough lessons were seen in Key Stage 1 to make an overall teaching judgement, from the one

lesson seen, from talking with pupils about their work in information technology, and discussion with the co-ordinator, the teaching is Key Stage 1 is less effective. The computer room is less accessible to pupils in Key Stage 1 and teachers are not as secure in their subject knowledge as their colleagues in Key Stage 2. Planning is weak and teaching does not build on pupils' previous learning effectively, slowing progress over time. The use of other information technology equipment in school, such as the programmable robot, Roamer, is poor, slowing progress further. Assessment is weak in both key stages. Teachers do not record what pupils know, understand and can do in information technology, making it difficult for them to build on pupils' previous and existing learning.

109.

Music

47. Progress in music is satisfactory in both key stages. Younger pupils know and name basic musical terms. They sing well from memory and are beginning to control pitch and breathing. They are developing an understanding of different musical rhythms through clapping games and action rhymes and songs. They benefit from opportunities to perform with others, and they use a range of tuned and untuned instruments well to accompany their singing. Older pupils play simple pieces on the recorder and read and write standard musical notation. They use a range of other percussion instruments to create musical effects of their own, practising and improving their performances and recording them on tape for their classmates to appraise. Pupils with special educational needs join in successfully with composing and performing tasks.
48. Pupils enjoy their music making activities. They sing well in music lessons and assemblies and perform together with enthusiasm. When working in groups, they co-operate well to create a planned musical effect, especially in Key Stage 2. Older pupils are very appreciative of good performances. When in small groups, or the whole class, they perform together well, enthusiastically requesting an encore.
49. The quality of teaching is satisfactory with some good features in both key stages. In Key Stage 1, singing games and rhymes effectively develops pupils' sense of rhythm and helps them

sing from memory. In Key Stage 2, music lessons are characterised by a positive co-operative atmosphere in which pupils are encouraged by their teachers to comment constructively on each other's compositions. This makes a significant contribution to their personal development. However, where management of pupils is weak, the pace of lessons is slow and pupils do not keep in time when playing together.

50. There is good coverage of the music curriculum and the co-ordinator provides a useful file of ideas for musical activities. The Christmas concert provides a strong stimulus for music and all pupils become involved. Resources are adequate and, over the next year, there are plans to purchase further instruments that reflect the musical traditions of other cultures.

113.

Physical education

51. Pupils of all abilities, including those with special educational needs, make sound progress in physical education as they move through the school. Teachers cover all aspects of the subject, including gymnastics, dance, and games. Pupils in Key Stage 2 are taught to swim, with almost all of them swimming up to 25 metres by the time they leave the school.

52. No lessons were seen in Key Stage 1 during the inspection. However, pupils in Year 2 talk enthusiastically about their physical education lessons and have good attitudes towards their work. They understand the effect exercise has on their bodies and are aware of the dangers involved in, for example, wearing jewellery during physical activity. Pupils in Year 3 have good co-ordination when performing dance sequences, planning them well and linking their actions smoothly. They are given insufficient opportunities, however, to evaluate their own work and that of others and consequently, improvements are limited and progress slowed.

53. By the time they reach the end of Key Stage 2, their learning is developing appropriately. Attitudes are good and pupils talk enthusiastically about their physical education lessons. They are particularly enthusiastic about football. They understand the need to warm up before starting vigorous exercise to prevent muscle damage.

They know that exercise increases heart rate and that prevention of dehydration is necessary when, for example, playing tennis in hot weather. They have a good sense of team spirit and talk confidently about defence and attack techniques in team games. They understand the importance of accuracy when passing the ball to their team-mates. During football lessons, pupils in Year 4 appreciate the need to maintain control of the ball and be aware of where their partners and teammates are. By the time they leave the school, most pupils have good ball control, thinking about what they should do rather than simply reacting to the ball. They use a wide range of passing skills and read the intentions of teammates well, building on patterns of movements previously learnt. They discuss their performance sensibly, using appropriate language. There are several extra-curricular sporting activities such as netball and football, which contribute significantly to pupils' progress in physical education.

54. The quality of teaching is sound in Key Stage 2. No lessons were seen in Key Stage 1 during the inspection and so no overall judgement is made about the quality of teaching in this key stage. Teaching in Key Stage 2 builds pupils' skills, knowledge and understanding appropriately year-on-year. Teachers' subject

knowledge and understanding are secure, and appropriate use is made of taped programmes to teach, for example, dance. Too little use is made of pupils' individual performances to evaluate good work and suggest how improvements might be made, however. Clear explanations and demonstrations in football ensure all pupils know what to do. The small hall limits physical activity and hinders progress, particularly in dance and the use of large apparatus. Pupils have to work close to one another – with little space to work together in small groups. The noise level is sometimes too high, making teacher intervention difficult and limiting progress.

Religious education

55. Standards meet the expectations of the locally Agreed Syllabus for religious education by the end of Key Stage 1 and by the time the pupils leave the school. Pupils in both key stages make satisfactory progress as they move through the school. Pupils have appropriate knowledge of Bible stories from the Old and New Testaments and recall them accurately. Younger pupils understand ideas of birth, growth and aging in human life, and the ceremonies that mark particular stages of life. Older pupils encounter stories from the world's major religions and discuss sensibly some fundamental ideas. For example, they examine the Genesis account of The Creation, contributing some of their own ideas about how they think the world began. This is an improvement since the last inspection when pupils' awareness of principal religions other than Christianity, was weak.
56. Pupils' response is good. They enjoy hearing stories and recall the main themes. When studying the world's major religions, they show a genuine curiosity about lifestyles that are different from their own. Artefacts from the different religious traditions fascinate them and they easily accept that children from other religious traditions can hold sincere religious beliefs. When a pupil in Year 1 dressed as a Muslim would for prayer, his classmates were very supportive and expressed their approval of his appearance. Pupils in Year 3 speculate sensibly about why certain religious artefacts might be important to the followers of that religion.
57. The quality of teaching is satisfactory overall, but there are some strengths and weaknesses in both key stages. In Key Stage 1, teachers successfully encourage pupils to empathise with

children from different religious traditions and to see similarities as well as differences. They discuss positively and sensitively with their pupils the features of different religions. In one Key Stage 2 lesson, work on The Creation story stimulated a lively debate, with the teacher acknowledging the contributions of all pupils, but at the same time encouraging them to ask themselves further questions. Where teaching is not so strong, tasks are too simple and pupils are merely provided with information rather than being asked to reflect and consider the implications.

58. The co-ordinator provides useful guidance for other staff. The need to address some shortcomings in this area is identified in the current school development plan and the purchase of packs of artefacts relating to the major world religions has been particularly useful in focusing attention on topics that should be covered.

121. **PART C: INSPECTION DATA**

121. **SUMMARY OF INSPECTION EVIDENCE**

59. The inspection of Renishaw Primary School was undertaken by four inspectors, one of whom was a lay inspector. They spent a total of 14 days in school. The information in the report is based on 48 hours observing 47 lessons, hearing pupils read, looking at pupils' past and current work, and holding discussions with pupils. Further evidence includes:

- analysis of school documents;
- discussions with members of school staff, governors and parents;
- scrutiny of resources for all National Curriculum subjects and religious education;
- examination of pupils' records, reports to parents, Individual Education Plans, class and pupil assessment records and portfolios of work, and individual Statements of Special Educational Need;
- observation of pupils' arrival and registration periods, and the scrutiny of attendance registers;
- observation of school lunch breaks, playtimes and assemblies;
- examination of the school development plan and budget figures;
- scrutiny of records relating to health and safety aspects; and
- scrutiny of photographic evidence.

123. **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	170	7	38	50
Nursery Unit	23	1	9	0

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):	7.4
Number of pupils per qualified teacher:	23

Education support staff (YR – Y6)

Total number of education support staff:	6
Total aggregate hours worked each week:	61

Average class size:	28
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Qualified teachers (Nursery class)

Total number of qualified teachers (full-time equivalent):	1.1
Number of pupils per qualified teacher:	20.9

Education support staff (Nursery class)

Total number of education support staff:	3
Total aggregate hours worked each week:	43.5

Financial data

Financial year:	1999
	£
Total Income	293211
Total Expenditure	307198
Expenditure per pupil	1873
Balance brought forward from previous year	10120
Balance carried forward to next year	(3867)

PARENTAL SURVEY

Number of questionnaires sent out: 135

Number of questionnaires returned: 34

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	50.0	50.0			
I would find it easy to approach the school with questions or problems to do with my child(ren)	70.6	29.4			
The school handles complaints from parents well	43.8	50.0	6.3		
The school gives me a clear understanding of what is taught	41.2	52.9		5.9	
The school keeps me well informed about my child(ren)'s progress	50.0	38.2	2.9	8.8	
The school enables my child(ren) to achieve a good standard of work	57.6	39.4	3.1		
The school encourages children to get involved in more than just their daily lessons	38.2	52.9	2.9	5.9	
I am satisfied with the work that my child(ren) is/are expected to do at home	39.4	45.5	9.1	6.1	
The school's values and attitudes have a positive effect on my child(ren)	52.9	41.2	5.9		
The school achieves high standards of good behaviour	58.8	32.4	2.9	5.9	
My child(ren) like(s) school	79.4	17.6		2.9	