

# INSPECTION REPORT

## **NORTON FREE C of E PRIMARY SCHOOL**

Norton, Sheffield

LEA area: Sheffield

Unique reference number: 107106

Headteacher: Mr R Barron

Reporting inspector: Mr E Wheatley  
10013

Dates of inspection: 3<sup>rd</sup> – 6<sup>th</sup> July 2000

Inspection number: 188493

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

© Crown copyright 2000

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Matthews Lane Norton Sheffield
Postcode:	S8 8JS
Telephone number:	(0114) 2745873
Fax number:	(0114) 2745873
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr I Auckland
Date of previous inspection:	1 <sup>st</sup> July 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr E Wheatley	Registered inspector	Science Design and technology Information technology	How high are standards? How well is the school led and managed?
Mr J Chapman	Lay inspector		Pupils' attitudes, behaviour and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs B Magson	Team inspector	English Art History Physical education Under fives	
Mr A Paver	Team inspector	Geography Religious education	How well are pupils taught? How good are the curricular and other opportunities offered to pupils? Equal opportunities
Mr K Saltfleet	Team inspector	Mathematics Special educational needs Music	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>4 - 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>8 - 9</b>
The school's results and achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>10 - 11</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>11 - 12</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>12 - 13</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>13 - 14</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>14 - 15</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>15</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>16 - 19</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>20 - 30</b>

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

### **INFORMATION ABOUT THE SCHOOL**

The school is in Norton, about four miles south of Sheffield city centre. The buildings are originally Victorian to which there have been some alterations and additions, including a separate temporary building containing one classroom. The school stands in its own grounds which have been added to recently through acquisition of land made available by the closure of another school. Pupils come mainly from local private housing and some from local council housing. There are 203 pupils in total, two of whom were under five at the time of the inspection and were in the reception class and 32 pupils were under the age of six. The school is similar in size to schools of the same type. Approximately two per cent of pupils are entitled to free school meals which is well below average. There are nine per cent of pupils who have special educational needs which is well below the national average, and one per cent of pupils have statements of special educational needs which is below average. The majority of these pupils have moderate learning difficulties. Levels of attainment are broadly average on entry to the school.

The aims of the school are to prepare pupils for a changing world, to enable pupils to become independent learners, to engage pupils in the pursuit of excellence in all areas, to promote Christian values and to develop self-respect and respect for others. The school also aims to develop pupils' literacy and numeracy skills, to provide an understanding of technology in modern life, promote appreciation of creative work and provide opportunities for pupils to experience physical activities. The school's priorities are to increase staff expertise in science, information technology and design and technology, to establish a consistent approach to assessment, to provide more opportunities for pupils to find out about other cultural traditions from their own and to maintain the high standards in religious education and worship.

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

The school provides a sound education, based on firmly held Christian principles. It is well established and respected in the community and is committed to raising the standards of education provided. The school provides satisfactory value for money.

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

- Standards in English, mathematics and science are high.
- Standards achieved by the under fives are high.
- Teaching is good overall.
- The attitudes and behaviour of pupils are good.
- The school's provision for the spiritual, moral and social development of pupils is good.
- The contribution made by parents to pupils' learning is good.
- The school's procedures for financial management are good.

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

- Some higher attaining pupils do not achieve sufficiently highly.
- Assessment information is not analysed in enough detail to ensure that lessons are planned to provide sufficient challenge for all pupils, especially some higher attaining pupils.
- Subject co-ordinators are not sufficiently involved in evaluating and improving the quality of teaching and learning.
- Governors are not sufficiently involved in monitoring the work of the school.
- There are not enough support staff to help pupils' learning in the under fives and both key stages.
- There is insufficient provision for outdoor activities for the under fives.

*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 satisfactory progress since its last inspection which was in July 1996. The expertise of staff and the quality of planning for science, information technology and design and technology have improved and, as a result, standards are rising. The roles of co-ordinators have developed a little, but not sufficiently. Co-ordinators are still not involved enough in evaluating and reporting on the strengths and weaknesses of pupils' progress. However, there are exceptions, notably in science where the work has started to evaluate pupils' performance and support provided for colleagues is good. The quantity of assessment information is now sufficient, but the available information is not used extensively enough to help teachers in their lesson planning. The quality of provision for pupils to increase their knowledge and understanding of other main world cultures other than their own has improved and is now satisfactory. The quality of teaching has improved since the last inspection and standards have improved, most noticeably in mathematics and, more recently, in science and information technology.

## STANDARDS

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

Performance in:	compared with			
	All schools			Similar schools
	1997	1998	1999	1999
English	A	A	A	B
Mathematics	A	A	A	C
Science	D	C	D	E

**Key**

well above average      A

above average          B

average                    C

below average          D

well below average      E

In the end of Key Stage 1 National Curriculum tests in 1999, standards were broadly average in reading and mathematics and well above average in writing. In the end Key Stage 2 national tests in 1999, standards achieved in English and mathematics were well above the national average and below average in science. Compared with similar schools, the proportions of pupils who obtained the average level 4 or higher level 5 in English and mathematics were above average overall, but the proportion of pupils who obtained the higher levels in mathematics was below the national average. The school achieved its end of Key Stage 2 targets in English for 1999 and exceeded its targets for mathematics. The unconfirmed 2000 end of Key Stage 1 and 2 test results indicate that standards have improved at Key Stage 1 in English and mathematics and in science at Key Stage 2. Over recent years, standards have been maintained where they have been high and have started to improve elsewhere, most recently in the end of Key Stage 2 national science tests. These results are broadly supported by inspection evidence. Pupils are well prepared for the end of Key Stage 2 national tests in Year 6, although the quality of work produced in lessons over the year is not significantly better than that produced by Year 5 pupils.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils work hard and enjoy being in school.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and around school. On occasion, behaviour in assemblies is spoiled by pupils talking and being inattentive.
Personal development and relationships	Good. The relationships between pupils and between pupils and adults are good. Pupils take on a sound range of responsibilities in school.
Attendance	Satisfactory overall, with a few pupils who are frequently absent.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	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 is good throughout the school and is significantly better than at the last inspection. Two thirds of teaching is good or better and the great majority of the rest is at least satisfactory. In about one in six lessons teaching is very good. The range of teaching methods used is good and teachers establish good relationships with pupils which contributes significantly to their learning. Literacy and numeracy skills are taught well throughout the school. Generally, the needs of all pupils are met, although, on occasion, the challenge for higher attainers is insufficient because the learning objectives for these pupils are not clearly linked to the assessment information teachers have. In most classes, pupils acquire sound independent learning skills, but this is not consistently so. Extended writing is not used consistently to help pupils express their understanding clearly.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. The literacy and numeracy strategies are starting to have a positive impact. Information technology is used effectively in most classrooms and the school's plans to develop this further are good.
Provision for pupils with special educational needs	Satisfactory. Pupils' individual needs are well met and computerisation of records is assisting the effectiveness of keeping them up to date and relevant to pupils' needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social education are good and for cultural development is satisfactory. Provision for personal development is good, with pupils encouraged to take on responsibilities in school and through support for charities.
How well the school cares for its pupils	Overall satisfactory. However, the use of assessment information to guide teachers' planning and monitor pupils' academic progress is unsatisfactory.

Parents' views of the school are generally positive and they support the work done by teachers and other adults. Parents make a significant contribution to pupils' learning.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher and senior staff provide clear direction for the work needed to maintain and improve standards. Staff are supportive, although roles of subject co-ordinators are not sufficiently well developed.
How well the governors fulfil their responsibilities	Satisfactory. Governors carry out their statutory obligations and support the work of the school. However, their level of knowledge of what goes on in the school is limited. Governors are beginning to gain more information under the new leadership of the chair of governors.
The school's evaluation of its performance	Unsatisfactory. The headteacher monitors and evaluates teaching, but other staff with key responsibilities are not sufficiently involved in this process, although there are plans for this to be developed. Governors are not sufficiently involved in the process of school evaluation.
The strategic use of resources	Resources are used well and the school has good procedures to manage its budget effectively.

The school has appropriately qualified and experienced teachers, but it has too few other adults working in classrooms to support the learning needs of pupils. Although resources are used well, there are inadequate large toys and construction equipment for the under fives and the outdoor area for the under fives' use is not suitable. Accommodation is limited and restricts activities in some lessons. The temporary building has no water supply, the library is a small area in the main corridor and has no facilities for pupils to sit and read and the school hall is small which restricts the activities that take place in physical education lessons.

## 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>The school has high expectations and pupils make good progress.</li> <li>Pupils behave well.</li> <li>The school deals with parents' concerns well.</li> <li>The school is well led and managed.</li> <li>Pupils gain maturity and take on responsibilities.</li> <li>Pupils like going to school.</li> </ul>	<ul style="list-style-type: none"> <li>The amount of homework provided.</li> <li>Parents do not receive enough information about pupils' progress.</li> <li>The school does not work closely enough with parents.</li> <li>There are too few out-of-school activities.</li> </ul>

Inspectors are broadly in agreement with the strengths identified by parents. From what parents would like to see improved, inspectors judged that the amount of homework provided and the details about pupils' progress are satisfactory. It was also felt that overall the school has satisfactory arrangements to work with parents, although it does not make sufficient use of parents to support teachers in the classroom. There are sound procedures for parents to discuss their concerns with the school. The range of out-of-school activities is satisfactory overall, although the focus is predominantly on music and sports, run by the headteacher and a parent who organises the music activities. However, the local community, including the church, provide a wide range of other activities.

## **PART B: COMMENTARY**

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

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

1. By the time pupils are five years old, and starting the National Curriculum, most are attaining above the expectations of the national Desirable Learning Outcomes in language and literacy, mathematics, knowledge and understanding of the world, creative and physical development and in social development.
2. In the 1999 end of Key Stage 1 National Curriculum tests in reading, attainment was close to the national average and less than the average proportion of pupils obtained the higher levels. In writing, the proportion of pupils obtaining level 2, the average, or higher was well above the national average, although the proportion who obtained the higher levels was below average. In the end of Key Stage 1 mathematics national tests, the proportion of pupils obtaining the average levels or higher was broadly average and below the average proportion reached the higher levels. In the teachers' assessments, the proportions of pupils obtaining the average and higher levels in reading, writing and mathematics was higher than in the national tests. In the teachers' assessments in science, the proportion of pupils obtaining the average levels or higher was above average, although the proportion reaching the higher levels was below average. Compared with similar schools, in 1999 attainment in reading was well below average, in writing was average and in mathematics was below average. Over the last four years, results have fluctuated but the results in 1999 showed improvement on recent years. The 2000 unconfirmed results indicated that standards are continuing to improve.
3. In the 1999 end of Key Stage 2 national tests in English and mathematics, the proportions of pupils obtaining the average level 4 or higher was well above the national average. In English, well above the average proportion of pupils obtained the higher levels, while in mathematics the proportion of pupils who reached the higher levels was broadly average. In the end of Key Stage 2 National Curriculum tests in science, a close to average proportion of pupils obtained level 4 or above, but the proportion of pupils reaching the higher levels was well below average. Compared with similar schools, attainment in English was above average, in mathematics was broadly average and in science was well below average. Standards achieved in English and mathematics over recent years have been consistently above the national average, although in science standards have stayed close to the national average. In the 2000 end of Key Stage 2 National Curriculum tests, unconfirmed results show that standards have been maintained in English and mathematics and have risen in science.
4. Standards of English in lessons are above average overall by the end of both key stages; standards in speaking and listening are above average and in reading are high, with pupils showing good progress over time. This is an improvement on the reading standards shown in the 1999 National Curriculum tests and is a measure of the successful introduction of the National Literacy Strategy. Pupils write with increasing confidence and skill at both key stages and learn how to use a dictionary and thesaurus to good effect to increase the range of vocabulary they use and the accuracy of their spelling. Standards in mathematics are broadly average, but a significant number of pupils in Key Stage 1 have good mental arithmetic skills and perform well in investigative work. Generally, pupils have a sound understanding of fractions and the properties of two- and three-dimensional shapes. In Key Stage 2, the oldest pupils have above average mathematical knowledge and understanding. They have a good grasp of shape and different kinds of symmetry and the highest attainers have a good grasp of negative numbers. All pupils make good progress in developing mental computation skills and apply mathematical skills well to investigative work. In science, attainment is broadly average by the end of both key stages. Year 2 pupils have sound factual knowledge of the differences between a wide range of materials and the higher attainers explain the differences well. Pupils measure and record their results in several ways, including tables and bar charts. Pupils in Year 6 have a sound overall knowledge of forces, the life cycle of various animals and plants and use scientific terminology accurately in their writing. However, Year 5 pupils produce similar standards of work which, for their age, is above average. This is an issue the school is aware of

and has taken steps to address in September 2000. Nevertheless, Year 6 pupils were well prepared for their end of key stage national tests and, as a result, performed well.

5. Literacy skills develop well. The literacy strategy is well established and is being used effectively in all classrooms. Pupils read and write extensively in all subjects and spell and use terminology accurately. The National Numeracy Strategy has been effectively implemented and pupils make good progress in number work and computational skills.
6. Standards in information technology are broadly in line with the expectations for the ends of both key stages. Pupils have sound word processing skills and, by the end of their time in the school, they produce graphs and simple spreadsheets. However, full coverage of the information technology curriculum is not fully secure because pupils do not have sufficient opportunities to cover work on control and monitoring. Nevertheless, pupils make sound progress and develop confidence in using computers to support work in most subjects. Training for teachers and the introduction of a new, detailed scheme of work are planned for September 2000. Standards in religious education are in line with the requirements of the Local Agreed Syllabus at both key stages and pupils' knowledge and understanding develop satisfactorily overall as they move through the school. Pupils' attainments in art, design and technology, geography, history, music and physical education are broadly as expected for seven and twelve year-olds. Progress is generally sound.
7. Pupils with special educational needs make satisfactory progress overall. Their needs are met well through the careful compilation of detailed individual education plans so that teachers can plan work to meet their needs.
8. The school met its end of Key Stage 2 targets in 1999 and the unconfirmed results for 2000 indicate that targets have been met again.

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

9. Attitudes are good. Pupils settle down quickly and show considerable interest in their work. They respond well to teachers, try to do their best and take a pride in what they achieve. In class, pupils are eager to respond to questions and are prepared to be positive.
10. The behaviour observed, both in classroom and around the school, was good, although it is inclined to lapse somewhat in assemblies. In class pupils are quiet and well controlled. They respond quickly to severe looks or short reproofs from teachers so that behaviour is never allowed to deteriorate or cause an impediment to learning.
11. Relationships are good and display a good level of maturity on the part of pupils. There is an encouraging understanding by pupils that they all learn differently. For example, when a pupil with special educational needs managed to complete a task, this was celebrated by the rest of the class with clapping and words of appreciation. Pupils are polite to one another and treat others with respect as they move around rooms and other parts of the school. They are prepared to accept the responsibility for tasks around the school, for example distributing milk and registers, and they carry out their duties conscientiously. Teaching styles, however, tend to reduce the opportunities for pupils to show initiative in lessons as lessons are often tightly structured. Relationships between pupils and teachers are friendly while remaining respectful. This works both ways; pupils feel able to talk openly to teachers and teachers treat pupils as responsible human beings with their own personalities and rights.
12. At 94.24 per cent in the current academic year, attendance is almost exactly at the national average (94.3 per cent) and this is satisfactory. The rate of unauthorised absence rate at 0.26 per cent is almost three times the national average of 0.1 per cent. However, this is mostly explained by a very rigorous application of the rules for authorising absence and a small residue of absences for which reasons have not yet been provided.
13. There have been no exclusions. The registers are kept in accordance with regulation using a computerised system. The incidence of lateness is very low and has no impact upon the start of

lessons.

## HOW WELL ARE PUPILS TAUGHT?

14. Teaching is good overall. Teaching is good in six out of ten lessons and very good in a further one lesson in seven. It is satisfactory in almost all of the other lessons and unsatisfactory in only one lesson. Teaching amongst the under fives is good in three out of five lessons and never less than satisfactory. At Key Stage 1 teaching is very good in almost one in five lessons and in three in five lessons teaching is good. There is no unsatisfactory teaching. At Key Stage 2, teaching in about one lesson in seven is very good and is good in about half the remainder. Teaching in only one lesson at Key Stage 2 was unsatisfactory. The quality of teaching has a significant impact on the good quality of pupils' learning observed during the inspection.
15. Over time, learning amongst the under fives is good and children make good progress from when they enter the school. At the end of Key Stage 1 and Key Stage 2, however, attainment is broadly average, although a significant proportion of pupils at both key stages achieve above average levels of attainment, so that learning over time is satisfactory overall. In Year 6 for example, higher attaining pupils are not always sufficiently challenged by their work whilst the highest attaining pupils in Year 5 are already attaining the standards reached by those in Year 6. Nevertheless, pupils are prepared well for end of key stage tests and perform well in these. The school is aware of the issue and already has plans in place to remedy the situation in September 2000.
16. Teachers have a wide range of assessment information but do not always use it sufficiently well to set sharply focused targets for individuals and whole classes to aid learning. In addition, assessment information is not used consistently to guide teachers' lesson planning to ensure that the needs of all pupils are met. Teachers' knowledge of pupils is strong: teachers receive and dismiss their classes from the yard at the beginning and end of every day so that there is twice daily contact with parents. In most areas of teaching, this knowledge is put to good use. The management of pupils is good across the school and very good amongst the under-fives where the pupils are cleverly socialised into school expectations. This is maintained across the school: most teachers use their voices skilfully and simple control mechanisms easily to manage the occasional lively talk. Good pupil management leads to good pupil behaviour and willingness to learn.
17. Teachers use effective teaching methods at all stages. Typically, learning objectives for each lesson are shared with pupils and provide a clear direction and reason for what work is to be done. Recall of previous work often follows with effective use of, for example, individual pupils' reading or explanations, or whole class reciting and singing. Questioning is generally used well and from an early age pupils are asked to speculate on what happens next and explain why they think so. This early development of reasoning gives pupils good access, potentially, to the higher levels of the National Curriculum. There is much good learning talk and the boys, particularly, talk rather better than they write. It is in writing that the pupils score less well at the end of Key Stage 1.
18. Teachers' knowledge and understanding of the subjects they teach is generally good, as is the quality of planning. Teachers' knowledge of literacy and numeracy is good and is starting to have a positive impact on the standards achieved by pupils. The pace of learning is generally good, although there is sometimes a tendency for some teachers to talk for too long during whole class work. Time and resources are consistently used well.
19. In the majority of classes, teachers arrange their rooms informally so that pupils work in small groups organised by prior attainment. This arrangement works well, encouraging pupils to work confidently on their own, with a partner or in small groups. Pupils' independent learning skills develop well through this approach, particularly where work is provided to suit the needs of all pupils. Good examples of this were seen in Years 5, 2 and 1 and amongst the under fives. Practical work is used particularly well, involving pupils effectively in their own learning. For example, the under fives children were given seven different graded activities to support and reinforce the learning of shape in mathematics.

20. However, the willingness of some pupils to work on their own is not sufficiently well exploited to develop pupils' independent learning skills, particularly at Key Stage 2.
21. With the exception of Year 6, display work in classrooms is good: it displays the wide variety of work attempted by the children and gives them pride in their work. Pupils regularly refer to vocabulary lists and visual aids on the walls for guidance.
22. Teachers work hard to support all individuals through well focused questions to help the pupils maintain their efforts and work well matched to the pupils' learning needs, including for pupils with special educational needs. However, sometimes it is not possible to support everyone who needs it. Where classroom assistance is available, then teacher and assistant work well together and support for the whole class is good. Insufficient classroom support is limiting some pupils' progress. For example, the reception class has support for only 1.5 hours per day and this has an impact on how quickly these pupils can prepare for physical education and the pace of the lesson is slowed by having to deal with children's falls and inhibitions.
23. Basic literacy and numeracy skills are taught well. The use of the "Big Book" approach for other subjects leads to good learning. For example, the theme of insects leads to excited learning and a higher attaining boy in Year 2 can explain confidently the difference between a spider and insects he has observed. In Year 4 pupils use spreadsheets to record their findings in science and in technology. Similarly, Year 3 pupils wear togas, assume Roman names, write the dinner numbers in Roman numerals and write well about the topic in the literacy hour. Here, learning is fun.
24. The use of homework is satisfactory. Pupils read regularly and frequently at home and this plays a positive part in improving pupils' reading skills.

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

25. The quality and range of learning opportunities provided by the school for all its pupils is satisfactory. Statutory requirements are met and satisfactory progress has been made since the last inspection in the development of science, design and technology and information technology. Teachers have worked hard and successfully to implement a stream of curriculum initiatives, including most recently the literacy and numeracy strategies. These have been implemented well and the pace of curricular change is beginning to accelerate. The agreed syllabus for religious education is not sufficiently detailed to provide staff with a secure, progressive and developmental planning document. Otherwise the breadth, balance and relevance of the whole curriculum is satisfactory.
26. The provision for pupils whose educational needs are special is sound. The recent introduction of computerised records provides an effective way to update the pupils' individual education plans regularly and keep teachers well informed.
27. The management of the curriculum ensures good, open access for all pupils: those whose needs are special are taught in the main stream and receive what support is provided in their classes. The spirit of the school aim of equality for all pupils is fully implemented in practice.
28. The provision for extra-curricular activities is satisfactory. Music tuition for pupils learning to play a good range of instruments is provided in the hall on three nights per week: this is organised and managed very well by a parent. Parents also purchase time from a local provider for sporting activities on two nights per week and provide voluntary support to manage the library. The headteacher manages a school football team and facilitates the organisation of a football league within school for older pupils. Partly because of the short lunchtime, there are no other learning support clubs within school. The improvements made to the playground environment by the parents' association under their millennium scheme provide a good range of opportunities for structured play, including playground chess and draughts.

29. The contribution of parents particularly, and of the community in general, to the education of pupils is good. The school nurse deals with health education and numbers of parents talk to pupils about their jobs.
30. The school's arrangements for transfer to secondary schools are effective. When pupils leave, they go to several alternative schools. The headteacher, therefore, manages the transfer of pupils to the next stage on an individual basis.
31. Provision for the development of pupils' spiritual, moral, social and cultural education is good overall. The spiritual, moral and social development of the pupils is good and their cultural development is satisfactory.
32. The spiritual traditions of the school are strong. It is possible to meet two and three generations of the same family who have attended Norton Free on the playground every day. Links with the community and the Church of England and the local parish church are strong. Artefacts of the church and old school are well displayed at reception and in the hall. Traditionally the minister at the parish church is a governor of the school and parish clergy lead assemblies in most weeks. Members of a local evangelical mission visit the school on a half-termly basis and pupils worship in the parish church each half term.
33. Where the pupils are involved in the collective worship assemblies, then assemblies are very effective in giving a strong spiritual message. Examples of this were in the Key Stage 1 and under-fives assembly from Class 2, where very good story telling, the effective use of pictures, invitations to the audience to speculate on what would happen next and the good acting of one boy enthralled the pupils. Similarly, Class 3's vigorous, whole-hearted acting, praying and singing, and the involvement of the audience, led to the timely conversion of a truly 'Awful Abigail'. Both assemblies were on the theme of love, sharing and consideration for others. The messages were very clear and well transferred.
34. On occasion, where the content of an assembly does not engage the attention of all pupils, or if teachers who remain are passive, then pupils' attention wanders. The only poor behaviour observed in the week of the inspection was seen under such circumstances and any spiritual, social or moral content of the assembly was lost in an atmosphere of disrespect.
35. Parents who are not necessarily themselves practising Christians approve of the school's provision because of the specifically Christian moral values it teaches. Clearly pupils are taught the differences between right and wrong and the Christian message is integrated well with the theme of good citizenship. There is a policy for personal and social education (PSE) and for health and sex education. PSE is taught effectively through class assemblies, but there has not yet been an audit to identify the contribution that subjects make to the PSE programme. For example, opportunities are missed to use the theme based geography curriculum to share the beauty of God's universe, or to explore the ethical and moral issues involved in economic choice, or to extend the pupils' understanding of the cultures of other countries.
36. Social education is good. Pupils are well socialised into the school's expectations of behaviour in the under-five area and this develops well throughout the school. Pupils learn to be good listeners, to sit still and to talk individually or to recite, sing or read in unison. They learn to share well and to listen with respect to each other and to respect each other's work and property. The freedom with which pupils leave their property in open cloakrooms shows that this is a safe school. They work habitually well individually, in pairs and in their groups.
37. Cultural education is satisfactory: progress has been made through the purchase of illustrative artefacts of world faiths other than Christianity and are now in classroom use. Very good use is made of those visits and trips which take place, but not all pupils take part regularly.

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

38. Child protection procedures are good. Despite the child protection policy being devoid of references to child protection, the working practices of the school and of the nominated child protection officer are good. The deputy headteacher is the nominated officer; he has received

the required training and is kept up-to-date and supported by a sound manual of practice. He has a sensitive understanding of the requirements and maintains proper contacts within social services and the other agencies involved.

39. The school takes its responsibilities for the safety of pupils and staff seriously and does everything it reasonably can to ensure a secure and happy environment for its pupils. Entrances are secure, although the school grounds are open to the public. During the inspection the headteacher personally made sure the school grounds were clean as there is no full-time caretaker. The standard of exterior maintenance is poor. However, this does not constitute a health hazard. The broken paving slabs in the area used by younger pupils gives cause for concern but this surface is to be replaced in the near future. Within the school buildings no hazards were observed although the absence of running water in the detached terrapin classroom is unsatisfactory.
40. The school maintains an accident book and fire evacuations are practised regularly. Other health and safety, medical and welfare procedures and practices are good to very good and adequately compensate for the deficiencies in the grounds which are beyond the school's control.
41. The procedures for monitoring and improving attendance are good. The school has recently adopted a computerised system for recording attendance and this enables all absences to be followed up. The school has a rigorous approach to differentiating between authorised and unauthorised absences and while this may adversely affect the statistics, in practice it sends clear signals to parents, with the result that attendance is well in line with national averages.
42. Behaviour management is satisfactory. Teachers are well experienced and, in class, can maintain good discipline and behaviour with the minimum of effort. They are aided in this by pupils who are well motivated and eager to learn. However, some pupils' behaviour noticeably deteriorates on occasion in assembly, where one teacher has control of a large number of pupils and a minority of pupils take advantage of the situation. The procedures for eliminating oppressive behaviour are good. Pupils are made very clear, through notices and teaching, that such behaviour is unacceptable.
43. Procedures for assessing pupils' attainment and progress across the school are unsatisfactory.
44. A carefully moderated portfolio of pieces of pupils' assessed work, matched to National Curriculum levels has been established for all three of the core subjects, but not all teachers are totally confident in their use of National Curriculum Levels. Although there has been some recent improvement, teachers' assessment of standards at the end of Key Stages 1 and 2 differ significantly from test results. Inspectors assessed attainment in books and on display to be higher than in test results in English at the end of Key Stage 1 and lower than those attained in test at the end of Key Stage 2 in English and in maths. There is evidence that pupils receive extra help for the national tests at the end of Key Stage 2.
45. Apart from with the under-fives, the use of assessment to guide curriculum planning and for monitoring and supporting pupils' academic progress is unsatisfactory. The school has a wide range of assessment information from the local education authority and the results from the national tests from the end of Key Stages 1 and 2. However, this information is not used effectively to aid planning, to measure progress or to identify targets for individual or groups of pupils.
46. School reports are good. They concentrate on what the pupils know, understand and can do; they are related to achievement and effort. These are strengths, but they do not use this detailed information to set targets to help pupils make further progress and to share these with parents.

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

47. There are mixed views of the school by the parents but overall views of the school are positive. The school welcomes parents, although a significant minority of parents believes the school is

secretive and unwelcoming. It is clear that there have been some recent difficulties, particularly with parents working in classrooms, but the school has responded appropriately. Participation of parents in pupils' learning is satisfactory overall. Parents perform valuable tasks, for example, supervising the entrance to school of latecomers and running the Belfry Library and in supporting class projects. However, there is no programme of support by parents in classrooms as is often seen and the school does not have procedures to guide parents on working in lessons. The parents spoken to during the inspection were generally very appreciative of what the school has done for their children and many regard themselves as privileged that their children were able to gain admission to the school.

48. Links with parents are satisfactory. Annual reports on children's progress are good and, although there were some very minor technical deficiencies in the school prospectus and governors' annual report, these are both readable and informative. Parents are very supportive of parents' evenings and generally feel they get good information from the school about their children. There are regular newsletters and dialogue is maintained through homework diaries. However, communications are not always as effective as they should be. One or two parents supply the administration which enables the schools' music service to provide instrumental tuition for pupils. This is a most valuable contribution. In addition several parents have come into the school to talk about their work and thereby enrich the curriculum provision.
49. Parents make a good contribution to their children's learning, by their support of schoolwork at home, by the provision of additional resources for the school and by their work in the school. The parents' association (NFPA) has made a major contribution to improving the school grounds by the provision of new surfaces and seating. The talents of parents have been employed successfully in spearheading the Millennium Project. Parents raise considerable sums which are used to complement the school's educational resources. Local businesses advertise in the school's calendar and are generous in donating prizes and supporting school events; most of this sponsorship is obtained through the good offices of parents. Parents support their children's work at home and pupils are encouraged by parents' positive views of the school. This makes a contribution towards good behaviour and attitudes within school which, in their turn, set the climate for good learning.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

50. The headteacher and senior staff provide a clear direction for the work of the school in order to maintain and improve standards. Other staff with responsibilities provide a satisfactory level of support overall and new appointments and clearly defined responsibilities are having a positive impact on the quality of management at subject level. However, there is still some way to go in order to ensure that all staff are sufficiently involved in the effective co-ordination of subjects they have responsibility for throughout the school. Nevertheless, since the last inspection there has been improvement in the development of management responsibilities. Teachers have worked hard to ensure that pupils are well prepared for the end of key stage tests and their hard work has ensured that the school has met its challenging targets. Teachers and support staff are suitably qualified and experienced and undertake appropriate training and development to meet the needs of the curriculum.
51. The school does not monitor its own performance effectively. The headteacher observes and evaluates teaching but subject co-ordinators do not, and they are, at best, only monitoring pupils' work, teachers' planning and assessed work to ensure consistency of assessment. Plans are advanced to involve teachers more effectively in the evaluation process, in particular in science. However, some staff are reticent to become involved and there is no organised means by which teachers can become more intimately involved in the process. There has been some monitoring of the implementation of the National Literacy and Numeracy Strategies. Until recently, governors were not involved in evaluating the school's performance and, although their involvement is still too little, there has been some improvement. The school development plan is detailed, has realistic priorities and carefully costed spending plans.
52. Governors fulfil their statutory duties and support the work of the headteacher and staff. They have recently engaged in a consultation with parents to gauge parents' opinions of the school's work with pupils. This is a positive move, but governors are not sufficiently well informed on

what takes place in school at present to be effective in providing critical support or guidance.

53. The school's financial planning and procedures to manage the funds at its disposal are good. Governors, senior management and administrative staff are suitably involved. Spending is closely linked to the school's development plan and good use is made of computer technology to record and track expenditure. Purchases are planned very carefully within a tight budget and, although there are some deficiencies in resources, what is purchased is used well. There are some shortages in geography and the library. In addition there are too few large wheeled toys and construction equipment for the under-fives. The accommodation is unsatisfactory overall. The school hall is too small, especially for physical education lessons. The library area is part of a corridor and there is too little space for pupils to sit and work, the outside classroom has no water or toilet facilities and the outside play area for the under-fives does not have a suitable surface. However, the school makes good use of the space available and has worked hard to make classrooms, corridors and the hall attractive learning areas through regular decoration and the use of a wide range of display material.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

54. The school has made sound progress since its last inspection, particularly in raising standards and introducing subject co-ordinator responsibilities. The issues raised in the inspection are already issues for the school, particularly in developing the roles of subject co-ordinators to take an active role in monitoring and working with staff to improve standards in subjects.

The headteacher, staff and governors now need to:

- i. raise standards of attainment for higher attaining pupils by:
  - providing frequent planned opportunities for independent learning (paragraph 20);
  - using assessment information to identify challenging work and targets for these pupils (paragraph 16);
- ii. analyse assessment information in order to:
  - set targets for individual pupils and classes (paragraphs 16 and 67);
  - aid lesson planning to provide consistently challenging work for all pupils (paragraphs 16 and 79);
  - ensure end of key stage teachers' assessments are accurate (paragraphs 44 and 74);
- iii. increase the involvement of subject co-ordinators in maintaining and improving standards in their subjects by providing opportunities for them to:
  - monitor the work of pupils (paragraph 51);
  - evaluate teaching (paragraphs 51 and 80);
  - monitor long and medium-term planning to ensure progression in pupils' experience as they move through the school (paragraph 51);
- iv. increase the involvement of governors in monitoring the effectiveness of the school by providing opportunities to:
  - monitor the developments in literacy and numeracy in classrooms (paragraph 51);
  - become better informed about other subjects and special educational needs (paragraph 52);
- v. increase the level of support in classrooms by establishing planned procedures to guide parents working in lessons (paragraphs 22 and 68);
- vi. improve the provision for outdoor activities for the under-fives by:

- exploring ways to improve the quality of the outdoor play area for the under-fives (paragraphs 53 and 61); and
- increase the range of large play toys and construction equipment (paragraphs 53 and 61).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	22

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	51	31	2	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

<b>Pupils on the school's roll</b>	YR – 6
Number of pupils on the school's roll (FTE for part-time pupils)	203
Number of full-time pupils eligible for free school meals	4

FTE means full-time equivalent.

<b>Special educational needs</b>	YR – 6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	19

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	5.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.6
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 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	14	17	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	12
	Girls	15	17	15
	Total	27	30	27
Percentage of pupils at NC level 2 or above	School	87 (75)	97 (81)	87 (88)
	National	82 (77)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	13	14
	Girls	16	16	16
	Total	28	29	30
Percentage of pupils at NC level 2 or above	School	90 (81)	94 (97)	97 (81)
	National	82 (81)	86 (84)	87 (86)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	10	19	29

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	8
	Girls	17	18	15
	Total	26	27	23
Percentage of pupils at NC level 4 or above	School	90 (96)	93 (92)	79 (80)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	6	9
	Girls	15	14	15
	Total	24	20	24
Percentage of pupils at NC level 4 or above	School	83 (88)	69 (72)	83 (72)
	National	68 (65)	69 (65)	75 (71)

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	0
Bangladeshi	0
Chinese	0
White	199
Any other minority ethnic group	2

*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: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25.4
Average class size	29

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

Total number of education support staff	3
Total aggregate hours worked per week	61

### ***Financial information***

Financial year	1999/2000
----------------	-----------

	£
Total income	351 653
Total expenditure	355 942
Expenditure per pupil	1 807
Balance brought forward from previous year	21 601
Balance carried forward to next year	17 312

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

### **Questionnaire return rate**

Number of questionnaires sent out	203
Number of questionnaires returned	77

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	49	8	1	1
My child is making good progress in school.	31	56	6	0	6
Behaviour in the school is good.	30	66	0	0	4
My child gets the right amount of work to do at home.	17	51	21	5	6
The teaching is good.	31	65	1	0	3
I am kept well informed about how my child is getting on.	16	49	19	5	10
I would feel comfortable about approaching the school with questions or a problem.	43	43	10	3	1
The school expects my child to work hard and achieve his or her best.	44	53	0	0	3
The school works closely with parents.	6	45	30	10	8
The school is well led and managed.	23	58	6	1	10
The school is helping my child become mature and responsible.	32	64	1	0	3
The school provides an interesting range of activities outside lessons.	6	34	32	17	10

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

55. Children start school in the term when they are five, which is in accordance with the admissions policy for Sheffield Local Education Authority. At the time of the inspection there were 30 children in the reception class with the majority five years of age. Shortly after admission to the school the children are assessed using the local authority assessment tests and the results show that their attainment on entry is above that expected of four year olds. The children are taught the appropriate areas of learning for children under five and make good progress. By the time that they are five, most attain above the nationally agreed Desirable Learning Outcomes in all areas of learning and are starting to make good progress in the first level of the National Curriculum.
56. The quality of teaching overall for the children under five is good. The nursery nurse gives good support to the teacher, when available to work with this class, and they are an effective team. Planning is based on a clear understanding of children's prior attainment and interest. Activities are appropriate and exciting and the curriculum has good breadth and balance. There is good equality and access to the curriculum for all. Children having special educational needs are identified soon after their arrival in school and receive appropriate support. The teacher has good knowledge of basic skills in literacy and numeracy and ensures a good foundation is in place on which other skills can develop. She has high expectations of each child and manages the classroom and resources efficiently.
57. Children enter school with good skills of independence for their age and know appropriate behaviour. They settle quickly into school and feel a valued member of the class. Most are confident in school and form relationships easily. Children share equipment amicably, take turns willingly and offer good support to each other in the learning environment. Particularly pleasing is the care and concern which is shown to other class members who may be hurt or feeling unhappy. A strong sense of family belonging is developing well in the class.
58. Children use language effectively to explain their needs. They ask questions and express their ideas using a good vocabulary. They show good enjoyment of stories, rhymes and action songs and participate willingly. They understand that print conveys meaning and will copy-write or write a few words independently to communicate their ideas. In mathematical activities they show a good understanding of mathematical vocabulary of shape, measure, position and quantity and are beginning to use these terms themselves. They can name a square, rectangle, triangle and circle and recognise number symbols to 20. In number games children are confident as they add the numbers on dice or counters together.
59. Children have a good understanding of the world around them and are curious to explore and learn new ideas. They can compare experiences from their everyday lives, make predictions and are fascinated by their discoveries. All children of this age have good levels of observation, perseverance and concentration. In creative work they have good recall of their own first-hand experiences. Children have satisfactory skills with scissors and glue sticks. Children enjoy building with small construction equipment and make a range of imaginative cars, trucks, animals and houses. They enjoy playing with small play people and have good creative ideas in their play. When working on the computer, children can use the mouse, direction key and space bar effectively and some can interpret and use the icons displayed on the screen.
60. In physical development children have good standards overall. They can run, hop and jump. They listen to instructions and can carry out a series of actions without reminders. Children can throw, catch and roll small apparatus. Manipulative skills with small toys and construction bricks are good. They can twist, wind, pull and push toys, exerting force if required. Less well-developed are gross motor skills, as access to large apparatus is restricted to teaching time in the school hall. As a result, balancing and climbing skills are just satisfactory. As there are very few wheeled toys and trikes available for use at school, hand and eye co-ordination in

gross motor activities are less well developed.

61. Resources in the reception class are of good quality and are plentiful, except those for gross motor play. There are very few wheeled toys, which provide only a limited range of opportunities. These toys and a large climbing frame are stored in an outbuilding some distance away from the reception class. As a result, it is difficult for the children to have regular access to these resources and progress in developing climbing and balancing skills is restricted. The outdoor play area, although secure, is of poor quality. The school is aware of these difficulties and is seeking to improve the provision.

## ENGLISH

62. Standards of attainment in English are high at both key stages. Most pupils reach the expected levels at the end of each key stage and a significant number exceed them. The results of 1999 national tests for English showed standards of attainment to be well above the national averages for pupils at the age of eleven and above national averages in writing for pupils at seven years of age. National test results for 2000, although not yet standardised, showed that good improvement has been made in results for pupils at the end of Key Stage 2 and also in reading at the end of Key Stage 1. When the 1999 test results are compared to the results of pupils in similar schools nationally, pupils' performances at the age of eleven were above the test results of other schools. However, for pupils at the end of Key Stage 1, results in writing were close to similar schools and in reading were well below other pupils. Since the last inspection, standards of attainment have been maintained for pupils aged seven and have shown good improvement for pupils at eleven years of age.
63. Standards of speaking and listening are above average at both key stages. Listening skills are generally well developed. Most pupils listen very carefully to the teacher. However, in larger school groups, such as assemblies or even in some classes, there is evidence of some pupils being less attentive, preferring not to participate in lessons. Pupils in the reception class learn how to express their thoughts and feelings in role-play, circle-time and in imaginative play. In Years 1 and 2, pupils respond well when the teachers question them, and discuss tasks sensibly with a partner. Older pupils in all other classes ask appropriate questions and, when confident and attentive, present their views clearly using a wide and precise vocabulary. Good attention is given by the teachers to the use of accurate technical terms in all discussions.
64. In reading, pupils make good progress over time. Shared reading in the literacy hour is introducing pupils to a range of reading skills and providing methods of support to overcome any problems. Pupils enter the Year 1 curriculum for reading able to recognise their name and many are able to read a few key words. By the end of Key Stage 1, most pupils can read a simple story and some read with good expression and fluency. Pupils learn how to use a dictionary and thesaurus effectively and in Key Stage 2 make regular use of them to aid their learning. Older pupils have a list of favourite authors and express preferences for types of literature. The school has some good quality literature in each classroom and has given careful attention to the genre of books to ensure both boys and girls are interested and encouraged to read. They are now seeking to maintain this enthusiasm by increasing the quantity of books available. A few pupils know how a library system operates and are members of the local library. Very few pupils would seek to research in a library independently for information. However, since the introduction of the CD-ROM and Internet facility, pupils are more eager to access information on disk or web-sites, and are improving their reading skills during this activity.
65. Progress of pupils in writing is mostly satisfactory and, in a significant number of lessons, is good. During the inspection the progress of pupils in two writing lessons was very good. Pupils make better progress when they are excited by the challenge provided and understand the audience who will be reading their work. For example, in one very good lesson in Year 4, pupils were fired with enthusiasm to respond to a simulated announcement that a supermarket and housing development were to be built on their school field. During the lesson, pupils of varying abilities wrote letters of complaint, produced leaflets and posters announcing a public meeting and made notes to record their main objections. The quality of work was good and only at the end of the lesson did the class reflect, discuss the impracticalities and realise the

simulated element of this announcement. By the age of seven, most pupils are able to write several interesting sentences, some punctuated accurately and with an accurate story sequence. By the end of Key Stage 2, writing skills have shown good rates of improvement. Most pupils can use a mature range of vocabulary, have a good writing style and give good consideration to the needs of the reader. They have a good feel for language and write with empathy and emotion. They use vocabulary well for effect, especially in poetry. Satisfactory levels of spelling and handwriting are to be found throughout the school, although there are examples in most classes of pupils giving insufficient attention to the secretarial skills associated with their work and providing minimal standards of presentation.

66. Across the school pupils' attitudes to learning are consistently good. Pupils share books and materials sensibly and work well in pairs or small groups, respecting the opinions of others. Behaviour is good in all lessons. Pupils wait politely for their turn to speak in class and acknowledge good achievement of others. Most pupils are eager to succeed, work conscientiously and show good levels of perseverance.
67. The quality of teaching in the school is good overall and none is less than satisfactory. At Key Stage 2, the teaching in one in four lessons is very good. All teaching and support staff are committed to improvement in the subject and have worked hard to introduce the literacy strategy. Good attention has been given to the resourcing and management of this initiative. All teachers have undertaken training, either in school or locally in conjunction with teachers working in similar schools. Planning makes good use of the literacy strategy and the National Curriculum although, in some lessons, objectives are vague and some pupils are not sufficiently challenged. Many teachers, especially those working in Key Stage 1, provide an exciting curriculum using a varying range of teaching methods so that pupils remain interested in their work. As a result, pupils' concentration levels are generally good. Satisfactory arrangements are in place for the regular assessment of pupils' progress, although there is very little analysis of this information to identify strengths and weaknesses in the curriculum, or set targets for individuals. Moderation of work is just beginning and teachers are beginning to match more accurately the progress of pupils against the expected levels of the National Curriculum. There is some monitoring of teaching and learning in the classroom by the headteacher. Pupils with special educational needs receive satisfactory levels of help in each year group, as agreed in their statement of special educational need, and they make sound progress.
68. The curriculum is broad and balanced and includes both the National Literacy Strategy and also regular opportunities for pupils to write at length each week. Support staff, including literacy assistants, contribute effectively to the quality of learning. However their support time is limited in each class and, as a result, teachers find it difficult to give sufficient teaching time to all pupils. Accommodation for teaching this subject is adequate, except for the cramped library facilities in some classrooms. Significantly the central library is not easily accessible for pupils in the demountable classroom and this has a detrimental effect on providing opportunities for them to research independently. The quality and range of fiction and non-fiction books are adequate, but some are worn and outdated and in need of replacement. Computers are used well to support the curriculum in all classes. The school introduces some good additional curriculum activities to support and enhance this subject, including theatre groups and competitions.

## **MATHEMATICS**

69. The last inspection found that standards in mathematics were sound throughout the school. Results of the 1999 National Curriculum tests and tasks confirm this picture at Key Stage 1. However, at Key Stage 2 pupils' performance in mathematics was above the national average. The number of pupils reaching a higher level at Key Stage 1 was below that achieved nationally and, at Key Stage 2, above. Current inspection evidence shows a clear improvement in pupils' attainment at the end of both key stages and standards are high. Most pupils reach the expected levels for their age and there are a significant number of these pupils who reach a higher level. Standards of numeracy are good as a result of the school's priority to raise standards in these skills.
70. In Key Stage 1, pupils build on their earlier work and develop an appropriate vocabulary and

understanding of mathematical concepts. In their investigative work they apply their developing skills, for example, in measuring, to solve problems such as “Which vegetable is the heaviest?”. They add and subtract numbers with confidence. By the end of the key stage, the majority of pupils have quick mental recall of numbers, for example, multiples of 2, 5 and 10. Pupils understand concepts of simple fractions, such as a quarter and a half. In their work in shapes they recognise and can name two-dimensional and three-dimensional shapes, such as squares, circles and triangles, and cube and cuboid. Younger pupils use non-standard and standard units in their measurements; older pupils are beginning to recognise the need for more standardised measurements. Pupils with special educational needs make sound progress.

71. At Key Stage 2, pupils’ mental strategies continue to develop well. They develop a working knowledge of multiplication tables and, by the time they leave the school, these are secure and pupils recall facts easily. In their investigative work they apply their mathematics skills well and use their findings to draw conclusions, for example, that 54 per cent of boys in Year 6 are in the school football team. In computation, pupils are confident in the use of the four rules of number and use these skills well when using decimals, for example, when solving problems involving money or measurement. Pupils explore number patterns and understand how to use multiples, factors and squares and the equivalence of fractions and decimal fractions when calculating percentages. They have a good knowledge of shape and symmetry; older pupils understand the concept of rotational symmetry. They estimate, draw and measure angles accurately and can calculate the area of a variety of shapes, including rectangles and triangles, and the volume of cubes and cuboids. They also have an understanding of negative numbers. Pupils can record and retrieve information using charts and block graphs and draw and interpret line graphs accurately. They are confident with simple probability and use its associated language effectively. Pupils with special educational needs make satisfactory progress.
72. Throughout the school pupils are actively engaged in their learning. They particularly enjoy the challenges set in their mental mathematics sessions. Pupils listen carefully to their teachers, share ideas as they explain their reasons or thinking and work hard. In most lessons pupils are able to work well independently. They sustain concentration and interest and are very supportive of one another. The standard of presentation at both key stages is consistently good.
73. Overall, the quality of teaching is good at both key stages. Lessons are well planned using the guidelines of the National Numeracy Strategy. Teachers have good subject knowledge. A good example was seen in Key Stage 2, where the class teacher insisted that pupils estimated the size of an angle before using a protractor. This was a very effective way of avoiding the confusion when measuring acute and obtuse angles. A feature of most lessons is the good use of questioning to recapitulate on the content of earlier lessons and to reinforce the work in plenary sessions. Management of pupils is generally good, with clear instructions provided about the work to be covered. Information and communication technology is used well to support pupils work in the Numeracy Hour. A variety of programs are used and these help to increase pupils’ understanding, for example, of place value and in drawing graphs from information collected in a database. It is also used well to help the minority of pupils with special educational needs, for instance, when a pupil used logo to draw squares on screen, effectively consolidating his understanding of right angles. Pupils in Year 6 are prepared well for their National Curriculum tests.
74. The headteacher recognises that there are areas for further development. Currently there is an over reliance on worksheets and a new core scheme of work is needed to allow staff to plan their work more effectively and ensure better progression. Assessment procedures are unreliable. For example, at Key Stage 2, there is a marked difference in pupils’ levels of attainment when assessed by their teachers and the results in National Curriculum tests. Use of assessment information to assess precisely what pupils can or cannot do is not sufficiently well developed.

## SCIENCE

75. In teachers’ assessments at the end of Key Stage 1 in 1999, when pupils were seven, levels of

attainment were above average compared nationally and broadly average when compared with similar schools. Results in 2000 indicate that standards are rising. In the 1999 end of Key Stage 2 national tests, when pupils were eleven, the levels of attainment were close to the national average and the proportion of pupils obtaining the higher levels was well below average. Compared with similar schools, attainment was well below average. Standards achieved in the end of Key Stage 2 national tests has fluctuated over recent years, but have been consistently below pupils' performance in English and mathematics. In the unconfirmed 2000 end of Key Stage 2 results, levels of attainment, including attainment of the higher levels, are significantly higher than in recent years. Standards are broadly similar to what they were at the last inspection, with indications from the present year's unconfirmed end of key stage results that levels of attainment are improving.

76. Standards achieved by pupils by the end of Key Stage 1 are broadly average. Pupils in Year 2 have a good understanding of the properties of materials and most can express their understanding well in writing and speech. They carry out experiments competently, recording results in simple tables, and draw bar charts to illustrate their findings. They are good at comparing physical differences between people and produce simple hypotheses which they test out. They understand the ideas associated with fair testing. Pupils with special educational needs make sound progress.
77. By the end of Key Stage 2, standards overall are broadly average, with some pupils showing a high level of understanding in, for example, the effects of forces on different materials, classifying animals and plants and electrical circuits. However, attainment in Year 6 is not as high as in Year 5 and, while Year 6 pupils use technical terminology accurately, for example, they do not explain their knowledge or understanding as well as Year 5 pupils. In a Year 5 lesson on the work of the heart, for example, pupils organised themselves to measure and record pulses working in twos and threes. They examined results carefully and decided which results were valid to use in their work. Their explanations were clear, used correct terminology and the highest attaining pupils showed a sophisticated level of data interpretation skills. The great majority also had a high level of understanding of why the heart needed to beat faster during exercise. These Year 5 pupils write well and are prepared to enter into discussion about ideas they are not sure of – a mature level of response encouraged by teaching that encourages pupils to seek explanations themselves. Nevertheless, pupils in Year 6 have been well prepared for the end of Key Stage 2 national tests and performed well in them. In Year 4, too, pupils write well about forces and use the scientific vocabulary they are given accurately. Pupils with special educational needs make sound progress overall, through sensitive support by teachers and also through the use of clear individual education plans to aid their planning.
78. Pupils' attitudes are generally good and they work hard and generally with interest. In most classes, pupils work well together in practical activities, sharing equipment, working out experimental and measuring procedures together and discussing results. They take responsibility well in handling resources and moving round what are often small classrooms.
79. Teaching is good overall and never less than satisfactory. At Key Stage 1, teaching in one in four lessons is very good and, at Key Stage 2, teaching in about one in five lessons is very good. The best teaching includes challenging activities and expectations that pupils will work out practical approaches themselves and that pupils will explain their understanding and reasoning. There are also carefully planned tasks to challenge the higher attaining pupils. This was evident in Year 5 where questioning about the heart rate encouraged pupils to start to seek reasons for high pulse rates and also in Year 2 where different tasks helped higher attaining pupils to look for human physical differences. This approach has a positive impact on the confidence with which pupils learn. In both classes, and in Year 4, teachers prepare work and materials and use approaches to support lower attaining pupils effectively. In the majority of classes, questioning is used well and pupils' contributions are welcomed as part of the way in which pupils learn and this is important in the level of commitment seen amongst pupils. In Year 6, pupils are not sufficiently challenged in classwork and consequently do not speak with confidence about the work they have done. In some classes teachers use assessment information well, but generally they do not use available information enough to guide them in planning work to suit the needs of all pupils. Nevertheless, work is usually marked regularly and some marking provides immediate, useful feedback to help pupils make progress. Resources

are used well and teachers encourage pupils to become confident and competent in using equipment. Consequently, when pupils carry out experiments, they make good use of equipment and obtain useful results that help them with their learning. Support for pupils with special educational needs is good when it is available and makes an effective contribution to helping these pupils make progress, but there is not enough sustained support to maintain good progress all the time.

80. The subject is managed well and, although the co-ordinator has not been long in post, she has started to have a positive impact on organising the subject and establishing procedures to raise standards where necessary. Observation of teaching has not taken place, but plans are advanced to start this in September 2000. The school is aware of issues of the oldest pupils not making the progress expected of them and has planned ways to deal with these in the next school year.

## **ART**

81. By the time pupils leave school at eleven years of age, the quality of artwork is at a level expected for their age, meeting the requirements of the National Curriculum. They have made good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Pupils with special educational needs make similar progress and achieve standards in line with their prior attainment and ability. Although there has been a decline in standards since the last inspection, it is explained by the fact that less teaching time is now made available for this subject.
82. In the reception class and in Years 1 and 2, pupils of all abilities are making good progress. They study the work of some famous artists and also practise their style of work. In Year 1 pupils learn paint mixing and then recreate patterns in the style of the Spanish artist Miro, giving good attention to bold colours and patterns. They create large dinosaurs in paint and then display them in an imaginative play area where they can pretend to go on a dinosaur hunt. In Year 2 pupils extend their work on colour, again mixing their own powder paints and trialling the technique of pointillism as they learn about the work of George Seurat. Good progress is made in their understanding of the need for accuracy in detail as they attempt observational painting of a vase of flowers in pointillism. They have satisfactory knowledge of shape and pattern.
83. In Key Stage 2 pupils are encouraged to experiment with line and tone to interpret shape, pattern and perspective. Satisfactory progress is made in understanding perspective and scale in both Year 3 and 4, where pupils have practised drawing Roman villas and Tudor houses, producing good displays of finished work in both year groups. Pupils in this key stage have satisfactory knowledge of some famous artists. They have studied the techniques of Van Gogh, Monet, Bevan and others. There is good evidence of pupils copying some of their works of art, improving both their brush stroke techniques as well as their skills in mixing lighter and darker shades of the same colour. They have improved their techniques in creating shade and texture. They have learnt the skill of completing preliminary drawings before "building up" their own compositions to a finished result. Pupils with special educational needs work alongside other class members and, when supported in lessons by additional adults, are able to create work of good quality and presentation.
84. Pupils have positive attitudes to art. They are proud to show their work to other class members and visitors. There are attractive displays to celebrate pupils' work in the classrooms and entrances. Pupils work cooperatively and share equipment fairly. Behaviour in all classes is good.
85. During the inspection, lessons were observed only in the reception class and in Years 1 and 2, and teaching was judged to be of a good standard. These teachers have good knowledge of basic skills in art and introduce the pupils to a wide range of techniques. As the teachers have a keen interest in this subject, they are skilled at finding opportunities to link art with other subjects, so that pupils have further practice in any newly learnt techniques. For example, in Year 1 good links were made in one lesson between art, history and mathematics. Pupils created some drawings of clocks, improving their skills of pencil drawing and shading, whilst

also extending their understanding of chronology as they traced the development of clocks and watches and then worked on time in mathematics. In all other classes, evidence of the teaching has been drawn from teachers' planning, a scrutiny of displays and pupils' portfolios and in discussion with pupils. In these classes, pupils are introduced to all elements of the National Curriculum for art, but there is little opportunity for them to undertake their own work and on most occasions lessons follow a specific teacher plan. Evidence is available of pupils producing good quality work when practising specific techniques, often with paint, crayons and pastels, and then recreating a picture of a famous artist. Pupils are introduced to relevant technical vocabulary and can describe the techniques relating to their own work accurately.

86. The art co-ordinator has many positive ideas for the development of this subject. She is enthusiastic to help colleagues with practical support by visiting lessons and demonstrating new materials. Present documentation is of good quality but is in need of review to reflect more accurately the present arrangements for art in school.

## **DESIGN AND TECHNOLOGY**

87. Only one design and technology lesson was seen during the inspection. Evidence is based on scrutiny of pupils' work around school, discussions with some pupils and the subject co-ordinator.
88. Standards achieved are broadly similar to those seen amongst most seven and eleven year olds and have improved since the last inspection. In Key Stage 1 pupils produce designs for moving mechanisms to power model mini-beasts. The designs are detailed and show sound levels of modification needed once pupils start to make their models. They use a wide range of soft materials well and glue and tape parts together to make their moving models, and the finished articles resemble their plans closely. In Key Stage 2 pupils build a range of models, for example, cranes, from their own detailed plans. Throughout the key stage pupils use a wide range of materials, including wood, card, fabric and plastics, and recycled materials competently. Pupils at both key stages with special educational needs make satisfactory progress because teachers provide a sound level of support during practical activities.
89. The subject is managed well and the scheme of work has been recently rewritten to focus on a range of tasks designed to develop pupils' designing and making skills as they move through the school. There has been no thorough monitoring and evaluation of the quality of provision in the subject.

## **GEOGRAPHY**

90. Only one geography lesson was seen during the inspection. Evidence has been collected from pupils' work on display around school, pupils' work in books and folders and from discussion with the subject co-ordinator.
91. By the end of Key Stage 1, standards are mostly as seen amongst most seven year olds and over a quarter of Year 2 attain above average standards. From work seen in books and on display, it is evident that pupils explore the school and the surrounding area to make maps and plan routes. They collect and collate simple data and gain a sense of a broader geographical space from tracing the import to local shops of meat pies and bananas. They can describe and begin to explain the features they observe. The best pupils are able to point out where life is the same or different from life in East Africa and begin to offer accurate reasons for this. Good use of holiday post cards sent by pupils to Year 2 helps develop knowledge of the world map and the class travel agency has the potential for further development but this was not observed in use.
92. By the end of Key Stage 2, standards are broadly as expected in work seen in books; higher attainers are secure at the national expectation rather than above it, so that they are insufficiently challenged. Work seen in Year 6 was not a good preparation for geography at Key Stage 3. Good standards are reached by the higher attaining pupils earlier in Key Stage 2. In Year 5, for example, pupils at all levels observed the features of aerial photographs and

began to describe them in accurate geographical vocabulary. The higher attainers begin to use a CD-ROM encyclopaedia and use a mouse competently to search a database to select relevant information. Contacts are made by letter and information exchanged with a school in Zimbabwe. Year 4 pupils use a simple spreadsheet well to plot information using a computer and Year 3 write lively weather forecasts. Pupils with special educational needs make sound progress overall, although it is sometimes limited when there is insufficient support.

93. The school maintains geography as part of the taught curriculum despite heavy pressure on time. Very good use is made of out-of-school visits in some years but not in all. The annual trip to Tenby for Year 6 is an important social and learning experience for the oldest pupils who visit a coal mine and carry out environmental research on a beach as part of the course. However, the work done on grid references is too simple. Under the guidance of the headteacher, all participants write up their experiences well and in considerable detail. Support from homes for the Tenby trip has dwindled and the headteacher is searching for a financially more viable alternative in order to continue the valuable educational and social experience that pupils receive. Visits make considerable impact on pupils; for example, Year 4's visits to Grimsby and Eyam in Derbyshire are remembered vividly by Year 5 one year later.
94. Pupils' attitudes to work are good. Written work and work on display show that pupils take pride in what they do and work hard to produce high quality results. In lessons, they behave well, follow instructions and work well together.
95. The small amount of teaching seen during the inspection was good. The work observed during the scrutiny of books and display suggests that teaching is always at least satisfactory, although higher attainers are not sufficiently challenged in Year 6.
96. The scheme of work is a satisfactory vehicle for planning, although it is not yet up-to-date with the latest requirements of the National Curriculum. The analysis of need made by the headteacher and subject co-ordinator presents an accurate situation report and a firm basis for further development. Satisfactory improvements have been made since the last inspection.
97. Good progress has been made in the acquisition of resources, although there remain significant shortages: two classes have no modern atlases and there is a shortage of maps and specifically geographical software for the computers.
98. The co-ordinator maintains the scheme of work and resources but does not monitor the implementation of the scheme or the quality of teaching. Consequently the implementation of the National Curriculum is narrow and the subject is not always used as well in cross-curricular work as, for example, science or history during the literacy or numeracy hours. Some opportunities are missed to exploit the issues-based curriculum of geography to develop spiritual, moral, social and cultural development.

## **HISTORY**

99. The majority of pupils, including those with special educational needs, make good progress in history and standards are above expectations at the end of both key stages. This is an improvement on the last inspection.
100. In Key Stage 1 pupils display good understanding of the passage of time. They can distinguish between old and new and recognise the changes, between their own lives and those of their grandparents. They can sequence events accurately and recognise similarities and differences between each generation. In Key Stage 2, pupils learn about ancient civilisations and are beginning to show empathy with previous generations as they reflect on the effect of change on Britain. They are able to research for information from first and secondary sources, including the CD ROM, although many rely on teachers to present the information to them rather than searching for information independently.
101. Pupils are keenly interested in history and there is obvious enthusiasm when they are given opportunities to explore and study genuine resources. They show good interest in past generations and a few pupils undertake extra work outside of school in order to support their

learning. In some classes standards of presentation in written work are unsatisfactory and often do not reflect the amount of effort or interest which has been previously shown during the practical element of the lesson.

102. Teaching is good overall and in two out of three lessons it is very good. The rest of the teaching is good. First-hand source discoveries are built into the curriculum whenever possible and pupils have a strong sense of their identity and place in the community. A good set of artefacts is available for use in school and these enhance the curriculum and are used in workshop activities very effectively. Visits out of school to museums and historical centres are also used regularly to support the curriculum. For older pupils, this includes the exciting opportunity to visit an air-raid shelter, which was built within their own school grounds. Often this visit encourages pupils to find out more about their local area during the Second World War. Teachers develop a good understanding of chronology and change in their lessons, often also reinforcing historical knowledge by linking history to other areas of the curriculum. For example in Year 3 a study of Roman Britain included pupils counting in Roman numerals when completing registration each day. They made a "bulla" in design and technology lessons to hold a lucky Roman charm and learnt about structures and forces in science to have a better understanding about the building of aqueducts in Roman Britain. Younger pupils consider their own life from birth to the present day, beginning to understand the working of a time-line. Older pupils extend this knowledge when working on a family tree. Teachers have high expectations and employ a varied range of teaching techniques in order to make lessons more exciting. There are good displays of pupils' work, which are used well to consolidate previous learning and introduce new material. Lessons are carefully planned, with objectives clearly identified. Good classroom management and confident subject knowledge provides an effective platform for learning.
103. A newly appointed co-ordinator is currently reviewing teachers' planning and the history curriculum, in order to ensure an appropriate balance is maintained for history in the new Curriculum 2000 cycle of topics. The co-ordinator is preparing an action plan to maintain the present interest, enthusiasm and knowledge of pupils within the school for this subject.

## **INFORMATION TECHNOLOGY**

104. Very little teaching of the subject was seen during the inspection and there were no distinct information technology lessons. The subject is taught through work and tasks carried out in other subjects. Evidence for judgements was taken from observing pupils working on computers in several lessons, discussions with some pupils and with the subject co-ordinator.
105. Standards are broadly as expected for pupils at the ends of both key stages and have improved since the last inspection. By the end of Key Stage 1 the majority of pupils use key boards and mouse competently to create their own text. They carry out simple editing exercises; correcting spellings, entering punctuation and printing out pieces of work. They enter numerical information into databases. They are, however, rather slow and lack confidence. By the end of Key Stage 2, skills are better. Pupils use computers regularly in some classes, for example in geography and science. They have sound word processing skills, enter information into databases and spreadsheets and produce simple charts and graphs. Most pupils are competent in their use of key boards and the mouse, move text around on the screen competently and confidently. Pupils also research for and extract information well from CD-ROM. They enjoy what they do, work well with each other, often helping each other where necessary. However, skills in using computers for control and monitoring events or taking measurements are underdeveloped at both key stages. Pupils with special educational needs make sound progress, often through the special programmes used to help develop skills in other subjects, for example, in mathematics.
106. The small amount of teaching seen was good and occurred as part of other subject teaching. Nevertheless, it was well organised, integrated into lessons effectively and played an important part in developing pupils' computer skills as well their knowledge and understanding in other areas. Coverage of the subject is through other subject areas. The school has recognised that the weakness in this approach is that pupils do not necessarily all receive similar experiences, thus restricting the pace of development for some pupils. There are well developed plans to

come into place in September 2000 to ensure that all pupils receive a co-ordinated experience in the subject. Training for teachers who are not confident in using computers is also planned.

107. Resources are generally sound but the school would like to expand provision to match the plans it has for development and expansion in September 2000.

## **MUSIC**

108. Standards of attainment in music throughout the school are appropriate to pupils' ages and all pupils, including those with special needs, make satisfactory progress. This reflects the findings of the previous inspection.
109. The youngest pupils in Key Stage 1 sing enthusiastically to pre-recorded tapes and remember the words and tunes from previous weeks, for example, "The Pet Shop". By the end of the key stage, they are able to listen to music attentively and describe and compare sounds in pieces of music using simple terms. Most pupils talk fluently about sounds and understand how different musical sounds are made. They appreciate the difference between loud and soft tones and how these can express character and mood. They can identify movements suggested by music such as the tune signifying Pinocchio skipping. They have a sound grasp of musical elements and are able to keep time and confidently tap out a rhythm with their fingers. They explore sounds using untuned percussion and can compose simple pieces, for example, as a class they make a sound journey to describe "Pinocchio's way to school".
110. In Key Stage 2, pupils listen with enthusiasm to music and can recognise pieces by famous composers, for example, Rimsky-Korsakov's "Flight of the Bumble Bee". Many pupils begin to identify musical ideas and appreciate the difference between loud and soft tones and how these composers can express character and mood. They develop a sound grasp of musical elements and keep time competently and recognise a steady rhythm. Most can compose, practise and perform together, and perfect simple percussion pieces using, for example, cymbals, tambourines and castanets.
111. The quality of teaching and learning in the lessons seen at Key Stage 1 is good. There is insufficient evidence to reach a judgement at Key Stage 2. The lack of a specialist music teacher limits pupils' potential in performing and composing, particularly for older pupils, as they are restricted to using percussion instruments. Nevertheless, teachers try hard to ensure that all pupils take part in music making and encourage them to be self-critical of their performance. This is effective and is shown in the good attitudes of pupils to music throughout the school. Pre-recorded tapes and CD's are used in all classes to give pupils good opportunities to perform, listen and appraise and learn simple musical elements. There are opportunities for pupils to sing during morning assembly, usually to taped music or unaccompanied. The co-ordinator acknowledges that with live accompaniment it would make a much greater contribution.
112. To compensate for the lack of provision for pupils to undertake instrumental tuition, parents have put in place opportunities through private tuition. Although this provision is not free, it is popular with a number of pupils and their parents. Pupils stay regularly after school for individual tuition with a choice of playing a range of instruments, for example, guitar, violin and clarinet. This group of pupils can sight read accurately and show good technical skills. They enjoy showing their virtuosity to their classmates in evening concerts.

## **PHYSICAL EDUCATION**

113. The pupils, including those with special educational needs, are making satisfactory progress in physical education and at the end of both key stages their achievements are in line with expectations of pupils of their age. Standards in swimming are good and the school makes every effort to ensure that all pupils can swim before they leave. During each key stage, pupils have the opportunity to participate and improve in gymnastics, games, dance and athletics. Older pupils are also introduced to outdoor adventure activities. Since the last inspection, standards overall have been maintained.
114. By the age of seven most pupils are able to run, jump, climb and balance. Many can skip and

develop skills of control in their movements. They develop an awareness of personal space and recognise the needs of others, especially important when working in the cramped accommodation of the school hall. Younger pupils achieve satisfactory ball skills when throwing and catching and improve their accuracy with practice. In Key Stage 2 pupils realise the benefits of regular exercise in maintaining a healthy body. They work carefully during warm-up and cooling down activities at the beginning and end of lessons and explain the effect that this exercise is having on their body. During the course of a lesson, pupils make sound progress and show increasing precision in their movements, evaluating and refining their own actions effectively and describing improvements as they occur. Most pupils can create a sequence of three actions moving smoothly with control and balance and using different levels and body parts in order to improve the quality and agility of their movements. Pupils work well in pairs and in groups, either mirroring the actions of others, or offering good support as they work effectively together. Pupils have good understanding of the requirement to play as a team. By the end of the key stage, pupils have appropriate games skills having mastered a variety of football and hockey passes.

115. The pupils enjoy their physical education and have positive attitudes, are eager to please and are hardworking during all activities. They listen carefully to instructions and are keen to try and improve their performance. Good spontaneous sportsmanship is apparent in all classes as they applaud success and consider the needs of others. Behaviour is usually good, even in the greater freedom of the larger outdoor environment.
116. The quality of teaching is satisfactory overall. Planning is sound and teachers are aware of health and safety issues. Most teachers have satisfactory subject knowledge but lack technical skill to offer expert advice. Good use is made of pupil demonstration to provide examples of good practice. Teachers make informal assessments of performance but rarely use this information to set further targets for improvement. Pupils with special educational needs take an equal part in all lessons, benefiting from good adult support. There are sufficient resources for all activities although storage space is a problem.
117. The school benefits from a large playing field. It is used well both in lessons, in local fixtures and in extra specialist coaching sessions after school. Residential and day visits out of school provide opportunities to practise a further range of games to improve skills of problem-solving and team co-operation.
118. The co-ordinator has a good overview of physical education in school and works consistently to overcome the accommodation and storage problems. There is a comprehensive scheme of work but this is not matched to present practice in school and is in need of review. Shortly a new range of additional sports is to be introduced. The school is addressing the further training and resourcing needs which will be necessary to make these games effective within the curriculum.

## **RELIGIOUS EDUCATION**

119. Standards in religious education are broadly in line with the expectations of the Local Agreed Syllabus at the end of each key stage. Little class teaching was seen during the inspection but evidence from pupils' books, displayed work and assemblies, which are the vehicle for much teaching of the subject, shows that the subject informs much of the school's programme of personal and social education and citizenship.
120. By the end of Key Stage 1, pupils write their own prayers with confidence, take part in assemblies and sing hymns with help. By the end of Key Stage 2, pupils have experienced the spiritual in stillness and contemplation. They write their own prayers and take part in activities to help others less fortunate than themselves. They have a sound knowledge of the beliefs of other faiths than Christianity and have developed a sound respect for the traditions of other cultures than their own. Their knowledge of the Christian faith, its customs and values is good and this learning is reinforced in the school's clear statement of Christian belief. Pupils have positive attitudes to work and work well with each other. They work hard and take pride in what they produce.

121. There has been some improvement since the last inspection. The school, with generous help from the Church Burgesses, has purchased new materials and artefacts to teach the features of other faiths. However, the subject co-ordinator acknowledges that the Local Agreed Syllabus in place at the last inspection has not been developed into a scheme of work which allows teachers to plan progressive teaching. This limits the quality of work which can be done and does not provide a suitable basis for monitoring teaching and learning.