

# INSPECTION REPORT

## **KILLAMARSH JUNIOR SCHOOL**

Killamarsh, Sheffield

LEA area: Derbyshire

Unique reference number: 112578

Headteacher: Mr. D. R. McLeavy

Reporting inspector: Mr. C. D. Taylor  
23004

Dates of inspection: 3<sup>rd</sup> - 7<sup>th</sup> July 2000

Inspection number: 188283  
Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	38 Sheffield Road Killamarsh Derbyshire
Postcode:	S21 2EA
Telephone number:	0114 248 6777
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. J. Birkin
Date of previous inspection:	1 <sup>st</sup> July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Christopher Taylor	Registered inspector	Provision for pupils with English as an additional language	The characteristics and effectiveness of the school
		Geography	The school's results and pupils' achievements
		History	Teaching and learning
		Music	Leadership and management
			Key Issues for action
Bernard Eyre	Lay inspector		Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
Ian Addis	Team inspector	Mathematics	
		Information technology	
		Religious education	
		Equality of opportunity	
Jean Fisher	Team inspector	English	
		Art	
		Special educational needs	
Elizabeth Walker	Team inspector	Science	Quality and range of opportunities for learning
		Design and technology	
		Physical education	

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>12</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>20</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>21</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>22</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>25</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>26</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>30</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Killamarsh Junior School is a large junior school for boys and girls aged 7 - 11 years old. It has 301 pupils. Numbers have remained fairly steady over the last five years. The majority of pupils transfer from the neighbouring infant school with levels of attainment close to the national average. Just over ten per cent of pupils - half the national average - are known to be eligible for free school meals. Seventy two pupils - close to the national average - have special educational needs. The majority of these pupils have moderate learning difficulties, while a few have specific learning difficulties or emotional and behavioural difficulties. Ten pupils have statements of special educational needs. Less than one per cent of pupils are from ethnic minorities. Only two pupils speak English as an additional language and neither are at an early stage of English language acquisition.

### **HOW GOOD THE SCHOOL IS**

Killamarsh Junior School is an effective school with a good ethos. Teaching and learning are good, pupils make good progress, and standards, overall, are above the national average by the age of eleven. Pupils' attitudes to learning are good and their behaviour and personal development are also good. The leadership and management of the headteacher and senior staff are good. As expenditure is below the national average, the school provides very good value for money.

#### **What the school does well**

- Standards are above the national average in mathematics and science by the age of eleven.
- The school's distinctive character ensures that pupils' attitudes, behaviour and personal development are good.
- Teaching is good. Ninety six per cent is satisfactory or better. As a result, pupils learn effectively as they progress through the school.
- Provision for pupils with special educational needs is good and they make good progress.
- Procedures for child protection and for ensuring pupils' welfare are good.
- The headteacher, deputy headteacher and senior staff provide good leadership. The governing body fulfils its duties well. Teaching and learning are monitored closely and the school's financial planning supports appropriate educational priorities well.

#### **What could be improved**

- Standards are below national expectations in information technology because of little direct teaching and too few opportunities for pupils to practise skills. There is little use of information technology to assist teaching and learning in other subjects of the curriculum.
- Afternoon lessons are often too long to maintain the interest and concentration of pupils.
- There are very few extra-curricular activities to widen pupils' interests and to promote their social development.
- There are not enough up-to-date information books in the school library.
- The playground is an unattractive environment with few facilities for quiet recreation or informal activities.
- The promotion of pupils' spiritual development in assemblies, and in subjects of the curriculum other than in religious education is unsatisfactory.

*The areas for improvement will form the basis of the governors' action plan.*

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school has made good progress overall in addressing most of the key issues highlighted in the previous report in July 1996. The school has made good progress in developing schemes of work and medium-term plans in each subject which include learning objectives, teaching strategies for pupils of different abilities and opportunities for

assessment of pupils' skills and knowledge. It has introduced more problem-solving activities in mathematics, but has not developed the use of information technology sufficiently to assist teaching and learning in other subjects of the curriculum. The school has successfully monitored the achievement of boys and girls and has effectively resolved imbalances in standards in English and science. Lessons now have a brisk start after lunchtimes and playtimes, and pupils continue working up to the end of most lessons. Many school policies have been re-written and approved by the governing body, and the school aims have been re-formulated and included in a prominent position in the school prospectus. Classes now take it in turns to lead school assemblies occasionally, but there is still little active involvement of pupils in many assemblies and little opportunity for reflection on spiritual values. In addition to improvements in most of the key issues, the standard of teaching has improved since the previous inspection, and standards in mathematics and science have also improved.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	D	B	B	well above average    A above average        B average                 C below average         D well below average    E
mathematics	C	C	C	C	
science	C	E	B	B	

In English, the school's results in 1999 were above the national average for all schools in the country, and above the average for schools with a similar proportion of pupils eligible for free school meals. Over the past three years, standards have risen broadly in line with the national trend, though standards fell in 1997 and 1998 before improving dramatically in 1999. Inspection findings indicate that standards of attainment in English in the current Year 6 are close to the national average. This is below the 1999 test results as the current Year 6 has a higher proportion of pupils with special needs. In mathematics, the results of the 1999 tests were close to the national average for all schools, and close to the average for schools with pupils from similar backgrounds. Inspection findings indicate that standards are above the national average in the current Year 6 as more pupils are achieving higher levels of attainment. Pupils are making good progress due to improvements in the standard of teaching because of careful planning and monitoring of teaching standards. In science, standards in the 1999 tests were above the national average and above the average in similar schools. Inspection findings indicate that attainment is above the national average at the end of Key Stage 2. Standards are in line with national expectations in all other subjects except information technology, where standards are not as high as they should be. The limited range of non-fiction books in the school library restricts opportunities for pupils to develop individual research skills in subjects such as geography and history. Realistic targets have been set to improve standards in English and mathematics in the National Curriculum tests for eleven-year-olds in 2000. To meet these targets, the school has focused on effective support for pupils with special needs, additional literacy support and booster classes for pupils in Year 6. Inspection findings indicate that the school is likely to meet its targets.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good attitudes to work. Most pupils are enthusiastic and keen to learn. Afternoon lessons, however, are often too long to maintain the interest and concentration of pupils.
Behaviour, in and out of classrooms	Good. Most pupils behave well in class and around school. They are polite and helpful, and treat property with respect. There have been no recent exclusions.
Personal development and relationships	Good. Pupils are encouraged to develop responsibility and independence. Relationships between pupils and staff, and between pupils, are good.
Attendance	Close to the national average. Authorised absence is below average; Unauthorised absence is close to the national average.

## TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

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

Teaching was satisfactory or better in 96 per cent of the lessons observed. It was good in 39 per cent of lessons and very good in a further 18 per cent of lessons. Teaching was unsatisfactory in four per cent of the lessons seen. Overall, teaching is satisfactory in Years 3 and 4, but some very good and some unsatisfactory teaching was also observed. Most teaching is good or better in Years 5 and 6, and all teaching is at least satisfactory. Teaching of English and mathematics, including the basic skills of literacy and numeracy, is good throughout the school. Particular strengths of teaching include good subject knowledge, high expectations and effective planning in all year groups. The school meets the needs of higher and lower-attaining pupils well. As a result, pupils generally work at a brisk pace and make good progress in acquiring skills, knowledge and understanding in most subjects. Teachers often start lessons by recalling what was learned in the previous lesson before introducing the objectives of the current lesson. This reinforces previous learning as well as making it clear to pupils what they are about to learn. Good use of plenary sessions at the end of lessons also reinforces what pupils have learned, and helps teachers to assess pupils' progress. Teachers and support staff work effectively as a team, and both make good use of teaching resources. The management of pupils is generally sound, though poor class control and long afternoon sessions occasionally contribute to unsatisfactory teaching. In these lessons, where time is lost waiting for pupils to pay attention, the pace of learning becomes too slow. In information technology, teachers have insufficient expertise. There is little direct teaching and too few opportunities for pupils to use computers.

## ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. All statutory requirements of the National Curriculum are met. The school has effectively implemented the National Literacy and Numeracy Strategies. There are not enough opportunities for pupils to learn and practise information technology skills. There are few extra-curricular activities and no residential visits to broaden pupils' interests and to develop their social skills.
Provision for pupils with special educational needs	Good. Pupils with special needs make good progress towards the targets in their individual education plans.
Provision for pupils with English as an additional language	There are only two pupils with English as an additional language and neither is at an early stage of English language acquisition.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Provision for promoting pupils' personal development is good. Provision for pupil's social and cultural development is sound, and moral development is good, with clear teaching of right and wrong. Provision for pupils' spiritual development is unsatisfactory both in assemblies and across the curriculum.
How well the school cares for its pupils	Good. Procedures for child protection and for ensuring pupils' welfare are good. Procedures for monitoring pupils' academic performance and personal development are good. The school's links with parents are satisfactory, but could be better. The quality of information provided for parents is sound, but pupils' reports could be improved.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher and senior staff ensure strong direction and clear purpose in the work of the school. The school's aims and values are clearly reflected in all its work.
How well the governors fulfil their responsibilities	The governing body is effective in carrying out all its statutory duties.
The school's evaluation of its performance	The school monitors and evaluates its performance well. It has a good understanding of its strengths and weaknesses.
The strategic use of resources	Educational priorities are supported well through the school's financial planning. All major spending decisions take into account the principles of best value. Overall, the accommodation and learning resources are satisfactory, but there is a limited range of non-fiction books in the school library and there is no provision for quiet or reflective activities in the school playground. Staffing meets the needs of the curriculum and support staff work effectively alongside teachers.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children enjoy going to school.</li> <li>• The school enables children to make good progress in their work.</li> <li>• The school achieves high standards of good behaviour.</li> <li>• The teaching is good.</li> <li>• Most parents are comfortable about approaching the school with questions or a problem.</li> <li>• The school expects children to work hard and to achieve their best.</li> <li>• Most parents feel the school helps their children to become mature and responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Some parents feel their child does not get the right amount of work to do at home.</li> <li>• Some parents feel the school does not work closely enough with parents.</li> <li>• Some parents feel they are not kept well informed about how their child is getting on.</li> <li>• Some parents feel the school is not well led and managed, and arrangements to cover a teacher's absence were unsatisfactory.</li> <li>• Nearly half of all parents who responded feel the school does not provide an interesting range of activities outside lessons.</li> </ul>

The inspection findings support the parents' positive views. The amount of homework set on a day-to-day basis is broadly in line with national recommendations in most classes. Where pupils in Year 4 have been taught by a number of temporary teachers, however, little homework has been set. Half-termly topics set for homework are not structured enough and are not currently linked to the lessons or themes that pupils are covering. This makes it difficult for pupils to know what is expected of them. The school's links with parents and the quality of information provided are satisfactory overall, but annual reports on pupils' progress do not give a clear view of children's relative achievement and how they might improve. The headteacher and senior staff provide good leadership and management of the school. The school provides few extra-curricular activities and no residential visits to widen pupils' interests and to develop their social skills.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. Overall, the attainment of pupils at the end of Key Stage 2 is above national expectations. Standards are above the national average in mathematics and science, and close to the national average in English. Attainment is close to national expectations in all other subjects except information technology, where standards are below national expectations.

2. In English, the percentage of pupils attaining the nationally expected level in the National Curriculum tests for 11-year-olds in 1999 was above the national average, while the percentage of pupils attaining higher levels was close to the average. Overall, the standard of attainment was above the national average. In the 1999 tests, the school's results in English were better than its 1998 results when standards were close to the national average. In mathematics, the percentage of pupils attaining the nationally expected level was close to the national average, while more than the average number of pupils attained higher levels. Overall, standards were close to the national average. In the 1999 tests, the school's results in mathematics were better than its 1998 results. In science, the percentage attaining the nationally expected level was close to the national average, while the percentage achieving higher levels was above the national average. Overall, the standard was above the national average. The school's 1999 results in science were better than its 1998 results.

3. The level of pupils' attainment in the English and science tests at Key Stage 2 in 1999 was above the average in schools with pupils from similar backgrounds. In mathematics, pupils' attainment was close to the national average for similar schools.

4. Inspection findings indicate that standards of attainment in English are close to the national average. This is not as good as the 1999 Key Stage 2 test results as there is a higher proportion of pupils with special educational needs in the current Year 6. Attainment in speaking and listening is close to the national average, while standards in reading and writing are also close to the national average. Pupils make satisfactory progress in English, and achieved the target set for the National Curriculum Key Stage 2 tests in 1999. They make sound progress in listening and speaking. Pupils listen carefully to their teachers, speak clearly and talk enthusiastically about the books and topics they study. They make sound progress in reading and by the end of the key stage, most pupils read accurately, fluently and with expression. Progress in writing is sound. Work is presented neatly in joined fluent handwriting and spellings are generally accurate. Pupils write in a variety of styles and for different purposes including letters, poems, advertisements and reports.

5. In mathematics, inspection findings indicate that attainment is above the national average at the end of Key Stage 2. Pupils make good progress due to improvements in the standard of teaching because of careful planning and monitoring of teaching standards. They exceeded the target set for the National Curriculum Key Stage 2 tests in 1999. Pupils are confident with written methods of calculation, and are increasingly adept at using mental strategies. Pupils have a very good knowledge of factors, multiples and prime numbers and can multiply and divide decimal fractions. They successfully calculate currency exchange rates and interpret 24-hour clock time-tables.

6. In science, inspection findings indicate that attainment is above the national

average at the end of Key Stage 2. This is similar to the results of the 1999 tests. Pupils determine what is a fair test and identify what they want to observe. They make informed predictions, test their hypotheses in a range of contexts, and draw sound conclusions. Pupils undertake their own investigations, for example, to explore appropriate habitats for wood lice and to discover how plants take up water.

7. Pupils' attainment in information technology is below national expectations at the end of Key Stage 2. Pupils have basic word-processing skills and are able to edit and print their work. Pupils use data-handling programs to draw graphs in science and use a program to create patterns in art. Generally, however, there is little use of information technology to assist learning in other areas of the curriculum. Pupils' skills in monitoring and control technology are very limited.

8. Pupils' attainment in religious education is in line with the standard expected in the locally agreed syllabus at the end of Key Stage 2. Pupils understand the significance of some of the main festivals and traditions of Christianity, Islam and Hinduism. They compare the symbols and signs used in these three major religions, and study the significance of special places such as churches, temples and mosques. Pupils make sound progress and achieve broadly in line with national expectations in art, design and technology, geography, history, music and physical education. The limited range of non-fiction books in the school library, however, restricts opportunities for pupils to develop individual research skills in these subjects.

9. Pupils with special educational needs make good progress towards the targets in their individual education plans both when they are withdrawn for specific work in literacy and reading and when they are supported during lessons either by a support assistant or by their class teacher. There is no significant variation in attainment by gender, race or background. The significant differences in attainment that existed between boys and girls at the last inspection, for example in English, have been resolved.

10. Pupils' literacy skills are close to national expectations. Literacy skills are generally improving as the introduction of the National Literacy Strategy has helped to ensure a consistent approach to planning and teaching. The literacy hour has been introduced effectively in all classes. The school has taken care to plan sufficient opportunities for extended writing. Pupils apply new knowledge and skills gained in the literacy hour to improve their writing, for example, when recording science investigations or when researching the lives of famous artists.

11. Standards in numeracy are above the national average and pupils' understanding and use of number is developing well. The National Numeracy Strategy has been introduced effectively in all classes. Pupils are carrying out mental calculations with increasing accuracy and are showing greater confidence in manipulating numbers and using multiplication tables. Numeracy skills are re-inforced in other subjects, for instance, when recording preferences for sandwich fillings in design and technology, and when tallying and drawing bar charts to show different kinds of traffic in geography.

## **Pupils' attitudes, values and personal development**

12. Pupils' attitudes to school and their learning are good. This is a strength of the school that has been maintained since the last inspection. Pupils are helpful and well mannered, with positive attitudes towards each other and towards adults. They greet each other and their teachers courteously when they meet in the mornings and settle quickly, quietly and promptly to their lessons.

13. Teachers' interest in their pupils' welfare and the good example they set for them to follow are reflected in the high standards of behaviour observed. Pupils' behaviour is good. They join in lessons enthusiastically and respond well to challenging tasks. When they are working on individual or group work they persevere and take pride in what they have achieved. Where behaviour is occasionally unsatisfactory, this is usually linked to inappropriate teaching methods or afternoon lessons which are too long for pupils to maintain their interest and concentration. Movement around the school is orderly, and pupils have helped to formulate classroom rules that encourage them to evaluate the impact of their behaviour on others. Discussions with pupils confirmed that they develop a good understanding of right and wrong. There have been no recent exclusions. The majority of parents agree that the school achieves high standards of good behaviour.

14. Pupils' personal development is good. Older pupils undertake a range of responsible tasks both inside and outside the classrooms, and they are especially proud of the work they do when supporting younger pupils as 'reading buddies'. As pupils develop friendships, they are careful about the feelings of others. They are tolerant when the emotions of sensitive pupils get the better of them. Compassion and understanding are strengths of the school. All pupils have opportunities to assist in classroom organisation, to run errands to the office and to work collaboratively. This helps to build pupils' responsibility and assists in the smooth running of the school. Pupils talk confidently about their work and are encouraged to develop their debating skills to discuss emotive issues. In one lesson, for example, a sensible discussion took place regarding the problems that can arise when the protection of small birds from predators conflicts with established food chains. Visitors to the school are made welcome and pupils of all ages are keen to explain what they are doing.

15. Attendance is close to the national average. Authorised absence is below the national average and unauthorised absence is close to the average. Almost all pupils arrive punctually for their lessons and settle quickly to their tasks. This is an improvement on the previous inspection.

## **HOW WELL ARE PUPILS TAUGHT?**

16. The standard of teaching is good. As a result, pupils quickly gain new skills and knowledge and learn effectively. Teaching was satisfactory or better in 96 per cent of all lessons observed. In 39 per cent the teaching was good, and in a further 18 per cent it was very good. Teaching was unsatisfactory in four per cent of the lessons seen. The standard of teaching has improved since the previous inspection.

17. Teaching is satisfactory overall in Years 3 and 4, though several very good lessons and two unsatisfactory lessons were also observed. In Years 5 and 6, 83 per cent of the teaching is good or better and all teaching is at least satisfactory. Teaching is good in the core subjects of English, mathematics and science. It was good overall in the few lessons observed in design and technology and in physical education, and satisfactory in art, geography and music. No lessons were observed in history and information technology,

and insufficient lessons were seen in religious education to make an overall judgement. Teaching that is good or better (over half of all lessons observed) is a major factor in ensuring that pupils make good progress, especially in the core subjects of English, mathematics and science. There is a lack of direct teaching in information technology, and this is one of the main reasons why standards are below national expectations. Where teaching is occasionally unsatisfactory in science and geography, and pupils are not well supervised or directed, pupils do not concentrate sufficiently and learn enough during these lessons.

18. Teachers' subject knowledge and understanding are generally good. In English, mathematics and science, all teachers have at least sound subject knowledge and some have very good understanding. Good use is made of the specialist expertise of the Year 6 and Year 4 class teachers to teach either music or religious education to both classes in the year group. Good use is also made of the music co-ordinator's expertise to lead hymn practises and for another musically gifted teacher to accompany the singing in assemblies. Other teachers' musical expertise is generally sound, but where it is limited, this occasionally results in teaching which is technically incorrect. In information technology, teachers lack confidence and the school recognises that further training is required to increase teachers' skills and subject knowledge.

19. The teaching of appropriate skills in literacy and numeracy is good. The structure of the literacy hour is used effectively to develop pupils' literacy skills. Teachers plan their English lessons well and follow the structure of the National Literacy Strategy confidently. Opportunities for developing and consolidating writing skills are followed up in subjects such as geography and history, and when describing science investigations. Teaching of numeracy includes plenty of games and interesting activities for pupils to practise and consolidate their learning. Teachers use mental mathematics sessions well to build up pupils' recall and to develop analytical thinking and mathematical vocabulary. Good use is made of the final plenary sessions to consolidate learning and to prepare for the next step. Numeracy skills are re-inforced appropriately in other subjects, for example, when tabulating survey results in design and technology and when drawing bar charts in geography.

20. Teachers' planning is good. Both long-term and medium-term plans show a logical progression of skills and knowledge, and lesson plans have clear objectives which are usually pointed out to pupils at the start of the lesson. This helps pupils to understand what they are expected to learn. In English and mathematics, teachers prepare lessons thoroughly and benefit from following the guidelines in the National Literacy and Numeracy Strategies. In science and most other subjects, lessons are planned effectively using guidance from the Qualifications and Curriculum Authority. In information technology, there are not enough planned opportunities for pupils to learn, develop, consolidate and practise new skills. There is only limited use of information technology to support learning across the curriculum and this contributes to standards which are below national expectations.

21. Teachers' expectations of pupils' work and behaviour are usually high. Work set in literacy and numeracy, for instance, is usually matched very well to pupils' individual ability and prior learning. This helps teachers to work to appropriate expectations for both higher and lower-attainers, and to match activities to pupils' needs. High expectations in science lead to pupils testing their own hypotheses effectively, for example, when analysing how effectively wood lice move on different surfaces. Staff act as good role models and children learn to behave well from the examples before them. Occasionally where teaching is unsatisfactory in science, work set is not sufficiently challenging for pupils to make sufficient

progress. In geography, teachers occasionally have insufficient control over the class to maintain pupils' motivation and concentration.

22. The teaching methods and organisational strategies used by teachers are good. In many lessons, teachers refer back to the previous lesson to reinforce pupils' learning before moving on. They usually go over the learning objectives at the start of the lesson and review what pupils have learned at the end. This helps pupils to understand what they should know by the end of the lesson. In literacy and numeracy lessons, for example, plenary sessions are used effectively to enable pupils to explain what they have learned, to listen to others and to extend their learning. Teachers give helpful instructions to pupils. In geography, for example, pupils are given clear oral and written instructions that enable them to move forwards and learn independently using photographs, maps and textbooks. Teachers make good use of probing questions, for example in science, while in mathematics, teachers ask challenging questions which encourage pupils to think mathematically. In English, teachers use questioning skills well, and encourage pupils to improve their speaking skills by engaging in class discussion, for example, when studying the life of American Indians. Teachers use a wide range of methods and groupings during lessons, for example, working with the whole class, in smaller groups, in pairs or as individuals according to the needs of the topic or activity. In science and mathematics, there is a good emphasis on developing investigative skills, while in geography there is a good focus on practical activities, for example using directional compasses. In history, good use is made of visits to museums and sites of historical interest, while visiting actors bring historical characters to life. In religious education, on the other hand, there are few opportunities to encourage pupils' spiritual development by visiting different places of worship. Consequently, pupils' learning lacks first-hand experience of the importance of spirituality in a variety of cultures. In physical education, there is a good emphasis on intensive warm-up exercises at the beginning of lessons, while in music, good use is made of vocal warm-up exercises before singing.

23. Good relationships between teachers and pupils help to produce a pleasant, hard-working and creative atmosphere in most classes. The management of pupils is generally sound, though class control is sometimes uncertain in some Year 3 and Year 4 classes. Occasionally, some teachers allow pupils to talk out of turn, and this leads to unproductive noise and pupils straying off the task. Where this is the case, time is lost while waiting for pupils to pay attention and the pace of the lessons becomes too slow. In most lessons, enthusiastic teaching leads to a keen response and an eagerness to participate in learning. Good class management is generally reflected in the good behaviour of pupils and their positive attitudes. Teachers group pupils effectively. In literacy and numeracy, pupils often work in ability groupings so that appropriately challenging work can be set. In other subjects such as music, for example, pupils are often grouped so that less confident pupils can learn from those who are more gifted.

24. Most teachers use time well. In literacy and numeracy lessons, for instance, teachers time different activities well and lessons move along at a brisk pace. As a result, pupils work productively and maintain a busy pace of learning. Where teaching is occasionally unsatisfactory, the pace has usually become too slow and pupils' have begun to lose interest. A frequent problem, in English, science and music, for example, is that the afternoon lessons are often too long to maintain the interest and concentration of pupils. The use of support staff is good. Teachers and support staff work effectively as a team. When assisting pupils with special needs, they work closely together to ensure pupils make good progress. Teachers make good use of teaching resources. In English, for example, good use is made of whole-class texts that appeal to pupils and capture their imagination. In science, good use is made of appropriate resources such as living plants and small



creatures. In geography, good use is made of videos, photographs of the local area and directional compasses. In music, appropriate use is made of a good range of tuned and untuned percussion instruments. In many subjects, such as science, geography and history, there are attractive and interesting displays of pupils' work and suggestions for further study in the classrooms and corridors. An exception is religious education, where there is very limited use of displays to stimulate further interest in the subject. Information technology is used effectively for data handling in science, but there is generally little use of computers to aid learning in other subjects of the curriculum such as mathematics, geography and history.

25. The quality of ongoing assessment of pupils' knowledge and understanding is good. Teachers make regular assessments of pupils' attainment and progress in English and mathematics, and use the results to guide their planning and teaching. In other subjects, informal assessments are used to modify teachers' explanations as the lesson proceeds and to plan for the next lesson.

26. The day-to-day use of homework to reinforce and extend what is learned in school is satisfactory in most classes. Where pupils in Year 4 have been taught by a number of temporary teachers, however, little homework has been set. Most pupils take reading books home regularly and are set an appropriate amount of work to do at home in English and mathematics, and occasionally in science and in other subjects. Most pupils benefit from the interest shown in their work by parents and carers. The school also sets topics for pupils to complete on a half-termly basis. While many pupils produce interesting work, these topics are not structured enough and are not linked to the lessons or themes which pupils are covering in their year groups. This lack of focus often makes it difficult for pupils (and their parents) to know what is expected of them. Marking of pupils' work is carried out regularly by teachers and comments are often added to help raise pupils' self-esteem. Some teachers include helpful indicators of how pupils might improve their work. Marking is inconsistent, however, and not all teachers explain how the work could be better, for example, in mathematics, religious education and history.

27. The quality of teaching for pupils with special educational needs is good throughout the school. Work within withdrawal groups is effectively matched to individuals' education plans and is carefully monitored by the co-ordinator. The work provided within class is well matched to pupils' needs and meets the requirements of their individual education plans well. Teachers, educational care officers and other support staff work together well so that pupils with special needs respond well, and learn and progress at an appropriate rate. Teachers have good relationships with pupils with special needs and this is effective in raising their self-esteem.

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?**

28. The curriculum is sufficiently broad and balanced to meet the requirements of the National Curriculum and the locally agreed syllabus for religious education. There is some imbalance, however, as there is too little time devoted to the direct teaching of information technology skills. All pupils, including those with special education needs, have equal access to all areas of the curriculum.

29. At the time of the last inspection, planning of the curriculum lacked clarity and sufficient guidance. Lesson plans did not indicate their purpose clearly or state what pupils were expected to learn. The school has made considerable improvements in both its short-term and medium-term plans, and planning is now good. It has adopted national guidelines

on what should be taught in each year group. Subject co-ordinators have modified this guidance and every teacher now has a clear understanding of what is to be taught. A whole-school curriculum plan gives an overview of the links between different subjects being taught at the same time. Teachers work in teams to produce half-termly programmes which are the basis of individual teacher's day-to-day planning. The planning process is effectively monitored by the headteacher.

30. The National Literacy and National Numeracy Strategies have been implemented successfully and the school's results in the 1999 national tests improved in both English and mathematics. Numeracy lessons usually involve lively opening sessions with exercises and games which have improved pupils' number skills and mental strategies. Since the last inspection, a variety of mathematical problem-solving strategies have been introduced to assist and develop pupils' mathematical thinking. In literacy, pupils follow the structure of the National Literacy Strategy, and often begin lessons by developing their understanding of vocabulary or grammar from a variety of texts, before going on to analyse the style of writing and adapting it for their own use.

31. The school makes good provision for pupils' personal, social and health education and has adopted a sound policy for sex education. Older pupils undertake a project about themselves which raises issues they face as they mature and prepare to move on to secondary school. It covers all aspects of their personal development in a positive and sympathetic manner. Pupils learn about healthy lifestyles and gain an awareness of the problems of drug abuse.

32. Provision for pupils with special educational needs continues to be good and fully meets the requirements of the Code of Practice. There are clear procedures for identifying and supporting pupils with special needs when they enter the school. Well-written individual education plans provide good guidance for class teachers to use when devising appropriate classroom activities. Short-term targets for pupils are realistically challenging, focussed and easily measurable. The quality of pupils' individual education plans and their individual teaching programmes have improved since the previous inspection. Pupils with special needs are well supported in class, for example, during the literacy and numeracy hours, and are also withdrawn from some lessons to benefit from small group and individual teaching. In most classes, pupils are given work that is appropriate to their special needs. Suitably challenging work for gifted pupils is currently provided by individual teachers. The school is conscious of the need to develop this aspect of its work further, and planning of additional whole-school strategies for gifted pupils is to commence during the autumn term.

33. The school offers only a very limited range of extra-curricular activities to widen pupils' interests and to help develop their social skills. The school choir performs at a variety of school concerts, but there are no recorder or instrumental groups at lunchtimes or after school. Football and netball teams play some matches against other schools during the autumn and spring terms, but no extra-curricular activities took place during the inspection. During the autumn term parents help to coach the school football team, and a group of parents assist at a craft club which makes articles to sell at the local Christmas market. Other adults provide private coaching after school in short tennis, basketball and kwik cricket.

34. There are many opportunities for pupils to visit museums, historical sites and places of geographical or scientific interest. During the inspection, for example, pupils in Year 6 visited a local sculpture park where they observed the different forms and textures used by sculptors, and were able to experiment for themselves using various tools and materials.

There are no residential visits, however, to help pupils become more independent and to widen their experiences.

35. Links with the local community are satisfactory although they are more limited than at the previous inspection. There are good links with the representative of a local church who comes into school to lead assemblies. There are sound links with the local community group and other organisations in the area. Relationships with both the infant feeder school and the local secondary school are good. Teachers visit these partner institutions to exchange good practice, and subject co-ordinators meet regularly to liaise about the curriculum. Transfer arrangements are good. Pupils from the infant school visit prior to joining the school, and pupils in Year 6 are given the opportunity to spend a day at the local secondary school.

36. The school's provision for pupils' social, moral, cultural and spiritual development is satisfactory overall. Pupils' social and cultural development is sound and moral education is good. Opportunities to develop pupils' spiritual awareness, however, are unsatisfactory.

37. The school provides a satisfactory range of opportunities for pupils to take responsibility, to show initiative and to develop an understanding of community living. Teachers encourage pupils to work co-operatively in small groups, for instance, during investigative work in science and mathematics. Teachers make a point of encouraging higher-attainers to help lower-attaining pupils, for example, when composing and performing their own percussion pieces in music. The 'buddy system' for paired reading encourages older pupils to take responsibility for younger ones. Pupils gain confidence when they are encouraged to tell others of their successes. Teachers use assemblies to celebrate and encourage good work and co-operative behaviour. The playground is large enough for pupils to join in team games and small group activities, but there is no provision for pupils to sit and talk quietly or to read and reflect.

38. Teachers promote a strong moral code and act as very good role models. They lay down clear guidelines for acceptable behaviour, and teach pupils clearly the difference between right and wrong. Teachers foster caring attitudes and values such as fairness and honesty. They teach pupils to judge others by their actions rather than by their looks. This was illustrated graphically in an assembly when Year 6 pupils acted out a story in which 'undesirable' youths helped a young mother to search for her child. Consideration for others is promoted by a considerable amount of charitable work. Older pupils have opportunities to consider wider moral and ethical issues during religious education lessons.

39. Teachers provide sound opportunities for pupils to learn about their own heritage. In history lessons, for example, pupils learn about people who invaded our islands, how the Romans influenced our civilisation and how the Second World War impacted on the lives of local people. They discover more about the local area and how it has changed during geography lessons. Pupils learn about other cultures in Britain and abroad in religious education lessons, and by contrasting their own lives with those who live in a village in India. There are few opportunities, however, to visit different places of worship, or to meet members of other communities and religions to share their experiences.

40. Provision for pupils' spiritual development continues to be very limited as at the previous inspection. Collective worship meets statutory requirements, but there is little spiritual content or time for reflection during assemblies. There is nothing at the front of the hall to indicate that the pupils are meeting for worship or to focus their attention on the nature of the assembly. While assemblies follow a theme, pupils are given insufficient guidance to indicate what they should be thinking about or what to be aware of. There are

insufficient opportunities for pupils to be actively involved by answering questions or by imagining they are part of the story. Pupils join in singing enthusiastically, but the hymns do not always relate to the theme and pupils are not made aware of the words or their meaning. A visiting speaker retold an Old Testament story in an interesting and enjoyable manner, but time precluded hearing the conclusion of the story or the teaching that could have been shared. The value of assemblies as important whole-school occasions is severely restricted by the non-attendance of the teachers. Pupils are unable to share their interest and enthusiasm with their teachers during assemblies, and cannot subsequently ask further questions or develop themes with their teachers in class. Links between assembly themes and pupils' learning are rarely made by teachers, and there are few planned opportunities during lessons other than religious education for pupils to reflect on the spirituality of human experiences, the diversity of nature or the wonders of science.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

41. The school provides a high level of care for its pupils and there are good procedures in place to ensure their welfare and guidance. Teachers are sensitive to individual needs, and all adults in the school collaborate effectively to ensure that pupils' needs are met effectively.

42. Procedures for monitoring and promoting high standards of behaviour are good. The school's code of conduct is clearly understood, and there are rules on display in each classroom. These include an agreement that teachers will treat their pupils fairly and considerately. This open approach and mutual respect assists greatly in producing the harmonious atmosphere observed throughout the school day. No incidents of bullying or oppressive behaviour were observed, and comments from parents confirm that any isolated incidents of misbehaviour are dealt with firmly and fairly. Diagnostic assessments are used effectively to establish the frequency and degree of difficulty for pupils with emotional and behavioural difficulties and appropriate strategies support these pupils well.

43. Rigorous procedures for child protection are in place, and teaching and support staff are fully aware of the need to be vigilant and to report any concerns to the child protection co-ordinator. Individual pupil's welfare is discussed regularly at staff meetings. The co-ordinator ensures that new members of staff are fully informed of the school's policies as part of their induction procedures. Several members of staff have undertaken first aid training, including how to respond to allergic reactions. Fire practises and other safety arrangements are managed well.

44. Procedures for monitoring pupils' academic progress are good. The school is progressively introducing a system to evaluate pupils' achievement and to plan appropriate work for individual pupils. Pupils with special educational needs are assessed regularly. Teachers and support staff know their pupils well and use this knowledge effectively to encourage and motivate them. Teachers' planning enables them to organise work that is matched suitably to individual interests and abilities. Pupils make good progress over their four years in the school, and are well prepared for their transfer to secondary education.

45. Procedures for monitoring and promoting good attendance are satisfactory. School registers and admissions records are maintained accurately, and analyses of any patterns of absence are conducted at regular intervals. Parents are made fully aware that holidays taken during term time disrupt pupils' learning, and these warnings are generally effective. The punctuality of pupils in the mornings, after lunch breaks and after playtimes was raised as an issue at the previous inspection. This problem has been addressed effectively. Very little lateness was observed during the inspection, and lessons commenced promptly.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school's links with parents are satisfactory. The school is keen to develop ways of improving relationships, and values the support of parents who come into school to assist in classrooms or to support extra-curricular activities. The relatively few parents who help on a regular basis provide valuable, high quality and effective support.

47. Most parents who attended the meeting with the registered inspector or completed the parental questionnaire agreed that the school promotes good attitudes and values, standards are high, and behaviour is generally good. Many parents felt, however, that communications between the school and parents could be improved, and felt that some teachers are not always easily approachable. Day-to-day communication with parents is made more difficult by the inaccessibility of both the headteacher's office and the administrative offices. The main entrance lobby appears dark and uninviting, and it is not easy for parents to receive a friendly welcome. It is clear that the school needs to address this issue if it is to achieve its aim of working closely with parents.

48. Many parents expressed a desire to be more clearly informed about their children's progress. Inspection of pupils' annual reports confirms that they do not give a sufficiently clear view of pupils' relative achievement and how they might improve. There is insufficient space on the reports to elaborate on progress in the core subjects of English, mathematics and science. A good feature is the provision for pupils to write their own comments and to evaluate their own progress. National curriculum attainment levels and the results of other standardised tests are included on reports and a detailed letter explains how grades are awarded. But there is no clear indication on the reports whether individual pupils matched or exceeded expectations, and parents have to work out this information for themselves. There are occasional suggestions of how pupils might improve their standard, but no clear targets that pupils should aim for in their future learning.

49. The Parent-Teacher Association is organised by a small but enthusiastic group of parents who work hard in raising funds to enhance the physical environment of the school. Over the past year the association has purchased classroom furniture and computers, and the fencing has been repaired. At the time of the inspection, the Parent-Teacher Association was busily promoting good links between the school and parents by organising a summer fair.

50. Parents' views about daily homework and half-termly topics set as homework suggest that this is another area where the school could improve its relationship with parents. Inspectors agree with the parents' view that the topics are not structured enough, and are not linked to the lessons or themes that pupils are covering in class. This makes it difficult for pupils (and parents) to know exactly what is required, and discourages some parents from becoming involved in their children's learning. The school is aware of this difficulty and is developing a range of appropriate topics that are more closely linked to pupils' work in class. The amount of homework set on a day-to-day basis is broadly in line with national recommendations in most classes, but where pupils in Year 4 have been taught by a number of temporary teachers, little homework has been set. There has been no meeting to explain the school's homework policy and no workshops to make parents aware of the National Literacy and Numeracy Strategies. The half-termly newsletter contains a helpful range of information but the language used is rather formal. More frequent and informal letters with less complex messages would greatly assist communications with parents.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

51. Overall, the headteacher provides good leadership of the school. He has clear aims and appropriate plans for the future, but communications with parents are sometimes too formal and are not clear enough. Under his leadership, the school is moving forward with clear educational direction. During his ten years as headteacher, he has established good relationships with staff, and has gained the respect of his pupils. He has established good procedures for the personal support and guidance of pupils, and has fostered many opportunities for pupils' personal development. He is strongly committed to raising standards in the school and has established a good ethos to support the effective learning of all pupils. The headteacher works closely with the deputy head who plays a crucial role in supporting pupils and staff, and assists the headteacher in reviewing teaching and pupils' performance.

52. The headteacher monitors teaching and pupils' work effectively. He looks at teachers' short-term planning each week and then spends some time in every class checking what pupils have learned. He systematically visits classrooms to observe teachers at work and feeds back his observations on teaching both orally and in writing. All subject co-ordinators take part in an annual professional review to identify development needs. Plans are in place to introduce performance management in the autumn term. The headteacher regularly scrutinises pupils' work and discusses the strengths and weaknesses of the work at staff meetings. He analyses National Curriculum assessments, compares results and procedures in other local schools, and takes action to address weaker areas, for example, by improving the standard of pupils' writing skills.

53. The aims and values of the school are clearly reflected throughout its work. The school provides a stimulating and caring environment where children develop an attitude of respect and tolerance for others. The school has high expectations of children's learning and behaviour, and encourages all pupils to achieve their full potential. It has a clear commitment to improving standards and to providing equal opportunities for all pupils regardless of race, gender, religion or other personal circumstances. Realistic targets have been set to improve standards in English and mathematics in the National Curriculum tests in 2000 and 2001. To meet these targets, the school has focussed on raising standards of pupils' writing, effective support for pupils with special needs, additional literacy support and booster classes for pupils in Year 6.

54. Responsibility for subject areas is delegated to subject co-ordinators who manage spending on resources, monitor pupils' work, and liaise with the infant school staff to ensure continuity of learning. The literacy, numeracy and special needs co-ordinators spend time observing their colleagues at work and help them develop their teaching. All staff have job descriptions which specify their roles clearly. The special educational needs co-ordinator provides good leadership in the identification of pupils with special needs and in the compilation of appropriate individual targets, but she has insufficient time allocated for improving standards further by monitoring classroom practice and teaching. She evaluates the provision for pupils' special needs effectively, and ensures their progress is reviewed regularly.

55. The governors provide good support for the headteacher, and are involved effectively in the management of the school. They fulfil all of their statutory duties well, with the exception of a few minor omissions in the governors' annual report and the school prospectus. Since the last inspection, the governors have re-formulated the school's aims, and these are now given due prominence in the informative school brochure. The governing body holds regular monthly meetings, and working parties are established when necessary to deal with appointments, salaries or buildings. Governors are kept well informed by detailed presentations from the headteacher and other staff. Several parent governors visit the school regularly, and the special needs governor comes into school frequently to monitor the progress made by pupils. Governors play an important role in discussing management and budget issues, and have a good understanding of the strengths and weaknesses of the school. The governing body has a sound view of the long-term development of the school, and priorities for the future are well documented in the school development plan.

56. The school is effective in supporting educational priorities through its financial planning. The school development plan identifies clear targets that are linked to specific success criteria. Where possible, the cost implications of each initiative are identified. Day-to-day administration is efficient and the school uses information technology effectively for raising invoices and paying accounts.

57. The school makes good use of funding that is allocated to specific areas such as professional development, the Additional Literacy Strategy and special educational needs. Budgeting has taken account of fluctuating intakes varying from 85 in September 1999 to approximately 59 in September 2000. Most of the large carry-over from this year will be used to maintain the present number of teachers and classes when the school population reduces next year. The school has budgeted carefully to reduce class sizes in Year 3 this year and next year, but the low income per pupil over many years has resulted in very large class sizes of up to 38 pupils at the upper end of the school. In these crowded classrooms there is little space for pupils to work, and this limits the opportunities they have to work independently. The principles of best value are applied to all major spending decisions to ensure that the school gives good value for money.

58. Teachers have an appropriate range of expertise and experience and between them provide satisfactory coverage of the National Curriculum. Because of the long-term absence of a teacher, the headteacher is temporarily acting as mathematics co-ordinator in addition to his other roles as science co-ordinator and design and technology co-ordinator. Arrangements for covering the absence of this teacher have interrupted the continuity of teaching in this class and have resulted in some pupils becoming more disruptive and making less progress in their learning.

59. The support staff have a wide range of experience and expertise. They work effectively alongside teachers and provide good support during lessons. The assistance offered to pupils with special educational needs is particularly valuable and is effective in raising pupils' attainment. The level of expertise offered by support staff ensures that pupils with statements of special educational needs make good progress towards the targets in their individual education plans. The caretaker, school secretary and lunchtime supervisors make a good contribution to the efficiency and ethos of the school.

60. The school building is well maintained and provides an attractive learning environment. It is in sound decorative order, and interesting and informative displays brighten the corridors and classrooms. The school entrance, however, is dark and uninviting, and the location of the administrative office and the headteacher's office make it

difficult to offer a friendly, personal welcome to parents and visitors. The accommodation is adequate for the delivery of the curriculum. It has improved since the previous inspection by the extension of all classrooms and the installation of sinks and running water. Work planned for the summer holidays will convert an existing room into an information and communication technology suite. As the classroom floors are uncarpeted, the movement of chairs by pupils often creates a high level of noise in the classrooms which can be disruptive during lessons. The school's policy on the provision of education for pupils with physical disabilities is not clearly stated in the school prospectus or governors' annual report and, at present, variations in floor levels would make suitable provision difficult. The playground is of an adequate size, but there is no provision for quiet or reflective activities, and the playground surface is in poor condition and has no markings for informal games. The school has plans to resurface and redevelop the playground.

61. The range and quality of learning resources are satisfactory overall, and are adequate to teach the curriculum. Resources are easily accessible to teachers and pupils, and are used effectively. Resources are good in science and are adequate in all other subjects. In music, some older instruments need replacing, and in design and technology there is a lack of resources to teach food technology. In information technology, there is little equipment for teaching skills in monitoring and control technology. Plans for developing a new computer suite are in place for later this year. An interesting range of artefacts has recently been obtained to assist pupils' understanding of the world's major religions, but there are few artefacts to assist learning in history. The school library is organised satisfactorily and is used well by pupils. The limited range of non-fiction books, however, prevents pupils from extending their knowledge in areas such as geography and history. The school is aware of this deficiency and the issue has been highlighted in the school development plan. Resources for pupils with special needs are satisfactory.



## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to raise standards and improve the quality of education provided, the governing body, headteacher and staff should

- (1) raise standards in information technology by
  - providing teachers with more training in information technology skills and their use; (see paragraphs 18, 108, 110)
  - providing more direct teaching of information technology skills; (see paragraphs 17, 28, 108)
  - providing more opportunities for pupils to practise information technology skills and to use them to assist their learning in other subjects of the curriculum. (see paragraphs 20, 24, 79, 85, 99, 104, 106, 107, 116)
- (2) review the timing of afternoon lessons to ensure that pupils' maintain their interest and concentration, and work at a brisk pace throughout the lessons. (see paragraphs 13, 24, 28, 84, 95, 113)
- (3) extend the range of extra-curricular activities to widen pupils' interests and promote their social development. (see paragraph 33)
- (4) upgrade the provision of non-fiction books in the school library. (see paragraphs 8, 61, 69, 101, 105)
- (5) improve the provision for pupils' spiritual development by
  - introducing spiritual topics and times of quiet reflection during school assemblies; (see paragraph 40)
  - making assemblies valuable whole-school occasions shared by all staff and pupils; (see paragraph 40)
  - organising visits to different places of worship in religious education and providing more opportunities for visitors to share their values and beliefs; (see paragraphs 22, 39, 124)
  - planning times for reflection on spiritual values in other subjects of the curriculum. (see paragraph 40)
- (6) develop the school playground to provide facilities for quiet recreation and informal activities. (see paragraphs 37, 60)

In addition to the key issues above, the school should consider including the following minor issues in its action plan:

- The governing body should ensure that the school prospectus includes details of the school's admissions policy and that the annual report to parents includes details of the school's policy regarding facilities for pupils with disabilities. (see paragraphs 55, 61)
- Day-to-day communication with parents should be improved. Pupils' annual reports should indicate clearly whether pupils have matched or exceeded expectations and how they might improve. (see paragraphs 47, 48, 50, 51)

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	25

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	39	39	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	301
Number of full-time pupils eligible for free school meals	32

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	10
Number of pupils on the school's special educational needs register	72

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	6

### Attendance

#### Authorised absence

	%
School data	4.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

## Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	38	29	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	31	28	32
	Girls	23	20	22
	Total	54	48	54
Percentage of pupils at NC level 4 or above	School	81 (66)	72 (66)	81 (68)
	National	70 (65)	69 (58)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	29	32
	Girls	23	23	22
	Total	50	52	54
Percentage of pupils at NC level 4 or above	School	75 (66)	78 (70)	81 (76)
	National	68 (65)	69 (65)	75 (72)

*Percentages in brackets refer to the year before the latest reporting year.*

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	2
Bangladeshi	0
Chinese	0
White	299
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	30.1
Average class size	33.4

#### **Education support staff: Y3 – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	67

### ***Financial information***

Financial year	1999/2000
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	£
Total income	407 271
Total expenditure	388 745
Expenditure per pupil	1 350
Balance brought forward from previous year	13 630
Balance carried forward to next year	32 156

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	301
Number of questionnaires returned	120

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	47	3	2	0
My child is making good progress in school.	33	59	4	3	1
Behaviour in the school is good.	27	65	4	0	4
My child gets the right amount of work to do at home.	22	60	11	6	1
The teaching is good.	38	52	1	5	4
I am kept well informed about how my child is getting on.	23	51	19	7	0
I would feel comfortable about approaching the school with questions or a problem.	38	52	5	5	0
The school expects my child to work hard and achieve his or her best.	49	48	2	1	0
The school works closely with parents.	25	46	19	9	1
The school is well led and managed.	21	52	12	8	7
The school is helping my child become mature and responsible.	28	56	8	2	6
The school provides an interesting range of activities outside lessons.	10	39	31	13	7

### **Other issues raised by parents**

Several parents felt that the arrangements to cover the absence of a teacher due to illness were unsatisfactory.

Several parents disagreed with the setting of projects for homework, especially during school holidays.

**PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

**ENGLISH**

63. The standard of attainment in the 1999 National Curriculum tests for eleven-year-olds was above the national average. The percentage of pupils achieving the nationally expected level was above the national average, while the percentage of pupils achieving higher levels was close to the national average. When compared with similar schools, pupils' performance was above the national average. Standards have been close to the national average for the last four years. In 1997 and 1998 attainment fell, but improved again

in 1999. Both boys and girls achieve standards close to the national average. Boys' attainment is much higher than the national average for boys.

64. Inspection findings indicate that attainment in the current Year 6 is close to the national average in speaking and listening, and in reading and writing. This is not as good as the 1999 Key Stage 2 test results as there are significantly more pupils this year with special educational needs. Pupils make satisfactory progress in English, and achieved the target set for the National Curriculum Key Stage 2 tests in 1999. The school's target for 2000 is also likely to be met. At the previous inspection, girls achieved much higher standards in English than boys. The school has carefully monitored and addressed this situation, and boys no longer underachieve in English.

65. The quality of teaching is good overall. In Years 5 and 6 it is consistently good or better. Teachers have taken good account of the National Literacy Strategy in planning, and apply the principles well. They have a secure knowledge and understanding of the subject and make clear to pupils what they are expected to learn and what they should do to improve. Large print texts are used effectively to demonstrate key teaching points. All pupils are expected to work hard and most do. Teachers use skilled questioning to assess pupils' knowledge and to help them make connections with their previous learning. Group work is matched well to pupils' differing levels of ability. Spelling conventions are taught clearly and are reinforced by the use of appropriate, regular spelling tests. A period of time is used at the end of each lesson to review, consolidate and extend pupils' learning. In the best lessons, pupils' own experiences are used as a starting point for discussion, and this contributes effectively to pupils' social and moral development. Where teaching is not as successful, parts of the lesson are too long and pupils become restless and disinterested. Day-to-day assessment procedures for monitoring pupils' progress in English are good and pupils are tested regularly. National Curriculum test results are analysed to identify possible weaknesses when pupils join the school. Samples of pupils' writing are periodically assessed according to national criteria and any weaknesses identified are addressed in subsequent lessons. Regular homework is set in most classes to reinforce and extend what is learned in school. Pupils also take reading books home regularly and learn spellings. Parents are generally supportive of homework, but many feel that pupils are not given sufficient guidance on what is required for the half-termly topics. Pupils' books are marked regularly, and most contain helpful comments on how to improve.

66. The school has implemented the National Literacy Strategy well. The consistent approach to planning and teaching is having a positive effect on pupils' attainment. Teachers are confident in literacy lessons and provide good opportunities for pupils to develop their reading and writing skills in other subjects, for example, when recording science experiments and researching the lives of famous artists.

67. Pupils' attitudes to learning are good. The majority of pupils clearly enjoy their lessons and work hard when actively engaged in reading, writing or discussions. Most pupils work purposefully on their own when their teacher is engaged in group reading with other pupils. A few pupils become disinterested and restless when the introduction to lessons is too long. Pupils support each other well when they encounter difficulties and spontaneously applaud one another's successes.

68. Appropriate work is planned during the literacy hour for pupils with special educational needs, and they receive good assistance from the support staff. Pupils are either given support in class or are withdrawn for individual help, and this contributes effectively to the good progress they make towards their individual learning targets.

69. Co-ordination of English and literacy across the school is good. The results of the National Curriculum assessments are analysed for possible weaknesses, and appropriate attention is then given to amending the curriculum. The significant difference in attainment between boys and girls at the previous inspection, for instance, has been resolved effectively. The scheme of work ensures a planned progression of knowledge and understanding. A national handwriting scheme is applied well, but most eleven-year-olds still write in pencil and there is little use of more appropriate writing implements by older pupils. The school plans to improve pupils' writing further and to introduce a more formal spelling policy. Resources are satisfactory overall and there are sufficient literacy books in the classroom libraries. The range and quality of non-fiction books in the school library, however, is inadequate for pupils to undertake individual research in subjects such as geography and history. Classrooms lack a range of dictionaries and thesauruses suitable for helping pupils with different needs.

### ***Speaking and listening***

70. Standards in speaking and listening are in line with those expected nationally. Appropriate attention is given to the systematic development of speaking skills. Teachers expect pupils to use appropriate specialist vocabulary and this enables pupils to express themselves accurately. Pupils listen carefully to their teachers, speak clearly and contribute eagerly. Older pupils listen with increased attention and concentration. They talk enthusiastically about the books they study such as 'Omn's Diary' used in their topic on American Indians. Most pupils adapt their vocabulary in response to different situations. Pupils have ample opportunities to develop their speaking and acting skills by using drama and role-play in a range of activities such as discussions, debates and class presentations of school assemblies.

### ***Reading***

71. Standards of attainment in reading are in line with those expected nationally. Pupils make sound gains in their learning and those with special educational needs make good progress towards their individual targets. Good use is made of an appropriate reading scheme and there are plenty of opportunities for pupils to read good quality literature. By the end of the key stage, most pupils read accurately, fluently and with expression. They use a range of strategies effectively to help them read unfamiliar words. They split words into syllables and blend them together, identify short words within longer ones, and use the structure of the sentence to deduce the type of word needed to make sense. As they become more confident, they self-correct and re-read passages to work out the meaning. Higher and average attaining pupils read with expression, identify themes and characters, and respond to the content with appreciative humour. They pay increasing attention to punctuation when reading. Most use good phrasing when reading aloud and use their comprehension skills well to deduce information and ideas from the text. Lower attaining pupils read more hesitantly, but generally understand the main points of what they have

read.

72. Pupils talk enthusiastically about the books and poems they have read. They recall the story well, talk about the characters and explain clearly what they like and dislike about them. They are familiar with a range of authors. Younger pupils enjoy books such as 'Charlie and the Chocolate factory' and 'Fantastic Mr. Fox'. Older pupils enjoy the 'Harry Potter' books and others by Dick King-Smith. 'Buddy reading' sessions have a positive impact upon pupils' reading and social skills. Pupils read a range of books in pairs, and older pupils reinforce the skills of younger ones by writing positive comments which are reviewed by teachers. Pupils' appreciation and understanding of literature and poetry are strengthened by discussions in class and group situations. Many parents give valuable support by reading regularly with their children and this has a positive impact upon standards. Pupils' independent research skills are satisfactory and most are able to use an index, contents and glossary accurately. The lack of space for a dedicated school library, however, restricts opportunities for developing independent research skills in subjects such as geography and history.

### **Writing**

73. Standards of attainment in writing are close to those expected nationally by the age of eleven. Pupils write in a variety of forms for different purposes and their writing is varied and interesting. They plan, draft and edit their work carefully. They write factual reports, reply to invitations, and there are good examples of pupils using interesting vocabulary to respond imaginatively to poems such as 'Time'. Older pupils build upon earlier skills. Year 5 pupils, for example, use persuasive writing and alliteration to produce effective advertisements for toothpaste. Pupils' writing is organised into paragraphs, and punctuation and spellings are generally correct. Higher attaining pupils use grammatically complex sentences, and their work is well presented in a joined, fluent style. Average and lower attaining pupils produce shorter pieces of work and punctuation is not always used accurately or consistently. Most common words are spelt correctly but handwriting is not always well formed. The standard of spelling has improved with the systematic approach adopted through the National Literacy Strategy. Spelling conventions are taught clearly and there are many opportunities for pupils to practise spellings. Weekly spelling tests are graded to cover words suitable for all abilities of pupils. By the end of the key stage, most pupils are able to write confidently, legibly and fluently using joined script, but there are examples of letters formed incorrectly and a lack of consistency and fluency. Most pupils' books are neat and well presented, reflecting an interest and enthusiasm for handwriting.

## **MATHEMATICS**

74. The standard of attainment in the National Curriculum tests for eleven-year-olds in 1999 was in line with the national average. The percentage of pupils achieving the expected level was close to the national average, while the percentage of pupils achieving higher levels was above the national average. Pupils' performance was close to the national average when compared with similar schools. Standards have been close to the national average for the last four years. They improved in line with national trends in 1997 and 1998, and also improved, though less markedly, in 1999. Both boys and girls achieve standards close to the national average.



75. Inspection findings indicate that attainment in the current Year 6 is above the national average. Standards have improved, particularly in the proportion of higher levels gained. Pupils are making good progress due to improvements in the standard of teaching resulting from careful planning and monitoring of teaching. Pupils achieved the targets set for the National Curriculum Key Stage 2 tests in 1999, and the school's target for 2000 is also likely to be met. Pupils with special educational needs make good progress towards their individual targets due to the focused support received from classroom assistants.

76. Standards of numeracy are above average by the end of the key stage. The majority of pupils have a very good knowledge of factors, multiples and prime numbers. They are knowledgeable and adept in the four operations of number, including decimal fractions and percentages, and apply this knowledge and understanding to a broad range of problem-solving activities. They apply their understanding of the processes involved in calculating currency exchange rates effectively, and interpret 24-hour clock time-tables and associated data when planning a holiday to a European destination. Many pupils make mental calculations, such as converting Deutsch marks to pounds sterling, with confidence and reliability, while a significant number of higher attainers accurately divide decimal fractions by 3.14 before using a calculator to check their answers. There is an emphasis on computation in the lower years which is generally well taught and provides an effective foundation for future learning. Many pupils in Year 3 apply their knowledge of number sequences to solve problems involving division. By Year 4, most pupils accurately subtract three figure numbers, while higher attainers apply a range of strategies including doubling and trebling numbers when playing mathematical games. Many pupils correctly identify and name angles below 180 degrees, while higher attainers develop a good understanding of rotational symmetry through practical activities. Scrutiny of pupils' work indicates that pupils have a good knowledge of shape, symmetry and measurement by the end of the key stage. They collect, record and interpret data and have a good understanding of probability. Most pupils have a good knowledge of correct mathematical terminology and explain their reasoning with confidence and clarity.

77. The quality of teaching is good overall. The National Numeracy Strategy has been introduced effectively throughout the school, and this is having a positive impact on standards. Most teachers demonstrate good subject knowledge and are confident in delivering lessons. Relationships with pupils are very good and there are high expectations of both attainment and behaviour. In the majority of lessons, teachers identify clear and attainable learning objectives that help pupils to understand what they should learn during the lessons. Teachers display good organisational and management skills. In the best lessons, work is matched closely to pupils' abilities and appropriate opportunities are provided to stimulate and challenge higher attainers. Pupils with special educational needs receive good support from classroom assistants and individual targets are carefully devised to meet pupils' needs. Pupils' attainment is assessed regularly, and Key Stage 1 National Curriculum test results are analysed to identify any possible weaknesses when pupils join the school. Individual and group progress is tracked on class record sheets and the results of regular tests, including standardised end of year assessments, are used to identify any further weaknesses and to plan lessons accordingly. Resources are generally appropriate and are used effectively. Pupils' work is marked regularly, but the quality of marking is inconsistent. Where marking is particularly effective, helpful comments enable pupils to improve the quality of their work. Since the last inspection there has been a greater emphasis on investigative work, especially in the upper years, and the overall quality of teaching has improved significantly.

78. Pupils enjoy numeracy lessons and show consistently high levels of concentration. They are attentive, keen to learn and participate enthusiastically in class discussions. They settle quickly to independent or group work, co-operate effectively when sharing resources and collaborate purposefully while engaged in problem-solving activities requiring a group response. The neat presentation of work throughout the school reflects these positive attitudes, although the continued use of pencil in the upper years restricts opportunities for older pupils to use a more appropriate medium when recording their findings. Pupils' good attitudes to their work have been maintained since the last inspection and are a major factor in ensuring good progress.

79. In the absence of the subject co-ordinator, the headteacher has monitored teachers' short-term plans effectively to ensure satisfactory coverage. Useful advice and assistance from the local authority mathematics consultants has helped in monitoring teaching standards and pupil performance. The comprehensive policy and scheme of work ensure good coverage of the National Curriculum, and the successful introduction of the National Numeracy Strategy has brought additional clarity and structure. The scheme also provides exemplars for teaching that are effective in ensuring consistency in methodology and presentation. Planning is good overall and particularly effective where teachers liaise closely to ensure similar opportunities within year groups while taking appropriate account of the individual needs of pupils. Planning for pupils with special educational needs is good, with class teachers, the primary support team teacher and classroom assistants all involved in devising appropriate individual educational plans. The previous inspection report identified weaknesses in the use of information technology to support the teaching of numeracy in mathematics lessons and in other subjects of the curriculum. While effective use is made of calculators and pupils engage in data-handling activities in science, design technology and geography, the use of information technology to promote mathematical understanding in numeracy lessons and across the curriculum remains underdeveloped. Effective use has been made of in-service training to improve staff understanding and expertise in preparation for implementing the National Numeracy Strategy. Booster classes have been used effectively in Year 6 to raise standards in the National Curriculum assessment tests. The previous inspection report was highly critical of resources for mathematics. Resources have improved and are now adequate throughout the school, though the current school development plan identifies a continuing need to improve provision.

## **SCIENCE**

80. Standards of attainment in the 1999 National Curriculum tests were above the national average at the end of Key Stage 2. The percentage of pupils achieving the expected level was close to the national average, while the percentage of pupils achieving higher levels was above the national average. When compared with similar schools, pupils' performance was above average. Standards were close to the national average over the last four years. Attainment rose in 1997, but fell in 1998 before improving dramatically in 1999. Overall, the general improvement was broadly in line with the national upward trend.

81. Inspection findings indicate that attainment in the current Year 6 continues to be above the national average. This is in line with the 1999 Key Stage 2 test results. Pupils make good progress and are likely to achieve results above the national average in the National Curriculum assessments in 2000. Over the four years 1996 to 1999, boys achieved standards close to the national average, but girls' results were below the national average. The school has successfully addressed this issue and girls no longer underachieve in science.

82. The quality of teaching is good overall and in a few lessons it is very good. The standard of teaching is generally higher in Years 5 and 6, and very occasionally, teaching for younger pupils is unsatisfactory. Most teachers have good subject knowledge and high expectations of pupils. Expectations for the attainment of pupils in Years 5 and 6 are particularly high. Work is pitched at achievable but challenging levels, and pupils respond to this well. Lessons are planned carefully following national guidelines. Teachers' plans set out clearly the objectives and expectations for each lesson. Work is matched well to the needs of individual pupils, and pupils with special educational needs are well supported by their teachers or by an education care officer. Teachers usually refer back to previous work at the start of lessons in order to reinforce pupils' learning, and then introduce the learning objectives to focus pupils' attention on the aims of the current lesson. Teachers successfully build on knowledge that has been learnt in previous lessons, and apply it to new situations. In the best lessons, teachers use a range of probing questions to stimulate pupil's interest, to get them to consider the effect of changes in variables, and to reach conclusions. Pupils' opinions and suggestions are valued by teachers and this helps to boost pupils' confidence and encourages them to develop suitable hypotheses. There is a strong emphasis on practical and investigative learning and this ensures that pupils of all abilities make good progress. Pupils' interest is maintained by giving them opportunities to investigate hypothetical situations and by devising ways of constructing fair tests. Good use is made of classroom displays to support on-going investigations. Year 4 pupils, for example, recorded their observations of the wormery and how the soil had changed. They identified where the stick insects were in the jar, the camouflage they employed, and the conditions they needed to develop. The pace of lessons is usually brisk, though in some less successful lessons the pace became unacceptably slow. Class management is generally sound, although younger pupils are sometimes allowed to work too noisily and to distract other pupils. Unsatisfactory teaching is characterised by a lack of clear purpose to the lesson and confusion amongst pupils about what they are expected to do. Teachers make good use of day-to-day assessments of pupils' skills to plan their teaching, and opportunities are used to evaluate pupils' learning at the end of each module of work. Teachers use test papers to monitor pupils' performance on an annual basis. Occasionally, teachers set tasks for pupils to complete at home. Pupils in Year 6, for instance, made the equipment required for an investigation at home.

83. Pupils make good progress in acquiring skills and knowledge because of the high standard of teaching. Pupils in Year 3, for example, were challenged to identify how plants take up water, and conducted their own experiments using celery and coloured water. They sketched accurate cross sections, dissected the celery, and drew clearly labelled diagrams depicting how the celery took up water. Pupils use appropriate scientific language to describe their observations. Pupils in Year 4, for instance, examined the interactions of plants and animals in different food chains, and used terms such as 'predator' and 'prey' accurately to describe these relationships. Pupils learn effectively by predicting the outcome of their investigations and by checking and explaining their actual observations. They apply the writing skills they have learnt in literacy lessons to produce well-written reports on their investigations. Pupils in Year 6, for example, suggested ways of identifying how quickly wood lice can move and if different surfaces affect the way they move. They predicted the outcome, conducted a fair test, and then recorded the results accurately and checked their hypotheses. Pupils use both their own observations and secondary sources to investigate scientific processes. Pupils in Year 5, for instance, planted beans to observe their growth, and also used information books and photocopied resources to produce a leaflet explaining the life cycle of flowering plants. Pupils with special education needs make good progress. They work at an appropriate level and share their results confidently with the rest of the class.

84. Pupils' attitudes towards their work are sound overall. Older pupils often have very good attitudes. Pupils in Years 5 and 6 behave well, pay good attention in class, and are able to maintain their concentration for long spells of time. They listen carefully to their teachers and are keen to answer questions. They are good observers, and make sensible comments when teachers evaluate findings at the end of sessions. They handle equipment sensibly, and are sensitive to the needs of living plants and animals. Pupils in Year 6, for example, were very responsible in the way they handled wood lice during their investigations. In Years 3 and 4, the majority of pupils behave sensibly, but a minority of pupils find it difficult to sustain their concentration and remain on task for the full length of the session, especially during long afternoon lessons.

85. Responsibility for science is undertaken by the headteacher who monitors teachers' short-term plans effectively to ensure satisfactory coverage. The helpful policy document and scheme of work ensure good coverage of the National Curriculum. A very good feature of the curriculum is the body project undertaken by pupils in Year 6. Pupils cover all aspects of caring for themselves in a safe manner, and this greatly assists their personal, social and health education. Resources for the subject are good and are easily accessible. The use of recycled materials in some lessons enhances the teaching by providing a good example of the responsible use of sustainable resources. Occasional use is made of computers for data handling, but generally there is little use of information technology to assist teaching and learning in science.

## **ART**

86. Only three art lessons were observed during the inspection. Evidence from the lessons seen, and from displays and examples of pupils' work, indicates that by the age of eleven pupils achieve standards that are typical for their age. Pupils' attainment meets national expectations in both investigating and making skills and in the knowledge and understanding of art. Pupils make sound progress in two-dimensional work. There was insufficient evidence to make a judgement about their achievement in three-dimensional work. Standards in art have been maintained since the last inspection. Teachers' planning shows that all aspects of the subject are covered and the requirements of the National Curriculum are met.

87. Standards in drawing, painting, printmaking and collage are satisfactory. Pupils express their own ideas and interpretations with increasing confidence as they move through the key stage. They develop their understanding of the formal elements of line, tone, pattern shape, texture and colour. Pupils acquire sound skills and techniques and use a satisfactory range of two-dimensional media. Three-dimensional work, such as modelling and work with textiles is less evident, but teachers' planning shows that pupils have satisfactory opportunities to use a variety of techniques.

88. Observational drawing and sketching forms the foundation of two-dimensional work. Pupils use a range of media and apply colour in pastel, chalk, paint and crayon. They mix paints with increasing confidence to obtain various colours, and pupils in Year 5, for example, acquire a sound knowledge of tones, tints and hues. Pupils create lively, colourful self-portraits. They develop sound observational skills and produce still-life drawings of what they see, remember and imagine. Sketches of faces, fruit and trainers, for example, show details of tone and shadow. Pupils print simple designs using their own vegetable cuts in paint, and use ink to print nursery rhyme patterns on polystyrene tiles. Collages are often linked to other subjects, such as 'Spring' in Year 3 and 'The journey of a river' in Year 5.

89. Pupils have a good knowledge and understanding of major artists such as Cézanne, Van Gogh, and George Seurat. Pupils build on their knowledge of these artists to capture the style of the masterpieces in their own work. Pupils in Year 6 use the brush style of Monet, while Year 5 pupils re-create the style of 'pointillism' used by the impressionists. Little three-dimensional work was seen, but modelling and decorating of unfired clay pots in the style of Clarice Cliff by pupils in Year 5 demonstrated pupils' knowledge of the Art Deco period and the skills used. No textile work was seen. Pupils use a simple computer art programme to compose a variety of designs by selecting a range of colours and controlling their application. In one lesson, a lower attaining pupil moved beyond his own observational drawing of a flower by creating a computer-generated composition, using two-dimensional shapes.

90. The standard of teaching is satisfactory, overall, but some good teaching was also seen. Teachers' knowledge and understanding of the subject is satisfactory, and teachers have sound expectations of pupils' work. Teachers' planning is good. Learning objectives are discussed at the start of sessions so pupils understand clearly the purpose of the lesson. Teachers explain clearly what they expect pupils to do, but there is insufficient emphasis during lessons on refining pupils' techniques such as crosshatching, stippling or shading with a variety of pencils of different hardness. Classroom organisation is good and pupils are generally well managed. Good support from classroom assistants and other adults ensures that pupils receive plenty of individual assistance. There is a good balance between discussion and activities, and pupils are given suitable opportunities to work independently. A crisp, clear introduction in one Year 4 class, for instance, ensured that pupils spent most of the lesson working busily on designs for polystyrene tiles. Appropriate resources are well prepared and readily to hand when needed. The lack of regular sketchbook work, however, inhibits the development of pupils' drawing skills, and currently there is no system for assessing pupils' skills. Good links are made to other subjects, for example, when Year 4 pupils examined Hindu artefacts and drew their own representations of Hindu deities. There is good provision for pupils with special educational needs and they make good progress in this subject.

91. Pupils' attitudes to their work are good and they are eager to experience the pleasures of art. They are generally attentive and listen carefully to their teachers. Pupils are well behaved and are keen to answer questions. They are willing to take advice and discuss their work sensibly. Pupils in a Year 4 class, for instance, were keen to 'try again' and improve their technique, and were proud of what they had achieved. Pupils work co-operatively, share resources and clear away carefully. In one Year 5 lesson, pupils' confidence in sketching visibly increased as the lesson progressed and their technique of observational drawing improved.

92. The co-ordinator provides satisfactory leadership of the subject although monitoring of teachers' planning and teaching is done by the headteacher. The policy document provides useful guidance to assist teachers in their planning, but it lacks the more detailed information that teachers need to plan in a systematic and progressive way. The school is aware of this and has identified art as an area for further development. Productive links are formed with other subjects of the curriculum, such as the study of colour found in Hindu symbolism and the re-creation of William Morris patterns in connection with pupils' Victorian studies. Geometric patterns are created that allow pupils to demonstrate their mathematical knowledge of symmetry and fractions. Visits to the Yorkshire Sculpture Park extend pupils' experience of three-dimensional work, but there have been no visiting artists in school recently. Displays throughout the school are of a satisfactory standard and enrich the learning environment. Resources are adequate overall and have improved since the last inspection. Resources for textiles and sculpture, however, are limited. The school makes

good use of the project loan service to supplement the school's reference books.

## **DESIGN AND TECHNOLOGY**

93. Only three design and technology lessons were observed during the course of the inspection. Evidence from these lessons, work displayed around the school, and discussions with teachers and pupils indicates that standards in design and technology are in line with national expectations at the end of Key Stage 2. This is similar to the findings of the previous inspection.

94. Pupils learn about different materials and develop cutting and joining skills to produce articles with a practical purpose. Pupils in Year 3, for instance, learn how to select, measure and cut paper, and weave strips into a design. They bind paper into attractive booklets to present their history topics. Pupils learn simple embroidery stitches, and produce a felt purse using stitches and glue to join the material together. Pupils in Year 4 use joining skills to make a photograph frame, while in Year 5, pupils develop folding cards that move and make a toy with moving parts. While they have sound construction skills, there was little evidence of pupils designing their own articles or learning how to modify standard designs. In discussion, pupils could recall how they made an article to a master design, but there was little evidence of evaluating their work or suggesting how the design could be improved.

95. In the few lessons observed, teaching was good overall, and ranged from very good to satisfactory. Teachers' knowledge and understanding of the subject is satisfactory. They plan their lessons thoroughly, and usually make the objectives clear at the start. As a result, pupils understand what they should be doing during the lesson, and learn and practise new skills effectively. Teachers' expectations of pupils' work are appropriate. They give clear instructions, and use probing questions skilfully to get pupils to think carefully about materials and designs. In a Year 4 lesson, for example, pupils were asked to describe various types of bread and identify which would be suitable for sandwiches. Teachers manage pupils effectively, although the afternoon sessions are sometimes too long to maintain the interest and concentration of all pupils. Teachers use a range of resources well. They include good links with other subjects when planning design and technology lessons. Pupils relate different types of bread, for example, to countries they have studied in geography. They use numeracy skills to tabulate and add up preferences for different sandwich fillings and some use computing skills to input results and display preferences as a divided circle. During the inspection, pupils in Year 6 visited a local sculpture park and benefited from observing the process of designing and making at first hand. Pupils, for example, immediately recognised a bronze of the Minotaur from their studies of Ancient Greece, and were able to discuss the imagery of the sculpture and details of the casting process.

96. Pupils' response in lessons is good. They listen carefully to instructions and concentrate well on their tasks. Pupils in Year 3, for example, worked conscientiously to design the ingredients for a healthy sandwich. Pupils are generally well behaved and have good relationships with their peers. They work quietly on their own, and co-operate sensibly when working in pairs. They enjoy practical activities and are interested and fully involved. When questioned, they show positive attitudes towards their work.

97. The co-ordinator provides sound leadership of the subject. She has produced a suitable scheme of work based on national guidelines for the subject, but there is little evidence of monitoring the subject except through discussions with pupils and observation of pupils' work around the school. There are good links with other subjects including

geography and mathematics, and pupils enter data they have collected into a database on the computer. There is no formal assessment of pupils' work and pupils do not keep records of their own designs or evaluations of their work. Resources are generally sound and are easily accessible for both pupils and staff, but there is a lack of suitable resources to teach food technology and this restricts the amount of learning in this area.

## **GEOGRAPHY**

98. Standards are close to national expectations at the end of Key Stage 2. This is similar to standards seen at the previous inspection. Pupils examine the layout and functions of British settlements of different sizes, and compare these with villages and towns in other parts of the world. Pupils in Year 3, for example, study photographs, label land uses on local maps and use directional compasses to describe the location of features. In Year 4, pupils compare the jobs and services available in their own area with those in an Indian village. They contrast the lifestyle of an Indian woman with that of their own parents and recognise how developments such as a clean water supply can improve standards of living. Pupils in Year 5 trace the development of rivers, and explore the many uses of water and the dangers resulting from pollution. They make a survey of local traffic problems and conduct a questionnaire to assess local opinion on new traffic calming measures. In Year 6, pupils contrast the local facilities and lifestyle with those in a typical seaside resort.

99. Teaching is sound overall, though some good and some unsatisfactory teaching was also observed. Teachers plan their lessons thoroughly and usually make the objectives of each lesson clear at the start. This allows pupils to understand what they are expected to learn. Teachers give clear explanations and use a range of resources well to stimulate pupils' interest. In a Year 5 lesson, for instance, the teacher made good use of a video to illustrate the development of a river, and then used photographs, maps and notes to locate and explain features of erosion, transportation and deposition. Little use is made of CD-ROMs or information from the Internet, however, to assist pupils' learning. Good use is made of detailed questioning to probe issues and to elicit information from pupils. Sound teaching results from teachers' secure knowledge of the subject and sound expectations of pupils' performance and behaviour. This enables pupils to make satisfactory progress in lessons. Where, occasionally, classroom management is not as strong or where pupils are not well supervised, pupils make less progress than they should. There is no formal assessment of pupils' skills, but teachers assess pupils' work informally during lessons, and use these observations to help pupils focus their ideas more clearly.

100. Pupils' attitudes and behaviour are generally sound. Pupils enjoy geography lessons and many show a keen interest in the subject. Most listen attentively to their teacher and are well behaved, but occasionally some pupils chatter while their teacher is talking or do not listen when other pupils are explaining their work. Pupils generally concentrate well when working on their own, and usually co-operate well when working in pairs or in small groups.

101. Leadership in geography is sound. There is a helpful policy document, and the scheme of work is planned effectively so that pupils develop their skills in a logical progression. In mapwork, for instance, pupils progress from the use of simple symbols in Year 3 to Ordnance Survey map symbols in Year 6. The co-ordinator looks at work on display, but does not monitor pupils' work systematically or check that teachers' planning is following the scheme of work. Resources are satisfactory and are easily accessible in topic boxes, but there are insufficient books in the school library to enable pupils to develop individual research skills. Good use is made of the school grounds and the local area for

investigative learning in Year 3. Pupils in Year 5 study the River Derwent near Matlock and those in Year 6 visit Skegness to study a seaside resort. Links with other subjects such as science ensure that pupils are introduced to moral and environmental issues such as the pollution of rivers. Studies of hot and cold countries and villages in India help pupils to appreciate the wealth and variety of different cultures around the world.

## **HISTORY**

102. No lessons were observed during the inspection as history topics are not taught in the second half of the summer term. A scrutiny of teachers' planning and pupils' work and discussions with pupils, however, indicate that the standard of work is broadly in line with national expectations. This is similar to previous inspection findings.

103. Pupils receive a secure grounding in historical enquiry skills. Pupils in Year 3, for example, use photographs, maps and information books to explore life in Ancient Egypt. They look at history from different perspectives, examining reasons for the Roman invasion of Britain and why Boudicca rose in revolt. They look at maps showing where the Saxons came from, and learn about Saxon warriors and their homes. Pupils in Year 4 study the Viking invasion and life in Tudor England. They visit the Yorkshire Museum to examine artefacts from Jorvik, and explore Haddon Hall to appreciate the fine furnishings and decoration of a Tudor mansion. In Year 5, pupils examine aspects of the Aztec civilisation, and study the lives of rich and poor people in Victorian Britain. They visit Elvaston Hall to experience the quality of life 'upstairs and downstairs'. Pupils in Year 6 study aspects of Ancient Greek civilisation and investigate changes that have occurred in Britain since the 1930s. They interview grandparents about air raids and rationing during the Second World War, and pretend they are evacuees writing home to their parents. They listen to contemporary wireless broadcasts about the war effort, and visit Eden Camp to experience the conditions shared by prisoners of war.

104. No teaching was observed during the inspection, but teachers' planning is good and learning objectives are clearly identified. Expectations are high, and scrutiny of completed topics indicates that pupils are required to produce good quality work. Very good use is made of visits to museums and sites of historical interest. History is brought to life by a visitor who re-creates historical characters through story and drama. Pupils carry out individual research using information from videos, interviews, historical documents and information books, but little use is made of CD-ROMs or the Internet for personal research. Work is matched to pupils' ability and prior learning, and more able pupils tackle more challenging research. Pupils' written work is marked regularly, but there are few indications of how pupils can improve the standard of their work.

105. The co-ordinator monitors pupils' work on display and systematically evaluates a sample of completed topic folders. She does not check teachers' planning or observe classroom teaching. The policy document contains helpful advice, but needs updating to reflect recent changes in the history curriculum. The school has adopted a scheme of work based on the Qualifications and Curriculum Authority's guidelines. This detailed scheme ensures a logical sequence in the teaching of knowledge and skills. There is no formal assessment of pupils' skills, but teachers use informal assessment to plan appropriate work for future lessons. Pupils occasionally complete questionnaires for homework, or bring artefacts from home. There is a satisfactory range of historical resources that are easily accessible, but there are few artefacts from different historical periods, and few history books for individual research in the school library. Little use is made of information and communication technology to assist pupils' learning.



## **INFORMATION TECHNOLOGY**

106. Standards of attainment are unsatisfactory at the end of Key Stage 2 and pupils, including those with special educational needs, make unsatisfactory progress. Little improvement has been made since the last inspection in extending opportunities for pupils to use different software and to develop their capability in information technology.

107. Most pupils set up programs, use rudimentary word-processing skills, and edit and print their work, but the slowness of much of their keyboard work indicates limited experience and practise of these skills. There is only limited use of information technology to support learning across the curriculum, for example, when using data-handling programs in science. There is effective use of a program to create mathematical patterns in art and to display material to enhance advertising posters in English, but there is little use of information technology in subjects such as geography, history and music. The absence of appropriate resources means that pupils are currently unable to develop sufficient skills in monitoring and control technology. Every classroom is equipped with a computer to which pupils have access on a rota basis but large class sizes, especially in Years 5 and 6, severely reduce opportunities for pupils to practise their skills regularly.

108. No direct teaching of information technology was observed during the inspection. In some classes, pupils are supervised by a classroom assistant, although in most, programs are pre-set and pupils work independently with little support. This lack of direct teaching restricts pupils' acquisition of new skills and understanding. The previous inspection report indicated a low level of expertise among teachers, which severely constrained opportunities for pupils. Little progress has been made in this area, and many teachers still lack the confidence and subject knowledge to ensure satisfactory coverage of key aspects of the information technology curriculum.

109. Pupils' attitudes to information technology are good. They enjoy using the computers and work enthusiastically, with high levels of concentration. Much of this work is undertaken in pairs and is largely independent of adult supervision. Pupils of different ability often work together with the higher attainers providing good support for those who are less confident.

110. The school is fully aware of the shortcomings in this subject. The present co-ordinator has been in post since the beginning of 2000. She has established a comprehensive development plan linked to the enhanced provision planned for later this year, when a redundant classroom will be converted into a purpose-built computer suite. The plan identifies areas of deficiency in terms of curriculum coverage, resources and staff development, and funds have been allocated to enable the school to meet and deliver the requirements of Curriculum 2000 during the coming academic year. The school acknowledges that high priority must be given to improving the expertise of staff if the new facility is to be fully effective in raising standards of attainment throughout the school.

## **MUSIC**

111. Standards are close to national expectations at the end of Key Stage 2. Pupils identify simple rhythmic patterns and copy them by clapping and by playing a variety of percussion instruments. They listen to a range of music from different countries and develop their musical appreciation by listening to different styles of music. Pupils in Year 6, for example, study the origin of North American blues, ragtime and jazz music and compose their own percussion accompaniment to a jazz song representing the River Mississippi. They recognise sounds made by different instruments and appreciate that

contrasting dynamics are used to convey different moods. They read and perform rhythms written in standard musical notation, and compose their own rhythmic patterns. Pupils in Year 4, for instance, composed and performed different rhythmic patterns on a variety of percussion instruments to accompany words from the 'Jungle Book'. Older pupils sing simple songs with two parts tunefully and in time, and vary the dynamics effectively.

112. There is too little opportunity for pupils to appreciate music during school assemblies. This has not improved since the previous inspection. Music is not usually played as pupils enter and leave assembly and appropriate music is not used to create a suitable atmosphere for collective worship. Occasionally, the school choir and a recorder group play during assemblies and this provides them with a good opportunity to perform in public. Pupils sing a variety of modern worship songs tunefully, with sound diction and some variation in dynamics, but opportunities to improve the standard of singing during weekly hymn practises are generally missed.

113. The standard of teaching is satisfactory overall, but some good teaching was observed where teachers are confident in their own musical ability. Class teachers' knowledge and understanding are generally sound, though individual teacher's musical expertise varies greatly. Where teachers' expertise is limited, this occasionally results in teaching which is technically incorrect. Teaching is more challenging where teachers have good personal expertise. Teachers plan their work carefully and individual lessons have clear learning objectives. Teachers use a variety of teaching methods and make good use of vocal warm-up exercises, rhythmic games and a range of tuned and untuned percussion instruments. Pupils are well managed and good use is made of informal day-to-day assessment to evaluate pupils' work and to improve their standards of singing and playing. Lessons generally proceed at a lively pace, but some afternoon sessions last too long for teachers to sustain a brisk pace.

114. As a result of teachers' enthusiasm, pupils have good attitudes to music and enjoy their lessons and hymn singing. They are well motivated and join in enthusiastically. Pupils listen carefully to their teachers and generally behave well when listening to music, practising and performing.

115. The co-ordinator provides sound leadership of the subject. She trains a recorder group in her own class and leads whole-school hymn practises, but does not encourage pupils to express the meaning of the words through their singing. She co-ordinates the use of several commercial music schemes to ensure that pupils develop musical skills in a logical progression, but does not monitor teachers' planning or observe teaching in other classes. The draft version of the revised policy document currently needs completing. No formal assessment of musical skills takes place. Good use is made of the musical expertise of a Year 6 teacher to play the piano to accompany singing during assemblies and to teach music to both classes in Year 6.

116. The school has a satisfactory selection of recorded music and a satisfactory range of percussion instruments that are easily accessible in the music room. Some older instruments will need replacing shortly. Good use is made of recorded radio programmes and accompanying booklets. Little use is made of information technology to assist musical composition or personal research into composers and different styles of music. About a dozen pupils receive private tuition on brass and woodwind instruments from a visiting teacher. There have been no recent visits by performing musicians. Music makes a sound contribution to extra-curricular activities and teaches pupils to co-operate when practising and performing together. The school choir performs at a variety of school concerts, but there are no recorder or instrumental groups at lunchtimes or after school. There are

currently no opportunities for pupils to sing at local churches or at music festivals, or to perform carols for the elderly at Christmas time.

## **PHYSICAL EDUCATION**

117. During the inspection week three physical education lessons were observed. Only games lessons were seen, and no gymnastics, dance or swimming lessons were observed. The previous report indicated that standards were in line with national expectations. Current inspection findings indicate that satisfactory standards have been maintained in games lessons.

118. In the lessons observed, pupils worked hard to improve their ball skills. Pupils in Year 3 threw and caught a large ball. They learnt how to execute a bounce throw and how to vary the direction of the bounce. Pupils applied the skills they had developed in a team game. Pupils in Year 4 extended their bouncing and catching skills. They learnt to move while bouncing a ball, and applied this skill to a game involving three pupils.

119. In the few lessons observed, the teaching of games skills was good overall. Teachers have sound knowledge and expertise, and have suitably high expectations of pupils' behaviour and physical performance. Teachers' planning is good and pupils are usually reminded of the learning objectives at the start of lessons. This ensures that pupils understand what they should learn during lessons. Teachers place a strong emphasis on personal safety, and teachers insist that pupils wear appropriate clothing and footwear. Lessons begin with good warm up exercises to prepare pupils for physical exertion, and finish with appropriate cooling down exercises. Teachers give clear directions, but not all teachers demonstrate what they expect pupils to do. Pupils are well managed and most teachers make good use of praise to reinforce pupils' learning. Good use is made of pupils chosen to demonstrate good expertise, and pupils are encouraged to evaluate each other's skills and to make positive suggestions for improvement. Lessons are conducted at a brisk pace and pupils are continually active and involved. Good use is made of ongoing assessment of pupils' performance, but there is sometimes an inadequate focus on developing pupils' skills. Pupils with special needs are well integrated into lessons, and receive good support and encouragement. Routines for putting out and tidying away apparatus are clearly established and pupils work quietly and quickly to return apparatus so that lessons can proceed without further delay.

120. Pupils respond well in physical education lessons. Pupils are enthusiastic and keen to join in physical activities. They listen well to teachers' instructions and respond positively to their directions. Pupils work sensibly on their own and co-operate well when working in pairs or in small teams. They play competitively but with a well-developed sense of good sportsmanship. Pupils are generally well behaved. When other pupils are demonstrating a skill, for example, most pupils watch carefully and offer constructive comments on how they can improve both their own performance and that of the demonstrator.

121. In the absence of a co-ordinator, the headteacher is responsible for the subject. There is a helpful policy document and the scheme of work covers all aspects of the subject including dance, gymnastics, games and swimming. The school is a member of the local schools' football league and takes part in organised competitions for both boys and girls. Resources for the subject are adequate and easily accessible, though only a limited number of balls was available in one Year 4 lesson. The school has an extensive playing field, but the playground is covered in loose grit and is not very suitable for outdoor games.

## RELIGIOUS EDUCATION

122. Only two religious education lessons were observed during the inspection. Evidence from these lessons together with scrutiny of pupils' work, teachers' planning and interviews with pupils indicates that the school is meeting all the requirements of the locally agreed syllabus. Standards attained by pupils, including those with special educational needs, are satisfactory.

123. By the end of Key Stage 2, pupils demonstrate a sound knowledge of key aspects of the major world faiths. They speak knowledgeably about important religious festivals, including Divali, Easter and Eid. They understand some of the rites of passage associated with different beliefs and recall the significant contributions to humanitarian work made by famous people such as Mother Theresa. Younger pupils re-tell parables such as the Good Samaritan, study religious signs and symbols and investigate special places such as churches, temples and mosques. In Years 5 and 6, there is an increased emphasis on personal and social education. Pupils show good understanding of codes of conduct and apply them to their own situations. They confront important topical issues including the problems of drug abuse. In a Year 6 class, pupils displayed very mature attitudes when discussing aspects of peer group pressure, and offered perceptive analyses of causes and effects.

124. In the two lessons observed, teaching ranged from very good to satisfactory. Teachers' knowledge and understanding is generally satisfactory, and teachers have sound expectations of pupils' behaviour and work. Where the teaching was very good, the teacher's knowledge was excellent and expectations were very high. Teachers' planning follows the guidelines in the locally agreed syllabus. The quantity of written work produced in all years is comprehensive and provides satisfactory coverage of the school scheme and the locally agreed syllabus. The scheme of work is well structured and teachers ensure that pupils have adequate opportunities to reflect upon their own life experiences, feelings and emotions. Class management is generally sound, and is sometimes very good. Time and resources are used satisfactorily. The recent purchase of artefacts associated with the major world religions will provide important hands-on opportunities to promote understanding, but there is limited use of display to stimulate further interest in the subject. Occasional visits by representatives from different faiths broaden pupils' experience, but there are few opportunities to enrich the curriculum with visits to appropriate places of worship. Sound use is made of day-to-day assessment of pupils' understanding, but there is no formal assessment of pupils' knowledge. Pupils' work is marked regularly, but the quality of marking is inconsistent. Where it is good, teachers annotate pupils' work with positive comments, and draw pupils' attention to key issues in order to evoke a personal response.

125. Pupils display a satisfactory attitude to their work. Work is generally well presented, writing is neat and is illustrated with care, although there are examples of unfinished work. In the two lessons observed, both of which had strong links with personal and social development rather than overt religious education, pupils were attentive during discussions and listened sympathetically to the views of other class members. Pupils in Year 3 settled quickly to the task of designing a road safety poster appropriate for a Key Stage 1 class and most sustained their interest and concentration throughout the activity. Pupils in Year 6, including those with special educational needs, were fully integrated in an impromptu drama session, evaluating each group's performance with sensitivity.

126. The subject co-ordinator provides sound leadership of the subject. There is a helpful policy document and the scheme of work develops pupils' understanding of the major world religions in a systematic and progressive way. The co-ordinator provides staff with lists of suitable resources for each topic, but does not monitor teachers' planning or pupils' work. She has completed a comprehensive audit of resources, which are generally adequate in meeting the needs of the curriculum. Greater liaison with the teacher responsible for multi-cultural education is needed, however, to ensure effective use of all available resources.