

INSPECTION REPORT

MOSBOROUGH PRIMARY SCHOOL

MOSBOROUGH

LEA area: SHEFFIELD

Unique reference number: 107039

Headteacher: Mr G Hamilton

Reporting inspector: Mrs K Ford
1470

Dates of inspection: 3 – 6 July 2000

Inspection number: 189505

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

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: School Street
Mosborough
Sheffield

Postcode: S20 5AB

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Appropriate authority: The Governing Body

Name of chair of governors: Mr C Rosling-Josephs

Date of previous inspection: 14 October 1996

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Team members		Subject responsibilities	Aspect responsibilities
Mrs K Ford	Registered inspector	Mathematics	What sort of school is it?
		Art	How high are standards? The school's results
		Religious Education	How well are pupils taught?
		Under Fives	How well is the school led and managed?
			What should the school do to improve?
Mrs L Buller	Lay inspector		How high are standards? Pupils' attitudes.
			How well does the school work with parents?
Mrs S Withnall	Team inspector	English	How well does the school care for pupils?
		History	
		Geography	
		Music	
Mr J Hall	Team inspector	Science	How good are curricular opportunities?
		Design and technology	
		Information technology	
		Physical Education	
		Equal opportunities	
		Special educational needs	

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The Registrar
Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

1. Mosborough Primary School is an average sized primary school, serving Mosborough Village, on the southern edge of Sheffield. At the time of the inspection there were 213 pupils, with a balance between boys and girls in each class, except in one class where there is a preponderance of boys. The school is popular and numbers have risen steadily over the past five years. 6 pupils have statements of special educational need, and a further 27 pupils have been identified as having special educational needs. This is below the national average. When children enter school they show a broad spread of attainment. Their knowledge and skills are broadly in line with what is expected for their age group. There is only one child for whom English is an additional language. The numbers of pupils eligible for free school meals is also below the national average. There has been a school in the village for three hundred years, and many parents and grandparents are former pupils. This has resulted in a stable school community. The school's accommodation is very cramped for the increasing numbers on roll but this will be alleviated when the planned new school is complete.

HOW GOOD THE SCHOOL IS

2. The school is raising the standards attained by its pupils, and in the national tests for seven-year-olds, pupils' results are at least in line with the national average, and above average in writing. This is reflected in the standards achieved by Key Stage 1 pupils and the quality of learning in many of their lessons, especially by Year 2 pupils. The standards achieved by eleven-year-olds in national tests are very low. In lessons, the national literacy and numeracy strategies are having a positive impact on achievement although there is inconsistency in the way the literacy hour is implemented. The quality of teaching is satisfactory overall but there are considerable variations in teaching and during inspection several unsatisfactory lessons were observed. Teaching at the end of Key Stage 1 is a strength and is having a significant impact on the standards achieved and the quality of pupils' learning. The quality of learning for pupils with special educational needs and for below average pupils is good, because the school targets its resources very effectively on this aspect of its work. The learning and progress of higher attaining pupils is not so good because work in lessons is not always matched to their needs. The way in which the school curriculum is organised is not as effective as it needs to be, so that quality teaching time is sometimes lost, and the school does not give enough time to teaching the skills of information technology. There are sound arrangements in place to care for pupils. The head teacher makes good use of assessment information to target extra support for pupils but assessment is not used as effectively by teachers in their day-to-day work. The school has established a strong partnership with the community and with parents, who make a positive contribution to pupils' education and to the overall life of the school. The school is led effectively by a thoughtful head teacher who has a clear sense of direction and is committed to raising standards. However, to be more successful, the monitoring and evaluation of the school's work needs to be more systematic and critical. The school has made satisfactory progress since the previous inspection, and gives satisfactory value for money.

What the school does well

- Standards are improving steadily.
- The head teacher provides a clear sense of purpose and makes very good use of performance data to allocate support for pupils with special educational needs and lower attaining pupils.
- The role of support staff is very effective in providing targeted support to pupils with special educational needs and below average pupils
- Teaching in the upper part of Key Stage 1, particularly in Year 2, is consistently good or better.
- There are good procedures in place for the regular assessment and recording of pupil's progress.
- The wider community and parents have a positive impact on pupils' learning and on the ethos of the school.

What could be improved

- Standards at Key Stage 2 in English and mathematics require further improvement.
- The school's provision, teaching and standards in information technology require improvement.
- The head teacher's role in monitoring and evaluating the work of the school needs improvement so that it is more systematic, and focused on the quality of teaching and learning in classrooms.
- The quality of some teaching requires improvement in relation to planning, the use of assessment, managing pupils' behaviour and the level of teachers' expectations.
- The school's allocation and use of curriculum time needs to be improved to ensure maximum benefit for all pupils and to ensure equality of opportunity.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

3. The school has improved the levels of pupils' performance in national tests since the previous inspection, and overall this is a steady trend. The school has been particularly successful in relation to the achievements of lower attaining pupils and those with special educational needs. Further, the school has identified the under - achievement of boys and is taking measures to combat this. In relation to the key issues identified at the time of the previous inspection, progress has been more mixed. Pupils' behaviour identified as needing improvement is now satisfactory overall, but there is still a small but significant minority of pupils, mainly boys, in almost every class who struggle with self discipline and have unsatisfactory attitudes to work. This problem is not always recognised by some teachers. Progress towards improving provision and standards in information technology has been slow and standards by the end of Key Stage 2 remain below those expected of eleven-year-olds. The school now has good procedures in place for the regular assessment and recording of pupils' progress, and the results of these assessments are used effectively in identifying extra support for individuals and groups. However, the use of assessment by teachers, to match work to pupils' needs is still not as good as it needs to be, and higher attainers' needs are not always met. The school has made satisfactory progress in developing policies and programmes of work to support teachers in their planning. In relation to the requirement to improve pupils' enquiry skills and investigation, the school has made good progress in including this element in science, but these skills are still not well developed in other subjects. Overall the school has made satisfactory improvements since the previous inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	B	E*	E*
Mathematics	E	B	E	E
Science	E	E	E	E

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

4. Overall, pupils' results in national tests were well below average in 1999 and were also very low when compared to similar schools. Results were particularly low in English, placing the school in the bottom five per cent nationally. These results however, mask the steady improvements that the school is achieving in national tests and in the performance of boys. The school has set its targets carefully on the basis of careful analysis of each year group. The changing make up of year groups, and the ability range of the current Years 5 and 6 results in standards remaining low compared to national averages although the improving trend is evident. The school's careful comparison of the results of the current Year 6 pupils, when they were aged seven and their results in 2000 show that in most instances the school has added significant value to their achievements as they have moved through the school. The school's results in national tests at Key Stage 1 are encouraging and a cause for optimism, with well over ninety per cent of pupils attaining the expected standards or higher in the 2000 tests. In their lessons pupils usually achieve satisfactory, sometimes good standards especially towards the end of Key Stage 1. However, because there is not enough challenge in their work, higher attaining pupils do not always achieve as well as they could. The unsatisfactory provision for teaching information technology skills does not allow pupils to achieve satisfactory standards.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory, except for a small minority of pupils, mainly boys, in several classes who do not have positive attitudes to work.
Behaviour, in and out of classrooms	Satisfactory, except for those pupils who struggle with self discipline, calling out in class, and not paying sufficient attention to the teacher.
Personal development and relationships	Satisfactory. Teachers and pupils have good relationships. Relationships between pupils are satisfactory although as they get older some pupils show more inhibitions about working in mixed gender groups.
Attendance	Unsatisfactory, below the national average.

5. The numbers of pupils, who take holidays in term time, negatively affect the school's attendance levels

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	No direct teaching observed	Good overall but inconsistent across classes	Satisfactory

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.

6. The quality of teaching in English is mainly satisfactory but with both good and unsatisfactory teaching observed during inspection. In mathematics, teaching is at least satisfactory, and often good. The basic skills are taught effectively. The teaching in the upper part of Key Stage 1 is a strength, particularly in Year 2. This is having a positive and clear impact on standards and on the achievement of pupils in their lessons. However, the amount of unsatisfactory teaching observed during the inspection (11%) is a cause for concern. This related in varying degrees to issues of behaviour, class

management skills, organisation, and lesson structure, which had a negative impact on the learning for pupils. Teaching in small groups for pupils with special educational needs and below average pupils is very effective but the needs of higher attaining pupils are not always effectively met because of the way that teachers organise their lessons. During inspection teaching was graded as follows: Satisfactory or better 89%, Very good or better 7%, Unsatisfactory or worse 11%.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory. Provision for information technology is unsatisfactory. DfEE requirements for minimum time are not met, and some of the school's working sessions lack the rigour needed for effective learning to take place.
Provision for pupils with special educational needs	Good. Provision is well managed so that pupils learn effectively in small groups when withdrawn from class.
Pupils' spiritual, moral, social and cultural, development	Satisfactory overall. There is good provision for cultural development linked to the school's work with the wider community.
How well the school cares for its pupils	Satisfactory arrangements are in place for the care of pupils and the periodic assessment of their progress.

7. The school works very effectively with parents. They make a positive contribution to their children's learning. Because of the lack of time given to teaching information technology skills, the curriculum does not meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall. The head has a clear sense of purpose and direction, which is shared. He is thoughtful and analytical about the school's standards and what needs to be done to improve further.
How well the governors fulfil their responsibilities	Satisfactory and improving. Governors are committed and keen to extend their involvement. Their monitoring role is not yet sufficiently established to have identified some of the weaknesses in the school's provision.
The school's evaluation of its performance	The school's evaluation of test results and other performance data is good and is used effectively in providing support to pupils with particular needs. The school is less effective in monitoring teaching and learning systematically and as a result has not identified several issues that require attention.
The strategic use of resources	Good. Resources are used effectively with clear targets and criteria for success, for example in relation to support for pupils with special educational needs.

8. Staffing is adequate and the deployment of support staff is very effective. Professional development has been well targeted except in respect of information technology, where there are still weaknesses. The personal vision and sense of purpose by the head teacher is a positive feature of leadership and management, together with the commitment of governors. The head teacher's use and analysis of performance data provides a very good basis for further improvement but this needs to be

matched by a similarly systematic approach to whole school monitoring and evaluation. The principle of ‘best value’ is well understood and the school includes ‘value for money’ as part of its criteria for school development planning.

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 is approachable• The teaching is good• Children are expected to work hard	<ul style="list-style-type: none">• Extra curricular activities• The amount of homework given

9. The inspection team largely agrees with the positive comments expressed by parents although the inspection found that there are improvements to be made to the quality of teaching in the school. The inspection found that overall the level and use of homework is satisfactory although teachers are not always consistent and there are differences in the regularity, quality and usefulness of the comments that teachers make in home school reading records. The inspection found that the level and range of extra curricular activity provided by the school was satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

10. In the 1999 tests for eleven-year-olds, pupils attained results in English, mathematics and science that were well below the national average for all schools and for similar schools. In English the results were particularly disappointing, bringing the school into the bottom five percent of schools nationally. The results attained by seven-year-olds were much better. Pupils attained standards in their reading and mathematics tests that were in line with the national average and in writing were above the national average. When compared to similar schools, the test results were more variable. In reading, pupils' results were below the average for similar schools, in writing pupils results were above those of similar schools and in mathematics the test results were in line with the average for these schools.

11. Although the results at Key Stage 2 are disappointing several factors need to be borne in mind. The difference between the school's cohorts of pupils varies considerably year on year, for instance in the present Year 6 there are a significant number of pupils who have special educational needs. The school's intake is changing and a careful analysis of free school meals shows that the percentage figure is much higher in Key Stage 2 than in Key Stage 1, which has some impact on the accuracy of the comparative data.

12. An analysis of test results for both Key Stage 1 and Key Stage 2 since the previous inspection shows that the underlying trend is upwards, although the pace of improvement is not yet sufficient to bring the school closer to national figures. An important comparison for the school is the performance of pupils in 1996, when they were seven and their performance as eleven year olds in 2000. These figures show considerable improvement indicating that the school has added considerable value to pupil's achievements.

13. This analysis also shows that the school has been particularly successful with lower attaining pupils with many exceeding their expected performance, while some higher attainers who performed well in Year 2 have not entirely sustained that level. This largely reflects the outcomes of inspection which show pupils with special educational needs and below average pupils making good progress because of the quality of support provided, while higher attainers, do not always achieve as well as they might because of the way in which the curriculum is taught.

14. Overall the findings of the inspection in relation to the current cohort of eleven-year-olds partially, but not entirely, reflects the school's earlier test results. Pupils aged eleven are attaining standards in English and mathematics that are below what is expected for this age group and higher attaining pupils do not always achieve as well in their lessons as they should because their work is not set at a high enough level. In lessons there was no discernible difference in the achievement of boys and girls aged eleven, although the school's test results show that this has traditionally been problematic. However, across the school from the reception class onwards, there is a small group, usually boys, in each year group who are easily distracted from their work and become disruptive unless firmly handled. The school's test results show that it is the under achievement of boys which has often depressed the school's overall performance. The school is well aware of the problem and has identified strategies for dealing with it.

15. Currently, most children enter the school with satisfactory personal and social skills, and at an appropriate stage of development in their language and mathematical ability. They build satisfactorily on this foundation so that by the age of five, children attain standards that are in line with the requirement in all the areas of learning. By the end of Year 2, pupils have made satisfactory and often

good progress in their learning. This is confirmed by the test results for the current Year 2, which have exceeded the school's targets and show that the vast majority of pupils are now working comfortably within the levels expected for their age group, and a significant number beyond that in English and mathematics.

16. By the age of eleven, pupils are achieving standards in English and mathematics, which remain below what is expected at their age. This is partly because of the numbers of pupils who have special educational needs, but also because the school's information shows that this group of pupils started from a low base line on entry to school. In English pupils' writing at eleven remains a cause for concern. Pupils spend considerable time practising grammar and punctuation but do not have enough opportunities to apply these skills in writing for a range of reasons and audiences, and they do not regularly write longer pieces of work which would give scope for imaginative thinking. In mathematics, pupils achieve better standards in basic number than in other aspects of the subject, and work on data handling is poorly developed over Key Stage 2.

17. Pupils' attainments in science show a steady improvement over time and the inspection found standards to be in line with what is expected at the ages of seven and eleven. Pupils throughout the school demonstrate an increasing ability to carry out investigations and to record their results appropriately. The investigative aspects of the subject are given high priority and this has contributed to pupils' satisfactory achievements in this subject.

18. Standards of achievement in all other subjects, that is art, design and technology, geography, history, information technology, music and physical education, are broadly satisfactory by the end of Key Stage 1, and in religious education pupils achieve standards in line with what is expected by the locally agreed syllabus. Work in art has some good features by the end of Key Stage 1; pupils' observational drawings and use of colour show particular maturity.

19. Standards of achievement in Key Stage 2 in these subjects is more variable, and whilst in many instances pupils achieve satisfactory standards, their achievements are sometimes limited to a fairly narrow knowledge base rather than involving a deepening of their understanding. By the age of eleven, standards in information technology are below the standards expected of eleven-year-olds. Insufficient time is given to the subject and all the essential strands are not taught. Standards in religious education are satisfactory, but pupils' achievements are stronger in knowledge about religion than in understanding some of the deeper ideas such as the religious and spiritual dimension in peoples' lives. Pupils achieve appropriate standards in all other subjects. The art curriculum is limited to some extent in Key Stage 2, by the lack of water in Key Stage 2 classrooms but nevertheless, pupils' achievements do not build as well as they could on some of the mature work seen in Key Stage 1.

20. Pupils with special educational needs make satisfactory and often good progress. They benefit from the schools effective targeting of resources and the expertise of the support staff who work with them in small groups. Higher attaining pupils do not always achieve as well as they should because teachers, despite this being identified as a key issue in the report, do not always pay enough attention to setting work that is closely matched to their needs. In unsatisfactory lessons where pupils did not achieve appropriately, this was inevitably linked to the quality of teaching – the lack of a clear structure, weaknesses in planning and in the management of pupils' behaviour.

21. The school is implementing the national literacy and numeracy programmes effectively although there are some inconsistencies between teachers in their interpretation of some aspects of these initiatives. Pupils are developing their literacy and numeracy skills appropriately, but would benefit from opportunities to apply these more widely.

22. Since the previous inspection, standards in information technology have not improved significantly despite this being identified as a key issue for the school. In other subjects the picture has broadly remained the same, although the broad judgements about mathematics and English mask some very real improvements. The school takes a thoughtful approach to target setting linked to the abilities of each cohort of pupils and the current targets for pupils' performance in national tests are both realistic and challenging.

Pupils' attitudes, values and personal development

23. The school has maintained pupils' satisfactory attitudes, values and levels of personal development since the last inspection. Pupils' attitudes to work vary from lessons when attitudes are unsatisfactory to others when they are very good. When the work is challenging and pupils are clear about what they are expected to achieve, their attitudes are very good, this is particularly the case in the Year 2 class. In lessons where pupils are unable to maintain concentration, teachers' do not set high enough expectations of what pupils are expected to achieve and as a consequence their pace of work slows.

24. Behaviour in and around the school is mostly satisfactory. However there remains a small number of pupils in many classes whose behaviour at times is unsatisfactory. This occurs when teachers are not firm enough; pupils call out answers in discussions and do not listen carefully to their teacher or other pupils. This continues to have an adverse effect on both their learning and the learning of others in the class. Behaviour in assemblies is satisfactory. Pupils are, in the main, sociable and friendly at playtimes and lunchtime, with no evidence of bullying or oppressive behaviour during the inspection. There have been no exclusions from the school.

25. Relationships between teachers and pupils are good; this strength underlies the caring ethos of a school where pupils feel happy and valued. Relationships between pupils are mainly satisfactory. From the time they are in the reception classes, pupils share resources and work together to carry out a range of activities. However as pupils get older they do at times show resistance to working in mixed sex pairs or groups.

26. Pupils' personal development is satisfactory. Through the planned themes of assemblies and in some lessons, pupils are beginning to understand the impact of their actions on others. Most pupils handle property carefully and with respect. They hold doors open politely for adults and are keen to undertake tasks such as returning registers and operating the music in assemblies.

27. Levels of attendance are unsatisfactory in that they are below the national average. The school attributes the decline in levels of attendance since the last inspection to the number pupils who take holiday in term time and are working with parents to improve this situation. Parents are fully aware of the systems for reporting absence and this together with good monitoring procedures results in levels of unauthorised absence, which are below the national average.

HOW WELL ARE PUPILS TAUGHT?

28. Overall the quality of teaching is satisfactory and in just over one third of lessons during inspection, teaching was good. This is low compared to the figures nationally. There is also a small percentage of very good or excellent teaching. However during the inspection the amount of unsatisfactory teaching was a matter of concern. The quality of teaching is not consistent across the school, but the teaching towards the end of Key Stage 1 is usually at least good and sometimes very good. Very good teaching was characterised by good discipline, high expectations of behaviour and work. In those lessons in which teaching was unsatisfactory, the teachers' handling of pupils'

behaviour was not effective, and in some instances the teachers' planning and organisation of the lesson was unsatisfactory so that pupils did not learn as well they might.

29. The quality of teaching towards the end of Key Stage 1 is a strength of the school and contributes both to good achievement in lessons and to the improving results in national tests for seven year olds. Another area of strength is in the quality of teaching by support staff, for pupils with special educational needs and the targeted teaching for those pupils who are often working at levels just below those expected for their age. These pupils benefit significantly from this extra support and make good progress.

30. Teachers have sufficient, and in some instances good, knowledge of the subjects they teach, except in information technology. This results in pupils not attaining the standards expected in this subject. Where teachers have particular expertise or enthusiasm, this has a positive impact on the quality of the learning for pupils. For example, the achievements of Year 1 pupils in their art lesson on 'drop patterns' were significantly improved by the teacher's explanation and demonstration. In a mathematics lesson with Year 4 pupils, the teachers' knowledge of the subject combined with her knowledge of her pupils resulted in well planned and appropriate activities that motivated pupils and improved their understanding. Overall teachers have sufficient knowledge to teach basic skills of literacy and numeracy appropriately.

31. Teachers' planning is not always effective. Teachers use the planning methods suggested by the national literacy and numeracy projects but these plans vary considerably in their level of detail, and this makes a difference in many instances to the quality of pupils' work. For example, several of the teachers' curriculum plans for English and mathematics examined during inspection did not specify carefully enough the key tasks to be undertaken by different groups of pupils. This led to a lack of challenge in the work for some pupils, thus depressing their achievement. In a physical education lesson with Year 6 pupils, the extremely brief planning resulted in a lesson which lacked a clear structure for extending pupil's batting and throwing skills. In an attempt to cut down on unnecessary writing for teachers, some weekly planning consists only of very brief, two or three line descriptions of the work to be done. Where teachers refer back to the more detailed planning for the term, this is helpful, but teachers are not consistent in their approach. Their planning does not regularly identify specific assessments of individuals or groups, and does not always take account of the targets in the individual education plans of pupils with special educational needs.

32. Teachers usually vary their teaching methods effectively to match the requirements of the lesson and use a range of organisation, including whole class work, individual and group work. There is less evidence of collaborative group or paired work, and this is not always well organised. In a Year 4 science lesson the amount of group practical activity taking place made it difficult for the teacher to ensure high quality learning for all pupils because of the 'waiting' time that was involved. A lesson in design and technology with Year 5 pupils did not result in satisfactory learning for pupils because the organisation and structure of the lesson did not match the demands of the practical task, making it impossible for pupils to attain good results. Teachers usually provide careful explanations at the beginning of lessons or when they want pupils to carry out a specific task but not all teachers are consistent in sharing with pupils their expectations of lessons. Where this is done well it has a very positive impact on pupils' learning. In a literacy lesson with Year 1 pupils, the teacher was very clear about the aims of the lesson, which were to improve pupils' understanding of 'contents' and 'index' in non-fiction books. This helped pupils to focus more clearly and to achieve well.

33. Teachers vary in the expectations that they have of their pupils both in relation to behaviour and the levels of work expected. This is a key difference between highly effective teaching and teaching that is less successful in the school. In relation to behaviour, which has a crucial impact on the quality of learning, some teachers are more insistent on good behaviour than others. In an excellent

mathematics lesson with Year 2 pupils, the teacher's expectations of behaviour were made clear throughout and, importantly, she emphasised frequently, without wasting teaching time, the importance of listening to each other and of co-operative working. Further she made it clear that she expected improvement in pupils' understanding by the end of the lesson, and challenged her pupils at every opportunity. The result was that pupils were very focused on their work, keen to learn, and achieved standards above those expected for their age. This was not always the case in some classrooms where teachers sometimes tolerated unacceptable levels of noise, allowed pupils to call out and to chatter needlessly, and accepted cheeky comments too readily. As a result the pace of work was slow and pupils achieved less than they were capable of. Some teachers have a tendency to identify 'boys' and 'girls' as separate groups - "I've chosen two boys so we'll have two girls..." or "the boys can do this and then the girls...". Further when pupils are seated in whole class groups, they are often allowed to choose for themselves where they sit. The result is that there is often a small group of boys seated together who have a disruptive influence on each other to the detriment of others and the pace of lessons. In relation to expectations of work, the scrutiny of work in pupils' books in several subjects shows too much similar work for pupils of different abilities, reflecting lessons observed during inspection where not enough was asked of higher attaining pupils.

34. Teachers' use of time and other resources varies. Work with support staff is effective and has a positive impact on the learning of the pupils involved. Teachers' use of time is more variable and this is partly linked to the structure of the school day. There are sessions at the beginning of the day, after morning break and after lunch which are not used rigorously by all teachers and which amount to a significant waste of time where this is the case. The use of time within lessons again varies. Some teachers work at a brisk pace and this was evident in the Year 6 class, for example in a numeracy lesson which began very promptly and with a brisk pace that captured and maintained the attention of all pupils, so that they worked productively. Teachers are not using information and communications technology sufficiently in their work and do not spend enough time teaching the skills of information technology. In several classrooms resources are untidily stored, and, as with some art resources, not particularly well cared for. This detracts from the overall ethos of classrooms as well as making it difficult for pupils to use resources effectively.

35. With few exceptions, teachers assess pupils knowledge and skills appropriately in lessons, asking carefully targeted questions to establish pupils' understanding. In the most effective lessons teachers use this information well, taking time to explore pupils' misunderstandings. In some lessons this is not the case. In a numeracy lesson with the youngest pupils, in which they were asked to identify numbers in a sequence, the teacher checked to see who had the correct answer but did not spend time in discussing pupils' errors so that the opportunity to develop their understanding was lost. This was similarly the case in a Year 3 mathematics lesson. Teachers usually mark pupils' work regularly although, during inspection, there were books in which a significant amount of pupils' work was unmarked. Teachers do not always provide sufficient constructive comment either in books or home school diaries, which could guide pupils on how to improve, and they do not link marking to pupils' individual targets where these exist. Teachers use homework satisfactorily to reinforce what is learned in school although they are not always consistent in their approach.

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

36. The school does not meet the statutory requirements for the provision and teaching of all subjects in the National Curriculum, including religious education and sex education. At Key Stage 2 there is not enough time allocated to information technology and pupils are not systematically taught all the required strands of the subject.

37. The quality and range of learning opportunities together with the breadth and balance of the curriculum are satisfactory for pupils in Key Stage 1, but unsatisfactory in Key Stage 2. The time allocated for teaching English is below the national average at Key Stage 2, which, together with the lack of comprehensive information technology provision has an adverse affect on curriculum breadth and balance.

38. The school has adopted the National Literacy and National Numeracy Strategies. Pupils are supported well in writing, and reading is encouraged through a range of reading material as well as silent reading each day. The school has developed a new mathematics policy, and medium and long term planning is satisfactory. However, although planning for lessons is undertaken according to the National Numeracy Strategy, it is inconsistent across the school and the way in which activities are planned for pupils of differing attainment is weak in some classes.

39. Curriculum policies and developing schemes of work provide a reasonable structure in which teachers can plan their lessons in the medium and short term. However, there are considerable differences between teachers in the way that they approach weekly planning, so that the sequential development of knowledge and skills is not secure in some subjects. The provision for pupils' personal, social and health education is satisfactory. The provision for pupils' education in drug misuse is satisfactory, and eleven-year-old pupils are given a useful insight into the dangers of drugs by visiting police officers.

40. The provision for pupils with special educational needs is good. There are thorough individual education plans, which contain detailed targets for pupils. Parents are kept well informed and good partnerships have been formed with them, which enable teachers and parents to work together to solve specific issues and problems which arise, effectively. Support staff work closely with class teachers and they are well briefed on planning. They are deployed well to assist groups of pupils and individuals.

41. Although the majority of the support for pupils with special educational needs occurs during lessons in English and mathematics, which match the withdrawal activity, at times in afternoon sessions some other pupils miss lessons in other areas of the curriculum such as science and physical education when being withdrawn for unrelated activities.

42. The provision made for extra-curricular activities is satisfactory. There is a range of activities including cross-country running, football, swimming and athletics and pupils take part in competitions with other schools. Pupils are encouraged to learn to play musical instruments, such as recorders and brass, and older pupils have the opportunity to participate in residential visits to outdoor activity centres.

43. The contribution which the local community make to pupils' learning is good. A local historian conducts a history trail for pupils around their village and, during a recent day in school to highlight technology, local engineers helped pupils with construction projects using commercially produced kits. An evening "bugster rally" involved parents and pupils making motor-driven models, which they raced together. The liaison with the local high school enables pupils to visit their new school in the term before they start and high school teachers visit to talk to pupils.

44. The school makes sound provision overall for the spiritual, moral, social and cultural development of its pupils. Acts of worship, with themes such as miracles, and creation contribute satisfactorily to pupils' spiritual awareness. School assemblies are conducted once a month by visiting local clergy and the school makes use of the local church to celebrate Christmas and harvest festivals.

45. Pupils are helped to develop moral awareness and a sense of right and wrong through the school's code of conduct and behaviour policies. All staff, including dinner staff, are aware of these policies, however, the code of conduct is not obviously displayed so that older pupils can see it and be reminded of it daily. Pupils are polite when greeting and talking to adults, although a few do not respond to the school's expectation. The provision made for the development of pupils' social development is satisfactory. The school is involved in charitable fund raising and older pupils are given day-to-day responsibilities such as assembly, telephone and equipment duties.

46. The school makes good provision for pupils' cultural development. Through school assemblies with themes such as Divali, Ramadan and Chinese New Year, and through their religious education lessons, pupils develop an insight into other faiths and cultures. The school is very involved in its community, and pupils enjoy many opportunities to learn about their own culture. Events such as their local history walk, the art exhibition shared with others on the community, visits such as that to the National Coal Mining Museum contribute effectively. Older pupils contrast their own country as an island with a Caribbean island in a geography topic. A visiting artist has given pupils the opportunity to build their own outdoor structures and sculptures for display in the school garden.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The procedures for child protection and for ensuring pupils' welfare are satisfactory. Child protection arrangements comply with the local education authority guidelines and staff have received the necessary training or guidance. Day-to-day safety practices are satisfactory, however some issues for improvement were raised with staff and governors during the inspection. Fire safety, first aid and medical arrangements are good. There are regular checks of the premises and safety checks on equipment are carried out. Pupils are confident that they will be well cared for and are aware of the routines to follow if they have an accident or are feeling unwell.

48. The school has satisfactory systems for monitoring and promoting good behaviour and attendance. It aims to, "create an environment which allows children to learn and develop into confident and caring people". Recognising that the key to this is good behaviour, the school has drawn up a Code of Conduct, which is made known to parents and pupils. A thorough Behaviour Policy covers bullying and other forms of abuse and is supported by a range of sanctions and rewards. Good behaviour is praised and often given recognition by the reward of house points, stickers or good news notes for home. Sometimes these awards are recorded and displayed in classrooms. The school has improved play areas by providing basketball stands and nets, painted games on the yard and providing seating areas and planting in order to promote good behaviour. Clear systems for monitoring unacceptable behaviour are in place and are followed and understood by teaching and non-teaching staff. Records are kept of serious or persistent incidents of misbehaviour.

49. The school's arrangements for assessing and monitoring pupils' academic performance and personal development are satisfactory overall. Personal development is monitored informally, based on the fact that teachers know their pupils very well. A record sheet for social and emotional development is included in pupils' assessment files, but its use is not consistent across the school.

50. The school has good procedures in place for assessing pupils attainment and progress in mathematics, English and science. A database tracks pupils' performance from Key Stage 1 statutory assessment results to end of Key Stage 2 statutory assessment results. In between, in Years 3, 4 and 5 results of standardised tests in non-verbal reasoning, reading and optional statutory assessment tests are also recorded. The data collected is used well to identify pupils requiring additional provision for special educational needs, access to the reading recovery programme or additional literacy support. However, neither this information nor the additional assessments teachers make, is used to ensure that class work is matched carefully to the different abilities of pupils, whether they are higher attainers, or

have special educational needs. This has a significant impact on the standards of attainment achieved in English and mathematics, particularly in Key Stage 2. It also impacts on standards of attainment achieved by the higher attaining pupils in Key Stage 1. There is an agreed marking policy but the quality of marking varies considerably. When used well it supports pupils with positive comments, but indicates also what they need to do in order to improve their work. Targets for academic improvement are written on each pupils' end of year report, to be achieved in the following year. In addition some teachers set short term targets relating to an aspect of work, behaviour or personal development for example, "Have a break-time without causing problems", or "Try to put up your hand instead of shouting out". Targets written on individual education plans for pupils with special educational needs are specific, attainable and relate to both academic and personal development. Pupils success in achieving their targets is recognised in school assembly or rewarded by a "Star of the Week" certificate which pupil's value. The school's provision of educational and personal support and guidance for its pupils is effective.

51. The previous inspection report expressed concerns, which related to the use of assessment information not being used to improve planning for pupils of different abilities, this continues to be a concern.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. Parents have a positive view of the school. Good relationships between school and parents have been maintained since the time of the previous inspection. They find teachers approachable and are pleased about much of the school's provision and the standards their children achieve. Several parents expressed concern about the amount and regularity of the homework. Inspection findings are that homework is used appropriately to support the work in classrooms and is particularly effective in supporting the development of pupils reading skills.

53. The school is committed to working in partnership with parents and recognise their contributions to raising standards. The information the school provides for parents is good. Parents are well informed about school events and the topics to be covered in each term through regular newsletters. The school's prospectus clearly outlines details of the curriculum and the school's routines. Written reports provide parents with satisfactory information about what it is their children can do in English, mathematics and science. They also contain helpful guidance for pupils to improve their work in these subjects, however the format of reporting does not provide clear information regarding the progress pupils have made since their last report. The governors' annual reports to parents include all essential statutory information. Parents of pupils on the register of special educational needs are fully aware of their children's progress and are invited to attend reviews of their child's achievements.

54. Parents are welcomed and encouraged to provide help for teaching and learning in classrooms. Teachers brief them carefully about all activities so that pupils gain full benefit from their support, for example a parent using her own expertise in information technology to improve the keyboard skills of reception pupils. Parents who work in school also make a positive contribution to pupils' good relationships with adults. The school encourages parents to extend their children's learning at home. This is apparent in reading, where parental support contributes to the rise in standards identified during the inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. Overall the leadership and management of the school are satisfactory. The governors and head teacher manage the school effectively. They have a clear and shared view of the school's direction and understand the need to concentrate on further improving standards, although several issues require further attention. The head teacher's approach is insightful and thoughtful. He carefully reviews the school's results in national and other tests, and uses these in several ways - to identify key issues for the school, such as the under achievement of boys, and to target support on specific groups of pupils who need extra help with reading or other aspects of their work. The school's work in this respect is very effective. It has a positive impact on standards and demonstrates a very worthwhile use of the school's resources and grants. The head teacher's role in monitoring and evaluating the wider work of the school is much less effective, and not enough time is spent by the head teacher or other senior staff in monitoring and evaluating the quality of teaching and learning in classrooms. As a result some issues, which need to be addressed have not been identified. These include the quality of some teaching, the consistency with which teachers implement national initiatives and the school's policies, and the behaviour of some pupils. The school is in a good position to address these concerns as it implements its recently drafted teaching and learning policy which highlights the different ways in which pupils learn and the implications for teaching.

56. The school benefits from the involvement of committed governors who, between them, bring considerable expertise to their roles. The governing body fulfils most of its statutory requirements, but has been unaware of the school's lack of provision for information technology. There is an appropriate committee structure in place and these committees meet regularly. The school development plan is appropriately detailed and properly identifies the priorities for the school. One of the criteria for success included in the plan is 'value for money' and the principle of 'best value' is well understood by the school. The head teacher provides good information in his termly reports to governors, including information about progress with the priorities in the school development plan, but governors do not currently have a sufficiently clear view of the strengths and weaknesses of the school. They have introduced a potentially useful strategy by which individual governors take responsibility for curriculum subjects and are beginning to work with the school co-ordinator for that subject. This should provide useful insights, and help governors to develop and maintain an independent view of the quality of education provided by the school.

57. The role of curriculum and key stage co-ordinators varies, and individuals have different levels of expertise and involvement. The head teacher and deputy head teacher co-ordinate literacy and numeracy effectively, ensuring that teachers are kept up to date with requirements, and providing appropriate professional development. However, although there has been some classroom observation in these subjects, the monitoring and evaluating of teaching and learning in these, and other subjects, is not well established.

58. The leadership and management of special educational needs are good. The co-ordinator, who works closely with the delegated governor, ensures that the recommendations of the Code of Practice are fully met. The co-ordinator has a good overview of the issues, support mechanisms and range of support available. There are regular reviews of pupils' progress and appropriate records are kept. The delegated governor meets regularly with the co-ordinator to discuss issues concerning the special educational needs register and any specific problems that arise. The support provided by external agencies is managed well by the school. Pupils are well integrated into school life.

59. There is a satisfactory match between the numbers, experience and qualifications of teachers and the needs of the planned curriculum. The number and expertise of educational support staff is very good. This is especially effective in the provision of additional support for pupils who need extra support with their reading and for those with identified special educational needs. Clerical staff and the

caretaker continue to make a significant contribution to ensuring that the school functions smoothly day-to-day. Procedures are in place for the induction of new and supply teachers. A good record of professional development has been maintained over the last two years to allow teachers to meet the requirements of the National Literacy and Numeracy Strategies. However this has been less effective in addressing the issue of the lack of teacher knowledge in respect of information technology.

60. The school has maintained the level of accommodation since the last inspection, however the problems identified at that time remain. For example the lack of sinks in some classrooms continues to limit the range of art work undertaken. Nor is there a secure outside area for pupils under five. These issues will be resolved during the coming academic year when the school moves to new premises.

61. Resources are in the main satisfactory and have improved since the time of the last inspection, especially in the provision for information technology. However there remains a shortage in the provision of large and wheeled equipment for the physical development of the physical skills of children under five.

62. The situation in relation to leadership and management is similar to that found at the time of the previous inspection, with effective personal leadership by the head teacher but systematic approaches to monitoring and evaluation not established. This is still the case.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. In order to further improve the standards in the school the head teacher and governors should:

1. Improve standards in English by:

- ensuring that all teachers plan effectively and with sufficient detail to ensure good progress for all groups of pupils throughout the lesson;
- improving the quality of marking so that pupils consistently across the school get a clear sight of what they need to do in order to improve;
- improving the quality of diagnostic assessment in pupil's reading records and home school diaries so that teachers, pupils and parents have a clearer view of problems and how to overcome them;
- including more opportunities for older pupils to write extended pieces of work and to practise their writing skills in a greater variety of ways.

Paragraphs 14, 16, 21, 31, 37, 50, 51, 83, 84.

2. Improve standards in mathematics by:

- ensuring that all teachers plan effectively and with sufficient detail to ensure good progress for all groups of pupils throughout the lesson;
- ensuring that the work set for higher attaining pupils challenges them from the outset and does not merely consist of extension to a common activity;
- including effectively all parts of the required programmes of study in the planned curriculum so that work in data handling and investigative approaches to mathematics receive sufficient attention to ensure good progress;
- improving the quality of marking and target setting for individuals;
- ensuring that the mathematics co-ordinator has time to monitor teachers' planning, pupils' books and the quality of teaching and learning on a systematic and regular basis.

Paragraphs 14, 16, 21, 31, 38, 50, 51, 90, 91, 92.

3. Improve standards in information technology by:

- allocating appropriate time to the teaching of the required skills;
- including appropriately in the planned curriculum, all the required strands of the subject;
- improving the quality and use of assessment in the subject;
- providing further training for staff.

Paragraphs 19, 22, 30, 36, 37, 50, 51, 59, 126 – 130.

4. Improve the head teacher's approach to monitoring and evaluation of the school's work by

- ensuring that an appropriate proportion of the head teacher's time is spent implementing a systematic programme of monitoring which focuses clearly on teaching and learning in classrooms;
- introducing a systematic approach to monitoring and evaluation by those with Key Stage 1 and Key Stage 2 management responsibilities;
- using the outcomes of monitoring to identify personal targets for staff in order to improve the quality of teaching, and to support the school's professional development programme.

Paragraphs 55, 57, 62, 96

5. Improved the quality of teaching by:

- ensuring that teachers recognise and address consistently, the negative impact of unacceptable behaviour by a small minority of pupils in lessons;
- reinforcing more explicitly, from the reception class onwards the school's code of conduct and expectations on pupils with regard to their behaviour in lessons;
- improving the provision and teaching for higher attaining pupils;
- using assessment more carefully when planning lessons to ensure a good match of tasks to pupils' ability.

Paragraphs 23, 24, 28 – 35, 50, 51, 86, 95, 107, 109, 114.

6. Improve the effectiveness of the curriculum by:

- ensuring that the school meets the national requirements for teaching time;
- reviewing and improving the organisation and use of curriculum time to ensure a more rigorous approach to teaching throughout the school, particularly at the beginning of the day, after break and after lunch;
- including all subjects of the curriculum appropriately, with well considered allocations of time to each;
- ensuring that the school's practice of withdrawal from lessons for a range of activities does not result in inequality of opportunity for some pupils.

Paragraphs 34, 36, 38, 41, 50, 51

PART C: SCHOOL DATA AND INDICATORS

64.

Summary of the sources of evidence for the inspection

Number of lessons observed	43
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2% (1)	4% (2)	37% (16)	44% (19)	9% (4)	2% (1)	0%

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

65.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		213
Number of full-time pupils eligible for free school meals		23

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		33

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

66.

Attendance

Authorised absence	%
School data	6.3%
National comparative data	5.4%

Unauthorised absence	%
School data	0%
National comparative data	0.5%

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

67.

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
		99	17	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	15	16
	Girls	17	17	17
	Total	29	32	33
Percentage of pupils at NC level 2 or above	School	85 (81%)	94 (77%)	97(78%)
	National	82 (81%)	83 (79%)	87(85%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	16	16
	Girls	17	16	17
	Total	29	32	33
Percentage of pupils at NC level 2 or above	School	85 (80)	94 (85)	97 (86)
	National	82 (81%)	86 (85%)	87 (86%)

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

68.

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
		99	11	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	7	7
	Girls	6	9	12
	Total	10	16	19
Percentage of pupils at NC level 4 or above	School	40 (67%)	64 (70%)	76 (57%)
	National	70 (65%)	69(59%)	78 (69%)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	5	5
	Girls	11	11	9
	Total	16	16	14
Percentage of pupils at NC level 4 or above	School	64 (80)	64 (88)	56 (70)
	National	68 (65%)	69 (65%)	75 (71%)

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

69.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	2
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	177
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

70.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	22.4
Average class size	26.6

Education support staff: YR – Y6

Total number of education support staff	1.9
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

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.

Financial information

Financial year	2000
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	£
Total income	360303
Total expenditure	363270
Expenditure per pupil	1690
Balance brought forward from previous year	13991
Balance carried forward to next year	11024

Results of the survey of parents and carers

71.

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	54	43	2	0	1
Behaviour in the school is good.	28	67	5	0	0
My child gets the right amount of work to do at home.	24	57	17	0	2
The teaching is good.	41	59	0	0	0
I am kept well informed about how my child is getting on.	28	65	7	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	39	2	0	0
The school expects my child to work hard and achieve his or her best.	46	52	0	0	2
The school works closely with parents.	26	63	7	0	4
The school is well led and managed.	35	57	4	2	2
The school is helping my child become mature and responsible.	46	48	4	0	2
The school provides an interesting range of activities outside lessons.	19	44	22	2	13

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

72. Children under five enter school in the term in which they are five and are taught in the reception class. Most have had some experience of pre-school education at a local nursery and when they enter the school their knowledge, understanding and skills are in line with what is expected of children at this age. Children make a satisfactory start to their education and by the age of five children attain the standards expected in all the required areas of learning.

73. Children develop their personal and social skills satisfactorily. They enjoy positive relationships with and other adults and, in the main, with each other, for example in imaginative play. By the age of five children understand school routines and are confident in asking and answering questions. Most children are responsive with positive attitudes to learning but there remains a small minority who struggle to retain their concentration and whose attitudes to learning are immature. Children's concentration is better in tasks that are directed by the teacher than in activities that they choose for themselves. Some of these activities, such as the use of games, jigsaws and building bricks, lack a clear structure and often follow on from paper and pencil tasks so that they are not always valued, as an essential part of children's learning.

74. Children develop their speaking and listening skills satisfactorily. Many but not all listen attentively to stories and instructions and can carry these out successfully. Children use an appropriate range of vocabulary when speaking and answering questions and are happy to talk about their work to adults and other children. They enjoy stories and books and understand how books 'work', turning pages from left to right and talking about the pictures. Most children by the age of five recognise their own name, and are beginning to read simple words and sentences, using simple phonic strategies, and this is reinforced by 'sound work' that is supported by parents and the use of the early stages of the school's reading scheme. Most children can write their name and are beginning to copy letters and whole words, which with appropriate support they use in simple writing tasks. There are still a few children whose writing is not developing so well and remains immature for their age

75. Children's mathematical development is satisfactory. They are familiar with, and enjoy recounting a range of counting and number rhymes. They use mathematics vocabulary appropriately and can identify things which are 'larger than' and 'smaller than' and can identify which numbers come 'before' and 'after' others up to ten. Some children, but not all can carry out very simple addition and subtraction. Children are less certain of larger numbers such as telephone numbers or months of the year.

76. Children are curious. They are interested in the world around them, in computers as well the natural world. Their knowledge and understanding of the world is developing appropriately and they talk enthusiastically about their pets and families and about their school environment such as the wild garden. Children's physical development is satisfactory. They hold and control writing and drawing tools satisfactorily and can use small equipment such as Lego bricks competently. In their play they appear to be well co-ordinated and to have good body control, although they do not enjoy enough opportunities to work outdoors with large apparatus and wheeled toys.

77. Children's creative development is satisfactory although opportunities for regular creative activity on a day-to-day basis are somewhat limited. Their painting and drawings are carefully done and show that they can mix colours successfully, and their models indicate that they can use small tools successfully.

78. During the inspection no direct observations were made of the teaching for children under five, but it was possible to evaluate the quality of provision overall in the reception classroom. Although the curriculum is planned to take account of the required areas of learning for young children, the layout of the classroom is not conducive to developing young children's skills in all of these areas regularly. Routinely, children work at a pencil and paper task before moving on to more practical activity. This way of working also means that for significant amounts of time, children are all working at tables and this makes considerable demands on the limited available space. It is not always clear in the teacher's planning exactly what learning is intended with some practical activity, especially that chosen by children following the completion of written tasks. Individual pupils' files are begun in the reception class. These include information from the pre – school setting and the base line assessment carried out by the school. Periodic assessments of children's learning are carried out regularly, but day to day assessment of all the areas of learning, needed to inform the next round of planning for the following day or week remains too informal.

ENGLISH

79. In the 1999 national tests for seven year olds, pupils' performance in reading was in line with the national average, but below average when compared with similar schools. In the writing test pupils attained standards which were above the national average and above average, when compared with similar schools. The trend in tests over time shows a steady improvement and inspection findings at Key Stage 1 reflect these results.

80. The 1999 national test results for eleven year olds in English, show that pupils' performance was very low in comparison with both the national average and similar schools. The trend over time presents a more erratic picture, showing a steady rise in standards with good results in 1998, falling back, particularly in writing, in 1999. The inspection findings show an improvement in attainment by the end of Key stage 2, when compared with the 1999 results. There has been an improvement in reading and a significant improvement in writing but it remains insufficient to bring writing in line with the national average. The school has exceeded the target it set for the subject overall and for reading, however the achievement in writing is well below the school's own target for the 2000 results.

81. By the age of seven pupils' speaking and listening skills are in line with what is expected for their age. In the reception class pupils are keen to talk about things that interest them and to answer questions, some have difficulty in listening carefully to others and either shout out or talk over them. In Year 1 and Year 2 most pupils speak clearly and confidently. They show an understanding of the social conventions of conversations by listening carefully and waiting for their turn to speak. They develop sound, technical vocabulary related to mathematics and to books, for example they use and understand contents, index, glossary, skimming. Pupils in the mixed Year R/1 class are helped in their understanding of this vocabulary when their teacher refuses to accept that, "a contents page tells us stuff" and asks pupils to think of a more appropriate word. When talking about their reading book and preferences some lower attaining pupils gave single word answers such as "funny", when asked about what they thought of their book, whilst higher attaining pupils could reply in detail. Pupils' progress in speaking and listening is intermittent at Key Stage 2. In some instances this is related to behaviour, when pupils do not listen attentively and persist in calling out. In other instances it is related to ability and poor vocabulary. In Year 4 pupils are provided with opportunities, which develop their speaking and listening skills through tasks, which require them to work in pairs, to discuss an issue and report back. Higher attaining pupils in Year 5 are articulate; they use well structured sentences and an interesting choice of words. Pupils in Year 6 find it difficult to explain the meaning of a word when not allowed to include it again in their description. However others ask sensible questions or present thoughtful arguments in a debate. They listen carefully to each other and build on the points made by other pupils. Overall, progress in speaking and listening in Key Stage 2 is satisfactory.

82. By the age of seven pupils have made good progress in reading and standards are above those expected at this age. Most of these pupils read accurately, fluently and can make sense of what they have read. In the reception class pupils recognise their names. They build three letter words and read a simple text with some support. In Year 1 and Year 2 pupils make good use of the text or pictures, to work out the meaning of unfamiliar words. Some use letter sounds to build unfamiliar words but don't always extend this beyond blending single sounds. In Year 2 a higher attaining pupil read "giant" easily but struggled with "reliant" and failed to spot the rhyme. Most pupils try to self-correct and are sufficiently confident to, "have a go", an attitude which is supported by the school's motto. The Literacy Hour has extended pupils' knowledge of books and the way they are written and why. They use this knowledge to find information quickly or to add emphasis when reading aloud or in their writing. It has also presented them with a wider range of texts and broadened their reading diet. Pupils now enjoy reading non-fiction books, poetry or plays.

83. By the age of eleven pupils attain standards in reading which are below those expected at this age, however, improvements in standards have been made this year. Many pupils read for pleasure and have moved on from the reading scheme. Others who are still on the reading scheme are allowed to choose the book they want within their current level of attainment in reading. This way pupils still feel that they have a choice, even though their reading development is being guided and supported. Generally the pupils who read to inspectors said that they enjoyed reading whatever their level of achievement. Some said that they used the library at "Crystal Peaks" and others said they had their own books. They could express a preference in texts or favourite authors, with older boys enjoying, "Shiver Books", or "Goosebumps", and girls preferring books by J.K. Rowling and Roald Dahl. Some of the texts used in the Literacy Hour were too difficult for pupils to read themselves when working individually to complete comprehension exercises. The same text was often used for all of the pupils in follow up activities despite the fact that many pupils found them difficult to read. A home school reading diary is used in every class but there is no consistency in how it is used. In the best example comments are written regularly by teachers and parents and include targets for improvement. In the poorest example, the entries simply list the books read. It is clear that the majority of pupils benefit from regular reading practice with parents at home. Attainment in reading is assessed on a yearly basis by using standardised assessment materials. Book areas are now a feature of classrooms to support pupils' progress. The school has tried very hard and with some success, to encourage boys to read for pleasure by purchasing a range of non-fiction materials. The majority of pupils know how to access books in the library and understand how to use the contents and index pages.

84. By the age of seven pupils attain standards in writing that are above those expected at this age. This still represents under achievement for higher attaining pupils since none achieve at the higher level than is expected. Pupils learn to form letters and have regular handwriting practice. Similarly, spelling is taught consistently but many pupils encounter difficulty in spelling key words or phonological words. Daily English activities usually consist of one set task whatever the ability of the pupil. In some classes pupils who have special educational needs are given a task, which is more closely matched to their ability. In Year 2 pupils are provided with many props and formats to support the development of writing for a range of purposes. They present their writing in ways, which motivate them and encourage them to take a pride in their work. For example they make small folded books, posters, cartoon strips or newspaper reports. The standard of writing is still suppressed by pupils' unadventurous use of words, lack of detail and inconsistent use of punctuation, despite the fact that much work has been done to develop these areas.

85. By the age of eleven pupils' attain standards in writing, which are below those expected for their age, however improvements in standards have been made this year. In Key Stage 2 there is a heavy emphasis on grammar and too much common work is provided for pupils which does not match the levels of ability of pupils who have special educational needs or more able pupils. Although pupils

have the skills to write for a range of purposes, insufficient opportunities are provided for them to practise these skills regularly.

86. In most instances the quality of teaching is satisfactory but there is some good teaching in Years 1, 2, 4 and 6. The quality of teaching for pupils with special educational needs, withdrawn for focused lessons is good. However, some of the teaching in English lessons is still unsatisfactory. Where this is the case the teacher fails to secure pupils' attention and interest, and uses ineffective strategies for managing pupils' behaviour. Sometimes the content and pace of the lesson are misjudged. In the best lessons, the teacher and the pupils are clear about what will be learned and check that this is achieved. In such lessons relationships are good, therefore pupils are confident and make effective contributions to the lessons. The pace in lessons is brisk and the teacher's good use of questions extends pupils thinking. They set targets for future learning. The quality of marking varies from class to class. In the best practice, pupils' work is marked regularly, accurately and indicates to pupils what they need to do next, to improve their work. In the poorest instances, work is simply ticked, a simple comment is written but no targets for improvement are set. Teachers also adopt different approaches to implementing the Literacy Hour. The structure of the Literacy Hour is not always followed and the time spent on this lesson often falls short of an hour. Time spent on diary writing, late registration, drinking milk and telling news, results in a late start to the lesson which is often curtailed by the start of Assembly before all parts of the lesson have been covered. Teachers' weekly planning and lesson plans lack detail and do not follow the prescribed structure of the Literacy Hour. The exceptions to this are Year 3 and Year 4 where clear learning objectives are set, and thorough planning includes the intended development of each section of the Literacy Hour. Literacy is used well across the curriculum, with some good work evident on topics such as the Greeks or Islands. However at Key Stage 2 the prescribed content and structure of the Literacy Hour are diluted when the focus becomes more directed toward the delivery and development of the topic.

87. The co-ordinator has a very clear view of what needs to improve in English. This is supported by the good use of standardised assessment materials and the systematic collection of data. He has identified significant underachievement in boys, has looked into the causes for this, taken steps to remedy them and the situation is improving. Problems relating to low achievement in writing, particularly at Key Stage 2, have been identified as spelling, use of punctuation, unambitious use of language and limited sentence structure. An improvement in standards in reading and writing has been made this year, there is still a long way to go but the school knows where it needs to go.

88. The previous inspection report found:

- That the attainment of pupils at the end of Key Stage 1 was below average, it is now above the average expected for seven year olds.
- That standards achieved in Key Stage 2 were below average this is still the case when measured by 1999 statutory assessment tests. However inspection findings have noted some improvement in standards in both reading and writing however standards in writing still remain below average.
- Progress in English was unsatisfactory, this remains the same, for more able pupils in both key stages, and overall, the same in Key Stage 2 when measured by 1999 statutory assessment tests. Inspection findings have noted an improvement in Year 6 pupils' progress when judged against their own previous performance in Year 2 statutory assessment tests, Year 3, 4 and 5 optional tests and their classwork.

MATHEMATICS

89. In the 1999 tests for seven-year-olds, pupils performed well and the percentage of pupils attaining the expected Level 2 was well above the average nationally. Pupils also attained well in tests compared to similar schools. In the most recent national tests in 2000, the school has further improved its Key Stage 1 test results, with all pupils attaining Level 2 and a large majority attaining standards closer to the higher Level 3. At Key Stage 2 the 1999 results in national mathematics tests showed eleven year olds attaining results well below both the national average and the average for similar schools. Indications are that the picture for 2000 will be similar, with pupils out-performing the school's targets, but given the school's figures, still likely to be under performing in relation to national averages. Several factors have an impact on these results, not least the numbers of pupils in the current Year 6 with special educational needs. Nevertheless, an analysis of these results against those attained by the same group of pupils in Key Stage 1 shows that considerable progress has been made and significant value has been added by the school.

90. This picture of attainment is only partly reflected in the findings of the inspection. Pupils make at least satisfactory and often good progress toward the end of Key Stage 1. Both the scrutiny of their work and observations in lessons indicate a picture similar to the test results with pupils working comfortably within the expectations of the national curriculum for seven year olds, because of the quality of the teaching they receive. At Key Stage 2 the picture of attainment is rather more complex. The standards of work seen in lessons indicate better attainment than that suggested by the national tests, albeit on a narrow front. Pupils with varying degrees of special educational needs receive good support, and attain good standards in relation to their prior attainment. The structure of the national numeracy programme has provided a useful structure for mathematics lessons and is having a positive impact on standards, not least on the ability to think and react quickly to mental number problems. By the age of eleven, pupils' knowledge of the four rules of number is considerably stronger than other parts of the required curriculum, such as the ability to handle data effectively or the application and investigation of problems.

91. In Key Stage 1 pupils develop their skills in the four rules of number effectively. They understand place value and can add and subtract competently, as well as carrying out simple multiplication and division successfully, and with understanding. Pupils grow in confidence and have a good grasp of handling numbers, because, on the whole, this is addressed effectively in most lessons. For example in activities such as 'Guess my Number' Year 1 pupils in a mixed class could work out the answer from a limited range of clues, while in Year 2 pupils have grown in confidence and can sequence numbers in threes and fours, recognising odd and even numbers. In this lesson the teacher's encouragement and carefully chosen individual questions aimed at pupils' needs, helped them to make progress in understanding the concept involved. By the end of the key stage, pupils have made steady progress in learning about shape, space and measurement. They recognise simple two and three-dimensional shapes and their properties, and can measure time to the hour and the half hour. Although not so well developed as other aspects of the subject, pupils learn to create simple graphs from information that they have gathered. Overall across Key Stage 1 the application of mathematical knowledge and skills, and the investigation of problems is satisfactory. There is however, too much common work set for pupils who have different needs. While this often benefits lower attaining pupils, who are supported well in their learning, it results, despite extension work, in some lack of challenge for higher attaining pupils.

92. In Key Stage 2, the development of number skills continues and is heavily emphasised in pupils work. Pupils of average attainment have a sound grasp of the four rules of number and know their multiplication tables. They work comfortably mentally, with numbers to one hundred, and with much larger numbers in their written calculations. In a lesson with Year 6 pupils, they were able to deal successfully with equivalent percentages, fractions and decimals. Pupils' work in shape and

measurement is satisfactory. They understand how to calculate area and perimeter, and the oldest pupils used their developing knowledge of measuring angles successfully in making patterns linked to their religious education topic on Islam. Pupils' understanding and use of data is not so well developed as other aspects of their mathematics, for example work on graphical representation does not show enough progression from the simple graph work done earlier in the key stage. There are not enough opportunities for pupils, especially higher attaining pupils to explore mathematical ideas more widely or to investigate numbers using their own ideas. As in Key Stage 1, there is too much common work being set for pupils who have different needs. This depresses the achievement especially of higher attaining pupils.

93. Pupils' attitudes to their work in mathematics varies but is usually at least satisfactory. When they are motivated by the task, as Year 4 pupils were in their exploration of square and triangular numbers, they work well and concentrate on their tasks diligently. Similarly in Year 2 and in Year 6, where teachers kept a good brisk pace to the lesson, pupils were enthusiastic about their work and maintained their interest throughout. There is however, a small but significant group of pupils in most classes who struggle with self-discipline, are easily distracted from their own work, and distract others. Where there is not a clear and consistent insistence on good behaviour, as was the case in some Key Stage 1 lessons, this behaviour has a very negative impact on the quality of learning for all pupils.

94. The quality of teaching in mathematics is usually at least satisfactory and often good. Teachers are secure in their subject knowledge, and are well equipped to teach the basic skills of numeracy. They have introduced the national numeracy programme effectively and the structure of the 'numeracy hour' is helping to improve pupils' mental strategies and ability to recall number facts quickly. Teachers plan according to the national numeracy framework but some parts are more effectively planned than others. For example, teachers organise the whole class session at the beginning of numeracy lessons very well, but are less effective in organising the range of independent follow up activities required to ensure that all pupils are working at a level that is appropriate to their needs. The final part of the numeracy lesson is used more effectively by some teachers than others. On occasion this important opportunity for consolidation, extension of ideas or discussion of the work of a particular group of pupils is not given sufficient time or status by the teacher.

95. Overall, teachers manage their pupils very well, and in a very good lesson with Year 2 pupils the teacher established very positive relationships with pupils combined with very high expectations both of behaviour and of levels of work. Some teachers are not always sufficiently aware of the impact of poor behaviour by some pupils on the learning of others. This was the case in some lessons with the youngest pupils and with Year 1 pupils, where teachers tolerated high levels of noise and inappropriate behaviour for too long before intervening.

96. Mathematics is increasingly effectively co-ordinated by a senior member of staff, who has a good grasp on what is required. She has been heavily involved in the introduction of the numeracy programme and has introduced a detailed mathematics policy, which makes very clear the school's expectations with regard to the structure and organisation of the numeracy programme. The co-ordinator has examined teachers' planning and has observed some numeracy lessons but she does not have any regular time away from her teaching responsibilities to carry out the thorough monitoring programme that is needed to ensure consistently high quality provision

97. Since the previous inspection, standards at both key stages have improved and at Key Stage 1 there has been a dramatic improvement in test results. Performance in tests at Key Stage 2 remain a concern but do show improvement year on year, and in many aspect of their mathematics work in school pupils are working close to what is expected. Pupils' mental recall and mental strategies have improved, as have their computational skills in multiplication and division, which were previously described as 'less secure'

SCIENCE

98. The results of the 1999 teacher assessments in science at Key Stage 1, indicates that pupils at the school achieve well above the national average standards and that the proportion of pupils achieving the higher level 3 is broadly in line with the national average. The results of the 1999 tests for pupils at the end of Key Stage 2 indicate that in comparison to the national average in all and similar schools, attainment in science is well below the national average. The trend for attainment at age 11 over four years is broadly in line with the national average, but better than the national average over the three most recent years.

99. The standard of work seen during inspection week by pupils at the end of Key Stage 1 is in line with the standard expected nationally. Most pupils in year 1 describe, without writing it down, physical processes and properties such as pushing and pulling. They investigate whether a variety of objects such as a pencil, rubber and sponge sink or float and some pupils record these results. A significant majority of pupils in year 2 know about a range of forces, for example gravity and friction, and describe similarities and differences between them. Pupils in this Key Stage are developing their investigating skills well in a number of ways. They use the equipment provided to make observations on floating and sinking objects, and distance, speed and force involved in a model boat experiment and explore the effects of a magnet on a variety of objects. They understand that experiments can be over a period of time, for example when burying degradable and non-degradable objects and making observations of the changes that occur. There is, however, no evidence that there are pupils who are achieving at a significantly higher level.

100. Pupils, including those with special educational needs make satisfactory progress through Key Stage 2 and by the end of the key stage, attainment is in line with the standards expected nationally. During this key stage pupils use their investigative and experimental skills well to further their knowledge in science and make satisfactory progress. For example, pupils in year 4 investigate the growth of plants and understand that water, warmth and sunlight are needed, and they record their results. Most pupils carry out tests, over time, which test the growing patterns of plants. By the time pupils are 11 years old, they present their observations of their experimental work clearly, precisely and methodically. Their recordings show an understanding of a wide range of physical and life processes and materials. For example, in an experiment in gravity, pupils drop a ball from varying heights and use a stopwatch and tape to measure. They record the results and draw conclusions from their findings. They test materials, which are opaque, transparent and translucent and record the results in a grid, showing a methodical approach to their work. A significant number of pupils of this age design their own investigations and identify the key factors they need to consider. They demonstrate an increasing knowledge and understanding of aspects of life processes, for example through investigation into the conditions for growth of micro-organisms.

101. The quality of teaching is satisfactory overall with some good teaching evident in Key Stage 1. A significant feature of science teaching throughout the school is the opportunity that teachers give to pupils to carry out and develop their own experiments and investigations. This aspect of teaching science has been addressed very well since the last inspection report. Pupils' attitudes to their work are sound overall with involvement and concentration good when practical work is well organised.

102. Pupils in Key Stage 1 have access to a range of appropriate resources, which, together with a range of well-organised activities, develops independence in their learning. However, some pupils are withdrawn from lessons to work at activities which are unrelated to the subject and therefore miss some of their work in science. The stimulating nature of the working environment in lessons, such as experiments with movement, makes pupils enthusiastic and maintains their interest in what they are doing. Teachers in Key Stage 2 continue to develop pupils' ideas and knowledge in science through the opportunities they give for investigations. However, there is less success in maintaining pupils' effort

and concentration when the teacher attempts too many activities for the available space and facilities. This leads to pupils waiting for attention and becoming distracted. High expectations of pupils written methods and presentation are evident in year 6. Pupils' exercise books show a systematic approach to the subject, and higher attaining pupils are given opportunities to extend their knowledge through more complex activities. There is evidence of work in all aspects of the subject, which addresses the shortcomings identified in the last report in this respect.

103. The current policy and schemes of work are satisfactory. The co-ordinator analyses the school's national test results in science and targets are set yearly. A portfolio of work is maintained, which contains pieces of work for each term for each class so that progression can be monitored, but there are currently no opportunities for the co-ordinator to observe the subject being taught across the school.

ART

104. There were only two art lessons observed during the inspection. However these together with the ample work on display and the work in pupils' sketchbooks provided sufficient evidence for a secure judgement to be made.

105. Pupils make steady progress in Key Stage 1 in developing their knowledge and skills in art so that by the age of seven they achieve standards that are at least in line with those expected at this age, and sometimes better. In Key Stage 1 pupils develop their painting and drawing skills appropriately. They learn to mix colours and to draw from observation. Their paintings and drawings show careful attention to detail, satisfactory control of paint brushes and pencils, and a good understanding of the use of colour and line. Pupils' work on display showed good development of their ideas, from observational drawings of flowers to watercolour paintings and then on to appliqué stitch work, all from the same stimulus.

106. Work undertaken by pupils in Key Stage 1 indicates a broad approach to the subject, which also includes print making and three dimensional work. In a lesson with Year 1, pupils showed a good understanding of the 'drop pattern' printing technique and were able to incorporate this successfully in their work. Of particular note were the portraits painted by Year 1 pupils, which showed considerable maturity in the colour tones used and in the detail contained in the pictures. Opportunities had been given to the pupils in Key Stage 1 to consider the techniques and approaches of other artists, and they successfully emulated the style of Richard Long in their finger paintings of mini beasts. In another class pupils had successfully based their work on a modern mosaic artist, and in informal discussion pupils could talk confidently about this work and the effects they were trying to achieve.

107. Pupils achieve satisfactory standards by the end of Key Stage 2, but progress in developing their skills falters towards the end of the key stage, in relation to what has been achieved in Key Stage 1. Nevertheless, in Year 3 there is evidence that pupils build on earlier learning effectively, as shown by the maturity of their pastel pictures in the style of Turner. In an observed lesson, the same class successfully made and used their own printing blocks displaying satisfactory skills in printing. However, overall, as pupils move through Key Stage 2, they do not extend sufficiently, the sound foundations laid in Key Stage 1. Sketch books are not used frequently or consistently enough to extend drawing skills and there is less evidence of the development of individual painting styles, free expressive creativity or of well developed paint mixing skills. Towards the end of the key stage, some artwork linked to topic is too heavily teacher directed and inhibits the development of a personal response. Other work such as pattern making and self portraits show a satisfactory level of skill and control of the media, but do not extend pupils' skills as far, or as broadly, as the work in Key Stage 1 indicates is possible.

108. In the lessons observed pupils' attitudes to their work and their behaviour were satisfactory, but in each case a small but significant minority of pupils found it difficult to listen to the teacher's explanations, and required considerable attention in order to keep them focused on their tasks.

109. The teaching in the two lessons observed was satisfactory in one instance and good in the other. Teachers were well prepared for their lessons with resources to hand, giving careful explanations of lesson aims and techniques, and organising activities appropriately. However in both lessons considerable time was taken up in managing the behaviour of a small minority of pupils. Where teaching was good, the teacher was consistent in maintaining high expectations of behaviour throughout and used the final part of the lesson effectively to reinforce the learning that had taken place.

110. There is an up to date art policy and scheme of work to support teachers in their planning, and the subject is well managed by an enthusiastic and knowledgeable co-ordinator, who keeps abreast of current requirements and national guidance. However, she has little opportunity to monitor the quality of provision directly across the school, and does not have a clear enough overview of the quality and breadth of the art curriculum in Key Stage 2. Assessment in art is unsatisfactory although there are plans to develop this. The school values art as part of the curriculum and has recently held a joint art exhibition with people in the local community. The subject contributes positively to pupils' personal development especially at Key Stage 1. The current picture of art reflects the findings of the previous inspection, which also identified a lack of progress in the subject in Key Stage 2.

DESIGN AND TECHNOLOGY

111. At the time of the inspection, only one lesson in each key stage was observed. Evidence was also gathered from teachers planning, an analysis of pupils' work and discussions with teachers and pupils. By the end of both key stages pupils achieve standards in line with those expected of pupils of a similar age.

112. Younger pupils in Key Stage 1 make a small helicopter using materials such as paper, card split pins and glue, and design sea creatures which they decorate using their own ideas. Pupils in year 1 make triangular structures from rolled newspaper, discovering how it makes the paper have strength. They construct models of crocodiles from card and pins with moving parts. Pupils at the end of this key stage carry out a survey of vehicles with wheels and use the information as a basis for further investigation and design. They develop ideas for a model buggy and investigate ways of making the wheels work. Their skill in designing for a purpose is demonstrated by "snap" cards for the blind, when pupils select from a variety of materials such as wool, buttons and pasta shapes to make a card with a variety of textures to be explored by touch. Pupils demonstrate an understanding of the development of a design when describing how to construct a variety of models using standard parts.

113. Pupils in Key Stage 2, including those with special educational needs, make satisfactory progress overall. Pupils in years 4 and 5 make a model of an island, which is related to a geography topic. They use card and paper to construct the island and finish it with colour. However, the quality of the finished work, and the skills demonstrated, are not substantially different between the two year groups. By the end of the key stage, pupils use a variety of materials, such as doweling, wood and card, to construct their own "buggies". They demonstrate an understanding of building a motor driven model buggy from a commercially produced kit and describe the design process involved. They investigate the best way to make axles and wheels for movement. Pupils understand how to make a pizza, and clearly describe the process and ingredients that they have used when cooking. They use materials such as wool, threads and fabric accurately when making small tapestries and stitched name mats.

114. The quality of teaching is satisfactory in Key Stage 1, but some unsatisfactory teaching was observed in Key Stage 2. Where teaching is unsatisfactory, planning for the lesson is weak, showing no emphasis on the skills and knowledge to be developed by the pupils and there is little direction of skills during the lesson. Pupils throughout the school benefit from events, which focus on design and technology. Local engineers come into school for a whole day to work with pupils building models and structures using a commercial kit. Pupils talk enthusiastically about their work and describe, in detail, the design and construction processes involved. Parents contribute significantly to pupils' learning in both Key Stages. They support work during afternoon construction sessions, and a recent evening event was held where parents and pupils designed and built motor driven "buggies" together and raced them in the school hall. Pupils describe this work in detail and are aware of the link between the design and construction of these models.

115. Resources are satisfactory and include a variety of small tools and appropriate materials. Planning is sound overall and discussed between teachers in key stage meetings. The subject co-ordinator collects evidence, such as photographs of pupils' three-dimensional work, to monitor standards. Each pupil has an assessment sheet to reflect on their ideas and evaluate their work.

GEOGRAPHY

116. No geography lessons were observed during the inspection however the geography curriculum is organised within cross-curricular topics allowing links with geography to be observed in other lessons. These observations, discussions with pupils, scrutiny of their work, teachers' planning and displays, indicate that at the end of both key stages pupils achieve standards which are expected for their age.

117. In Key Stage 1, pupils begin to develop their understanding of physical features. Pupils in the reception class follow a planned programme of geographical activities, which focus on developing their knowledge and understanding of their environment and links with the National Curriculum. They talk about where they live and begin to learn some of the purposes of the features of the area, for example the school or the shops. Working in small groups, pupils in Reception followed a simple map of the interior of the school finding significant features such as the kitchen, their classroom, and the hall. They added detail to the map showing the purpose of these places, by drawing cookers and cups in the kitchen and children doing P.E. in the hall. They gain first hand experience of physical and human features such as hills, fields, and farm and begin to acquire a geographical vocabulary when they walk to nearby Woolley Farm. In Year 1 and Year 2 pupils show a growing ability to draw and read maps. They correctly place given symbols on simple maps and make up their own symbols to represent objects, when they draw plans of their bedroom. They develop fieldwork skills walking around the school and the village. They use directional language including compass points of north, south, east and west when planning routes for other pupils to follow. Pupils in Year 1 understand how some houses are different to others and can describe different features of the neighbourhood. Pupils in Year 2 recognise some differences between town and country for example busy, city roads and quiet, country roads.

118. In Key Stage 2 the comparison of the local neighbourhood and contrasting areas is developed well, when pupils work on their "Mosborough Topic" and the topic of "Islands". Pupils in Year 3 extend what they know about the United Kingdom when they divide the map correctly, identify some cities, the three largest rivers in England and the largest mountain range in Scotland. Pupils' geographical "general knowledge" is not always sound, one pupils wrote, "In Scotland people talk a different language". By drawing around their hands on a grid, then transferring that plan on to a smaller grid, pupils learn how to change the scale of a plan. In Year 4 pupils walk and describe the route from Alport to Over Haddon using geographical features, compass directions, symbols and scale. Using maps and atlases they learn about the position of Great Britain in relation to the rest of Europe

and the world. In Year 5 and 6 pupils consider the broader picture of Europe and the rest of the world, learning about the continents, world weather and climatic zones. They find out about islands and how they are formed, volcanoes and produce a profile of Honshu in Japan.

119. The scrutiny of pupils' work indicates that teaching overall is satisfactory and that the teachers treat geography as an important part of the curriculum. Whilst pupils' work does demonstrate satisfactory progression through both key stages, there is an obvious overlap of work in different year groups and a great deal of common work delivered by the use of commercially provided worksheets. This restricts the achievement of pupils with special educational needs and higher attaining pupils. By following the two year topic cycle in Key Stage 1 and the four year topic cycle in Key Stage 2, with the addition of the photocopiable worksheets, teachers are ensuring coverage of all that should be taught in the geography curriculum. However displays of "Islands" for example show that the activities they devise themselves provide a superior learning experience for pupils, than that provided by completing worksheets.

120. The co-ordinator is interested in the development of geography and attends meetings for co-ordinators at Bannerdale Teachers' Centre. She is not released to observe lessons or monitor teaching this hinders her gaining a secure overview of standards. She has produced a policy and detailed guidance for each of the Key Stage 2 cross-curricular topics. However this guidance with the exception of that for, "Opposites, Hot and Cold" does not specify which parts of the topics are to be covered by each year group, hence the resulting overlap. Resources are adequate and have been enhanced by C.D. ROMs, but new atlases are needed. The conclusions drawn by this inspection remain very close to those of the previous inspection.

HISTORY

121. Only one history lesson was seen, but because the history curriculum is organised within topics, many key elements of history were developed within other lessons observed. These observations together with the scrutiny of work in pupils' workbooks and folders and the evidence on display around the school, allow a secure judgement to be made. By the ages of seven and eleven, pupils have made sufficient progress to achieve standards that are appropriate for their age.

122. In Key Stage 1 by studying topics such as "Moving Around", pupils develop an awareness of the past and the ways it is different from the present. In Reception pupils discuss the age of the school and how it was different in the past to the present time. They compare how children used to dress then and now. Pupils use a range of historical sources to gather information. In Year 1 pupils look carefully at a picture of a Penny Farthing bicycle and sensibly discuss its unusual features. They learn how big the front wheel was by taking turns to stand beneath a tape measure extended to 210 cm and wonder whether their headteacher is taller than the wheel! They compare this with a bike a pupil has brought in and identify a wide range of different features. In Year 2 pupils talk about past and present with more understanding. They develop a sense of chronology by constructing a vehicle timeline. Through learning about John McAdam's road building techniques pupils learn how their lives have been shaped by people or events in the past.

123. In Key Stage 2 pupils learn about several historical periods, including the Ancient Greeks, Egyptians, Romans and Vikings. They learn too about periods in British History such as the Tudors, Victorians and the local history of Mosborough. Pupils in Year 3 are introduced to modern Greece through the examination of maps, postcards and holiday brochures. They learn that the Ancient Greeks lived before Christ and understand the terms of B.C. and A.D. They can locate Greece on a map and Ancient Greece on a timeline. In Year 4 pupils use a range of pictures and artefacts to support their historical enquiry for example they learn about life in Ancient Greece by looking at the illustrations on vases. They consider interpretations of history and compare two versions of the Battle of Troy. In

Year 5 pupils learn about the Trojan Horse and try to mentally travel back in time to that event. Pupils in Year 6 undertake personal research and explore a specific aspect of Greek life such as games and sport, clothes and fashions, military figures etc. They are supported in their enquiry by a framework of questions to be asked and answered. They become aware of great mathematicians, scientists, philosophers and writers of Ancient Greece and how important their work has been to modern society. They debate ethical issues raised by archaeological activities and express sensible opinions about whether the Elgin Marbles should be returned. For example, “They made them, they are their country’s treasures, we should send them back”, to “We saved them from further destruction, we have looked after them, we should keep them”. Pupils’ learning is greatly enhanced by visits to museums, visitors and a broad range of interesting activities within this topic. They examine, research, interview and debate from different view points and they organise and present their work in a variety of ways. Teachers’ planning and pupils’ work folders indicate that pupils make steady progress from Year 3 to Year 6 building on their historical knowledge and skills.

124. The scrutiny of pupils’ work and teachers’ planning indicates that teaching is satisfactory overall and that teachers treat the subject as an important part of the curriculum. Teachers follow the local education authority’s guidance, which shows how the key elements of history can be taught systematically from the Year R to Year 6. This guidance is incorporated into their planning. However in most cases planning does not provide activities, which are closely matched to the different abilities of the pupils.

125. The subject is effectively managed and organised. The co-ordinator has recently updated the policy for history and has produced useful and detailed guidance for each of the Key Stage 2 topics. However the guidance does not outline what is expected to be covered in each year group, this is left to class teachers to determine. Resources are sufficient to meet the needs of National Curriculum requirements and have been enhanced by the addition of C.D. ROMs to support pupils’ research skills. The current situation is very similar to that at the time of the previous inspection. Standards, pupil progress and teaching are satisfactory overall. More able pupils are still not being sufficiently challenged. The production of detailed guidance for Key Stage 2 is an improvement since the previous inspection.

INFORMATION TECHNOLOGY

126. The school does not meet the statutory requirements for teaching the subject. The attainment of pupils in information technology is in line with the standard expected at the end of Key Stage 1, but below nationally expected standards at the end of Key Stage 2. No direct teaching of the subject was observed at the time of the inspection and judgements are based on an analysis of work and discussions with pupils and teachers.

127. Pupils in year 1 use a drawing program to draw on the computer screen in colour using the mouse. They demonstrate good control of the mouse when drawing simple shapes such as buses, tractors and cars and combine their pictures with simple text, and when drawing a picture in a science lesson. By the time pupils are seven years old they use a word processing program to write passages of text for their diary. They understand how to delete text, change the font size and print out their work. Pupils of this age carry out a survey on vehicles and collect information to enter into the computer, creating graphs and charts of the results. A simulation game, “Winnie the Witch”, enables pupils to investigate options, make decisions and explore aspects of an imaginary situation. Pupils confidently describe how to open, enter, retrieve and save their work from a floppy disk.

128. Pupils in Key Stage 2 do not make satisfactory progress. Whilst pupils in year 5 produce graphs and charts from information collected on hobbies, the work is not substantially of a higher standard than the work done by pupils in Key Stage 1. Much of the work carried out in this Key Stage

is limited to word processing. Pupils in year 4 understand how to manipulate text, for example by copying and pasting sentences, and they each have their own floppy disk on which they save and retrieve work. They use a CD-ROM to retrieve information on Queen Victoria in a history project. Similarly, pupils in year 6 communicate ideas and information in text and use terms such as “italics”, “style”, and “font”. They understand terms such as “clipart”, and “graphics”, but have not combined text and graphics. Pupils with special educational needs use a computer to support their learning in mathematics, identifying and ordering three digit numbers. There is no evidence that pupils in this Key Stage have had any opportunities to use IT- based models or simulations to explore patterns and relationships and make decisions. Pupils at the end of Key Stage 2 show no understanding of how to control events in a predetermined manner or control equipment to achieve specific outcomes.

129. Whilst there has been an improvement in attainment among pupils at the end of Key Stage 1 since the last inspection report, word processing still forms the substantial experience in information technology offered to pupils in Key Stage 2. Planning contains details of the National Curriculum programmes of study, but, in practice, pupils are not given all these opportunities. Whilst pupils are monitored by teachers for their access to the computers, there are areas of the curriculum not covered both in the pupils’ records and in the subsequent reports sent to parents. Teachers, overall, lack the subject knowledge in areas of the subject such as modelling, monitoring and control and how to use information technology to enhance pupils’ capability in other areas of the curriculum.

130. There has been an improvement in available resources since the last inspection, particularly in the number of computers. Resources are generally satisfactory, but there is insufficient appropriate software for pupils in Key Stage 2 to study modelling and control.

MUSIC

131. Few music lessons were observed during the inspection but these, together with observations of supporting activities, pupils’ work and teachers planning, indicate that pupils in both key stages make steady progress. By the end of both key stages they achieve standards which are in line with those expected for pupils aged seven and eleven.

132. By the end of Key Stage 1 pupils sing for pleasure, learning simple songs by heart. They control and use their voices expressively and perform enthusiastically with others. In Year 1 pupils listen carefully to recorded music and describe it using correct musical vocabulary. They swiftly change an answer of, “loud and soft” to dynamics, when reminded that the correct term begins with “d”. When asked who can remember what tempo means, pupils successfully respond, “That’s when the music goes fast and slow”. They know that pitch means high and low and demonstrate their understanding by singing an “ooo” sound higher, or lower on request. Pupils maintain a rhythm well when dancing, singing and playing percussion instruments to, “Here Comes Barnaby”. They use percussion instruments to perform musical patterns to symbols, which define musical elements, for example; they play softly when they see “p” and loudly when they see “F”.

133. By the end Key Stage 2 pupils have built on the skills learned in Key Stage 1. They record rhythm by filling blank bars with notation and rests for two, three or four beats to a bar. Later they work out notation to suit the phrasing in a song they are writing, “I am an Ancient Greek”. Music enhances pupils’ learning in both key stages. In assemblies and acts of collective worship, music is played and most pupils listen quietly and respectfully. Some pupils learn to play instruments such as recorder, piano or brass at school. Others in Key Stage 2 sing in the school choir. The musical talents of pupils are celebrated in assemblies. For example a girl in Key Stage 1 played the piano with confidence and style and five pupils from Key Stage 2 who had been learning to play brass instruments for only a few months played, “Twinkle, Twinkle Little Star”, for younger pupils.

134. The quality of teaching observed was satisfactory in one lesson and very good in the music co-ordinator's lesson. In this lesson, the quality of teaching and the range of activities ensured that all pupils were totally engrossed and actively involved. Clearly they enjoyed the lesson, they tried very hard and made very good progress during it. In the other lesson which included only one very formal activity, pupils' progress was just satisfactory. In both key stages teachers take opportunities to include music in the half-termly topics such as "The Greeks". This also provides opportunities for pupils to listen to music from other cultures. In both key stages teachers follow the guidance of commercial schemes of music which help to ensure appropriate coverage of the subject.

135. The subject co-ordinator is interested and enthusiastic. She attends meetings for co-ordinators at Bannerdale Teachers' Centre and stays up to date with curriculum developments. She provides informal support for her colleagues, but is not released to observe lessons or monitor their teaching. This prevents her from gaining a secure overview of standards across the school. Nevertheless she is aware that at the current level of resourcing, standards are unlikely to improve from satisfactory overall. She plans to increase the range of resources to allow pupils more scope for composition and would like to equip each classroom with a C.D. and tape recorder to enable them to appraise their work. When compared with the previous inspection the picture remains very similar in relation to standards, progress and the plans to further develop the range of resources.

PHYSICAL EDUCATION

136. The standards achieved by pupils at the end of both key stages are in line with the standards expected nationally for pupils of a similar age.

137. By the age of seven, pupils demonstrate a sound level of control and accuracy when throwing and catching a ball in pairs from varying distances. They show increasing control when practising striking with a racquet, a ball thrown by a partner. Pupils show imagination, exploring moods and feelings through their movement, to interpret an imaginary journey to seek treasure. They create their own movements to represent carrying heavy loads and feeling tired. Good control and co-ordination is evident among some pupils when they move rhythmically to suggest the flow of a river.

138. Pupils make satisfactory progress through Key Stage 2. They continue to develop and refine their ball skills by working in a circle, throwing and catching at random and catching and dodging a ball. Pupils sustain activity over a period of time, moving from task to task quickly and safely. By the age of eleven, pupils recognise the importance of rules and how they apply in a team game. They engage in their activities energetically, practising and developing their performance in throwing and catching skills. Ninety percent of eleven-year-old pupils have acquired proficiency at swimming twenty-five metres of a swimming pool.

139. Pupils demonstrate an enjoyment of their work in physical education and consequently take part with energy and enthusiasm. Pupils respond well to teachers and co-operate well together in both team and paired activities and listen carefully to instructions.

140. The quality of teaching is satisfactory overall, with good teaching evident in Key Stage 1, but some unsatisfactory teaching in Key Stage 2. Seven-year-old pupils work at a good pace and develop imaginative movements as the teacher skilfully links a series of activities to a story of a journey. Pupils' develop their skills in linking actions together when the teacher uses expressive words and body movements to suggest moving from a cold cave into sunshine, and the atmosphere created engages pupils well. Where teaching is unsatisfactory, there is little planning and specific skill direction of pupils. The activities only reinforce what pupils can already do and little progress is made.

141. The development of pupils is well supported by the provision of competitive sports events, including football, cross-country running, rounders and athletics. Many pupils in Key stage 2 have the opportunity for residential visits to take part in activities such as orienteering, walking and scrambling. Resources are sound overall, but indoor accommodation is sometimes restricting for older pupils to develop their gymnastic and small games skills.

RELIGIOUS EDUCATION

142. Only one lesson in religious education was observed during the inspection, but this, together with work in books and brief discussion with pupils, provided sufficient evidence on which to make a secure judgement.

143. By the age of seven, pupils achieve standards in line with those expected in the locally agreed syllabus. They make reasonable progress as they move through the school so that by the age of eleven pupils' knowledge and understanding of Christianity and some world religions is satisfactory. Their progress in developing a spiritual dimension and insights into the meaning of religion in people's lives remains limited. The work of pupils with special educational needs shows satisfactory progress

144. In Key Stage 1, pupils study Christianity and some aspects of other world religions. They learn about some of the key events in the Christian calendar such as the nativity and events leading up to Easter, and enjoy bible stories from both the New and Old Testament. Pupils compare these events and Christian religious rituals such as weddings and baptisms with important occasions in other faiths, such as the feasts of Divali, Holi, and Ramadan.

145. In Key Stage 2, pupils increase their knowledge and understanding of Christianity and of other world religions. Their written work shows a satisfactory ability to recall some important stories from the Old and New Testament. Pupils have a growing knowledge of important elements of religion such as places of worship, sacred writings such as the Koran and the Bible, and the lives of key figures such as Jesus and Buddha. However a significant amount of work even by older pupils is identical and copied from the board and this limits the development of a personal religious perspective.

146. In the lesson observed, Year 6 pupils were interested in their lesson on Islam, in which they compared the similarities and differences between a mosque and a church. They showed satisfactory knowledge and understanding of the topic. Behaviour was generally good, apart from a small group of restless boys, pupils were motivated by the television programme which introduced the lesson. The lesson was well taught although the teacher's planning was brief and made no provision for higher attaining pupils. A brisk pace was maintained throughout, the teacher recapping effectively on previous learning, and responding sensitively to pupils' ideas.

147. The scrutiny of pupils' work indicates better progress in knowledge about religion than in developing a religious perspective, and suggests that some aspects of teaching require review. Teachers' planning is not specific enough to ensure the maximum progress in all aspects of the subject, and in some instances, there is too much similarity in the learning targets set by teachers of different age groups. For example in Year 1 the aims are "to understand Islam as an important world religion which has its own beliefs and values..." In Year 5 aims are described as "to find out about Hinduism..." while in Year 6 the learning targets are "to have an awareness of Muslim beliefs...what mosques are like and Islamic family values..." These are too general; either to use as the basis of assessment or to ensure that each class's work builds effectively on earlier learning. The significant amount of identical work in some classes indicates that the needs of different groups of pupils, such as lower and higher attainers, are not being met.

148. Overall, the subject makes a satisfactory contribution to pupils' personal development. The co-ordinator is interested in the subject and provides support to colleagues in relation to the provision of and the dissemination of information. She has however, no non contact time in order to monitor the quality of teaching and learning in classrooms or the standards in the subject. This aspect of the role is not well developed.