

INSPECTION REPORT

ATHELSTAN PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107083

Headteacher: Mr A G Woodward

Reporting inspector: Mrs L Brackstone
21872

Dates of inspection: 2nd – 5th July 2001

Inspection number: 189213

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Carole Noble
Date of previous inspection:	16 th September 1996

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21872	Lorna Brackstone	Registered inspector		What sort of school is it? What should the school do to improve further? How well are pupils taught? How high are standards? a) the school's results and pupils' achievements.
19430	Trevor Hall	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with the parents?
24242	Denise Franklin	Team inspector	English Religious education	
15971	Michael Pye	Team inspector	Geography History Physical education	How good are the curricular and other opportunities offered to pupils?
21199	Lynne Read	Team inspector	Design and technology Equal opportunities Special educational needs English as an additional language	How well is the school led and managed?
28200	Paul Stevens	Team inspector	Science Information and communication technology Music	
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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
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	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 16
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 42

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Athelstan Primary School is a very large school with 525 pupils on roll. It has an equal number of boys and girls. It is situated in Handsworth, an area of Sheffield that is some three miles east of the city. It serves a relatively stable community living in a mixture of housing, most of which is privately owned. Ninety-five per cent of pupils are of white UK heritage and the rest are of Pakistani, Chinese, Black African and Black Caribbean heritage. The pupils are generally cared for in stable family settings where both parents are frequently in employment, but few have had tertiary education. There is a low free school meal take-up. The percentage of pupils known to be eligible for free school meals is 14.7 per cent and this is broadly in line with the national average. The percentage of pupils using English as an additional language is 2.1 per cent and this is higher than in most schools. The percentage of pupils identified as having special educational needs, including statements, is 17.1 per cent and this is below the national average. These include pupils with specific learning difficulties, including dyslexia, and emotional and behavioural problems such as autism. The percentage of pupils with statements of special educational needs is one per cent and this is broadly in line with the national average. Children start school when they are four and a half. This takes place in either September or January depending on when their birthday falls. On entry into school most children have low levels of attainment overall, particularly in speaking and listening. The number of children starting school with special educational needs has been steadily rising over the past few years.

HOW GOOD THE SCHOOL IS

This is an improving school. Over recent years, standards in the core subjects of English, mathematics and science have been well below national averages. Subject co-ordinators and the newly appointed middle management are enthusiastically working with all staff to improve the attainment of all pupils. The overall quality of teaching and learning is good and this is having a positive impact on standards. Athelstan is fully inclusive and provides equal opportunities for all. Taking into account the attainment on entry, the good quality of teaching and the good progress that has been made in standards during the current academic year, the school provides satisfactory value for money.

What the school does well

- The overall quality of teaching and learning is good.
- Provision for pupils with special educational needs is good.
- The pupils have positive attitudes to school, behaviour is good and there is no evidence of anti-social behaviour.
- The curriculum for seven to 11 year olds is good and is enriched through a good range of extra-curricular activities.
- Provision throughout the school for moral and social development is good.
- The school takes good care of its pupils and both educational support and guidance is of high quality.
- Good quality information is provided to parents and links are effective between home and school.

What could be improved

- By the start of Year 1 of the National Curriculum, standards in communications, language and literacy, mathematics, creative and physical development, are below average.
- At the ages of seven and 11, standards in English are below average.
- The monitoring, evaluation and development of teaching has not been sufficiently developed.
- The governing body does not fulfil all statutory requirements.
- Pupils are not provided with sufficient opportunities in their work to make choices, plan and carry out investigations.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996 but progress since then has only become satisfactory in the present academic year. This is as a result of high quality local education authority involvement and an improvement in the quality of teaching. The key issues from the previous report highlighted the need to produce workable planning guidance for each subject, which could be monitored regularly. The introduction of the nationally recommended guidelines has ensured that all pupils receive consistent entitlement and this is carefully monitored through the curriculum co-ordinators. The previous report also required priorities for development to be set out and monitored within a specific timescale. Priorities are fully recorded in the school development plan and clearly defined, but arrangements for monitoring and evaluating their effectiveness have not been fully developed. The monitoring procedures for attainment and progress were also identified as requiring attention and the school has been working hard in recent months to improve this. Gifted and talented pupils have been clearly identified but, as yet, there are no systems in place to monitor the progress of pupils for whom English is an additional language. In the previous report the school was required to ensure that pupils developed their ability to make choices, plan activities and carry out investigations. However, insufficient progress has been made with this key issue. The school has a shared commitment for continued improvement and a satisfactory capacity to succeed.

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
	1998	1999	2000	2000
English	E	E	E	E
Mathematics	D	D	E	E
Science	E	D	D	E

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The standards shown in the table above illustrate that, in the Year 2000, the core subjects of English and mathematics were well below the national average and below the national average for science. Standards in all core subjects were well below average in comparison to similar schools. However, inspection findings indicate a recent improvement in standards. Children start school at the age of four and a half with standards of attainment that are below average in all areas of learning. Skills in speaking and listening are well below expected standards. They make steady progress in their learning in the Reception class but, by the time they start Year 1 of the National Curriculum, standards are still below average. This is mainly because of the poor levels of speaking and listening and the very limited time they have in the Reception year group. By the age of seven, standards in the core subjects of English are below the national average but have improved since the Year 2000 tests when they were considered well below average. Standards in mathematics and science are in line with national averages and this is also a good improvement since the Year 2000 tests. By the age of 11, standards in the core subjects of both science and mathematics are in line with national averages and this represents good progress in their learning. At the age of 11, standards in English are still below national averages. However, taking their poor speaking and listening into account when they first start school, this also represents good progress in their learning. By the age of seven and 11, standards in the foundation subjects of art and design, design and technology, information and communication technology, history, geography and music are in line with national expectations. Standards in physical education are above national expectations. At the age of seven and 11, standards in religious education are in line with that expected in the locally agreed syllabus. Taking the three years from 1998 to 2000, the performance of pupils in all core subjects, at the age of seven

and 11, fell below the national average. The school has set realistic targets to improve standards and is making good progress in achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and are interested in their activities.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around school. There are no signs of anti-social behaviour.
Personal development and relationships	Good. Pupils have positive relationships between each other and all staff who work in the school. They take on responsibilities with enthusiasm and, when given opportunities to use their initiative, they are most willing and capable.
Attendance	Satisfactory. Attendance rates have improved recently but there are still a number of parents who take their children off school for holidays during term time.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	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.

The overall quality of teaching and learning is good. During the inspection 94 lessons were observed and all were satisfactory or better. Forty eight per cent of lessons were good and 14 per cent were very good. The quality of teaching has improved significantly since the last inspection and in almost all of the lessons the pupils learn effectively acquiring new skills and consolidating previous learning. Teachers plan carefully using the pupils' prior attainment as the starting point for their teaching and the majority of pupils make good progress. This contributes to the improved achievement, particularly in mathematics and science. Other features of good lessons are positive relationships, brisk pace and skilful subject teaching. The quality of teaching in both English and mathematics is good overall in both Key Stages 1 and 2.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall. The curriculum for four to seven year olds is satisfactory. It is good for pupils aged seven to 11 because it is well balanced through a wide range of extra-curricular activities.
Provision for pupils with special educational needs	Good. Children are identified very quickly and well supported by individual education plans that are appropriately targeted and reviewed regularly.
Provision for pupils with English as an additional language	Satisfactory. The needs of these pupils are met appropriately but there are no systems in place to monitor their progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory. Provision for moral and social development is good. Pupils are taught the difference between right and wrong and are given good opportunities to work together. Provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Good. The school takes good care of its pupils and provides high quality educational and personal support and guidance for them.

The school works satisfactorily with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The head and deputy work well together as a team. The subject co-ordinators and middle management team are working hard to improve standards. However, there is insufficient monitoring and evaluation of teaching.
How well the governors fulfil their responsibilities	Unsatisfactory. There are a small number of governors who are very supportive of the school and have an appropriate understanding of its strengths and weaknesses. However, the governors fail to comply with statutory requirements by not providing parents with the recommended amount of information.
The school's evaluation of its performance	Satisfactory. The school has recently become aware of the weaknesses in standards and is now working hard to monitor and evaluate the progress of its pupils.
The strategic use of resources	Satisfactory. Finances are carefully linked to the school's priorities and specific grants are used appropriately. The management of the school applies the principles of best value to financial decisions.

There are a good number of teachers and support staff, who support learning well. The accommodation is spacious and although it is well cared for by the caretaker, is poorly maintained outside, and inside provides an environment that is poor for the pupils. Learning resources are satisfactory.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school has high expectations for their pupils. • The quality of teaching is good. • Their children like going to school. • Good progress is made. • They feel comfortable asking questions or problems. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside of lessons. • The right amount of homework. • More information on the progress of their children. • Closer working relationships between home and school.

Inspectors agree with all the positive views of the parents. However, they are unable to agree with the negative comments about the amount of homework set, the range of activities outside of lessons and the information provided on the progress of their children. The inspectors feel that an appropriate amount of homework is given, there is a good range of extra-curricular activities available to pupils aged seven to 11 and the annual reports to parents about their children's progress are good. However, inspectors do feel that the school could be more proactive in developing relationships with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start school at four and a half with standards of attainment that are below that expected for their age. Skills in speaking and listening are well below expected standards. Many children only have two terms in the Reception class following the Foundation Stage curriculum. This is a nationally recommended programme for pupils prior to the start of the National Curriculum and consists of six areas of learning which are personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or *stepping stones*, from which both progress and standards can be measured. By the time that the children are ready to start Year 1 of the National Curriculum they have made steady progress but are still below national expectations. This is mainly because their poor skills in speaking and listening have a significant impact on the achievement in all other areas of learning.
2. In the National Curriculum tests in Year 2000, the performance of pupils at the age of seven fell well below the national average in reading, writing and mathematics. The number of pupils achieving the required level 2 in English was below the national average and the number achieving the higher level 3 was well below the national average. In comparison with similar schools, standards in English were also well below average. The number of pupils achieving the required level 2 in mathematics was below the national average and the number achieving the higher level 3 was well below the national average. In comparison to similar schools, standards in mathematics were well below average. The number of pupils achieving the required level 2 in the teacher assessed tasks in science was in line with the national average but the number of pupils achieving the higher level 3 was well below national averages. In comparison to similar schools, standards in science were well below average. Taking the three years from 1998 to 2000, the performance of pupils at the age of seven fell well below the national average in all the three core subjects.
3. In the National Curriculum tests in Year 2000, the performance of pupils at the age of 11 fell well below the national average in both English and mathematics and below the national average in science. The number of pupils achieving both the required level 4 in English was below the national average and the number of pupils achieving the higher level 5 was well below average. In comparison to similar schools, standards in English were well below average. The number of pupils achieving the required level 4 and the higher level 5 in mathematics were well below the national average. In comparison to similar schools, standards in mathematics were well below average. The number of pupils achieving both the required level 4 and the higher level 5 was below the national average. In comparison to similar schools it was also well below average. The number of pupils achieving the required level 4 in science was below average as was the number of pupils achieving the higher level 5. In comparison to similar schools it was well below average.
4. Inspection findings indicate that standards at both seven and 11 have been making significant improvements during the current academic year. This is because there has been good quality input from the local education authority, which has resulted in a clearer understanding and awareness of standards by all staff.
5. By the age of seven, standards in English have improved since the last national tests but are still below average. This is mainly because of the poor speaking and listening skills on entry into school. Most pupils listen to each other satisfactorily and are able to communicate with each other but few are confident in speaking clearly or using a growing range of vocabulary. Most pupils use a range of strategies to read unfamiliar words and know how to use an information book. Pupils write short sentences and use a range of simple punctuation. A few can write imaginatively but the spelling of key words is not yet consistently accurate. By the age of 11, attainment is still below average but is improving. Listening skills are appropriate

but many still find it difficult to express their points of view and have use of a limited range of vocabulary. Standards of reading are in line with expected levels with most pupils being able to scan through text and talk about the type of books they enjoy. However, library skills are underdeveloped and pupils have only a limited understanding of how to find specific information using index or contents pages. Standards in writing are below average because most pupils are still not confident in producing work that is interesting and which uses adventurous vocabulary. Standards in literacy are just below average but steady improvement is being made. The presentation of work throughout the school is mainly satisfactory.

6. By the age of seven and 11, standards in mathematics have improved since the last national tests and are now broadly average. At the age of seven, simple addition and subtraction is secure and pupils show an appropriate understanding of multiplication tables and division problems up to 40. They know and recognise both two and three-dimensional shapes and change money from a pound. By the age of 11, pupils use their mathematical knowledge to solve problems and have an appropriate recall of multiplication tables. Standards in numeracy and investigative work are satisfactory. However, the use of data handling through information and communication technology skills is less well developed throughout the school.
7. By the age of seven and 11, standards in science have improved since the last national tests and are now average. At the age of seven, pupils know what plants and animals need to live and are also able to compare the differences between living and non-living things. They are developing an appropriate understanding of scientific investigations and are able to chart their findings. By the age of 11, they have a sound knowledge of the main organs of plants and humans and understand some of their functions. They explain how to use evaporation to regain dissolved materials and have a good understanding of forces. However, the pupil discussion during investigative work is frequently of a higher standard than their written presentations. They have also yet to use their information and communication technology skills to develop their knowledge further.
8. Taking the three years from 1998 to 2000, the performance of pupils at both seven and 11 in all core subjects fell below the national average. The school has set realistic targets to improve standards and is making good progress in achieving them.
9. At the age of seven and 11, standards in information and communication technology are in line with expected levels and this is an improvement since the last inspection. By the age of seven, pupils are able to word process and use programs to collect data. By the age of 11, standards in the subject are as expected nationally; word-processing skills are average and both control technology and the use of the Internet are appropriately developed.
10. By the age of seven and 11, pupils show good levels of skills in both games and gymnastic work and overall standards in physical education are above national expectations. Standards in art and design, design and technology, geography, history, and music are in line with national expectations. At the age of seven and 11, standards in religious education are in line with that expected in the locally agreed syllabus. By the age of seven, pupils have a satisfactory understanding of Christianity and some of the beliefs of Judaism and Islam. By the age of 11, pupils know and understand the practices and customs of Christianity.
11. Pupils identified as having special educational needs make good progress in relation to prior learning. A tailored programme of support is devised and all staff involved with these pupils know their specific learning targets. All pupils are fully included in every aspect of the school's work, having access to extra-curricular activities and to school visits. Although pupils for whom English is an additional language are not clearly identified they make good progress in relation to their prior learning.

Pupils' attitudes, values and personal development

12. Pupils' attitudes to school and their learning are good. This interest starts from their early days in the Foundation Stage. Children generally adapt quickly to routines and show an interest and curiosity in most of what they do. They concentrate well and generally persevere to finish their

- tasks. They mix well together and soon form good relationships with both each other and all adults in school. Parents believe their children enjoy school and make good progress.
13. From the ages of seven to 11, most pupils are enthusiastic and purposeful in their studies. They work well together in pairs or in groups, sharing ideas and equipment good-naturedly. They maintain concentration well throughout the school day, contributing positively to short dialogues in lessons. For example, in a lesson exploring the complexities of time measurement, some thoughtful and realistic concepts were responsibly discussed.
 14. Behaviour is good. Although some parents do have a few concerns about behaviour, most parents support the positive view about behaviour. The inspection team found pupils had a good sense of self-discipline and maintained good patterns of behaviour through to the end of lessons. Pupils are familiar with the codes of conduct, their own class rules and the expectations of their behaviour in and out of school. A few pupils have personal behavioural problems. Mainly due to the skill of teachers, this does not cause undue interruption to the flow of lessons but occasionally disturbs other pupils' play. Where there are lapses of conduct, pupils know how seriously this is viewed. They know that bad behaviour or bullying is very wrong and are familiar with the systems of rewards and sanctions. There are a very few instances of oppressive behaviour. There have been no exclusions in this present year.
 15. Personal development is good. Pupils are courteous to adults and to one another. They are tidy and move around the school in a responsible manner. The majority soon develop mature attitudes to their work and play. Pupils listen well and appreciate one another's comments in lessons. When asked, they freely explain to the inspectors what their lesson activity is about. Most play is good-natured and often exuberant. A few are boisterous and not always aware of those around them. Co-operation with the lunchtime supervisors is good. Older pupils show good initiative, for example, in looking after younger ones and, through the 'playground friend' scheme, looking after those less confident at playtimes. Pupils enjoy simple monitoring roles offered to them from the day they enter the school. These are enlarged as they move through the year groups, but as yet, there is no formal structure for widening and deepening their experience through co-ordinated personal, social and educational programmes. Pupils are quiet and respectful at assemblies, appreciating the visitors who share in them. Good work and endeavour is celebrated in class and at assemblies. Pupils applaud these successes with enthusiasm. Pupils are unsure of the nature and purpose of the Home School Agreement. Older pupils develop more independent skills in preparation for secondary education. They share positively in their target setting. Pupils value their records of achievement and have an increasingly mature view of what they are trying to achieve for the future.
 16. Relationships throughout the school are good. Pupils have trust in the adults in school. They can confidently share their thoughts and concerns with more than one member of staff. Consequently a good rapport is evident between pupils and between pupils and all adults in school. This reflects well in their work and play.
 17. Attendance in the last reporting year was well below the norm. However, recent figures submitted to the local authority demonstrate that there has been a significant and consolidated improvement in the first two terms of the current year. Attendance is now broadly in line with the national average. However, authorised absence is still inflated by parents taking their children away during term time. Registration conforms to requirements. Pupils enjoy school and most are early, looking forward to their lessons. Pupils greet their teachers cheerfully and settle down quickly to individual work. Registration is prompt and effective. Lateness is minimal and confined to a few families.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The overall quality of teaching and learning is good. During the inspection 94 lessons were observed and all were satisfactory or better. Forty eight per cent of lessons were good and 14 per cent were very good. The quality of teaching has improved significantly since the last inspection and in almost all of the lessons the pupils learn effectively, acquiring new skills and consolidating previous learning. Teachers plan carefully using the pupils' prior attainment as the starting point for their teaching and the majority of pupils make good progress. This

contributes to the improved achievement, particularly in mathematics and science. Teaching in English and mathematics is good overall in Years 1 to 6.

19. The quality of teaching and learning in the Foundation Stage is satisfactory. During the inspection there were no unsatisfactory lessons observed and all were of satisfactory quality. Teachers have a satisfactory knowledge and understanding of this age group, relationships with the children are warm and caring and teachers are enthusiastic. Basic skills are taught satisfactorily. However, at times letter sounds are taught incorrectly to the children. This happened in one lesson where the children were learning about the letter 'f'. The teacher appropriately provided examples of this sound in particular words but then mispronounced it. The children then repeated the sound incorrectly. Teachers use the recommended curriculum for this age group appropriately and day-to-day planning is satisfactory. However, learning objectives for lessons tend to be descriptions of what is to take place in the session rather than references to the actual learning to be acquired. Teacher expectations are not always high enough and this results in missed opportunities. For example, children continue to talk through sessions when the teachers are talking and this goes unchecked. At other times, these young children are required to sit for long periods on the carpet and this has a negative impact on learning. There is an appropriate mix of individual, group and class activities and the children are developing their ability to concentration skills. However, some groupings are inappropriate. This was observed during a music lesson in the hall when two classes of about 50 children were grouped together. This required considerable teacher direction, which, as a result, had a negative impact on the quality of children's learning. Not every child felt secure in this large group and not all were able to explore their musical knowledge and skills. Resources are used satisfactorily to make learning interesting; for example, bubbles were used to stimulate the learning in a music session. However, the outdoor area is not used sufficiently in the development of the children's knowledge, skills and understanding. Support staff work appropriately with small groups of children and help to develop their vocabulary. Unfortunately there is a tendency for them to simply watch the teacher during whole class sessions and this is not good use of their time. Teachers use appropriate praise and encouragement but are yet to develop effective systems that will enable them to monitor the progress of each child in relation to the recommended curriculum for this age group.
20. The quality of teaching and learning is good in Years 1 to 6. During the inspection, 85 lessons were observed in these classes; 53 per cent of the teaching was good and 15 per cent was very good. Teachers have a good, secure knowledge and understanding of the subjects that they are required to teach and this is demonstrated in the range and quality of the work that is produced by the pupils. Basic skills are appropriately taught. Their planning is thorough and detailed and in most lessons the pupils are given challenging tasks. Most lessons begin with carefully directed whole class teaching and use well focused questions that enable them to check the level of the pupils' understanding. This is followed by small group tasks and, on occasions, individual work that is matched carefully to the learning targets. The pupils are required to work at a brisk pace.
21. All of the teachers in the school have a thorough knowledge of the requirements of both the National Literacy and Numeracy Strategies. The skills of literacy and numeracy are taught appropriately. Teachers prepare their work thoroughly and identify precise learning targets that are clearly conveyed to the pupils. This results in the pupils knowing what is expected of them. The teachers are skilled in asking questions. For example, they ask questions that will develop the pupils' understanding of the shared text. Group tasks are also carefully matched to the pupils' abilities. The pupils' self-confidence improves when they are praised and encouraged. This was clear in a Year 2 English lesson when a group of lower achieving pupils were continually encouraged and stimulated by the positive approach of their teacher. It was clear that the teacher's competency in teaching the pupils to write creatively was good and key words were promoted well to help with their learning. Teachers' planning builds on what the pupils have done before and good use is made of recall from previous lessons. For example, in a very good literacy session in Year 6, pupils worked at a brisk pace and maintained their concentration throughout the lesson. This was due to the high expectations of the teacher about how the pupils should behave when working in groups. The work was carefully planned, activities matched to the needs of the pupils and the teacher supported the different groups effectively.

22. Examples of good teaching are found in all subjects and in almost all lessons the teachers' expectations of high standards of discipline contribute to the good progress made by the pupils. For example, in one Year 6 design and technology lesson the quality of teaching and learning was very good. This was because the class teacher had very high expectations and provided a very good range of resources and pupils worked to a tight schedule. Relationships within all classrooms are positive and there is generally a calm and purposeful atmosphere in most lessons. The pupils quickly settle to work and maintain their concentration, even when not directly supervised. The rate and pace of learning by most pupils are good. They are motivated by the level of teaching, concentrate well and improve their skills. Pupils' work is regularly assessed and results are used to inform future planning. The verbal feedback given to pupils on how they are doing and how to improve is good. However, comments made in their books, especially in Years 3 to 6, are inconsistent in approach and do not always provide points for improvement, challenge or encouragement. Overall, the provision of homework is satisfactory and is generally consistent throughout the school. Prior to the inspection a significant number of parents expressed concerns over homework. Inspectors found it to be used well in Years 1 to 6 to extend what was learnt in school and pupils were given relevant activities to do at home.
23. The teaching of pupils who have special educational needs or who may be experiencing learning difficulty is good throughout the school and enables them to make good gains in learning. The requirements of individual education plans are built into daily activities. Designated support staff and classroom assistants provide targeted, unobtrusive support to meet individual and group needs. This ensures that all pupils are fully integrated into the life of the school community and that all develop good levels of self-confidence. Teachers are skilled in targeting questions to ensure that all are included in whole class oral work. Teaching is also good for those pupils who speak English as an additional language. Teachers check that all pupils understand new vocabulary and can use specific terminology in the correct context.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

24. The curriculum helps the school to meet its aims of providing opportunities for pupils to achieve their full potential. It provides a broad and balanced curriculum that is sound in Reception, Year 1 and Year 2. It is good at Key Stage 2 where a range of extra-curricular activities further broaden the opportunities that pupils are presented with. The school meets its obligation to teach all National Curriculum subjects along with the agreed syllabus for religious education. Appropriate arrangements for the teaching of the literacy and numeracy strategies are in place and the governors have ensured the review of sex and drugs education and have agreed appropriate policies with parents. The governors' curriculum committee works well with the senior and middle management of the school to evaluate the effectiveness of the curriculum. A co-ordinator for personal, social and health education has recently been appointed and has drawn up a draft policy and syllabus that is intended to help to ensure more continuity and progression in the teaching of this area of the curriculum.
25. Over a year, all subjects of the National Curriculum are taught. The time allocated to most subjects is similar to national averages. Physical education is allocated a higher than usual proportion of the timetable, but delivers good standards to pupils. Careful planning by teachers, and evaluation of the curriculum ensures that all subjects have the teaching time they require.
26. The school has made satisfactory progress in addressing the issues arising from the last inspection. All subjects have schemes in place, more extra-curricular provision has been provided and co-coordinators now contribute to an annual appraisal of the achievements, needs and recent developments of their subject. The report is then delivered to the governing body. The school has established a system of monitoring teaching and learning through work sampling, planning checks and lesson observation. However the programme for lesson observation is not fully established. The provision for information and communication technology has been reviewed and increased, although in subjects such as history and geography more work remains to be done. The National Literacy and Numeracy Strategies are

well managed and satisfactorily taught throughout the school, and they are having a beneficial effect on the attainment of pupils. Staff have undergone appropriate training in these initiatives. However, planning does not consistently identify opportunities to reinforce literacy and numeracy skills in all subjects, so that while in history the pupils access the alphabets of past civilisations, in other areas such as geography the importance of vocabulary is not highlighted in a consistent fashion. Where literacy and numeracy skills are reinforced well the pupils enjoy practising these skills and they make satisfactory progress.

27. Teachers make satisfactory use of the good planning guidance that shows them what pupils with different learning needs are to learn in each subject term by term. There is also good planning guidance in all subjects for pupils with special educational needs. This helps to ensure that these pupils have the same learning opportunities as other pupils. The learning needs of higher attaining pupils have been identified but not all subjects make appropriate use of such information to further their learning. Homework is set regularly in mathematics and English, but more inconsistently in other subjects.
28. The school ensures that there is a daily act of collective worship, although the statutory requirements are not fully met when some pupils are withdrawn from assemblies to carry out litter duty. Parents are informed of their right to withdraw their children from such collective worship.
29. Entry arrangements into the school are satisfactory, with the relevant parent or carer interviewed and pupils' prior attainment assessed. This allows for teachers to plan in advance work that will match the individual needs of the pupils in the Reception classes. Similar good practice is carried out when pupils enter the main school. Parents have access to what their children are being taught when teachers' planning is displayed outside their classrooms. Satisfactory arrangements are in place to prepare pupils for the next stage of their education. Pupils visit their next school and secondary teachers visit to find out about the needs of the Year 6 pupils. Work that links the primary and secondary school is also carried out and helps to build the confidence of pupils. Good links are developing with a local secondary school that has been awarded sports college status and this is likely to further benefit the standards of physical education within the school.
30. The school has developed a range of extra-curricular activities, but they are limited to pupils in Years 3 to 6. Amongst other clubs, the pupils are able to attend chess, choir and an assortment of sporting activities including football for girls and boys. In Year 6, pupils participate in the Crucial Club activity that is run by the local police force. This provides opportunities for pupils to learn about how to avoid personal danger, as well as how to contact the emergency services.
31. There are opportunities throughout the year for pupils to reinforce their learning through educational visits to museums and other establishments. Pupils visit Mayfield Valley and the museum at Crich as part of their history and geography courses. They also participate in role-playing at a Victorian school and Gainsborough Hall. Older pupils in Year 6 have recently had the opportunity to learn how to be more independent, use their initiative and work within teams at a nearby residential centre. However, not all pupils could attend this residential course and this has resulted in an issue over equality of access and opportunity.
32. Over time, pupils presently have only satisfactory opportunities to develop a sense of responsibility and independence. These include educational visits, opportunities for pupils to fetch and return attendance registers, and to carry out various duties around the school. Pupils operate the taped music machine and overhead projector in collective worship. Year 5 pupils have been given more significant responsibility as 'playground friends', and have reacted very positively to their newly developed positions. They carry out their duties of befriending any pupil with problems at breaks and lunchtimes with a sense of commitment and show great responsibility. Similar commitment is seen when pupils raise money for charity, as on Red Nose Day, or when they entertain at a local home for the elderly at Christmas. The response of the pupils to such responsibility strongly suggests that the forthcoming establishment of a School Council will further pupils' personal development and be received with a growing enthusiasm amongst all pupils.

33. The provision for pupils with special educational needs is good. Teachers ensure that the work planned for them is matched to their requirements through an individual programme of learning that is regularly reviewed and updated. There is good support from trained classroom assistants, some of whom use specialist techniques in order to meet identified needs. The school recognises its responsibility to ensure equal access and opportunities for all its pupils, including those who have special educational needs and those who are learning English as a second language. Pupils who are considered as being especially gifted or talented are also identified.
34. Overall the school's provision for pupils' spiritual, moral, and cultural development is satisfactory and reflects the aims of the school. The school's provision for the social development of pupils is good.
35. There are satisfactory opportunities provided for pupils to develop their spiritual development and explore their personal beliefs through the study of Christianity and other faiths and from visitors to the school, such as the representatives from the local church. Pupils have opportunities to experience and appreciate natural beauty and human achievement, for example in art and design, science and geography lessons. However, in lessons as well as in collective worship there are inconsistent opportunities for quiet reflection and the appreciation of the world around them. The overall quality of collective worship sessions is satisfactory. Achievement assemblies provide opportunities for pupils to appreciate the efforts and abilities of others.
36. The provision for pupils' moral development is good, with teachers and support staff delivering consistent messages about school expectations of behaviour. The pupils clearly know right from wrong and expectations about moral behaviour are high. The school has identified 'Golden Rules'. At the start of the academic year the pupils debate and agree their own class rules. These are then displayed in their classrooms. The clear messages about what is acceptable behaviour and how actions affect others are emphasised in school assemblies as well as in classrooms. Positive behaviour is encouraged by a points system that leads to the award of a certificate. Pupils develop a sense of moral responsibility when they participate in charity fund raising, as well as when they consider their responsibilities towards each other.
37. Relationships within the school make a positive contribution to the provision for the pupils' social development, which is good. In various subjects pupils are encouraged to work together as teams. They participate in a Nativity play and perform for groups in the community. Under the title *Community Action*, pupils from the local secondary school carry out work experience within the school. In Years 1 and 2, pupils are encouraged to play together in the 'Game of the Week'.
38. Provision for cultural development is satisfactory. The subject curriculum is designed so as to appreciate the history, traditions and celebrations of pupils from diverse ethnic and cultural backgrounds. In religious education lessons, pupils learn about various faiths and celebrations, and in music they learn about different cultures from around the world. In art and design the subject makes a significant contribution to cultural development as when very good use is made of professional artists' work to teach pupils about Egyptian and Islamic art. In physical education they learn about the folk dances of their own country as well as the dance of other cultures such as those of India. In history and geography lessons pupils have many opportunities to learn about their own heritage and the lives of others in countries such as Egypt, India and Europe. Books in school represent the diverse cultures in the United Kingdom and around the world and so provide opportunities for pupils to appreciate the rich diversity of cultures that surround them. Both around the school and in the library there are posters and books in more than one language. However, there are missed opportunities to promote the achievements of ethnic minority groups, such as in physical education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. Procedures for child protection and for ensuring pupils' welfare are good. All adults are aware of the criteria for child protection although there has been no recent formal training. There is good provision for the pupils' safety and welfare.
40. There is good co-operation with educational, medical and social agencies. There are no health and safety concerns within the general framework of the school day. Minor matters of safety signs have been brought to the attention of the headteacher.
41. Procedures for promoting and monitoring attendance are good and thorough. Parents are constantly reminded of the importance of regular attendance and punctuality as virtues to be fostered for the future. Pupils' annual reports carry comments and statistics of personal attendance and punctuality. However, there is no comment on levels achieved or on the criteria for absence in the school prospectus and the governors' annual report. The educational welfare officer supports the school well.
42. Procedures for monitoring and promoting self-discipline are good. Policies and strategies are very well structured, and consistently applied in all classes. Most teachers have high expectations in lessons and this encourages the pupils to do well. Where pupils have individual behavioural problems, this is the constant concern of staff. These pupils are strongly encouraged to have a much more responsible approach to their work. Pastoral care of these situations is constantly reviewed, generally with improving results. Procedures for monitoring and eliminating oppressive behaviour are good. Bad behaviour is viewed very seriously and parental co-operation is earnestly sought. Tendencies towards bullying or oppressive behaviour are dealt with swiftly and effectively. Parents of all involved are fully informed and their co-operation is invited.
43. Procedures for monitoring and supporting pupils' personal development are good. Teachers work hard to build up pupils' self esteem. Good work and effort is praised before the whole class. Parents are pleased that teachers expect their children to work hard and do their best. They feel teachers help their children to be mature and responsible. Lunchtime supervision is light and effective. Supervisors know the pupils well and stimulate some good interactive play, particularly with the younger pupils. All adults in school provide good examples for the pupils and have a good rapport with them. Staff are always available to parents who may wish to discuss any problems. Many parents have a quick word at the beginning or end of the school day but appointments can readily be made for more formal matters.
44. The school's procedures for assessing pupils' attainment and progress are satisfactory overall. The extensive repertoire of systems for assessment in English and mathematics has recently been completed and is now beginning to have a positive impact on standards of attainment in those subjects. Assessment in science is developing well and is clearly raising standards. However, assessment has yet to be established in other subjects for pupils between Years 1 and 6 and for the children in the Foundation Stage. The school has a marking policy for daily assessment of pupils' work, but although it is satisfactory overall, its use is inconsistent. For instance it ranges from cursory ticks, with not enough attention to accuracy in English and factual statements, to being quite thorough and supportive. Long-term assessment has only been established in test conditions but is not fed by what teachers learn from pupils' daily work. As yet there is little evidence of pupils assessing themselves to enable them to be more aware of their own learning and then work with their teachers towards self-improvement.
45. Overall, the school is making satisfactory use of assessment in its planning to support pupils in their academic progress. There are both strengths and areas for improvement. The school makes good use of assessment of pupils on entry to establish those who have special educational needs, but does not make full use thereafter. The school has ensured that what it learns from tracking individual progress about pupils' literacy, numeracy and to some extent scientific knowledge and understanding is put to use in working out what they need. There is strong evidence of the beneficial impact of this in the school's improving performance in national tests. Nevertheless, teachers have been inconsistent in setting targets for pupils. Where they have been established, they are clear and achievable. The school has made good use of assessment to acknowledge individual pupils' achievements through praise and certificates, which are carefully kept in their individual portfolios. This practice is very

supportive to pupils' sense of their own value and encourages them to work hard. The school has been slow to make adjustments to its teaching where it has gained specific information. For example, there has been little action taken to address the differences in performance between boys and girls in science. Nevertheless lesson plans now fully consider what is needed to cater for the full range of abilities in each class, including both low and high achievers. Moreover, class teachers are fully involved in making individual education plans for pupils with special educational needs on the basis of assessment. The school has recently appointed a teacher with special responsibility for identifying the needs of its gifted and talented pupils but the impact of this initiative is too new to be evaluated as yet. Teachers recognise the importance of involving parents and have made strong efforts to encourage their collaboration in monitoring their children's progress.

46. Procedures for assessing, monitoring and supporting attainment for those pupils who have special educational needs are good. The early identification of difficulty ensures that prompt and appropriate action is taken. Teachers devise specific targets that they share with pupils so that they can take responsibility for their own learning. There is a positive ethos that stresses each pupil's strengths, whether they are of a physical, creative, social or academic nature. This ensures that every pupil is valued as an individual and underpins the development of self-confidence.
47. There are no systems in place to monitor the progress of those pupils who are learning English as a second language.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

48. Parents are pleased with what the school provides and achieves.
49. The school has good and effective links with parents. There are regular newsletters and memos on school events. There is a comprehensive school prospectus but the governors' annual report does not conform to requirements. A significant number of omissions and the need of some fuller detail have been reported to governors for their attention.
50. Although some parents express concern, the quality of information to parents, particularly about their children's progress, is good. The inspection team found there are daily opportunities to talk to teachers throughout the year. Medium term planning for pupils' work is posted outside each classroom for all to read. This is being sent out to all parents, from next term. Samples of pupil's work are always available. Consultation evenings are very well attended, particularly at the February meeting, when thorough half-year reports are discussed with target setting in mind. Annual written reports conform to requirements, are individual to the pupil and have some evaluation. Pupils may attend with their parents at the 'end of year' parents' evening to share development as a result of their reports.
51. A number of parents feel that the school does not work closely enough with them. The inspection team found that the school invites parents to contribute to their children's learning at home and in school. There has been a good response to the home school agreement. A number of parents, particularly those of pupils in Years 1 and 2, hear their children read at home and support their homework. A small and loyal number of parents help regularly in school and their service is both planned for and valued. Many more parents assist with visits. A number of parents expressed concerns regarding levels of homework. The inspection team found homework consistently set through all the year groups and comparable with that of other similar schools. All parents are automatically members of the Home School Association. The committee is small and enthusiastic and runs a number of events, for example, Christmas and Spring Fairs, raffles and discos. Funds raised make a significant contribution to additional resources for the school.
52. Teachers make every effort to ensure that they meet with all parents of children with special educational needs to review progress and consult about individual education plans. There are good systems of communication through home-school diaries for some of these pupils and the special needs co-ordinators make themselves available to consult with parents whenever the need arises.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher and deputy headteacher, working as the leadership team, provide purposeful leadership that reflects the school's aims. Their vision for the school is well documented in the three year 'Checklist for Excellence' and includes a clear commitment to extending the corporate approach to management and to raising standards. An effective team of middle managers are instrumental in promoting an environment where pupils are industrious, enjoy good relationships and show respect for staff and their friends. Together with the subject co-ordinators, they have worked very hard to achieve the school's stated aim of improving attainment in English, mathematics and science.
54. The delegation of responsibilities to key staff, although newly implemented, is already beginning to show benefits. The middle management team meets regularly to discuss issues and plan action. They are well supported in their developing role by the Local Authority adviser, who acts as tutor in leadership and management. Recent initiatives have included the writing of school-wide policies and the middle management team are now actively involved in developing systems to support the monitoring of teaching and learning throughout school. They also check that school policy is carried out on a day-to-day basis. There is good, two-way communication through this extended management team and through weekly staff meetings.
55. Senior and middle managers have a sound overview of the school's strengths and weaknesses. The recent monitoring of standards and performance has led to focused staff development and to the successful tackling of whole school issues. For example, this year the deputy head has been responsible for analysing the attainment of pupils in English, mathematics and science from Year 1 to Year 6. As a result, some challenging targets for improvement were set. Teachers, supported by the relevant subject co-ordinators, devised appropriate learning goals. Staff development and meetings were dedicated to extending expertise in identified subject areas and for the monitoring of progress. The success of the whole team approach is shown in the improving levels of attainment now evident in school.
56. The subject co-ordinators have a basic knowledge of provision and attainment in their subjects by examining planning and monitoring pupils' work. This represents partial improvement of the issue highlighted in the last report. However, they know very little about the actual teaching and learning in their subjects because there are no clear procedures in place for the monitoring of classroom practice. The headteacher has observed some lessons on an informal basis but there is no systematic approach to this vital area of school evaluation. Following the school's recognition of the need to introduce formal procedures, the monitoring of teaching by curriculum leaders is a current focus of the school development plan and of the middle management team's work. Subject co-ordinators are diligent in handling their annual budget in order to provide suitable resources for teachers. Their annual reports are presented to governors and provide a useful summary of curriculum developments, including details of staff training, expenditure and targets set. All co-ordinators review provision in their subjects on an annual basis and produce an action plan for the coming year. At present, these plans do not directly drive school development planning. However, they do effectively underpin initiatives for improvement and provide the essential detail and direction for the school's work. The management of special educational needs provision is very good. The special educational needs co-ordinators know the pupils well and are actively involved in monitoring progress and producing new targets for learning. They have good links with outside agencies to secure specialist help and advice where needed. Both conscientiously keep up to date with current legislation and research developments so that they can provide good support for colleagues in finding solutions to problems that arise.
57. Most of the governing body is very supportive of the school. Proceedings are conducted through a committee structure but not all governors are appointed to specific responsibilities. At present, there is no governor for literacy or numeracy and some governors are not represented in the decision-making process at committee level. On the other hand, the governor for special educational needs takes an active interest in her area and provides good support for the co-ordinators and the relevant pupils. This is a good model for future development. Governors review the results of national tests and are aware of the school's

plans to improve standards. They have a basic, but developing, knowledge and understanding of the school's strengths and weaknesses. They do not meet their statutory responsibilities in respect of the annual governors' report to parents, which has several important sections missing.

58. School development planning is the responsibility of the headteacher and deputy headteacher. It illustrates clear educational purpose. Funding is linked to priorities, with implementation strategies, timescales and methods to evaluate success clearly specified. There is little active input and monitoring by governors, who adopt a rather passive role. Although they receive the plan for ratification and receive progress reports, they are not actively involved in the evaluation process.
59. The school's finances are efficiently monitored and controlled. Spending is linked to priorities identified in the school development plan. The finance committee receives regular financial updates to enable it to monitor the budget closely. Best value principles are well applied to all purchases and contracts. Governors monitor the outcome of spending decisions with reference to the annual curriculum reports but do not routinely check the benefits for teaching and learning. There are systematic procedures in place for the ordering, receipt and payment of goods and services. Procedures for dealing with cash and private funds are safe and effective. Specific grant funding is appropriately allocated and money provided for special needs pupils is well targeted to meet their needs.
60. The school is staffed by a good number of suitably qualified and experienced teachers who are effectively deployed to meet the demands of the curriculum and to support pupils with special educational needs. There are no staff specially designated to support pupils for whom English is an additional language. Teachers have good levels of professionalism and commitment. They work effectively in year group teams, planning their work conscientiously and sharing expertise. Experienced teaching assistants provide good support for pupils' learning, especially those who have special educational needs. There are established arrangements for staff development, guided largely by identified school priorities. The new staff handbook is comprehensive and provides clear guidance, but not all staff are familiar with its contents. Performance management systems are fully implemented. Recently, the main focus for training has been on English and mathematics. This is reflected in the higher levels of attainment in the tests for pupils at ages seven and eleven. The school has also invested in substantial training for staff in the area of information and communication technology. This has led to much improved provision and learning in this subject since the last report. An experienced tutor mentor provides good support for the newly qualified teacher, who has a planned programme of induction. The school is committed to the training of new teachers. A member of the middle management team organises placements and students are welcomed on a regular basis. Athelstan School is well served by appropriately skilled non-teaching staff. Lunchtime supervisors provide a good standard of care at midday and know the pupils well. The site manager works hard to overcome the problems of maintenance and vandalism and ensures that facilities are adequate. His efforts are greatly appreciated by staff, governors, parents and pupils alike. Administrative support is very effective and efficient, making good use of information and communication technology. The school administrator makes a significant contribution to the smooth running of the school, discharging a wide and diverse range of responsibilities. She provides very good support for the headteacher who is freed from routine administrative matters.
61. The extensive accommodation and grounds provide good facilities for the delivery of all programmes of study contained in National Curriculum 2000, the locally agreed syllabus for religious education and for a wide variety of extra-curricular activities. However, the standard of maintenance is poor. Problems include badly fitting window frames, peeling paint, crumbling plaster and worn-out floor coverings. Outside areas are bare and uninspiring, with no adventure or play equipment and few seating areas where pupils can enjoy a quiet time. To compensate, teachers create attractive areas for displays of work to celebrate achievements and to brighten the learning environment. Overall, there are adequate materials and equipment for teaching and learning, with a good range of resources available for both design and technology and physical education and excellent for art and design.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. In order to further improve standards of attainment, the headteacher, staff and governors should:

a. raise standards in communications, language and literacy, mathematics, creative and physical development by the start of Year 1 of the National Curriculum by:

- improving the quality of teaching in the Reception classes by focusing more sharply on learning objectives in the daily lessons plans; and
- introducing procedures for assessing the progress of the children in all areas of learning within the nationally recommended curriculum;

(Paragraphs 19, 63)

b. improve standards in English at the age of seven and 11 by:

- completing the work already started in improving the writing skills; and
- devising opportunities to extend the vocabulary of the pupils throughout the school;

(Paragraphs 5, 79, 81, 84, 85)

c. introduce consistent methods to monitor, evaluate and develop the quality of teaching by both senior management and subject co-ordinators throughout the school by:

- developing a shared understanding of good practice amongst the teaching staff;
- agreeing a common format for the evaluation of teaching throughout the school;

(Paragraph 56)

d. ensure that the governing body meets all its statutory requirements;

(Paragraph 57)

e. develop the pupils skills in both decision-making and carrying out their own investigations by:

- planning more opportunities in the curriculum where pupils are able to make choices and find out information for themselves;

(Paragraphs 83,114,122)

In addition to the key issues above the following should be considered for inclusion in the action plan:

- ensure that marking throughout the school is consistent and is used to promote learning;

(Paragraphs 22, 44)

- develop the use of information and communication skills throughout the curriculum.

(Paragraphs 92, 97,124)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	94
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	14	48	38	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	525
Number of full-time pupils known to be eligible for free school meals	65

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	140

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence	%
School data	7.6
National comparative data	5.2

Unauthorised absence	%
School data	0.1
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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	48	35	83

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	36	37	40
	Girls	31	30	34
	Total	67	67	74
Percentage of pupils at NC level 2 or above	School	81 (78)	81 (72)	89 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	39	41
	Girls	32	33	33
	Total	69	72	74
Percentage of pupils at NC level 2 or above	School	83 (81)	87 (93)	89 (89)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	33	25	58

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	21	24
	Girls	19	11	23
	Total	39	32	47
Percentage of pupils at NC level 4 or above	School	67 (63)	55 (68)	81 (73)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	19	23
	Girls	13	12	21
	Total	27	31	44
Percentage of pupils at NC level 4 or above	School	47 (56)	53 (72)	76 (76)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	2
Black – other	0
Indian	0
Pakistani	9
Bangladeshi	2
Chinese	0
White	422
Any other minority ethnic group	6

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)	22
Number of pupils per qualified teacher	23.9
Average class size	26.3

Education support staff: YR – Y6

Total number of education support staff	11.0
Total aggregate hours worked per week	227

FTE means full-time equivalent.

Financial information

Financial year	2000
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	£
Total income	887,748
Total expenditure	921,741
Expenditure per pupil	1760
Balance brought forward from previous year	58517
Balance carried forward to next year	24524

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	525
Number of questionnaires returned	124

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	50	7	1	0
My child is making good progress in school.	43	49	6	2	0
Behaviour in the school is good.	40	44	10	2	4
My child gets the right amount of work to do at home.	27	48	15	8	1
The teaching is good.	50	45	3	0	1
I am kept well informed about how my child is getting on.	27	48	20	3	2
I would feel comfortable about approaching the school with questions or a problem.	40	52	6	1	0
The school expects my child to work hard and achieve his or her best.	65	31	1	0	2
The school works closely with parents.	23	51	22	1	3
The school is well led and managed.	27	56	6	3	6
The school is helping my child become mature and responsible.	32	58	5	0	3
The school provides an interesting range of activities outside lessons.	19	40	17	6	19

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

63. There are three Reception classes in the Foundation Stage, which is the step in education prior to starting the National Curriculum in Year 1. Children are admitted to school in the September or January following their fourth birthday. Older children have three terms in Reception and younger children have two terms. At the time of the inspection there were 80 children in the three Reception classes. There are three qualified teachers and a classroom support assistant in each class. Most children have attended local playgroups and nurseries before they come to school. Children and parents are very well prepared before they enter school; the progression is very well thought out and enables children to make a smooth transition into full time education. Every opportunity is seized to involve parents in the transition from home to school. There is a home visit and children visit the school on three occasions. Attainment on entry is below average overall and is well below in communication, language and literacy. There are five children on the register for special educational needs, including two who have statements of special educational need. Pupils with special educational needs make good progress in their learning and are well supported in the classroom. The school has identified two gifted and talented children in the Reception year. The school follows the nationally recommended Foundation Stage curriculum in Reception. This consists of six areas of learning: personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development. Each area of learning is made up of four stages or *stepping stones*, from which both progress and standards can be measured. On entry into school, assessment information is carefully collated during the year. However, the use of this assessment is unsatisfactory and inconsistent throughout the Foundation Stage. The co-ordinator is aware of the need to develop assessment and the school is currently beginning to trial a local assessment pack. The use of this is currently inconsistent throughout the Foundation Stage. They are not recording each area of learning sufficiently well to ensure assessment is used to inform planning consistently. The indoor areas are spacious and provide a stimulating learning environment. The Foundation Stage is well resourced apart from outdoor provision. Outdoor provision consists of a small area of grass and tarmac and this is under-developed. Children make satisfactory progress but the majority will not achieve the early learning goals by the time they leave Reception. Planning is generally satisfactory and indicates what the children will learn. However, it is not sufficiently rigorous and needs to match activities more closely to pupils' needs. Planning is well linked to the early learning goals, particularly in creative aspects and knowledge and understanding but is less so in communication, language and literacy, mathematical development, physical development and personal, social, and emotional development. The co-ordinator has an action plan for the development of the Foundation Stage and has identified the weaknesses in the planning and use of assessment. Since the last inspection there has been no significant development.

Personal, social emotional development

64. Personal, social and emotional development is satisfactory but the majority of children will not achieve the final stage or *stepping stone* in the early learning goals of the Foundation Stage by the time they start Year 1. In a significant number of lessons, pupils show increasing independence and select activities contrived by the teacher, but few children initiate ideas. Children show interest and involvement in their learning; for example, when they are observing a technically controlled toy. They do not always sit quietly when the teacher is talking and often interject with their own response. They play well together and establish good relationships with their peers and with the adults who teach them. Confidence and independence is developing and this is shown when they take turns to return the register to the office. Teachers provide an interesting range of activities, which encourage children to develop their concentration and independence. Opportunities for imaginative role-play are limited in all classes. Most children sustain concentration in their individual tasks and reply to adult questions, although confidence in speaking is less than you would expect to find for this

age group. Children are polite, well behaved and, when drinking their milk, they remember to say thank you. Most are able to change independently for physical education and they are sensible and responsible clearing up after activities. Procedures are well established and this contributes to a secure atmosphere where children develop confidence. There are appropriate opportunities for children to work individually, with a partner and alongside others in larger groups. The Foundation Stage provides a happy and secure environment; children enjoy coming to school. Moral development is good. They are rewarded with smiley face stickers for good work.

65. Teaching is satisfactory in this aspect. Teachers are particularly successful in establishing good relationships with all children. Adult helpers are kind and caring and children respond to this secure environment. Children enjoy the activities provided; this all contributes to the positive attitudes to learning and school. However, teachers do not always insist children sit quietly when listening to their teacher or when other are children speaking and so many children have not, as yet, learnt this skill.

Communication, language and literacy

66. All children are making satisfactory progress in communication, language and literacy but will not achieve the final stage or *stepping stone* by the time they start Year 1. Standards in speaking and listening, reading and writing are below average in all three classes.
67. Children lack confidence when speaking about their work and experiences at home. The range of vocabulary they use is often limited to one-word answers and they do not spontaneously expand on their answers and explain and describe events. Teachers work hard encouraging children to develop confidence to answer questions but often teachers talk too long and do not challenge all children to develop their verbal response. In a 'show and tell' session there were opportunities for children to extend their vocabulary but only for children who had brought objects into school. When asked about the wristwatches they were gluing, children were hesitant with their response, they struggled for words, for example 'wrist', and the teacher reminded them of the word 'face'. Children listen to their teacher, but in two out of the three classes they interject when the teacher is talking. They want to state their own response and are unaware of the need to listen to others. Teachers help children extend their vocabulary by a range of songs and nursery rhymes. Children know these by heart and enjoy chanting them alongside others. They chant the rhyme of 'Cuckoo,' with simple actions. The children listen to each other when taking part in-group discussion. They enjoy stories they hear and respond to questions about the text.
68. The children lack confidence reading and average and lower achievers have not developed an enthusiastic attitude to books. They visit the library each week and take books home. Children's ability to tackle difficult words is underdeveloped and they rely on adults to help. Higher achieving children read a few words hesitantly. Strategies for tackling difficult or unfamiliar words are under-developed. Reception children wait for adults to help them read unfamiliar words and are hesitant and lack confidence identifying the author and illustrator of the book. Pupils take library books home and there are good opportunities to involve parents in their children's reading.
69. Writing skills are developing well and higher achieving children are beginning to write simple sentences. Teachers guide children on how to write sentences but do not give them sufficient opportunities to compose their own. Children practise their letter shapes and higher achieving children are beginning to write independently. They write simple sentences such as 'Where is my teddy?' and 'Mummy and Daddy are coming to the zoo.' Lower achieving and average children are using their own form of emerging writing. Most children hold their pencils correctly. Lower achieving children trace over letters. They will not achieve the final stage or *stepping stone* of the early learning goals because they do not, as yet, organise and sequence ideas.
70. Teaching is satisfactory and experiences in language and literacy are well planned. However, too much time is spent drawing. For example, children draw things that begin with 'e'. The drawing then becomes the prime focus for the session and what is intended for the children to

learn is lost. Handwriting skills are taught well and higher achieving children are developing a consistent style to their writing. However, methods used do not always fully extend and challenge higher achievers. For example, the television is used too frequently and for too long. It is effectively used to reinforce letter sounds but loses impact when the whole programme is left on and the children begin to lose interest in the screen.

Mathematical development

71. All children are making satisfactory progress but will not achieve the final stage or *stepping stone* in the early learning goals by the time they start Year 1. A few higher achieving children are well on course to achieve some of the early learning goals by the end of the Foundation Stage and average and lower achieving children are making satisfactory progress but will not achieve the final stage of the early learning goals. In practical activities pupils do not use language to compare numbers and do not use the vocabulary involved in adding and subtracting. Children understand the use of mathematical language such as bigger, smaller, taller and shorter but are not able to use it to compare quantities. Pupils with special educational needs are well supported and manage to produce repeating patterns and can identify the colours used. Counting is well established and average children count up to and down from 20 in a group situation. Average achieving children throw a dice and count back from the number clock. They recognise numbers 0 to 24. Higher attaining children add numbers under 20 and take away numbers under ten. Their drawings of *Hickory Dickory Dock* activity show they are beginning to understand bottom, top and middle. They are beginning to know and recognise basic shapes and some three-dimensional shapes such as a cylinder and a cube. Lower achieving children copy numbers 0 to 10 and 11 to 20. Pattern work is well established. Higher achieving children complete repeating patterns, but average and lower attaining children need adult help with this. Higher achieving children estimate well how many steps it will take the classroom support teacher to cross the circle. They understand that a programmable toy will take fewer steps because it is larger. Children learn to programme this toy with adult help. Higher achieving children have a good understanding of times of the day. They know breakfast is at approximately eight o' clock in the morning and they know the small hand is positioned on the eight and the large hand is positioned on the 12. The teachers use challenging language such as 'guess and estimate' the time but the effect is lost because children have not learnt to keep quiet. Children make satisfactory progress in their knowledge of shapes. Higher achieving children know basic shapes and they investigate shapes that slide. Average achieving children make models with plastic bricks and the teacher challenges them to identify the shape of their object. However, they confuse square shapes with rectangles.
72. Teaching is satisfactory. Lessons are well planned and children become well-motivated and work well on mathematical tasks. One strength of the teaching is the use of repetition. Lessons often start well but the pace slackens during the activities. The children are not sufficiently challenged because assessment is not well established and this has a negative impact on the quality of planning.

Knowledge and understanding

73. Children make satisfactory progress in their knowledge and understanding of the world but will not achieve the final stage or *stepping stone* of the early learning goals by the time they start Year 1. Higher achieving children have a satisfactory understanding of different materials and they recognise the difference between metal and wooden objects. They explain how materials differ from one another but their language is limited. There are good opportunities to develop an awareness of past times as children observe, handle and draw a selection of Victorian toys. Children are aware of toys used long ago but are not confident explaining this to visiting adults. With adult support they can make a rocking horse from paper plates and enthusiastically discuss them during the making process. They are guided to use tools such as the hole puncher but there are no opportunities for them to select their own tools or decide how to make the toy themselves. Higher achieving children know that helicopters and hot air balloons fly and fire engines put out fires. Photographic evidence shows children plant and grow cress and label parts of a plant such as the roots, stem and petals. Work on senses such as taste,

hearing, touch and smell shows good awareness of vocabulary. Higher achieving children know the days of the week but many average and lower achieving children are unsure. Progress in using the computer is satisfactory and the vast majority of children produce pictures. Higher achieving children are developing an awareness of forces and are beginning to understand when they explore the bikes that you push and pull to make them move.

74. Teaching is satisfactory and teachers are experienced and knowledgeable about younger children. Questions are used well to guide observations, for example on how the bike moves. Planning is well considered and linked to curriculum guidance for the Foundation Stage. Good foundations are created when children are encouraged to locate information about different toys in reference books. Teachers generally plan interesting activities, although on occasions, the children spend too much time in front of the television. Two classes are grouped together for a television programme lasting for most of the second session of the afternoon. This is rather a large group session for young children and does not encourage those who are less confident to respond to questions.

Physical development

75. Standards achieved in physical development are close to average overall. Most children are almost working within the final stage or *stepping stone* of the early learning goals by the end of Reception. Opportunities to use their imagination and interpret different ways of moving are less well developed. Children achieve well in skills that require the use of their hands because they are encouraged to improve these with a range of appropriate activities. For example, they use pencils, crayons, scissors and paintbrushes effectively and with confidence. Hand eye co-ordination is well developed through matching and positioning shapes, decorating and sticking. They use small tools such as scissors effectively and these are used regularly on a daily basis. Children observe and take out very small letter and number shapes from a large pan of rice using their first finger and thumb. Children take part in physical education lessons four times a week. Most children dress and undress for physical education independently. They have developed an awareness of their own and others' space as they move around the hall. Higher achieving children rock forwards and backwards in time to the piano music. Many others are developing awareness of rhythm. Pupils work well in pairs, winding their partner up before they move around the room like a clockwork toy. However, lower achieving children do not listen to the teacher and have to be reminded to slow down.
76. The quality of teaching and learning is satisfactory. There are regular opportunities to develop the skills using their legs and arms. The teacher uses a range of toys well to stimulate movement such as a mechanical toy, a spinning top and a windmill. Children are well motivated by the idea of moving like a toy and respond with enthusiasm. However, opportunities to extend language and vocabulary through movement are missed because the teacher demonstrates the movement very well but does not expand on descriptive language. Lessons contain opportunities for children to use their imagination and select their own toy but the teacher does not check that all children have done this. Opportunities for higher achieving children to select several toys and sequence their ideas are not seized. Lessons contain an appropriate balance and a good level of activity. However, insufficient use is made of the outdoor play area.

Creative development

77. Children make satisfactory progress in creative development but, by the time that they are ready to start Year 1 of the National Curriculum, they are still working within the final stage or *stepping stones* of the early learning goals. Children draw with confidence and they explain that this is their favourite activity in Reception. Many of the activities are teacher directed and there are few opportunities for children to communicate their own ideas and feelings. There are good opportunities to explore colour, texture and shape. For instance, children select their own decoration for their rocking horse model. They have regular opportunities to use paint and children are confident using it. Higher achieving children make a good effort when they paint pictures of bicycles. They have a broad experience of drawing, colouring and collage work. Children make good observational drawings of bean plants. They sing a number of familiar

songs including *Robot*, *Miss Polly* and *John Brown's bike* from memory. They know and can explain the different sounds of the instruments.

78. The quality of teaching and learning in creative aspects is satisfactory. Teachers provide a wide range of experiences and children are very well challenged in their work. Subject knowledge is used well to extend knowledge and enhance positive attitudes towards creative development. Children develop confidence and respond well to the excellent organisation and brisk pace of activity.

ENGLISH

79. At the age of both seven and 11, standards of work achieved in English are below the national average. Results of the national tests at the age of seven and 11 in 2000 were well below the national average and well below when compared with similar schools. However, evidence from lesson observations and samples of pupils' work indicate an improvement in standards over the last year. The school was one of the last schools to receive training in the National Literacy Strategy and has fully implemented it along with other initiatives. The latter includes the additional literacy strategy for pupils in Year 5 and an early intervention strategy for pupils in Year 1. These initiatives have had a positive impact on raising standards in English across the school. Other factors contributing to improvements are good teaching and the focus on raising attainment in writing during the last year. There is no significant difference between the attainment of boys and girls.
80. At the age of seven, pupils' attainment in speaking is below the national average. Listening skills are as expected by this age. Good teaching enables all pupils, including those with special educational needs and those for whom English is an additional language, to make good progress in their learning. Many start Year 1 with limited communication skills although most make satisfactory progress in the Foundation Stage. By the end of Year 2, many pupils can talk about matters of immediate interest using phrases or use simple sentences, but few show confidence in speaking clearly using a growing range of vocabulary. Many have difficulty in finding the vocabulary to express their thoughts or explain their work. For example, the teacher had to work very hard with a group of pupils in Year 2 to encourage them to talk about the language they were using in their stories about 'Jerry the Giraffe'. Most pupils listen carefully to the teacher and take an interest in what each other has to say. For instance, in a religious education lesson most pupils listened attentively to others talking about their own experiences of trusting someone.
81. By the age of 11, standards in speaking are still below the national average. Pupils' listening skills are in line with the national average. By the end of Year 6, pupils are able to listen to each other and are beginning to respond appropriately to others. Many find it difficult to express their points of view and maintain the interest of their audience in a wider context. Many also have limited knowledge of a wide range of vocabulary and this inhibits written and oral work. For example, pupils in Year 5 found it difficult to think of words to describe their wish and, during a lesson in Year 6, some pupils constantly struggled in their use of vocabulary. This has a negative impact on the standards they can achieve.
82. Standards of attainment in reading by the age of seven are in line with the national average and all pupils, including those with special educational needs and those with English as an additional language, make good progress in their learning. Most pupils are able to use a range of strategies to read unfamiliar words. They talk confidently about some of the stories that they enjoy reading and can predict what might happen. Most pupils in Year 1 read simple text with expression, particularly repeated phrases. In Year 2, pupils know how to use an index and contents page and can locate information, for example about elephants' tusks. Several pupils understand the function of a glossary. Some pupils in Year 2 read regularly with pupils in Year 6, which has a positive impact on the younger pupils' learning.
83. By the age of 11, standards in reading are in line with the national average. Most pupils are making good progress in their learning because they are achieving slightly better than their performance in the standardised tests four years ago. In Years 3 and 4 the pupils read a range of texts such as newspaper reports and advertisements and can discuss the different written

formats and the words in the advertisements that are used for impact. Most pupils in Year 3 understand the key features of a newspaper report such as *headlines and subheadings*. By the end of Year 6 most are competent readers and can talk about the types of books they enjoy reading. By the age of 11 most pupils can scan through text for information and can read text with accuracy and expression. However, library skills are underdeveloped. Some pupils do not understand how the school library is organised and have limited understanding of how to find specific information using index or contents pages.

84. Standards in writing for pupils at the age of seven are below the national average. However, evidence during the inspection indicates that standards of work by the present Year 1 are in line with the national average. Good teaching and the introduction of a weekly writing session are having a positive impact on learning. Higher achievers in Year 1 can confidently change the tenses of verbs, using a style of handwriting appropriate for their age. The average pupils write simple sentences using words such as 'running' and 'jumping'. They show a sound awareness of using simple punctuation in their sentence writing. Lower achievers complete the same activity with good support from a classroom assistant. Pupils in Year 2 have made good progress during the year, but still use inconsistent punctuation. Pupils in Year 2 write the middle section of a story about 'Jerry The Giraffe'. Both higher and average achievers write more than one sentence and their work shows ideas are developed in short sections using vocabulary appropriate to the subject matter. A few can write imaginatively using a wide range of vocabulary. Spellings are improving since the introduction of a programme designed to help the pupils recognise letter sounds but many spellings of simple keywords are not yet consistently accurate. Presentation of work is mainly satisfactory.
85. By the age of 11, pupils' attainment in writing is below the national average, but is improving. This is because of good teaching and more focus on raising attainment in writing. By the end of Year 6, most pupils understand the different formats used in writing but few are able to write in depth. They are not confident producing work which uses vocabulary that will capture and hold the attention of the reader. For example, when pupils were asked to write a short paragraph using connectives such as 'fortunately' and 'unfortunately' few remembered to use correct punctuation and sentences lacked the use of interesting and adventurous vocabulary. In Year 5 pupils are able to write about a wish. Attainment of both the higher achievers and average pupils is below that expected for their age because few can write imaginatively and extend their ideas sufficiently. Some pupils in Year 4 have a sound grasp of the sort of persuasive language to use when writing an advertisement. Very good teaching in one lesson enabled these pupils to make very good progress in their learning. Other pupils in Year 4 are beginning to understand why certain words are used in advertisements for impact but many are not using their phonic skills sufficiently well to spell unfamiliar words. In Year 3 pupils begin to rewrite an account of finding the Tomb of Tutankhamun as a newspaper report. Overall, the presentation of pupils' work is satisfactory and, by the age of 11, most can write using a neat, joined style of writing.
86. Many pupils use information and communication technology as a word processing tool to publish a piece of work. For example, pupils in Year 2 write poems and in Year 4 use the computer for the entire process of drafting and redrafting the work. However, the use of literacy across the curriculum is limited because pupils' writing skills are below those expected for their age. Many pupils do not use basic punctuation correctly or the range of vocabulary to record their experiments succinctly.
87. The quality of teaching and learning is good overall from Year 1 to Year 6 and the National Literacy Strategy has been appropriately adopted. Lessons are well planned and during the inspection the objectives were clearly shared with the pupils. In some lessons these objectives are referred to again at the end to assess whether they have been met. This is a good practice and enables pupils to become fully involved in their learning. Most teachers use questioning well to promote discussions and to assess understanding. Behaviour management is generally effective and a good range of teaching methods is used. These factors support learning well and as a result most pupils respond well in lessons. Pupils are generally enthusiastic and their concentration is usually good. Lessons frequently have a very good pace and teachers have high expectations of attainment. They question individuals very well and are eager for them to succeed. For example, in a lesson in Year 4, the teacher focused particularly on a pupil of

lower ability who was keen to answer her questions. She targeted individuals very well with specific questions to meet their different needs and at the same time ensuring that the pupil would succeed. This strategy was effective. Teaching points are reinforced several times to support individuals with their learning.

88. Assessment procedures are satisfactory and are beginning to be used effectively to guide teachers with their planning and to identify pupils who are finding learning difficult. They have been used to identify the need to raise attainment in writing and to improve spelling across the school. The school is beginning to address this issue. Staff are working in year groups to look at samples of work to ensure consistency in assessing levels of attainment against the National Curriculum levels but this exercise has not been undertaken as a whole staff to ensure consistency across the school. The co-ordinators are beginning to collate samples of pupils' work to guide teachers with assessment but this is still in its early stages of development. Individual samples of work are kept in pupils' assessment files and the individual writing assessment books are useful tools for tracking individual pupils' progress in writing. The co-ordinators are working hard to support colleagues with planning and have organised resources so that they are more accessible to staff. The headteacher has completed some monitoring of the teaching of literacy but the co-ordinators have not yet been given the opportunity to monitor teaching themselves so that they can identify strengths and areas for development. Resources are adequate overall, but in some classrooms the fiction books are old and unattractive. The library facility has improved and the co-ordinators have been well supported by the library service during the reorganisation.

MATHEMATICS

89. In the National Curriculum tests for seven year olds in 2000 pupils' attainment fell well below the national average and was also well below those of similar schools. Performance over three years also fell below the national average. This picture is repeated in the National Curriculum test for eleven year olds in 2000 when pupils' attainment was well below national averages and also well below compared with similar schools. Performance over three years fell below national averages and when compared with national benchmarks represented less than satisfactory progress. This downturn in results since the last inspection is attributed to the school abandoning the previous planning for mathematics and adopting the National Numeracy Strategy. In the process of the transition to the new style of delivery and content the school overlooked several aspects of the work and consequently results declined rapidly.
90. Current inspection findings indicate that the school has now recovered from this downturn and has worked hard to improve standards. Findings indicate that standards overall at both seven and 11 are now in line with national averages. A significant number of pupils in both Year 2 and Year 6 are working at the higher level of attainment. The number of pupils achieving the lower level has decreased this year. Considering the below average attainment on entry to the school in mathematical aspects, all pupils, including those with special educational needs and those for whom English is an additional language, make good progress in their learning as they move through the school. The school ensures there are booster classes and springboard classes for lower achieving pupils. Since the last inspection planning has improved and now includes regular problem solving tasks. Teaching is more consistent and there is no unsatisfactory teaching.
91. By the time they are seven pupils use mathematical language well and higher achieving pupils recognise symbols for addition, subtraction, multiplication, and division. Addition and subtraction is secure. Higher achieving pupils solve number sentences and identify unknown numbers; they show good knowledge of their 2, 5 and 10 timetables. Lower achieving pupils need support to divide by 10. Problem solving is well developed and pupils work out the value of numbers, making up their own problems for a partner. Progress is good from Year 1 to 2. Pupils in Year 1 solve number sentences identifying the missing number up to 100, average pupils work up to 30 and lower attaining pupils add and take away numbers under six. Most pupils can count forwards and backwards in twos, fives and tens and some see the patterns these make, although they are not always confident in their knowledge of simple tables. Many pupils are confident identifying odd and even numbers and are secure in their knowledge of number facts up to ten. They identify patterns and solve number problems and explain the

strategies used. Higher achieving and average pupils are confident solving problems; for example, *when three children get three buns each how many buns were there in the first place?* Estimation skills are well developed; for example they estimate it will take one minute to tie a shoelace. Pupils know and recognise basic two and three-dimensional shapes. The vast majority of them can change money from a pound. Higher achieving pupils use coins of the same value and confidently make up to 80 pence in value, while average achieving pupils make up to 50 pence. Standards in data handling are less well developed. Pupils use simple bar graphs to show data but use of information and communication technology is underdeveloped.

92. By the age of 11, standards of attainment are close to the national average with an appropriate number of pupils attaining the higher level. Pupils have a satisfactory knowledge of number, which they use to solve problems. Higher achieving and average pupils have a good recall of multiplication tables to 11. Standards in numeracy and investigative work are close to the national average. In Year 6, pupils benefit from a programme of work in the last three weeks of the summer term to prepare pupils for the secondary school. This programme is well planned by the secondary school and pupils enjoy the challenging work. The highest achievers are already working within the higher level 5. Pupils manage to use different mathematical operations correctly because the standard of teaching is very good and the teacher maintains a quick pace and challenges pupils throughout the lesson. They are beginning to express formulae using letters. However, data handling throughout Years 3 to 6 is less well developed. There is some evidence that pupils construct simple pie charts to show their favourite chocolate bars but data handling could be better. Pupils with special educational needs and those for whom English is a second language make good progress in their learning in mathematics. Higher achieving pupils in Year 5 use a set square and a protractor and can explain the difference between parallel and perpendicular lines. Lower achieving pupils need help with this and are less accurate in their measurements. Higher achieving pupils draw the lines to a specified length accurately and draw perpendicular lines. They understand and can explain that perpendicular lines are at right angles and know how to measure a right angle using a protractor. Problem solving is well developed. Higher achievers in Year 6 convert metric into imperial measures and solve problems calculating distances from Leeds to London. The provision for numeracy is less well developed in other subjects. There is insufficient use of information and communication technology to practise and consolidate mathematical calculations.
93. The quality of teaching and learning is good overall in Years 1 to 6 but there are some instances of very good teaching and learning. Teachers manage behaviour very well and pupils' display good working habits. After an initial shaky start teachers have now successfully embraced the principles of the National Numeracy Strategy, which is taught very well. It has been well implemented although there is inconsistency in the way mathematics is taught, for example pupils are taught in ability groups for Year 3 and 6 but not for Years 4 and 5. Pupils speaking and listening abilities are developed well in whole class question and answer sessions. Work is planned for all abilities but is not always sufficiently challenging for some higher achievers or suitable for lower achieving pupils in some classes. Mathematical skills are taught in a logical sequence. Teachers show a good knowledge of the subject and ensure that processes are explained and practised in small steps so that pupils build gradually on previous learning. This was evident in a Year 1 lesson where the teacher guided pupils to help them identify missing numbers using their knowledge of the 10 times table and in a Year 6 lesson when the teacher checked pupils' understanding of different operations and skilfully guided them to express formulae using letters. The pace of teaching is good. Planning is satisfactory across the school and identifies clearly what the pupils are intended to learn and how. Review sessions at the end of lessons celebrate what pupils can do well and clarify work still not clearly understood. Homework is sound and is used to support lessons. Assessment makes a good contribution to future lesson planning and is well used on a day-to-day basis. The use and development of pupils' numeracy skills in other subjects is less well developed. Resources such as the 100 square and the number cards are used well. Work is marked regularly and the school keeps detailed records of pupils' progress and achievement. Pupils use simple programs on the computer in Years 1 and 2 but the use of information and communication technology is insufficiently developed.

94. The two co-ordinators provide effective management of the subject, which is beginning to have a positive effect on standards. The school now uses a published scheme of work to supplement the planned work. Areas of weakness in national tests are identified and planning is adapted accordingly. Pupils are assessed regularly and under-achievement is monitored closely. Resources are generally satisfactory but links with other subjects, including information and communication technology, are underdeveloped.

SCIENCE

95. By the age of seven and 11, pupils' attainment is average and this represents a good improvement since the previous National Curriculum tests. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. Standards are similar to those found at the previous inspection.
96. By the age of seven, pupils are confidently able to give oral answers to questions on factual knowledge. They know what plants and animals need to live and some higher achievers can compare the characteristics of living and non-living things. They are beginning to understand how animals' bodies and their habitats are related. Their knowledge about materials and their uses is less developed. Pupils can compare different materials in several ways and recognise the changes that happen when some of them are heated and cooled. They are less confident about explaining why materials are used for different purposes. Pupils understand how an electric circuit works and that any break in it will prevent a bulb from lighting up. They recognise that pushes or pulls are fundamental to movement and some can explain the formation of shadows. Pupils are developing their experimental and communication skills in scientific investigations. Although they are not yet making their own suggestions about how to collect data, they respond well to suggestions from their teachers. For example, pupils have compared the effects of different types of force on different materials and then charted their findings. They have also learnt to make predictions about what might happen to ice cubes if placed in different locations. However, their reports sometimes lack detail and are not analytical.
97. By the age of 11, they continue to be able to give accurate factual answers to oral questions. They have a sound knowledge of the main organs of plants and humans and of some of their functions. They understand the relationships between living things and between them and their environment. They also know what helps people stay healthy. With regard to materials, pupils' understanding goes as far as explaining how to use evaporation to regain dissolved salt, while their knowledge of different forces is advanced. However, they are still very dependent on teachers to organise their experiments and resources, although they continue to predict and draw conclusions. Not all pupils know how to deal with problems and they lack the confidence to devise their own fair tests. Moreover, they have not learnt to communicate in detail, or to use a variety means of communication, including information and communication technology, on a regular basis.
98. The quality of teaching and learning is good. Moreover, it is almost consistently of a high quality. There was no unsatisfactory teaching during the inspection and nine out of ten lessons were good. Teachers have good subject knowledge. This is particularly important when, for example, setting up a demonstration accompanied by quick-fire questions and answers so that pupils can learn from an investigation of the 'fizziness' of different drinks. Pupils are keen to demonstrate what they know. Teachers' planning is invariably well focused on learning targets, and shows good preparation to meet different pupils' needs with appropriate tasks and resources. For instance, in one lesson the teacher intended the pupils to explore the effects of different materials on the formation of shadows and helped them to consider what is needed for fair testing. Then, after insisting they use scientific terms, he set them up with the resources they needed. The lesson had a good balance of input and activity that maintained pupils' interest. In most lessons, there is a suitable balance of support and freedom for pupils to think for themselves. Teachers have high expectations of pupils when they carry out their experiments. In one lesson where they were assessing the effects of different surfaces on moving vehicles, the teacher queried whether their test was fair, which made them think carefully about what they were doing. Pupils behave very well, paying attention in discussions and settling down quickly to activities. However, there is not much scope for initiative. Marking is inconsistent and does not always support improvement. Teachers' expectations are too low, both of pupils' depth of thinking and reasoning and of their English and presentation. This is also strongly linked to low expectations of pupils in relation to their independence. Teachers do not encourage pupils to think for themselves when carrying out experiments and making thorough records. Consequently, pupils' enquiry skills are not as well developed as they could be. They also do not teach them satisfactorily how to interpret what they read. This

sometimes leads to a lack confidence when facing problems in everyday work or test situations.

99. Pupils' work covers the programme in the National Curriculum, but teachers are not taking full advantage of opportunities to develop pupils' skills in literacy, mathematics and information and communication technology. There has been little recent in-service training for teachers. There are appropriate plans to include more use of computers, although pupils occasionally use them to make reports of experiments, accompanied by graphs. Systems for the assessment of pupils' progress are gradually being introduced and these should enable teachers to focus on common areas of weakness when they plan their lessons. Teachers cater well for pupils with special educational needs. The co-ordinators have a well thought out action plan that, together with the current quality of teaching, is aimed at continuing the improvement in pupils' achievements.

ART AND DESIGN

100. By the age of seven and 11, pupils attain standards that are in line with national expectations. All pupils, including those with special educational needs and for whom English is an additional language, achieve well. Considering the below average attainment on entry to the school, pupils make good progress in their learning. Since the last inspection there has been good improvement in art. Standards have improved and now all pupils achieve standards that are typical for their age. Teaching has improved from satisfactory to consistently good from Years 1 to 6.
101. By the age of seven, pupils have very good opportunities to investigate a range of materials and processes. They explore colour mixing, when they are challenged to produce 'skin' colour paint. Pupils have learnt to add a little bit of colour at a time and they enjoy finding their own solutions to the problem. They are confident with their line drawings. Pupils draw a still life picture of a tree and drawings show good levels of observation and attention to detail. They are confident applying paint, pastels and working with collage. Professional artists' work is used very well to stimulate ideas and develop an awareness of different styles. For example, pupils create their own playground scene using the work of L.S Lowry as a stimulus. The use of information and communication technology is a strength in art and design and pupils use the computer to compose a picture in the style of Paul Klee. Pupils are less confident speaking about differences in their own work and that of others and suggesting ways to improve.
102. Pupils continue to make good progress in art and design throughout Years 3 to 6 because teaching is good and teachers are confident teaching the subject. Art and design makes a very good contribution to cultural development. Standards of work are high in Years 4 and 5. In Year 4 pupils investigate native Australian artwork. They give sensible reasons for the style, explaining that Aborigine natives did not have brushes but used sticks to apply the paint. They suggest the colours used were probably found in the natural environment and they talk about signs and symbols in the artwork. Pupils enjoy the art and design because lessons are well planned and interesting. Pupils use a dowel to apply paint and they create a picture reflecting the characteristic style of the native Australian art form. Pupil's ability to evaluate their own art or that of others and suggest ways to improve it is less well developed. When asked how they could improve their work, pupils are often unable to give an answer. There are good links with other subject areas including information and communication technology. Pupils' use the Internet to find out information about artists. Textiles and three-dimensional work are very well developed. In Year 5, pupils design and make clay butterflies and small Tudor models showing the style of fashion in Tudor times. All pupils have their own sketchbooks. Year 6 capture the style of Andy Warhol well in their Heinz tomato soup can pictures.
103. The quality of teaching and learning is consistently good in Years 1 to 6. Teachers have good subject knowledge and lessons are well planned. Teachers are very well organised, using the work of professional artists well to illustrate a style and technique. Art is well used to enhance other areas such as literacy and to increase cultural awareness. This was evident in a Year 2 lesson when the teacher explored a wide range of vocabulary to describe skin colour tones when colour mixing. Pupils collaborate well and share resources readily with others. Instructions are clear and teachers demonstrate good subject knowledge, for example, when

introducing native Australian art forms. Tasks are open-ended and challenge pupils well. In the better lessons teachers challenge pupils to improve the quality of their work. Pupils are well motivated because teachers stimulate pupils well with a good range of resources. Textiles and pictures, symbols and the work of professional artists are used well to stimulate pupils' learning. Teachers are well organised and appreciative of pupils' work. Plenary sessions are well used to check pupils learning. Throughout the school, pupils' attitudes to the subject are positive because teachers are enthusiastic and communicate their own appreciation of art to the pupils. Art and design makes a very good contribution to pupils' spiritual, moral, cultural and social education. The work of professional artists is evident around the school and contributes to pupils' knowledge and appreciation of art.

104. The co-ordinator is enthusiastic about the subject and has assembled an impressive collection of resources to support teaching and learning. The curriculum for art and design is very good and pupils experience a range of materials and processes. Resources are excellent; the school has a plentiful supply of resources for all aspects. Particularly commendable are the resource packs the co-ordinator has developed to support teaching and learning. The contribution to cultural development is very good. There are resources for Egyptian, Roman, Viking, Greek, Victorian and native Australian art and design. Pupils enter local competitions successfully. Display work around the school is attractive and reflects the very good curriculum and wide range of media and techniques used. Pupils' art and design is valued and appreciated.

DESIGN AND TECHNOLOGY

105. By ages seven and 11, attainment in design and technology is in line with the standards expected of pupils nationally. There have been good improvements since the last inspection. A detailed scheme of work is in place that informs teachers' planning and ensures progression in pupils' learning as they move through the school. There is now a suitable balance in the breadth of study between the elements of designing, making and evaluating.
106. In Years 1 and 2, pupils generate ideas about design by drawing on their own experiences. In Year 1, they make models of playground equipment that they have observed. They learn how to communicate their ideas with sketches, written work and in discussion. Pupils collect and assemble materials and components, joining them using a variety of temporary methods. They plan their work following a logical sequence. They are developing the ability to look critically at what they have done and say how it could be improved. In Year 2, pupils produce labelled sketches to show how they will make their puppets. They indicate the materials they will use, the order of their work and pay good attention to the finish by showing the colour and design of their stitching. Through evaluation, they say how they might improve their work next time. Often, through the use of kits, pupils gain practical experiences of mechanisms. For example, in Year 1, pupils make wheeled toys from plastic bricks and investigate how they can be propelled, using sails. In Years 1 and 2, pupils learn about food technology as they make bread. They identify the sequence of work and pay good attention to hygiene issues.
107. Pupils at the end of Year 6 have further developed their ability to research and to plan systematically. For example, Year 4 pupils work on the design of a money container. They look at various commercial products and evaluate them in terms of usefulness and appearance. In order to check their designs they make a prototype from paper, which they evaluate critically before moving on to the making process. The standard of finish is good, with some very attractive decorations aimed at specific groups of users. For example, some pupils in Year 6 produced proposals for a fairground ride. This project involved the drawing of detailed labelled designs and a sketched prediction of the finished product. Over several weeks, pupils tried out different mechanisms and decided what source of energy they would use. Many researched in their own time to ensure that the details of their model were correct. They produced a list of required materials and decided the order of their work. Interest in this project was high and many brought items from home for the making sessions. Attention to accuracy was good and all pupils were mindful of safety issues when using equipment. As they worked, the pupils identified the strengths and weaknesses of their constructions and suggested possible improvements. All were aware of the importance of the quality of finish.

108. Throughout school, pupils of all ages, including those with special educational needs and those for whom English is an additional language, make good progress in the subject. They learn, through experience, about using different materials and ways of joining them. Pupils are enthusiastic in their approach to design and technology and sustain very good levels of concentration. They maintain interest over several weeks as they research, plan, make and evaluate their products. Skills of collaborative working are very good. Pupils share materials and ideas freely, listening with interest to each other's suggestions and discussing practicalities in a mature way. In the Year 6 lesson, some designs were found to be too ambitious and the groups worked well in altering the original intentions into something more readily achievable.
109. During the inspection it was not possible to see a lesson in Years 1 or 2 and therefore no judgement can be made on teaching for this age group. One lesson was observed in a Year 6 class and this was judged to be very good. Using evidence from this observation, from discussions with pupils and a scrutiny of pupils' work it is evident that teachers provide many opportunities for the pupils to investigate and experiment. Tasks are open ended, allowing pupils the freedom to explore, encounter problems, identify what went wrong and find solutions. This approach is directly responsible for the good rates of learning seen. Pupils' social skills are extended when they are encouraged to share tools and help each other in-group work. Teachers make good use of a wide range of materials and prepare their lessons well so that everything is ready at hand. There is good attention to health and safety requirements, particularly when the pupils are handling sharp or heated equipment and to hygiene when working with food. Work in the subject is often linked to other areas of the curriculum to enhance learning. In Year 3, for example, pupils made Viking long ships to complement their studies in history. In Year 6, pupils learn about the history of bridge construction before trying out some structures of their own. This enables good use to be made of their numeracy skills when measuring and calculating distances.
110. The subject co-ordinator maintains an overview of learning in the subject through the scrutiny of teachers' planning and of pupils' completed assignments. A comprehensive portfolio of work includes photographs illustrating some good standards throughout school. The co-ordinator monitors the effectiveness of the new scheme by talking to teachers and supports them well in the planning and preparation process. She is pro-active in her approach, recognising areas that may cause some difficulty and taking appropriate action. Her enthusiasm inspires pupils and staff alike and helps to maintain a good profile for the subject in school.

GEOGRAPHY

111. By the age of seven and 11, the pupils' standards of attainment are similar to those expected nationally for their age. Throughout the school, progress is satisfactory for all pupils, including those with special educational needs and those for whom English is an additional language. By the age of seven, pupils have a satisfactory knowledge of their school and the locality. By the age of 11, they have gained an awareness of various topics such as Egypt, river systems and settlement. However the delivery of geographical skills are inconsistently developed across the school.
112. Pupils in both Years 1 and 2 draw reasonably accurate plans of their route to school, mark on their own symbols and can talk confidently about the main features in the locality. They accurately write their home and school address, including postcodes. By the age of 11, the pupils have continued to add to their knowledge of the locality and correctly identify the main buildings around Handsworth. They write with empathy about the local Dale Dyke Dam Disaster. Appropriate progress has been made by the time pupils work with a variety of maps about India, covering such topics as that country's rivers, major towns and its weather. From their sound but limited knowledge of the local area in Years 1 and 2, the pupils make satisfactory progress across the school, increasing their knowledge about places such as Egypt and India. They talk accurately about the weather in those countries as well as the importance of the River Nile to Egyptian development.
113. In Year 6 pupils can answer accurately questions about the trade and industry of India. By Year 5, pupils' knowledge of their locality is also extended and they write accurately about the

reliance of Sheffield on waterpower. They satisfactorily study maps of Sheffield and produce work, which shows their understanding of its transport systems. They also understand the physical features of cities and link their knowledge to other British urban centres. Although pupils learn about the good and bad aspects of the local environment in Years 1 and 2, the wider issues of this aspect of geography are inconsistently delivered across Years 3, 4, 5 and 6. Similarly, although mapping skills are satisfactorily delivered across the school, other geographical skills, such as the development of geographical vocabulary and questioning are inconsistently covered and progress is weakened.

114. The quality of teaching and learning across both key stages is satisfactory, with examples of good teaching in Years 3 to 6. There was no unsatisfactory teaching observed during the inspection. Teachers demonstrate consistently good pupil management skills that enable pupils to concentrate on the tasks they are set. Throughout the school, teachers make good use of any class support staff during their lessons. By using grids and graphs, numeracy skills are satisfactorily reinforced. However, a lack of emphasis on geographical vocabulary during lessons, fails to benefit the development of pupils' literacy skills. Pupils use computers in lessons. For example, pupils in Years 3 to 6 research the various venues that are available to people wanting beach, city-break or skiing holidays. Teachers' subject knowledge is sound and this is reflected in the nature of questioning during lessons. However, such questioning is often not challenging enough. The teachers make good use of lesson time and organise the resources well. The quality of marking, whilst being very encouraging, consistently fails to guide pupils as to what they have to do to improve their work. Pupils' attitudes and behaviour are positive but such an assessment approach makes it difficult for them to adopt a more proactive role and take the initiative when dealing with their own learning. Teachers' planning is satisfactory although it consistently fails to devise work that allows pupils of different abilities to attain to their highest levels. The character of worksheets used often limits the opportunity for pupils of all abilities to expand on their answers and increase their vocabulary and geographical knowledge.
115. Teachers make on-going assessments about the progress of pupils, but assessment targets are not consistently identified by the teachers and this limits the extent to which such assessments inform teachers' planning and the overall geography curriculum.
116. Since the last inspection the subject has made satisfactory progress. The subject has made sound use of a nationally recognised scheme of work that matches the recommendations of the National Curriculum. This, together with an albeit ageing policy, gives good support and guidance to staff and enables them to plan their lessons well. It also helps to ensure continuity in the teaching of the subject, so that pupils increase their knowledge and skills over time.
117. The temporary subject co-ordinator has had little induction training but has a clear understanding of the future educational direction for the subject and subject management is overall satisfactory. She has contributed to the whole-school curricular report to Governors and is fully aware of the arrangements that exist for the delivery of the subject across the school, as well as for the monitoring of teachers' planning. However, the observations of lessons are inconsistently carried out because there is no timetabled time that enables the co-ordinator to do this. Pupils' work is sampled so as to check on standards of delivery. However the work has not been compared formally to the levels expected nationally in the National Curriculum, nor have there been consistent efforts to put sampled work into its full context. The co-ordinator also acknowledges the importance of the need to develop assessment procedures for the subject. Such procedures would enable more accurate tracking of the progress of pupils' knowledge and understanding as well as geographical skills.
118. The subject makes a satisfactory contribution to the spiritual, moral, social and cultural aspects of the school. Geography teaches about the beauty and special nature of the physical world, and pupils in one class showed their surprise and astonishment at the amount of rain that one part of India suffers. Furthermore, in lessons teachers consistently reinforce the school message about right and wrong. Through the work on issues such as pollution the pupils are encouraged to think about a range of moral arguments. Pupils carry out work about Egypt and India and other countries and learn about cultures other than their own. There are opportunities for pupils to go to places such as the Mayfield Valley, but, as with the appreciation of the

spiritual aspects associated with the subject, these opportunities are inconsistently exploited. The resources for the subject are good and physically accessible, although an up-to-date resource list would enable teachers to access such resources more easily.

HISTORY

119. By the ages of seven and 11, pupils' standards of attainment are similar to those expected nationally for their age. Pupils have a satisfactory knowledge of Victorian domestic appliances by the end of Year 2. By the end of Year 6, they have a satisfactory understanding of various topics such as Ancient Egypt, the Vikings and the Tudor periods. On occasions, pupils are uncertain about some of the facts they have learnt about the topics covered, and more teacher support is required to correct their thoughts. Although the skills of history are taught throughout the school they are inconsistently developed.
120. All pupils, including those with special educational needs and those for whom English is an additional language, make satisfactory progress throughout the school. Pupils are able to talk knowledgeably about how things change over time. They make satisfactory progress, looking at their own school and comparing it with education during the age of King Alfred and the Victorians. By the age of 11, pupils have continued to add to their knowledge of famous people and different periods in history and react positively to role-play; for example, when they experience life in a Victorian classroom. By the age of seven, pupils are drawing simple time lines and by the age of 11 have made satisfactory progress, as witnessed by their time lines showing the major events of the Ancient Greek period. Pupils draw simple accurate family trees in Years 1 and 2. They progress satisfactorily during Years 3 to 6 when they draw the family trees of various royal families in British history. Pupils talk with confidence when using their chronological knowledge and when speaking of themselves at the age of six, compared with when they were babies. They handle a good range of artefacts from the different periods studied. However, many pupils remain uncertain about how historians know about the past and there is also evidence of pupils being inconsistently encouraged to take more responsibility for their learning and to ask their own questions about the topics covered. Satisfactory efforts are made to encourage the pupils to develop a sense of identity with people living in the past.
121. The quality of teaching and learning across the school is satisfactory. Although there were limited opportunities to observe the teaching of history throughout the school, evidence was gathered through the examination of teachers' planning, pupils' work, as well as through talking to both pupils and teachers.
122. There was no unsatisfactory teaching observed and the overall quality of teaching is satisfactory throughout the school. Teachers' demonstrate consistently good pupil management skills and make good use of class support staff during their lessons. Their subject knowledge is sound, and they use lesson time and resources well. In one lesson six different portraits of Elizabeth I were provided for pupils to learn about fashion in Tudor times. The subject satisfactorily reinforces numeracy skills when working with time lines and chronology. It makes a good contribution to pupils' literacy skills, through, for example, the opportunities it provides for pupils to develop knowledge of the alphabets and writing of the Ancient Greeks and Tudors. However, the use of worksheets that demand short written answers at times reduces the number of opportunities pupils have to improve their writing skills and range of vocabulary. Teachers' planning is sound, with appropriate learning objectives usually identified, but it consistently fails to devise work that allows pupils of different abilities to attain to their highest levels. When expectations are high and where questioning consistently stretches pupils' knowledge then the pupils are able to learn at a higher and faster rate. Pupils' attitudes and behaviour are overall sound and often good. They listen carefully, respond positively to the challenges that teachers put before them, but are not consistently encouraged to take responsibility for their own learning.
123. While teachers make on-going assessments of pupil progress, they are neither recorded nor are the particular assessment targets formally identified by the subject. This results inevitably in inconsistencies in the assessment of individual pupils' progress as well as limiting the degree to which such assessment informs teachers' planning and the overall history

curriculum. Teachers' marking overwhelmingly gives pupils support and encouragement, but little guidance is given as to what the pupils need to do to develop their learning.

124. Pupils use computers in lessons, mainly for research. However such opportunities are inconsistently covered across the school and there is a need to develop links with information and communication technology.
125. Since the last inspection the subject has made satisfactory progress. The completed policy and scheme of work match the recommendations of the National Curriculum and give good support and guidance to staff, which enables them to plan their lessons well. The emphasis in the scheme of work on what is the nature of the exact skills to be taught during a unit of work is not always as clear as it might be. The subject co-ordinator gives clear educational direction for the subject and subject management is overall satisfactory. Arrangements exist for the coverage of the subject across the school as well as for the monitoring of lesson plans. Pupils' work is sampled so as to check on standards of delivery. However, no lessons are observed because the co-ordinator has no timetable allowance to do this consistently. The subject has yet to introduce an assessment procedure that will allow teachers to identify the progress of individual pupils' skills and knowledge across the school. Such a procedure would also encourage teachers to more consistently set targets for pupils' work and encourage pupils to take more responsibility for their learning. History contributes well to the provision of spiritual, moral, social, and cultural aspects of the school. The subject reinforces the school's messages of right and wrong whilst providing numerous good opportunities for developing the social skills and cultural knowledge of pupils. There is a comprehensive programme of school visits and pupils talk enthusiastically about their trips to Gainsborough Hall and the Weston Park Museum. The subject also delivers numerous opportunities for pupils to appreciate the spiritual aspects associated with the subject, but they are inconsistently exploited. Teachers' planning does not refer to such opportunities.
126. Resources for history are good and easily accessible. The school has its own developing museum that enables pupils to handle such artefacts as washtubs, gas masks and flat irons.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. The standard of attainment at seven and 11 is in line with national expectations. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. There are no separate lessons for teaching pupils how to use computers. However, new skills are taught as part of lessons in different subjects and this was observed during the inspection week. The range of work was also scrutinised and a number of pupils were interviewed about the work they covered.
128. There are some aspects in which pupils have moved beyond their expected level and others where they have not fully developed their potential. By the age of seven, for example, pupils are able to use the Internet to gain factual and pictorial information such as about William Morris or Lowry as part of their art and design work. They have then learnt to use it as a resource for their own work. They can also communicate through word-processing. This includes factual information in geography and science, as well as creative writing such as stories, poems and prayers. To do this they can use different fonts and set their work out well. However, pupils have not developed their use of computers to make things happen, such as programming a robot's movements or a set of instructions for the computer to create mathematical shapes and patterns.
129. By the age of 11, pupils have developed their skills satisfactorily. They make more sophisticated use of the Internet, in order to find out detailed information about bridges, for example, and regularly use CD-ROMS. They can also send e-mails. Some pupils have learnt to create hyper-links whereby one word in a text can be used to summon further detailed information. Pupils can use spreadsheets and create a variety of graphs and charts as part of their mathematics. They can also design owls that make simple movements and 'talk'.

130. Where teachers put across a new skill, they do so satisfactorily as an integral part of the lesson. However, it is relevant to the quality of teaching that it is not easy for pupils furthest away from the computer monitor to see what is happening on the screen.
131. The leadership and management provided by the two subject leaders are strong. Long-term plans are thorough and very relevant to the school's needs. Moreover, they are always put into practice. The subject leaders support teachers well in their work and enable them to provide a very rich and broad curriculum for pupils in all classes with continually increasing confidence. In Year 1, teachers put across how useful a digital camera is by asking pupils to use printed pictures and text to make reports about their local environment. They also help them maintain a useful, neat weather chart on which to store and retrieve information, so that they can learn how to print it off for themselves. Other geographical work includes developing a wide variety of skills. For example, teachers enable pupils to make interesting postcards with pictures, stamps, names, addresses and a message. To do this, pupils are taught to choose their font size and print style. Pupils use computers to create well-designed and colourful pictures and patterns, their work developing its level of sophistication as they grow older. The variety of work carried out in history and geography is exceptionally broad. Sometimes, pupils demonstrate what they have planned to do in a subject, such as in a project in design and technology. Although none of this was observed being carried out during the inspection, it is evident that pupils work carefully. The school has yet to develop a system for assessing pupils' progress. Consequently, it is still reliant on curriculum provision as the main means of developing attainment and progress, rather on using knowledge of what pupils can do unaided as a basis for planning. The school has made good overall improvement since the last inspection.

MUSIC

132. Standards of attainment are in line with expectations of pupils at the ages of seven and 11. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress.
133. By the age of seven, pupils' singing is sufficiently clear, in tune and rhythmically accurate. No instrumental work was heard from this age group during the inspection, nor was pupils' ability to listen and appreciate music observed. However, younger pupils in Year 1 can vary how loud they play in response to being conducted. They are steadily learning to respond to written notation and have a sound knowledge of musical terms. By the age of 11, pupils have maintained their satisfactory standard of singing and are beginning to be able to sustain two parts. Intonation is not always secure. In a practical session with pupils during the inspection week, they showed satisfactory ability to repeat simple rhythms accurately, but found it hard to be imaginative and creative when improvising. Some classes in other year groups similarly find it difficult to be creative when composing. However, pupils in Year 3, for example, demonstrate good knowledge of music so that they can discuss what they appreciate about classical music such as 'Vltava' by Smetana. This enables them to compose subtle pieces that explore the different timbres of instruments in order to create the effect of a flowing river.
134. The quality of teaching is good. Teachers plan their lessons well so that there is a good balance of input and activity. Some lessons are too short for what they aim to achieve, but teachers are flexible and adjust their timetable accordingly. They use a variety of good methods to provide interesting lessons in which pupils learn the skills they need. This includes encouraging pupils to perform individually in front of the class as well as in groups. In one lesson, the teacher played the equivalent of 'pass the parcel' with the pupils. When the music stopped, the pupil holding a beanbag chose a card on which was placed a musical term or an example of musical notation. The pupil had to show they understood what was on the card by performing briefly. The rest of the class reinforced its learning by indicating whether the pupil was correct. In many lessons, teachers instruct pupils well in basic forms of notation so that they learn to make changes in pitch and volume, such as when creating an effect with the voice or on an instrument. Pupils are proud to announce their knowledge of such musical terms as 'crescendo' and 'dynamics'. Teachers maintain good discipline whereby pupils gain the habit of putting instruments down and listening when necessary. They have high expectations of pupils' rhythmic control and accuracy, such as when adding an accompaniment

to an American Indian chant. They also have high expectations of their care in listening to music, so that they learn to identify instruments and discuss the features they like or dislike. Pupils show that they have learnt to appraise music by using appropriate vocabulary to describe Beethoven's storm in his Pastoral Symphony, for example. Teachers often add more interest to lessons by giving brief descriptions of the personalities and lives of famous composers. Teachers rarely assess the quality of pupils' singing, so that time is not taken to refine this particular skill. Pupils show the capacity to develop musical structures from an early age, but this is not fully capitalised on. It is to teachers' credit that where they do not have particularly high expertise in music, they try to gain as much knowledge as they can, prepare meticulously and put over their lessons with pace and enthusiasm so that pupils enjoy them and work hard.

135. Lessons cover the National Curriculum programme of study. However, no way has been established of knowing the standard of pupils' attainment so that appropriate action can be taken in long-term planning and lessons. The curriculum is enriched through its linkage with other subjects. For example, as part of their history, pupils learn about different styles such as those found in Tudor and Greek music. They are also helped to enjoy composing pieces that have an effect such as of a Viking boat being rowed. They experience singing pieces such as 'The Moses Suite' as part of their religious education. There is a satisfactory range of opportunities for pupils to learn orchestral and other instruments, as well as for them to participate in group activities such as a choir, school productions and local festivals. The use of computers does not yet feature highly as an additional resource for teaching and learning, but the range of musical instruments is satisfactory. The school has maintained the overall standards reported at the last inspection.

PHYSICAL EDUCATION

136. By the ages of seven and 11, pupils' standards of attainment are good and above the levels expected nationally for their age. By the age of seven and 11, pupils have a good knowledge of the need to warm up and down at the start and finish of physical exercise and the effect of physical exercise on the body. Moreover, their levels of skills in both games and gymnastic work are above the national expectations for the subject. Whilst not being able to observe any dance lessons during the inspection, conversations with pupils show that dance attainment is in line with national expectations. Pupils benefit from specialist coaching during swimming lessons and most pupils achieve national standards by the age of 11 years.
137. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress throughout the school. The school has identified high achievers and makes good use of their expertise to demonstrate techniques during lessons. The majority of pupils make satisfactory progress in swimming. At the age of seven, pupils make various shapes with their bodies, demonstrating their understanding of the need for differing the height and tension of their bodies before executing various forward rolls to complete their performance. By the age of 11, the pupils show good progress when using varied vocabulary to describe the possible contrasting shapes and movements they can use and the need for balance. When they have carried out a particular movement the pupils could then reverse them, using a variety of contrasting heights, speed and position. In Years 1 and 2, pupils use hockey sticks to push the ball forward considerable distances with both control and co-ordination. Good progress is made in Years 3 to 6 when pupils demonstrate their ball handling skills in cricket. They throw with increasing accuracy, using hoops as targets and handle the cricket bat with confidence and control. Safety routines are well established and pupils at Key Stage 2 consistently put out and clear away the equipment they use, but such opportunities are not as regularly offered to pupils in Years 1 and 2.
138. Pupils in Years 1 and 2 have good knowledge and technique when travelling in different ways using their feet and hands. High achievers are able to form high bridges, gaining height through the use of tiptoes and by arching their backs. Pupils who are low achievers maintain bridges but are flatfooted and gain little height from the position of the back. In games, the pupils are able to hold a hockey stick correctly and show above average skill levels in dribbling using the stick to control the ball. By the age of 11, pupils use their imagination to develop a variety of movements in the gym. They make use of front and back arches, leg splits and

body curls when they are thinking of ways of moving forward and backwards, while varying the height of their shapes. In games, pupils demonstrate good levels of ball-control and co-ordination when they focus on keeping a rally going in Year 6 and when they are developing fielding and throwing skills for cricket in Year 5. In dance pupils talk of practising their dance movements during Years 1 and 2 and are able to identify the need for control and balance. They talk enthusiastically about the need to adapt their movements to different types of music. Pupils in Years 3 to 6 accurately describe the different movements required when carrying out Bangra dancing, Greek or other folk dances.

139. The quality of teaching and learning across the school is good, with examples of very good teaching in Years 3 to 6. No unsatisfactory teaching was observed during the inspection. Lessons are conducted safely as the pupil management skills of teachers are good. Most lessons have good pace, with teachers delivering a range of activities that motivate pupils and enable them to learn. This, together with good lesson preparation, ensures that pupils are on task for prolonged periods, and allows them to efficiently progress from one activity to another thereby accelerating the rate at which they learn and achieve. Teachers' subject knowledge is good, this being reflected by the amount of coaching that consistently takes place throughout lessons, with teachers adapting their introductions to cater for left handed players in one hockey lesson. Pupils feel secure during lessons and are not afraid to demonstrate their performances and comment on others. This process of evaluating performance however usually involves the teacher asking the questions rather than consistently encouraging the pupils to think of their own. The teachers make good use of lesson time and organise the resources well. In one class the pupils were encouraged to make progress with their throwing skills, through having access to a range of hoops, bean bags and other small equipment. Pupils of all abilities were enabled to succeed through the use of the equipment best suited to their skill level. Teachers make good use of any class support staff during their lessons. The subject supports literacy and numeracy through its emphasis on measurement and vocabulary, although such contributions are only inconsistently delivered. Similarly the use of new technology is in the process of development. On-going assessments about the progress of pupils are made during lessons, but the teachers do not consistently identify assessment targets.
140. Since the last inspection the subject has made satisfactory progress. Good use is now made of a nationally recognised scheme of work that guides teachers and enables them to plan their lessons well. This, together with a detailed policy, gives good support to teachers, helps achieve continuity in the coverage of the subject and thereby enables pupils to increase their knowledge and skills throughout the school.
141. The subject co-ordinator has a clear understanding of the future educational direction for the subject and subject management is good overall. The co-ordinator is knowledgeable and actively supports the staff in the delivery of the subject. The co-ordinator monitors the delivery and standards of the subject through the examination of teachers' planning, overseeing pupils' performances and swapping classes with other staff. There is no timetable allowance for the co-ordinator to carry out regular lesson observations. The co-ordinator also acknowledges the importance of the need to develop assessment procedures for the subject. Such procedures would enable more accurate tracking of the progress of pupils' knowledge and physical education skills.
142. The subject makes a satisfactory contribution to the spiritual, moral, social and cultural aspects of the school. Opportunities for pupils to celebrate the achievements of others are well established within lessons. Teachers consistently reinforce the school message about right and wrong. Pupils demonstrate a very good understanding of the sporting message of fair play and sportsmanship. There are good opportunities for pupils in Years 3 to 6 to experience a range of extra-curricular sports activities, including girls' and boys' football, tennis, cricket and cross-country. The school is also involved in local competitive league games in sports such as cricket and football. The school usually provides a residential outdoor pursuits experience. The co-ordinator is aware of the need to ensure that all pupils have equal access to this part of the curriculum. The subject misses a number of opportunities to promote the sporting achievements of athletes from minority ethnic backgrounds. The resources for the subject are good, and are well organised, although an up-to-date resource list would enable teachers to

access them more easily.

RELIGIOUS EDUCATION

143. By the ages of seven and 11, standards of attainment in religious education are in line with those expected in the locally agreed syllabus. All pupils, including those with special educational needs and for whom English is an additional language, make sound progress in their learning. Standards have been maintained since the previous inspection in Years 1 and 2 and have improved in Years 3 to 6, where the amount of work covered was previously erratic.
144. By the age of seven most pupils have a satisfactory understanding of Christianity and some of the beliefs of Judaism and Islam. Pupils in Year 1 confidently retell the story of David and Goliath and know that the story can be found in the Old Testament part of the Bible. They discuss times when they are frightened and think about how these fears can be resolved. For example, some talked about being afraid in the playground and the teacher appropriately reminded the pupils that they can find support from a 'playground friend'. Playground friends are pupils in Year 5 who have special responsibility for supporting younger pupils during playtime. One pupil in Year 1 confidently spoke about the time when a 'playground friend' helped her. Pupils in Year 2 know the importance of Jesus' miracles and that these stories are in the New Testament. They retell the story accurately through pictures in one class and through drama in another class. Most know that the Bible is a special book to Christians, the Torah scroll is special to Jews and the Qu'ran is special to Muslims.
145. By the age of eleven, pupils know and understand the practices and customs of Christianity, Jewish and Islamic faiths in some more detail. In Years 3 and 4, they know about some of the stories found in the Old and New Testament such as Moses, Adam and Eve and the events leading up to Easter. They know some of the festivals and customs practised by Muslims, Buddhists and Hindus. In Year 5, pupils discuss the teaching of Buddha and devise their own project to bring about positive change. For example, some plan to help the elderly by doing small jobs and others plan an event to raise funds for people who need help in other countries. In Year 6 pupils know some of the beliefs of Hindus. They look at the life of Mahatma Gandhi and understand the influence that his religious beliefs had on everything he did for himself and his country. Pupils' oral work and discussion is stronger than their written work.
146. The standard of teaching is sound and this has a positive impact on pupils' learning. Teachers have sound subject knowledge and planning is satisfactory. They have a sensitive approach which gives pupils confidence to discuss important issues. For example, in Year 2, pupils talked about trust after they had acted the story of Jesus telling Peter to walk towards him on the water. Some pupils gave clear, mature examples of times when they have trusted someone else. A good range of teaching approaches is used to effectively capture the interest of the pupils. For instance, two different approaches were used in teaching the same lesson in Year 2, one where the pupils recorded the story in pictures and another where they took part in a drama activity. Both were successful in ensuring pupils made good progress in their learning. In Year 6 the teacher effectively used extracts from a history video to teach the pupils about Hinduism.
147. Management of religious education is satisfactory and improving. The subject co-ordinator is very enthusiastic about developing her role and has a clear view of how to raise attainment in the subject. The policy is under review and planning is being monitored effectively to ensure continuity and progression of skills. The scheme of work meets the requirements of the locally agreed syllabus, but there are no assessment procedures in place at present to track individual pupils' knowledge and understanding. Resources are satisfactory and there are plans to raise the profile of religious education in the school through more attractive displays.