

INSPECTION REPORT

REIGNHEAD PRIMARY SCHOOL

Beighton, Sheffield

LEA area: Sheffield

Unique reference number: 107077

Headteacher: Malcolm Styan

Reporting inspector: Julian Sorsby
14042

Dates of inspection: 5th – 8th February 2001

Inspection number: 189743

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Platts Drive
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Appropriate authority: The Governing Body

Name of chair of governors: Mr Ian Saunders

Date of previous inspection: 30/9/1996

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14042	Julian Sorsby	Registered inspector		<p>Information about the school</p> <p>The school's results and pupils' achievements</p> <p>How well are pupils taught</p> <p>How well the school is led and managed</p> <p>What the school should do to improve further</p>
9282	Clare Lorenz	Lay inspector		<p>Pupils' attitudes, values and personal development</p> <p>How well does the school work in partnership with parents</p> <p>How well does the school care for its pupils</p>
16198	Carol Etherington	Team inspector	<p>English</p> <p>Geography</p> <p>History</p> <p>Equality of opportunity</p>	
30243	Anne Heakin	Team inspector	<p>Areas of learning for children in the Foundation Stage</p> <p>Religious education</p>	<p>How good are the curricular and other opportunities offered to pupils</p>
25778	Andrew Hicks	Team inspector	<p>Mathematics</p> <p>Design and technology</p> <p>Information and communication technology</p> <p>Music</p>	
23010	Loretta Watson	Team inspector	<p>Science</p> <p>Art and design</p> <p>Physical education</p> <p>Provision for pupils with special educational needs</p>	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Reignhead Primary School is a large primary school with an attached nursery, situated in an area of mixed income housing in the village of Beighton, south-east of Sheffield. There are 443 pupils on roll, compared to the national average of 243. All but one pupil is of United Kingdom or European heritage, the one pupil being from India. All pupils speak English fluently, one pupil as a second language. Twenty per cent of pupils have special educational needs, and 1.4 per cent have statements of their needs, both of which are approximately equal to the national average. Pupils' attainment on entry to the school is below that expected for their age.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils enter the school with standards below that expected for their age and make good progress in the Foundation Stage and Key Stage 2, and satisfactory progress in Key Stage 1. Consequently, by the time they leave the school at the end of Year 6, most pupils have achieved expected standards or better. More talented pupils do not make as much progress in mathematics and science as in English, and in these subjects the proportion achieving Level 5 is below the average for similar schools. In English it is above the average. Teaching is satisfactory in the nursery and good throughout the rest of the school. It is best in Reception and Key Stage 2, in both of which the best learning takes place. The school's leadership and management is good, but their hard work has been made more difficult by a small number of teachers who do not demonstrate commitment to team work and the implementation of whole school policies and procedures. The school provides good value for money.

What the school does well

- The school has developed a strong learning ethos in which pupils demonstrate very good attitudes and behaviour and excellent enthusiasm for school.
- Teaching in Reception, Key Stage 1 and Key Stage 2.
- The school has excellent links with parents and works very well with them to support pupils' learning.
- This is a very caring school in which the personal development of pupils is as well provided for as their academic progress. Provision for pupils' social, moral and cultural development is very good and that for their spiritual development is good.
- Provision for pupils with special educational needs is good.
- Relationships between pupils and with adults are very good.

What could be improved

- Pupils' attainment in reading at Key Stage 1, science at Key Stage 2, information and communication technology (ICT) at both key stages.
- The standards achieved by more talented pupils in reading, writing and mathematics at Key Stage 1 and mathematics and science at Key Stage 2.
- The commitment of a small number of teachers to the implementation of whole school policies and procedures and to following direction from senior management.
- The monitoring of teaching by senior managers and curriculum leaders.
- Governors understanding of the strengths and weaknesses of the school and their role in guiding the school's future direction.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1996, there has been very significant improvement in the quality of teaching. Many aspects of provision for pupils with special educational needs have improved as has their progress. Good progress has been made in provision in the reception classes, but not in the nursery, where too much child initiated play remains. The curriculum has improved with good cross curricular links, good schemes of work and good provision for pupils' moral, social and cultural development. In some classes, assessment and the use of assessment data has improved, although this is inconsistent. Standards in English and mathematics have improved across the school as have, in Key Stage 2, science investigative skills, and standards in geography. Overall, improvement since the last inspection has been satisfactory.

STANDARDS

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

Performance in:	Compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	D	E	C	B
Mathematics	C	B	C	B
Science	C	D	D	C

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

Children joining the nursery have levels of ability in language and mathematics that are below those expected of children of their age. By age seven their standards in writing and mathematics have improved and are average for similar schools. Standards in reading remain below average for similar schools. Pupils make good progress in Key Stage 2 and by age 11 their standards in English and mathematics have risen and are average for all schools and above average for similar schools. Standards in science are average for similar schools. Standards in ICT throughout the school are below expectations. Higher attaining pupils do not reach appropriate standards in reading, writing or mathematics at Key Stage 1 or in mathematics or science at Key Stage 2. Overall, in relation to their attainment on entry to the school, pupils are achieving well.

In 2000 the school exceeded its targets in English and far exceeded those for mathematics. Targets for the year 2001 are realistic and likely to be achieved.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are eager to learn.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. This is a calm and orderly school in which inappropriate behaviour is the exception.
Personal development and relationships	Relationships between pupils and with adults are very good. Pupils' personal development, for example in their respect for the feelings of others, is good.
Attendance	Satisfactory.

TEACHING AND LEARNING

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

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

Teaching is satisfactory in the nursery and good throughout the rest of the school. The teaching of English and literacy is good in the Foundation Stage and Key Stage 2 and satisfactory in Key Stage 1. The teaching of mathematics is good throughout the school. All teachers' management of pupils is a particular strength as is teachers' knowledge and understanding of the subjects they are teaching in Key Stage 2. A particular weakness is the use made of homework. Although satisfactory, some aspects of teaching are weaker than others. Among these are; in both key stages, teachers planning to meet the needs of higher attaining pupils; in Key Stage 1, teachers' expectations of pupils and the pace of lessons; throughout the school, the quality and use made of ongoing assessment.

Although teaching in Key Stage 1 is good, pupils' progress is only satisfactory. This is because teachers' planning is insufficiently detailed to enable them to target appropriate work to potentially higher attaining pupils and hence to enable them to make good progress.

In the Foundation Stage, 73 per cent of teaching was good or better and there was no unsatisfactory teaching. Teaching was particularly good in Reception. In Key Stage 1, 57 per cent of teaching was good. No very good teaching was observed, and one unsatisfactory lesson was seen. In Key Stage 2, 46 per cent of teaching was good and 27 per cent was very good. One unsatisfactory lesson was observed. It should be noted that the two teachers who each taught an unsatisfactory lesson also taught good and very good lessons.

Overall, teachers are skilled at meeting the needs of all pupils, but because of insufficient detailed planning they are less effective at meeting the needs of higher attaining pupils than those of other pupils. The teaching of pupils' with special educational needs is well planned and delivered. Children's learning in the Foundation Stage overall is good, as is their learning in Key Stage 2. Learning in Key Stage 1 is satisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school is particularly effective in providing the full breadth of the National Curriculum, with the exception of ICT, which is not fully in place. The National Literacy and Numeracy Strategies are fully established. There are good links between subjects and good use is made of the local community to enhance the curriculum. There are insufficient opportunities for pupils to participate in extra-curricular activities.
Provision for pupils with special educational needs	Good. Needs are identified early and appropriate tasks are set for pupils.
Provision for pupils with English as an additional language	Provision for pupils for who English is a second language could not be inspected because the school only has one such pupil, and that pupil speaks fluent English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a very caring community in which the personal and academic needs of most pupils are fully met. The exception is the academic needs of higher attaining pupils. Pupils are valued as individuals. Provision for pupils' moral, social and cultural development is very good, whilst that for their spiritual development is good.
How well the school cares for its pupils	Very well. The school is a warm and caring environment that makes a special effort to reach out and include all pupils. Procedures for monitoring pupils' academic and personal development are very good.
How well the school works in partnership with parents	The school has excellent links with parents and provides them with a good range of information throughout the year.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Despite not all colleagues consistently supporting them, the headteacher and deputy headteacher provide well-considered and purposeful leadership and management that make a significant contribution to pupils' good progress.
How well the governors fulfil their responsibilities	Unsatisfactorily. Governors work very hard but they rely too heavily on the headteacher in decision making.
The school's evaluation of its performance	The school has effective procedures for monitoring its performance. However, there is insufficient monitoring of the quality of teaching.
The strategic use of resources	The number of teaching and support staff is good, as is the range of available accommodation and learning resources. Teachers are very effective in overcoming the difficulties presented by open plan classrooms. The school spends money to best effect and makes satisfactory use of the resources available to it.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• That pupils make good progress• That the school has high expectations of pupils• That teaching is good• That behaviour is good• That pupils like coming to school	<ul style="list-style-type: none">• The range and availability of extra curricular activities• The amount of homework set• The information they receive about their children's progress

Inspectors agree with the views expressed by parents, with the exception of the following. Teachers' expectations of higher attaining pupils are not high enough and are not being translated into appropriate provision to meet their needs. Inspectors feel that parents receive good quality information concerning their children's progress.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In English, standards have improved since the last inspection. Most children start school with levels of attainment that are below average in all areas of learning. By the time they begin the National Curriculum, their literacy, language and numeracy skills are in line with national expectations. Children's knowledge and understanding of the world, their physical and creative development, and their personal social and emotional development all meet expected standards by the time they start the National Curriculum.

2. At the end of Key Stage 1, pupils achieve average standards in writing when compared to similar schools, but below average in reading. This is because a lower than average proportion of pupils achieve higher levels of attainment. In contrast, at Key Stage 2 a higher than average proportion of pupils reach the higher Level 5 in English than are achieved at schools in a similar context, and also nationally, with averages for pupils of all abilities comparing well with national results.

3. Pupils in Key Stage 1 make good progress overall, with progress in reading being satisfactory and progress in writing and in speaking and listening being good. Pupils in Key Stage 2 make good progress in all aspects of English, with pupils of higher ability starting to make very good progress.

4. In speaking and listening, pupils make good progress at both key stages. By age seven, pupils can listen to others and take turns in discussion. They understand that they must listen carefully to the teacher's instructions and answer questions clearly and politely. By the age of 11, pupils listen attentively and speak with confidence in a range of settings. They understand that some language must be more formal, such as when giving a presentation to an audience, and some is informal such as when talking to close friends.

5. In reading, pupils at Key Stage 1 make satisfactory progress and pupils at Key Stage 2 make good progress, with some higher attaining pupils making very good progress. By the end of Key Stage 1, most pupils recognise by sight a range of basic words that are used frequently in books, and are developing the phonic knowledge necessary to decode unfamiliar words that they encounter. They know the difference between fiction and non-fiction and that a book has a title, author and often an illustrator.

6. By age 11, most pupils can read a range of texts fluently and confidently. In non-fiction and reference texts, they can use a contents page, index and glossary to find facts quickly or to scan for relevant information.

7. By the age of seven most pupils can write in proper sentences that start with a capital letter and end with a full stop. Most have neat handwriting, though many do not use joined up writing consistently. By age 11, most pupils can write in a range of forms and for a variety of purposes and can structure their work into paragraphs. Pupils of all abilities can write a project report or make their own booklet, drawing together research from a variety of sources.

8. In mathematics, standards are improving. They are in line with national averages at the end of both key stages. Most pupils reach the standards expected for seven-year-olds and eleven-year-olds in the key stage national tests. Pupils have secure arithmetic skills appropriate for their age, and use their knowledge in work on money and measurement. However, higher attaining pupils do not find their work sufficiently challenging, and consequently do not attain the higher levels of which they are capable.

9. Attainment in science is satisfactory at the end of both key stages. This reflects the findings of the last inspection. In 2000, attainment at the end of Key Stage 1, based on teacher assessment, was below national averages. The number of pupils achieving Level 3 was well below the national average. The results in the 2000 national tests at the end of Key Stage 2 showed that attainment was in line with the national average. The number of pupils achieving Level 5 was below the national average.

10. Attainment in art and design is in line with national expectations at the end of both key stages. By the end of Key Stage 2, pupils develop a sound understanding of colour and texture and satisfactory sense of proportion.

11. Pupils reach nationally-expected standards in design and technology by the end of Key Stage 1 and Key Stage 2. They have a secure grasp of design principles appropriate to their age. Key Stage 2 pupils evaluate their own work and commercial products well. Pupils make a range of products in materials as varied as food, card and fabrics. Finished articles, such as stick puppets in Key Stage 1 and slippers in Key Stage 2, are well constructed and finished.

12. In geography, pupils make satisfactory progress at Key Stage 1; good progress is now made at Key Stage 2 and by the time pupils reach the age of 11 they are achieving standards of work in line with those achieved nationally. By the age of seven, pupils can draw a labelled map and many can find Britain on a globe. They are starting to compare their home region with other places in the United Kingdom. By the age of 11, pupils can also compare life locally with a contrasting locality abroad. They understand how the physical features of a place can affect the human activity in that area and use a variety of sources to answer geographical questions.

13. In history, pupils make satisfactory progress at Key Stage 1 and good progress at Key Stage 2 and pupils at both key stages achieve in line with national expectations. At Key Stage 2, some groups of pupils are starting to make very good progress, for example the oldest pupils. By the age of seven, pupils can describe the differences between old and new artefacts and can use historical sources to find out information about the past. By the age of 11, pupils can describe the key features of life in the periods of time that they have studied and they can select and link information from a range of historical sources including CD-ROM and the Internet.

14. Standards in ICT are below national expectations in both Key Stage 1 and Key Stage 2. Older pupils have satisfactory operating skills, such as using the computer mouse to manipulate work files and to run computer programs. Standards have been affected by repairs to the hall roof, which put the computer room out of action for six months last year, and by too few opportunities to learn using other equipment around the school. Nearly all work is focused on word processing, but this is not developed to the standards expected for pupils of the same age in either key stage.

15. In music, in the aspects seen during the inspection, pupils' standards are in line with those of others of the same age. They sing confidently, in tune, and rhythmically. They develop secure skills in musical notation, starting with simple symbols, and developing into

conventional musical writing as they get older. By the end of Key Stage 2 pupils have developed satisfactory listening and appraising skills. For example they listen to music from around the world, and discuss why it is different from western music.

16. Attainment in physical education is above national expectations at the end of both key stages. By the end of Key Stage 2 pupils achieve good standards of control and good levels of stamina.

17. In religious education standards of attainment are satisfactory at the end of both key stages, in accordance with the locally agreed syllabus. By the time they leave school, pupils have a satisfactory level of factual knowledge of Christianity and other world religions.

18. Pupils in the Foundation Stage and both key stages who have special educational needs make good progress towards their targets. These targets include development of their literacy and numeracy skills and also address behavioural difficulties when appropriate. Pupils are attentive and respond well to the support provided for them. They have a very positive attitude towards activities in which they are involved and work hard to achieve their targets.

19. Higher attaining pupils in the school make unsatisfactory progress, except in English at Key Stage 2. Pupils are not being sufficiently challenged to enable them to make good progress and achieve their full potential.

Pupils' attitudes, values and personal development

20. As at the last inspection, pupils at the school have very good attitudes to their work. They are extremely enthusiastic about coming to school and are very keen to learn. They listen well to instructions and are eager to add their own ideas, such as in the literacy hour when Year 1 pupils, having devised their own two syllable words, contributed them to a group session with eagerness and accuracy. Pupils throughout the school work well in pairs and groups as well as on individual work. Nursery pupils in a literacy and language session showed excellent concentration and were absorbed in the details of a story on bears. Year 3 pupils sat with rapt attention as a classmate showed the class his grandfather's memento of the second world war. If the pace of teaching slipped, or the challenge was insufficient, pupils' attention rarely wavered but some lost concentration resulting in whispering and shuffling.

21. Pupils' behaviour is very good, as at the time of the last inspection. All pupils know the school rules and respect them. Behaviour does not vary. It is very good, in the classroom, around the school corridors, in assemblies and the playground and while eating lunch. Pupils with behavioural special needs are often supported by a classroom assistant who helps them interpret the lesson at a level that suits them. This is an improvement since the last inspection and has had a positive effect on the behaviour and attitudes to work of this small group of pupils. The majority of pupils are relaxed, good humoured and very polite both to staff and visitors and friendly and helpful towards each other. Well trained older pupils answer the office telephones at lunchtime and the Year 6 school "buddies" system is a very good vehicle for developing pupils' sense of responsibility for others.

22. Play times are structured and happy, with many pupils playing creatively in the upper and lower yards. Year 6 buddies turn the rope for keen younger skippers and on the rare occasion that a pupil fell over friends, were seen looking after them and ensuring that an adult was found to care for them. This kindness, which was observed in various situations, is a delightful feature of the school. Nonetheless a small group of younger pupils reported having been bullied although they were confident that if they tell teachers about this it dealt with

quickly and effectively. There have been, unlike at the last inspection, two one-day fixed term exclusions for justified reasons.

23. The personal development of pupils is good, as at the last inspection, and the relationship between staff and pupils is very good. In the nursery pupils soon become confident. Groups of older pupils collect numerous tokens, raise money for charities or run the school bank. They show good respect for other faiths, values and beliefs.

24. The early, effective identification of individual needs enables pupils throughout the school to learn quickly to overcome difficulties experienced in developing basic literacy and numeracy skills such as spelling and numerical operations. Pupils make good progress developing their social skills.

25. Attendance matches that of similar schools and is satisfactory. The level of unauthorised absence is satisfactory. The majority of pupils arrive on time although there is a persistent number of pupils whose late arrival means that their day does not start promptly. The level of pupils taking holiday in term time is low.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

26. During the course of the inspection, 75 lessons or parts of lessons were observed. The overall quality of teaching and learning is good in the Foundation Stage and both key stages. In the Foundation Stage, 73 per cent of teaching was good, one lesson was very good and the remainder was satisfactory. Teaching was particularly good in Reception, with 100 per cent of teaching being good or better. In the nursery 40 per cent of teaching was good and 60 per cent was satisfactory. In Key Stage 1, 57 per cent of teaching was good and 39 per cent was satisfactory. One lesson was unsatisfactory. In Key Stage 2, 27 per cent of teaching was very good, 46 per cent was good and 29 per cent was satisfactory. There was one unsatisfactory lesson.

27. These judgements represent a very significant improvement in the quality of teaching since the last inspection. The proportion of very good teaching is now 16 per cent compared to six per cent. The proportion of teaching that is satisfactory or better is now 97 per cent compared to 84 per cent. The proportion of unsatisfactory teaching has fallen from 16 per cent to just three per cent.

28. The teaching of children in the Foundation Stage is good. Teachers use assessment information carefully to group children according to their learning needs. The good relationships nurtured between adults and children have a positive effect in encouraging children to enjoy school and to make good progress in their learning and personal development. Reception teachers make good use of the National Literacy Strategy to provide a structure to work on communication skills. Teaching of numeracy is good, the daily 'math's spot' in Nursery is good in familiarising children with numbers from an early age and the creative approach to numeracy in the reception classes is effective in increasing children's confidence in this area. Provision for creative and physical skills is good. The stimulating environments provided in the nursery and reception classes ensure a variety of opportunities for children to develop their knowledge and understanding of the world.

29. The teaching of English is good overall. It is good at Key Stage 1. Teaching is good with many examples of very good teaching at Key Stage 2. There are examples of very good teaching in all year groups of Key Stage 2.

30. At Key Stage 1, teachers give pupils a good grounding in the basic skills of reading, writing, speaking and listening. Where teaching is more effective, teachers ensure that there is good pace to lessons, set a high level of challenge in tasks and make learning fun. Too little use is made of ICT. Pupils with special educational needs are given specialist teaching in small groups, enabling them to make good progress in all aspects of the subject ready for the transfer to Key Stage 2. Higher attaining pupils are not sufficiently encouraged to extend their skills.

31. In Key Stage 2, teachers use the National Literacy Strategy framework to plan effective lessons that give pupils opportunities to respond to a wide range of texts, and relate work on phonics, grammar, punctuation and spelling closely to these texts so that pupils see the practical applications of the skills that they are learning. Good links are made between subjects of the curriculum so that literacy skills are consolidated in other contexts. In the best teaching, support staffs are effectively deployed, teachers' planning includes the use of ICT to support pupils' work and they use very good strategies to help pupils to work more independently. Higher attaining pupils are encouraged to extend their skills.

32. In mathematics, teaching is good. Classes are well managed and teachers use the open-plan areas effectively. They understand the demands of the National Numeracy Strategy, and plan lessons accordingly. Teachers question pupils well, for example in whole class mental and oral work. Lower attaining pupils and those with special educational needs make good progress due to the effective use of classroom assistants and work that is well matched to their capabilities. Most lessons proceed briskly, but just occasionally slow pace leads to unsatisfactory teaching. Teachers' planning does not sufficiently concentrate on encouraging higher attaining pupils.

33. The teaching of science is satisfactory in Key Stage 1 and good in Key Stage 2. Where teaching is good, teachers plan their lessons carefully and use their good subject knowledge to provide stimulating opportunities for pupils to deepen their understanding of topics they are studying. They encourage pupils to use their initiative when organising resources and to develop their ability to work well both independently and within groups. Pupils respond positively and most make satisfactory progress in Key Stage 1 and good progress in Key Stage 2. The exception is higher attaining pupils, who are insufficiently challenged by the work prepared for them.

34. The teaching of art and design is satisfactory overall with some examples of good practice. Where teaching is good, teachers use their own talents well to stimulate and challenge pupils to improve their observational skills and develop a good sense of proportion.

35. Too few lessons were observed to enable judgements on the overall quality of teaching in design and technology to be made. However, the quality of pupils' work indicates that teaching is at least satisfactory throughout the school. Lessons seen are well prepared. Materials are easily available to pupils so that they can get on with the tasks set. Work is interesting and demanding, and teachers exploit links with other subjects such as history, music and science.

36. Teaching of geography is good overall. It is satisfactory at Key Stage 1 and good at Key Stage 2. In Key Stage 1, teachers plan their topics to include good links between subjects. Whilst this has many benefits, for example the reinforcement of literacy skills and a strong contribution to pupils' personal and social development, geographical skills such as map work are not systematically developed through more focussed topics. At Key Stage 2, work is more systematically planned through a series of specifically focussed units and this results in pupils making better progress.

37. Teaching of history is satisfactory in Key Stage 1. Teachers give pupils opportunities to use historical sources and use the limited range of visits to places of historical interest effectively to support pupils' learning. At Key Stage 2 teaching is good, with some examples of very good teaching of older pupils. More effective lessons are interesting and teachers have high expectations of pupils of all abilities. Less effective teaching observed in this key stage lacked pace, resulting in pupils not completing the work that had been planned.

38. In ICT, too few lessons were seen to enable secure judgements to be made on the quality of teaching overall. Most teachers lack confidence in teaching ICT. This factor, and the low standards of pupils' work, indicate that teaching is probably unsatisfactory overall. However, the two lessons seen were good, because the teachers were secure in their subject skills and knowledge. They were well prepared and proceeded briskly. Pupils made good progress.

39. In music, teaching is good in Key Stage 1. Occasionally, insecure musical subject skills lead to unsatisfactory teaching in Key Stage 2 but, overall, lessons seen are satisfactory. Teachers prepare lessons well, although written planning does not always contain sufficient detail. Teachers use resources such as percussion instruments and videos effectively. Lessons are interesting and tasks are demanding.

40. The teaching of physical education is good in both key stages. Teachers plan lessons well and provide good opportunities for pupils to develop their understanding of the importance of exercise and to evaluate their own performances.

41. The quality of teaching in religious education is good overall with some very good teaching in Key Stage 2. Teachers' planning is linked with the locally agreed syllabus and lessons are frequently planned to link with topic work in other subjects.

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

42. The Foundation Stage curriculum for children under five provides for all areas of children's learning and meets their needs well. The curriculum is planned in accordance with the Early Learning Goals. The curriculum provides pupils with a sound education that promotes their intellectual, physical and personal development and prepares for the next stage of their education in school.

43. As at the time of the last inspection, in both Key Stages the school provides a curriculum of good quality that meets the needs of pupils well. In the previous inspection concerns expressed the need to introduce schemes of work to ensure pupils made systematic progress in their knowledge and to support teachers' planning. At the time, pupils' progression was too dependent on the expertise of individual teachers. The school has worked hard to remodel the curriculum by initially meshing the government recommended schemes of work with their own. This transition means a greater consistency in staff expectation of children, resulting in an improvement in the standards achieved. The very good links made between subjects especially at Key Stage 2 provide varied and challenging topics that interest pupils and have a positive effect on their attitudes and behaviour in school.

44. The National Literacy and Numeracy Strategies have been implemented successfully throughout the school.

45. A good range of educational visits enriches and supports the curriculum. These include Losehill Environmental Centre, Gainsborough Old Hall, Kelham Island Industrial Centre, a Sikh Temple and an Indian restaurant. Residential visits by pupils in Years 2 and 6 take pupils further afield and deepen their awareness of other environments. Once a week Year 6 pupils run a 'Games Club' providing a good opportunity for younger pupils to learn the rules and to enjoy board games. Football and cross-country running are organised and there is a school choir, but the limited provision for extra-curricular activities is a weakness in the school provision.

46. The programme for personal, social and health education being offered to pupils is good. During lessons and assemblies pupils explore a variety of issues of how to increase their self-confidence and deal with difficult situations and issues that arise in their lives. For example, in assembly pupils were encouraged to think about first impressions and the wrong judgements that can be made about people before knowing them. Year 4 pupils understand and discuss the feelings of being 'left out' and develop a consideration for others as they consider what is fair and how the actions of one person has implications for others. The school has recently introduced Circle Time techniques and in the lessons observed, teachers are being very effective in using this method of working. Where teachers are using this strategy, it is making a valuable contribution to pupils' personal and social development. The school has a successfully implemented policy for health education, including sex education. The school nurse and local policeman add an extra dimension to the curriculum when they come into school to support work on specific aspects of the programme.

47. The contribution of the community to pupils' learning is good. A number of visitors come into the school to support and enhance learning in the classroom. For example, the school nurse contributes to the health education programme, a visiting Rabbi has helped pupils to a greater understanding of the Jewish faith. The local vicar is actively involved in assemblies and lessons, and also supports the school when the Harvest Festival is held. Annually, pupils benefit from their involvement in community activities such as the Sheffield Festival of creative and performing arts. Local companies have useful links with the school and parents are generous in their support for events such as the summer fair and developing the Millennium Garden. There are constructive links with neighbouring primary schools when they join the Westfield Challenge, which is a joint initiative to raise funds to pay for visiting artists during Art Week. There are well-established links with the local comprehensive school with Year 6 pupils making a transition visit to familiarise themselves with the school and teachers before they move up.

48. The schools provision for spiritual, moral, social and cultural development is very good and this is an improvement since the last inspection. The pupils are given good opportunities to reflect on spiritual issues during religious education lessons as these lessons are often introduced as a special quiet time for thinking. The teacher lighting a candle to create a special atmosphere often enhances the time for reflection. Assemblies support spiritual development through the use of relevant stories and themes such as 'Don't judge a book by its cover'. During lessons in religious education pupils gain an understanding and a good appreciation of the main beliefs and principles of the world's principle faiths. Pupils as young as those in Year 1 are aware of international emergencies such as the recent earthquake in India and talk readily of their feelings for people affected by such tragedy.

49. The school's provision for pupils' moral development was good at the last inspection is now very good. The recent introduction of assertive discipline with emphasis on positive behaviour is helpful in supporting the very good relationships in the school. Circle time is used well to help pupils make decisions about what is fair. For example Year 4 pupils concentrated well as they considered a fictitious dilemma posed by their teacher as to who should wash up; they thought carefully about the possibilities. The whole ethos of the school

is directed to caring for and respecting each other. Pupils know right from wrong and the staff provide good role models, which helps emphasise the moral provision of the school.

50. The school makes very good provision for pupils' social development. This is an improvement since the last inspection. All pupils are encouraged to work together in lessons and share ideas, for example when making a glossary about Greek gods in their English lesson. The good use of circle time supports pupils in accepting and understanding the need for group rules. Older pupils are given responsibilities. A good example of this is the Buddy system through which they care for younger children at lunchtime and make sure they have someone to play with. Younger children in the Foundation Stage are encouraged to be independent, folding their clothes as they change for physical education and putting away items they use in the classroom. The structured residential visits for Years 2 and 6 help to further develop this provision.

51. The curriculum meets the requirements of the local agreed syllabus for religious education, and all requirements of the National Curriculum other than in ICT. The "monitoring and measuring" strand of the subject is not taught, although the school has developed plans to deal with this omission. This strand teaches pupils, for example, to use computers to automatically measure temperature.

52. The school makes very good provision for pupils' cultural development and this is an improvement since the last inspection. The school offers a range of activities to develop pupils' local knowledge and cultural awareness. The thematic topic approach used by the school supports cultural development because history, geography, religious education and personal and social education topics are supported through English work. As a result pupils gain a deeper understanding of other traditions and cultures through opportunities to discuss them and at the same time improve their speaking and listening skills. The recent Arts Week when the school bought the services of professional artists allowed pupils to appreciate and emulate the work of Alexander Calder, Charles Rennie Mackintosh and L. S. Lowry. Pupils learn about the Chinese New Year and compare the Amazon River with the rivers of Sheffield. The school is doing well in making pupils aware of different cultures without the benefit of itself being a multicultural community.

53. The provision for pupils with special educational needs is good. Class teachers are well supported by a committed group of classroom assistants, support staff and the special needs co-ordinator. More appropriate targets are now being set for pupils and this is an improvement since the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

54. As at the last inspection, the school provides good welfare for its pupils. Staff know individual pupils well and are aware of their needs. They show concern for pupils' welfare and provide useful support and guidance when needed. Parents rightly believe that the school's values and caring attitudes have a very positive effect on children.

55. The assessment of pupils is satisfactory. In the last inspection assessment was a key issue for action. As a result, the school devised a whole school approach to the assessment of pupils' achievement to inform teachers' planning and ensure a consistent match of work to ability. This is now well developed, but is not receiving the support of some teachers. This means that the potentially good system is not yet having the full positive effect on pupils' achievements that might be expected. Though the school is successful in raising the attainment of lower achieving pupils, it is not consistently meeting the needs of those pupils that have been identified as higher achievers. The school has been diligent in analysing results of key stage assessments and the information is used well. For example, it is used in

deciding which groups of pupils will benefit most from the extra attention of support staff and in grouping pupils by ability in English and mathematics. The assessment information available to teachers in the reception classes is used well to group children so that their individual needs are met. The teachers in the reception classes review the groups every half term so that children continue to be taught appropriately as they make progress towards the Early Learning Goals. Similar half termly reviews of groupings are carried out in all year groups.

56. The school undertakes all statutory assessments of pupils in English, mathematics and science. The school also carries out a programmed range of additional non-statutory tests and assessments, including optional tests in English and mathematics at the end of Years 3, 4 and 5, and annual reading tests. The results are carefully analysed and give a good picture of pupils' progress, achievement and potential achievement. Where teachers use this information alongside their own assessments, they are clear about what pupils know, understand and can do and are able to plan lessons effectively to meet pupils' individual needs. Pupils are made aware of the class targets for English and mathematics. The consistent use of merit rewards for effort, concentration, and co-operation is an effective method of assessing and acknowledging pupils' personal development but there is insufficient ongoing recording of pupils' personal development.

57. Overall, the school provides satisfactory equality of access and opportunity for its pupils. Analysed test results by gender show that there is little difference between the standards achieved by boys and girls and the school has a successful policy for equal opportunities. All pupils, including those with special educational needs, have access to the same curriculum and range of learning opportunities, including residential experiences at Years 2 and 6. However, higher attaining pupils are not always fully stretched by the work that teachers plan in lessons. This results in insufficient pupils reaching the higher levels of attainment expected nationally at ages seven and eleven, except in English where a higher proportion of pupils than the national average reach Level 5 at the end of Key Stage 2.

58. The school has a well-developed and effective procedure for assessing the attainment of and progress made by pupils with special educational needs. The co-ordinator works closely with class teachers to ensure individual educational plans are now more focused and that targets are more readily achievable and results more readily measurable. Opportunities are now being provided for pupils to become more involved in the setting of their targets and all pupils understand what they are expected to achieve. This is an improvement since the last inspection.

59. Pupils with special educational needs are encouraged to participate fully in all school activities. When pupils are withdrawn from literacy and numeracy hours they are given appropriate tasks that reflect the main focus of the lesson taking place in the classroom for the remainder of the pupils. They are also well supported during whole class activities such as shared story reading, mental mathematics and discussions evaluating what the class has learnt.

60. The monitoring of academic performance is satisfactory. At present teachers do not record the attainment level reached by pupils in either their own records or pupils' workbooks and annual reports. It is therefore more difficult to ensure that pupils make as much progress as possible. The data from optional national tests given to pupils in different years has been analysed but is not always used to develop effective plans to raise individual pupils academic achievement. Booster classes, which were planned for some lower ability level Year 6 pupils to help them and the school reach set targets, will not now take place. Instead, extra help is available in class to help raise standards across all ability levels. Not all teachers have high enough expectations of reading ability, nor is the complexity of books given to pupils difficult

enough for higher ability readers in some classes. There are for example, good readers in Year 4 capable of reading at levels beyond the level of the reading scheme at which they are working.

61. At present, although there has been identification of more able pupils through setting in English and mathematics there has not, as yet, been sufficient attention paid to identifying or making provision for a cohort of gifted and talented pupils throughout the school, particularly in mathematics and science, and in English at Key Stage 1.

62. Pupils with special educational needs make good progress. Their individual education plans are regularly reviewed and the plans are used as an everyday classroom tool to ensure that individual supported teaching, often by classroom assistants, focuses closely on their set targets. They, and some pupils without individual education plans, benefit from sessions where they are withdrawn, particularly for accelerated language learning in small groups. Pupils of higher ability often complete tasks before their fellow pupils and too little work is offered to them which stretches their capabilities. In some classes the pace of lessons is too slow and valuable time is wasted when pupils of all ability levels could be learning more. As reports to parents and some teachers' records do not record the national levels of achievement in subjects it is therefore more difficult for teachers and parents to ensure that sufficient progress is being made by pupils.

63. The school has satisfactory procedures for pupils' personal support and guidance. Its' personal, social and health education programme is well planned and results in pupils who show a good sense of responsibility towards others. Pupils like accepting special responsibilities, such as running the office telephones at lunchtime or the school shop. There is a satisfactory range of trips and outings during school hours linked to the curriculum, and two residential trips, for pupils in Years 2 and 6, which broaden pupils' horizons.

64. Attendance registers are checked regularly and there are satisfactory systems for following up absence. There is no late book and if those comparatively few parents whose lateness correctly results in their children being marked as an unauthorised absence were prompt, the school would meet its attendance targets. Parents are made aware of their duty to ensure their children's prompt and regular attendance and the great majority comply. Monitoring of behaviour is good. The checks and balances that reward good behaviour and improve poor behaviour are effective. Where pupils' behaviour has caused concern the school operates a fair system leading to short-term exclusion. Pupils know the school rules and virtually all keep them. Pupils are keen to earn stickers, stamps and certificates that are awarded for a wide range of achievements. Pupils are confident that any worries, or instances of bullying, brought to the staff's attention will be dealt with quickly, fairly and effectively.

65. The procedures for child protection, welfare and health and safety are satisfactory and regular safety checks take place.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. Parents, as at the last inspection, greatly like the school and are pleased with the education it offers their children. The school has extremely good links with parents. A great number responded to the questionnaire sent out to solicit their views about the school and were very warm in their support for all that staff do for their children. Many strengthen the home-school partnership by, for example, offering help in the classroom or by painting the school and helping to create a new garden.

67. A significant minority of parents were concerned that there were insufficient extra curricular activities and inspectors found this to be the case, particularly for pupils in the

lower half of the school. Sports teams and the choir flourish for older pupils. Homework, which reinforces and extends learning, has been a cause of concern to some parents and inspectors found that their anxieties were justified. Spellings are set regularly and reading, which the majority of pupils willingly do, is expected to take place at home. Some research for topics is expected by higher ability pupils; however, mathematics homework is not consistently set and no homework was seen being set during the inspection.

68. The range and quality of information that parents receive from the school is good. Parents receive clear guidance at the start of each half term on many school matters including the curriculum as well as regular newsletters. There are parent notice boards in class bases and a recently opened parents room. Parents are invited to open evenings three times each year and are free to talk to teachers at other times during the school year. The end of year written reports clearly cover what has been studied in the national curriculum but do not contain sufficient information about the progress made. Nor, although it is not a statutory requirement, do they record the national achievement levels of pupils in English, mathematics and science. The governing body's written annual report for parents is clear, full and informative, as is the prospectus. Dedicated parents on Reignhead and Friends Association (RAF) have worked hard and raised considerable funds for the school, for example to pay for the Millennium garden and for new computers.

69. Parents of pupils with statements of special education needs are kept fully informed about progress and, as is required are asked to attend review meetings and contribute to individual education plans. Parents are encouraged to be involved in the review of targets and are kept well informed about their children's progress. Their concerns and comments are valued by the co-ordinator.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. Since the last inspection there have been significant improvements in the school, as a consequence of the purposeful leadership and direction provided by the "headship team" of the headteacher and the deputy headteacher. However, not all staff contribute fully to the team approach sought by the headship team. There is clear evidence of pupils' progress and attainment being lower where staff do not comply with whole school procedures, such as in planning and assessment. In the rest of the school, the headship team have been effective in implementing successful procedures that have contributed positively to pupils' achievements.

71. The headship team are quietly effective, clear thinking and highly skilled. They are successfully identifying and addressing issues as they arise. The National Literacy and Numeracy Strategies have been successfully introduced, and monitoring and assessment of pupils has been greatly improved. Key Issues from the previous inspection report have been effectively dealt with. This has resulted in better planning, and improvements in teaching and in pupils' attainment. However, the negativity of some teachers to the procedures introduced has resulted in inconsistencies. This is a deterioration since the last inspection. For example, some teachers' lesson planning lacks sufficient detail, and higher attaining pupils are not being systematically challenged by more difficult work. Consequently, they are not achieving the higher levels in statutory tests that they are clearly capable of, according to their English results in Key Stage 2 and observations by inspectors. There has been little monitoring of teaching so that opportunities have been limited for senior managers or subject leaders to help classroom teachers to improve their practice. Some staff do not appreciate the benefits of formal monitoring of teaching.

72. The school is successful in using all available data in evaluating its own performance and taking effective action to deal with areas of relative weakness. The school is clear about its educational priorities, and the headship team sets an appropriate educational direction.

This is reinforced and consolidated by the careful targeting of funds to support areas in need of improvement. Throughout all its work, the management team clearly reflects the schools aims and values, in particular the valuing of every pupil and the inclusion of all. However, this is not reflected in every classroom, for example through a lack of attention to the needs of higher attaining pupils.

73. The chairman and his colleagues on the governing body are hardworking and dedicated. However, a number are not yet sufficiently well informed about the school, its strengths and weaknesses. Their limited knowledge restricts their involvement in the school's decision-making processes, causes them to rely too heavily on the headteacher for advice and guidance, and prevents them effectively challenging the advice they receive.

74. The headteacher and deputy recognise and build on the strengths of others, and support those with weaknesses. Their commitment to the staff is exemplified by the effort they continue to make to encourage all staff to participate as full and committed members of the staff team.

75. The school's educational priorities are set by the headteacher and governing body through its development plan and are satisfactorily supported through prudent financial planning. Day to day financial management is sound and grants are used for the purposes for which they are intended. The school office runs two computer systems, one of which is used for attendance records, the other of which links into the education authority's financial systems. An audit is due, since the last one was four years ago. The principles of best value are observed in the competitive tendering for purchases operated through the local education authority.

76. Since the last inspection, the school has continued to make effective use of its staff and the available accommodation and learning resources across the curriculum. Overall the adequacy of these is good. There is a good match of teachers and support staff to the demands of the curriculum. Although there are some subjects where co-ordinators were not originally subject specialists, for example English and literacy, history and geography, suitable training has been provided so that these co-ordinators have become effective subject leaders. Support staff numbers have been increased and support staff are effectively deployed to help pupils with their learning, especially those pupils with lower ability and those with special educational needs. All administrative staff carry out their roles well and contribute significantly to the positive ethos in the school.

77. The school has a satisfactory strategy for appraisal and performance management. All staff, including non-teaching staff as well as teachers, receive an annual professional development interview with the headteacher and deputy head where they can discuss their progress over the year, their plans for the coming year and any training needs that may be identified. The headteacher has agreed performance objectives under the new performance management arrangements, but he and the deputy head intend to continue their arrangements for reviewing the performance of all staff themselves rather than fully involving the other senior managers, for example the key stage co-ordinators. Once again, this is a consequence of a lack of commitment by some to the newly adopted procedure.

78. The arrangements for the induction of new teaching, support and clerical staff are good. Although there is no formal induction pack, new members of staff are given copies of all relevant documentation and soon receive appropriate training, both in school and that provided by the local education authority, for example in child protection issues and through briefings by the school's special needs co-ordinator. The school's building supervisor is a qualified trainer and provides appropriate training for cleaning staff. Arrangements for the induction of newly qualified teachers are particularly effective. The deputy headteacher acts

as a mentor and provides a well-organised programme of discussions, training, and opportunities to observe other teachers and to be observed in their own teaching.

79. The special educational needs co-ordinator works closely with the headship team, class teachers, support staff and outside agencies. The support staff have been well trained and are very competent. Their time in the classroom is used very effectively in support of pupils with special educational needs.

80. The school's accommodation is of good quality overall. It is extremely well maintained and kept very clean by the hardworking building supervisor and cleaning staff. High quality displays cover the walls, ceilings and corridors and make a strong contribution to providing a stimulating learning environment. The large hall is well used for assemblies and for physical education lessons. Outside, there are appropriate playgrounds for all ages of pupils, with those for the very youngest children being particularly securely fenced. There is an attractive millennium garden that has been recently landscaped with the help of parent volunteers. Two additional classrooms have been sited near to the main building, and are currently used by two Year 5 classes. These provide valuable additional teaching space.

81. Although the accommodation has many strengths, the problems identified at the time of the last inspection remain, and in some cases have been exacerbated by the rise in numbers of pupils on roll. Open-plan teaching bases are crowded and some are used as thoroughfares to other areas of the school, which can disturb the lesson in progress. An example of this was seen when another group returning to the base disrupted the reverent atmosphere of a religious education lesson, which a teacher had worked hard to establish through use of light, darkness, sound and silence. The open plan nature of the building also contributes positively in some respects. For example, teaching staff plan together very closely to ensure that all of the available teaching areas are used effectively and to keep such interruptions to a minimum, and pupils learn to have respect for others and to talk and work quietly so that they do not disturb the other lesson in the room. However, most bases are too small to allow a computer to be available in each class area. Therefore the use of ICT is restricted to formal sessions in the computer suite rather than being available for use at all times to support learning across all curriculum subjects.

82. The school's dining room is too small and those pupils who bring packed lunches must eat them picnic-style on the floor of the hall. Kitchen staff and lunchtime supervisors work very hard to ensure that lunches are served speedily and efficiently. Those eating a packed lunch are encouraged to have a more pleasant experience by sitting in friendly groups around tablecloths.

83. The library area is unsatisfactory. It is insufficiently stocked with appropriate books and because of the pressure on teaching space it is regularly in use for class teaching. It is not therefore possible to include sufficient shelving to allow pupils to browse and choose books, or furniture so that it can be used for independent study, research or reading for pleasure. As with classrooms, there is no computer in the library area.

84. There are no toilet facilities in the additional classrooms and pupils must walk round to the main building to use the nearest facilities there. In the winter this is unsatisfactory. The school is currently working with the local education authority to try to rectify this situation by converting current storage areas into toilet facilities.

85. The school's learning resources are good in both quantity and quality. These are well-organised and stored accessibly to teachers across the whole school. For example, there are designated areas for English and literacy resources with purpose built storage for big books and for sets of literature and reading books, and for mathematics and science where

resources are arranged in labelled 'topic boxes'. There is a separate ICT suite, timetabled for use by all classes. Resources for other subjects are also organised into topic boxes which teachers can borrow when they begin to teach particular units of study, for example in history, geography, religious education and personal, social and health education. Many artefacts that pupils can handle supplement books and videos in many subjects, particularly in art and design where there is a good range of objects for observational drawing. The good resources make an effective contribution to the quality of learning in subjects across the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

86. In order to further improve the quality of education, build on the strengths of the school and rectify the weaknesses identified in the inspection the headteacher, governors and staff should:

- (1) Raise pupils' attainment in reading at Key Stage 1, science at Key Stage 2, ICT at both key stages and the attainment of higher attaining pupils in reading, writing and mathematics at Key Stage 1 and mathematics and science at Key Stage 2 by:
 - improving the pace of lessons (Paragraphs: 20,32,37,62,67,122,139, 153)
 - using homework more regularly and appropriately (Paragraph 67)
 - extending the support for higher attaining pupils, by providing them with more challenging work which is closely matched to their ability (Paragraphs: 8,19,30,32,33,57,71,72,110,129)
 - planning and implementing a comprehensive program of monitoring by senior management and subject leaders, to cover the teaching and lesson planning by all teachers (Paragraphs: 71,111,148,154)
 - providing the full ICT curriculum, and developing the use of ICT across the curriculum (Paragraphs: 51,164,165)
 - ensuring that all teachers adhere to the school's assessment policy and procedures and use the information derived to guide the planning of lessons (Paragraphs: 55,70,112,132)
 - improving the quality of teaching in the nursery by providing more structured learning sessions and less child initiated play (Paragraphs: 26,88)
- (2) Ensure that all teachers implement the school's policies and procedures to a uniformly high standard and perform their duties as part of a team with shared high aspirations for their pupils and the school.
(Paragraphs: 55,70,112,132,148)
- (3) Continue to strengthen the role of the governing body by
 - ensuring all governors have a detailed knowledge of the school, its strengths and weaknesses
 - encouraging governors to play a more critical and enquiring role in the school's decision making processes(Paragraph 73)

A further weakness identified in this report which should be considered by the school is as follows:

- The insufficient range of extra-curricular activities (Paragraphs: 45,67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	75
Number of discussions with staff, governors, other adults and pupils	32

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	16	52	29	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	417
Number of full-time pupils known to be eligible for free school meals	0	67

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	3	91

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	3
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.2
National comparative data	6.0

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	29	33	62

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	26	28
	Girls	26	28	29
	Total	47	54	57
Percentage of pupils at NC level 2 or above	School	76 (69)	87 (78)	92 (86)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	26	26
	Girls	28	26	26
	Total	52	52	52
Percentage of pupils at NC level 2 or above	School	84 (73)	84 (89)	84 (83)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	31	30	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	22	26	27
	Girls	19	22	26
	Total	41	48	53
Percentage of pupils at NC level 4 or above	School	67 (64)	79 (79)	87 (77)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	23	24
	Girls	20	23	21
	Total	40	46	45
Percentage of pupils at NC level 4 or above	School	66 (67)	75 (79)	74 (77)
	National	70 (68)	72 (69)	80 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	356
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	17.2
Number of pupils per qualified teacher	28.6
Average class size	29.8

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	292

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	32.5

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	769134
Total expenditure	754482
Expenditure per pupil	1547
Balance brought forward from previous year	32553
Balance carried forward to next year	47205

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	443
Number of questionnaires returned	221

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	4	2	0
My child is making good progress in school.	46	51	2	1	0
Behaviour in the school is good.	40	54	2	1	1
My child gets the right amount of work to do at home.	19	52	16	4	5
The teaching is good.	52	43	1	0	1
I am kept well informed about how my child is getting on.	46	38	12	3	0
I would feel comfortable about approaching the school with questions or a problem.	60	33	5	3	0
The school expects my child to work hard and achieve his or her best.	57	40	0	1	1
The school works closely with parents.	49	38	10	3	1
The school is well led and managed.	53	37	5	2	3
The school is helping my child become mature and responsible.	49	42	5	0	1
The school provides an interesting range of activities outside lessons.	25	41	18	6	6

Other issues raised by parents

No other issues were raised by significant numbers of parents.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

87. Children in the Foundation Stage are taught in one nursery and two reception classes.

88. There are two intakes of children during the school year and at the time of inspection, half the reception children had only been in school a month. This pattern is also reflected in the nursery. On entry to the nursery, standards of attainment are below national expectations. At the end of the Foundation Stage most children are achieving in line with national expectations, this is a similar picture to the findings of the last inspection. Teachers work hard to reassure children and encourage sensible parental support when children are reluctant to join the class. In both Nursery and the reception classes teachers ensure that those children who have special educational needs are included in all activities and have their individual needs met. Teaching in the Foundation Stage is satisfactory and in the reception classes it is consistently good, reflecting the more detailed planning in Reception. Planning in the nursery is unsatisfactory as it fails to provide for sufficient structured learning. The last report states that a disproportionate amount of time is spent on child-initiated play, with insufficient time and importance being attached to the provision of structured skill teaching targeted at specific learning needs. This is not now the case in the reception classes, but in the nursery insufficient progress has been made to make sure that all children benefit from focus sessions. There are still missed learning opportunities with a high proportion of time given to child-initiated play. The school uses assessment information carefully to group children in the reception classes and to review these groups on a half-termly basis. Children's recorded work is carefully annotated to show the progress being made. Parents are made very welcome and are encouraged to maintain regular contact with the school and to be actively involved in their child's education.

Personal, social and emotional education

89. By the time they have completed the Foundation Stage, the majority of children reach national expectations in their personal and social development.

90. The staff attach much importance to encouraging children towards independence and in developing their social skills. By the time they leave the reception classes children are achieving the early learning goals in this area. This shows good progress and reflects the good teaching in both nursery and reception classes where children are encouraged to become independent. They respond well to expectations that they should dress and undress independently and form good relationships with each other and adults in the classroom. In the reception classes this is supported by the good use of circle time to help children to appreciate friendship and be happy to take turns. Children in the nursery are learning to choose activities and as they progress to Reception they make good progress in taking turns and sharing. The children are enthusiastic about their learning, they are interested in the puppets their teachers use in lessons and readily talk about their writing and number work. As they progress through the Foundation Stage, children increase the time they concentrate on a single task from five minutes during numeracy spot to ten or fifteen minutes jointly reading and discussing a big book such as Jumping Jelly Beans. Adults treat each other with courtesy and are good role models.

Communication, language and literacy

91. By the time they have completed the Foundation Stage, most children reach national expectations in this area of learning.

92. The staff place much emphasis on learning these skills by providing good opportunities for the children to experiment with writing and encouraging good speaking and listening through story times and play activities. This is more evident in Reception than Nursery. Teachers are assisted well by support staff and the volunteer helpers who also encourage children to talk and to listen. Children listen attentively and invent imaginative stories in, for example, the office and the shop, writing lists as part of their role-play. They anticipate last words of rhymes when their teachers read from the big book and recognise their names and the initial letters of their names. They enjoy learning to form their letters legibly and more able children can write their names without reference to a name card. Teachers in Reception make good use of the National Literacy Strategy to provide a structure to develop children's knowledge of sounds and letters. Children associate sounds with letters and words and enjoy reading texts with their teacher. They are starting to write short sentences, remembering the correct punctuation. Good relationships are a strength of the school and in the Foundation Stage the emphasis placed by teachers on developing good relationships also has a good effect on the development of communication skills. Children learn to say thank you and to wait their turn as their teacher distributes jellybeans after a well-structured and successful lesson based on Jumping Jellybeans and focusing on the letter J.

Mathematical development

93. By the time they have completed the Foundation Stage, most children reach national expectations in mathematical development.

94. Mathematics attainment in all areas is in line with achieving the early learning goals and children make good progress in their learning. Teaching is good and has a positive impact on children's learning. In Nursery there is a daily maths spot when children become more familiar with number, matching and recognising numbers up to five. In Reception children consolidate their knowledge of numbers up to ten and use their fingers and nose to help them add numbers. Games and practical activities are used successfully to help children understand simple addition of money. During the week of inspection children bought and sold pies in Simple Simons's Pie Shop, paying with coins and deciding how many pies they could afford. Adults correctly reinforce the appropriate vocabulary such as 'p' representing pence. Children recognise squares and circles, and the significance of longer than and shorter than. They learn to make repeat patterns involving two or three shapes. They recognise the relationship between a figure under ten and the number of objects referred to such as candles on a birthday cake. Children learn positional vocabulary such as in, under and in front of, and staff regularly reinforce this knowledge as children play imaginatively. Children in Nursery learn to estimate size and recognise a need for reasonable accuracy as they use waste materials to make models.

Knowledge and understanding of the world

95. By the time they have completed the Foundation Stage, most children reach nationally expected levels of ability in their knowledge and understanding of the world.

96. Children are well on the way to achieving the early learning goals and show satisfactory levels of competence in each aspect of this area of learning. They use their sense of touch and sight to explore different textures and recognise differences in degrees of hardness as they decide whether to tear or cut waste items for collage. They play

competently with a variety of construction and modelling materials, and nursery children increase their levels of concentration as they use magnets to explore the sand tray for buried items that would be attracted to the magnet. In this activity children were able to sort the retrieved items into two groups to show which would stick to the magnet and which items would not. Teachers provide a stimulating and interesting curriculum to extend children's knowledge of the wider world. Practical opportunities to work together making models and role-play in Goldilocks' house or the DIY shops in the reception rooms, extend children's vocabulary and improve co-operative skills. Children learn how to use simple tools such as scissors. Children in Reception competently use their computer skill to 'dress the teddy'. Older children are aware of the pattern of seasons and the association of harvest with autumn.

Physical development

97. By the end of the Foundation Stage, the majority of the children reach the nationally expected levels of ability in their physical development.

98. There are opportunities for all the children to take part in safe outdoor play. The nursery provides indoor equipment so children can climb, crawl and balance with increasing confidence. They engage in activities with enthusiasm. All children are aware of the times they need to wash their hands and staff make sure that basic hygiene rules are maintained. They routinely form lines as they take turns in outdoor games such as throwing the beanbag, and move around the school. Reception children move with increasing control as they use high and low body movements. During a dance session they use their paintings of magic carpets imaginatively as props for their flowing and flying movements. This work is inspired by a video of Aladdin that links their creative and investigative work. Children follow instructions and find floor space for their individual movements. They move sensibly around the hall, aware of each other and avoiding collisions. During lessons, teachers emphasise appropriate vocabulary and develop the children's understanding of movement and space effectively. When they use construction materials children handle glue, paintbrushes and scissors with increasing competence.

Creative development

99. By the time they have completed the Foundation Stage, most children make satisfactory progress and reach nationally expected levels of ability in their creative development.

100. Children recognise texture as smooth, fluffy bendy and prickly. They use paint and a variety of shapes when they make simple prints and further extend their skills as they paint observational pictures of plants. Nursery children learn to use templates and scissors to help improve their cutting skills before they paint their bear masks. Children listen attentively to rhymes and join in enthusiastically as they use hand and face actions to pass the rain, thunder and sunshine around their group. In both nursery and reception classes, children have ongoing opportunities for role-play. Nursery children act out the story of Goldilocks and the three bears in Goldilocks' kitchen and older children introduce their own thoughts as they role-play with other children in the DIY shop. Some reception children enjoy mimicking their teachers and conducting reading sessions and in story times, adults encourage children to join in with well-known phrases.

ENGLISH

101. Since the last inspection there have been improvements in the provision for English made by the school, including the very successful implementation of the National Literacy Strategy. This has resulted in improvements in standards of attainment and in the progress that pupils make. Pupils at both key stages now attain in line with national expectations, though at Key Stage 1 attainment is at the lower end of these, while at Key Stage 2 pupils attain at the upper end.

102. At the end of Key Stage 1, pupils aged seven achieve average standards in writing when compared to schools in similar contexts, but below average in reading. This is because insufficient numbers of pupils are enabled to achieve higher levels of attainment. In contrast, at Key Stage 2 more higher attaining pupils reach Level 5 in English at age 11 than in schools in a similar context, and also nationally. Averages for pupils of all abilities compare well with national results.

103. Pupils in Key Stage 1 make good progress overall, with progress in reading being satisfactory and progress in writing and in speaking and listening being good. Pupils in Key Stage 2 make good progress in all aspects of English, with some groups of pupils starting to make very good progress, for example older pupils and pupils of higher ability.

104. In speaking and listening, pupils make good progress at both key stages. At Key Stage 1, younger pupils listen carefully to the teacher's instructions and answer questions clearly and politely. Older pupils answer questions about the book they have read together and enjoy opportunities to make suggestions for what characters might say, for example when learning how to use speech marks. By age seven, pupils know that they must listen to others and take turns in discussion. They understand that they must think of others when talking and keep their voices well moderated.

105. At Key Stage 2, pupils use their developing skills in an increasing range of contexts. Younger pupils answer questions thoughtfully and can use their imaginations to create interesting settings for their stories, describing these clearly and confidently with an impressive range of vocabulary. An example of this was seen in a Literacy session, where pupils who had been reading *The Lion, the Witch and the Wardrobe* were enthusiastically suggesting imaginary settings for their own fiction, such as 'Squiggle Wood, where the pencil people live' and 'Fire World, where everyone has very big amazing hair'. Older pupils use their speaking and listening skills to start to be self-evaluative. For example, in a very good lesson on spelling irregular words, pupils were able to predict words that might cause them difficulty in spelling and then explain clearly the strategies they had devised to help them to remember that spelling. By the age of 11, pupils listen carefully and speak with confidence in a range of settings. They understand that some language must be more formal, such as when giving a presentation to an audience, and some is informal such as when using slang when talking to close friends.

106. In reading, pupils at Key Stage 1 make satisfactory progress and pupils at Key Stage 2 make good progress, with some higher attaining pupils making very good progress. At Key Stage 1, pupils read books from a graded reading scheme, and the survey of reading conducted during the inspection shows that this is successful for the great majority of pupils. By the end of the key stage, most pupils recognise by sight a range of basic words that are used frequently in books, and are developing the phonic knowledge necessary to decode unfamiliar words that they encounter. In their response to the texts they read as a group, pupils know about the main characters in the story and can remember key events. They know the difference between fiction and non-fiction and that a book has a title, author and often an illustrator. As they develop knowledge about language, pupils can use this to enliven

their own reading. For example, after they had learned about speech marks used in the book *Katie Morag and the Two Grandmothers*, pupils were able to incorporate speech into their reading aloud, making it more expressive.

107. In Key Stage 2, pupils continue to read books individually and to share books as a group. In their individual reading, pupils continue to develop their skills through using a range of reading schemes and they are encouraged to read aloud from the wide range of fiction, non-fiction and reference texts that they read as a group. To support their reading of words that are in frequent use and words that they need to know for work in other subjects, pupils learn spellings as homework. In literacy sessions, they learn about phonics, grammar and punctuation, which helps them to read more fluently and expressively, for example when they recognise which parts of the book are discursive and which reported speech is in the form of a question or exclamation. In their response to literature, pupils can express preferences for certain genres of writing and explain why they like certain books. By the end of the key stage, most pupils aged 11 can read a range of texts fluently and confidently. They can detail the main characters in the book and explain the setting and plot, explaining why certain events take place. Higher attaining pupils can make reference to specific parts of the text to justify these views. In non-fiction and reference texts, they can use a contents page, index and glossary to find facts quickly or to scan for relevant information.

108. In writing, pupils make good progress at both key stages, with many older and higher attaining pupils making very good progress. At Key Stage 1, pupils are taught to write in a neat cursive script, including how to form their letters correctly and make them of regular size. They learn how to join letters together to make words. However, pupils do not always use these skills in other English lessons or when they write in other subjects, for example in history, and many revert to printing. Pupils write for a range of purposes, for example they write stories and poems, lists, descriptions, instructions and recipes. By the end of the key stage, most pupils aged seven can write in proper sentences that start with a capital letter and end with a full stop. Most have neat handwriting, though many do not use joined up writing consistently.

109. At Key Stage 2, pupils write in an increasing range of contexts, in English and also in other subjects of the curriculum, for example, science, geography and religious education. Younger pupils start to make a plan of what they are going to write, and draft and redraft their work in order to improve its quality. Older pupils write character descriptions, correctly identifying quotations from the text they are studying. They write dialogue and learn to summarise information. The range of writing they undertake includes advertising and the digital media as well as more traditional forms. They continue to practise their handwriting but again many pupils do not use what they have learned consistently in all of the writing that they do. By the end of the key stage, most pupils can write in a range of forms and for a variety of purposes, including more formal ones such as letters of complaint or those requesting information. Most pupils can structure their work into paragraphs. Pupils of all abilities can write a project report or make their own booklet, drawing together research from a variety of sources. They can manage their own homework time over periods of up to three weeks, for example in projects on *My Friends* in English or *Ancient Egyptian beliefs about life after death* in history.

110. The teaching of English is good overall. It is good at Key Stage 1. Teaching at Key Stage 2 is good with many examples of very good teaching across the Key Stage. There are examples of very good teaching in all year groups of Key Stage 2. At Key Stage 1, teachers give pupils a good grounding in the basic skills of reading, writing, speaking and listening. Where teaching is more effective, teachers ensure that there is good pace to lessons, set a high level of challenge in tasks and make learning fun. For example, in a good lesson with older pupils, the teacher set targets for pupils to meet such as "Can you write three

sentences containing speech in the next five minutes?” Pupils looked forward to their shared reading of the text because the teacher used a puppet that she characterised extremely well to ‘help’ them with the text. Pupils with special educational needs receive specialist teaching in small groups, enabling them to make good progress in all aspects of the subject ready for their transfer to Key Stage 2. In less effective teaching, teachers have low expectations of what pupils can achieve, especially the higher attainers, and there is insufficient differentiation of tasks to ensure that they have work that challenges them to make progress. Lessons move too slowly and too much time is used for ‘cut and stick’ activities instead of writing. Too little use is made of ICT.

111. In Key Stage 2, teachers use the National Literacy Strategy framework to plan effective lessons. These give pupils opportunities to respond to a wide range of texts, and relate work on phonics, grammar, punctuation and spelling closely to these texts, so that pupils see the practical applications of the skills that they are learning. Good links are made between subjects of the curriculum so that literacy skills are consolidated in other contexts such as history where key vocabulary is identified and learned and religious education where pupils have opportunities to read and write about other faiths. In the best teaching, support staff are effectively deployed, teachers’ planning includes the use of ICT to support pupils’ work and they use very good strategies to help pupils to work more independently. For example, in a very good lesson with younger pupils, the teacher had arranged for pupils to work together in pairs so that these ‘writing partners’ could discuss their work together rather than always having to ask an adult for help. Pupils were observed giving each other good advice such as “Why don’t you look it up in the dictionary?”

112. The subject leader gives good leadership and management of the subject. Her subject action plan is of good quality and identifies many areas that need further development. She advises other staff on planning and resource issues but does not yet have opportunities to monitor teaching and learning in the classroom as she is always timetabled to teach when literacy sessions are taking place. Recently introduced assessment procedures are satisfactory, but are not yet being consistently implemented by all staff. Whilst resources for English are good overall, with a very good range of big books and sets of reading books, and books for shared reading, the library is unsatisfactory. Stock is supplemented by appropriate classroom collections but is insufficient overall for the number of pupils on roll. The library area is often in use for lessons due to the pressure on teaching space and therefore cannot be arranged with accessible shelving or with furniture for independent study or for reading for pleasure. However, a bookshop run by parent volunteers helps to redress this situation, encouraging pupils to buy and read more books. The curriculum for English makes a good contribution to pupils’ social and cultural development through the opportunities that teachers provide for pupils to work collaboratively, and through the wide range of literature that they study, including Shakespeare, poetry, plays, good quality fiction, fables and multi-cultural texts.

MATHEMATICS

113. Standards of attainment in mathematics are in line with national averages at the end of both key stages. They have improved since the last inspection. In the last report, Key Stage 1 standards were reported as unsatisfactory in all aspects of the subject. The school’s results in the national Year 2 tests have improved steadily since then. In 2000, nearly all pupils reached the level expected for seven-year-olds, but fewer pupils reached higher levels of attainment than in all schools nationally, and in schools with similar pupil intakes. Consequently, the pupils’ performance was below the national average overall, although it matched that of similar schools. In the current Year 2, nearly all pupils are working at the level expected for seven-year-olds, although again few are working at higher levels.

114. In Key Stage 2, the school's Year 6 test results have improved steadily in recent years, maintaining pace with overall national improvements. In 2000 they exceeded the school's target. They were in line with all schools nationally, and were better than schools with similar pupil intake. However, as in Key Stage 1, fewer pupils reached higher levels of attainment than in other schools, both nationally and in similar schools. There is a similar pattern in the current Year 6. Most pupils are reaching the level expected for eleven-year-olds, but few are working at higher levels. The target for three-quarters of pupils to reach nationally expected levels of attainment is realistic.

115. By the end of Key Stage 1, pupils add and subtract numbers up to 100. In a lesson seen, some pupils struggled to recall pairs of numbers that total 20, but similar written work from earlier in the year, including work with larger numbers, was correctly completed. Pupils use their number skills in simple shopping tasks. They know the values of common coins and they add up bills and calculate change from amounts such as 50 pence. Higher attaining pupils are beginning to use decimals correctly to record amounts such as £1.70. Most pupils group "7 lots of 4" to make 28, for example, in early work on multiplication. However, lower attaining pupils work mainly with 2's and 5's. Pupils measure and weigh familiar classroom objects accurately using metres, centimetres and kilograms. Some higher attaining pupils also estimate lengths, such as the radiator on the wall, with reasonable accuracy, showing that they have a secure grasp of the sizes of some different units of measurement. In early work on statistics, pupils collect information such as pupils' favourite colours. They record results on tally charts and draw simple block graphs to illustrate their results. This is good preparation for later work in statistics in Key Stage 2.

116. By the end of Key Stage 2, pupils have secure calculating skills. They work confidently with numbers up to 1000 and more, and use a suitable range of methods for all of the common arithmetic processes such as multiplication and division. In a top ability group lesson seen, pupils showed good understanding of place value and recall of multiplication facts in rapid mental calculations such as 60×70 . Most pupils understand the principles of the metric system, for instance that $1000 \text{ kg} = 1 \text{ tonne}$. They use decimals correctly in calculations involving measurement, such as $78\text{mm} + 57\text{mm}$, which they write as 135mm or 13.5 cm . All pupils, including those with special educational needs correctly use decimals in work on money, such as adding bills. Many pupils are beginning to explore algebraic notation and equations, such as $10 + x = 15$, which they "solve" mentally.

117. Pupils have a good understanding of two and three-dimensional shapes. They calculate areas and perimeters of shapes based on squares and rectangles. They use a wide range of mathematical vocabulary such as *parallel* and *prism* when describing structures such as pyramids and cuboids. In a "top group" lesson seen, pupils applied good problem-solving skills to determine which arrangements of six joined squares (a *net*) will correctly fold up to form a cube. In a different lesson, with the lower ability half of the year group, most pupils used vocabulary such as *obtuse* and *scalene* in discussing work on angles and triangles. However, many were initially confused, and succeeded only after careful recapitulation of a lesson earlier in the week.

118. The quality of mathematics teaching is good in both key stages, and pupils learn well as a result. More than three quarters of lessons seen were good or very good and all but one were of satisfactory quality.

119. There are consistently good features in nearly every lesson. Class management is very good and teachers have developed effective ways to manage large groups in the open plan design of the school. Teachers have good relationships with their pupils and demand high standards of behaviour. Pupils respond well to this caring and supportive regime. They

are interested in their work, they concentrate well and they are sensitive to the needs of pupils in adjacent areas.

120. Teachers understand the needs of the National Numeracy Strategy and lessons follow the recommended framework. Teachers are particularly good at questioning pupils in whole-class discussions such as at the start and end of each lesson. For instance, in a Year 4 lesson, pupils were required to describe the mathematical properties of a range of three-dimensional objects. Detailed questions and the demand for precise use of vocabulary such as *edges*, *faces* and *vertices* made the work interesting and developed pupils' understanding well.

121. Lower attaining pupils and those with special educational needs make good progress in lessons and in the longer term. This is due to two main factors. Firstly, the practice of teaching each year group in two ability-based groups helps teachers to plan work that is generally set at appropriate levels of difficulty for each group. Secondly, classroom assistants provide effective support. For instance, challenging work on converting metric measurements into different equivalent forms was set for a Year 5 class. Close supervision and support for the lowest attaining group in the class enabled them to work quickly and to complete the tasks set. The good provision for lower attaining pupils is reflected in the standards seen at the end of each key stage, where nearly all pupils reach the expected levels of attainment in the national tests. However, teachers place insufficient demands on the most talented pupils. Some teachers do not always set sufficiently challenging work for them. This relates to the quality of lesson planning. Most planning is satisfactory, but occasionally it is not. Learning objectives such as "to use a calculator effectively" are too vague. They do not make clear what pupils are to learn, and the planned activities do not provide well enough for the different ability groups within the class.

122. Most lessons proceed briskly, but sometimes explanations take too long, which restricts the time available for the following activities. In the one unsatisfactory lesson seen, a lack of urgency by pupils reflected the slow teaching pace throughout the lesson. Pupils did not settle quickly enough, and they did not complete enough work in the time available.

123. Teachers mark pupils' work and write encouraging comments to help them improve. However, they very occasionally mark incorrect work as correct, indicating that marking is sometimes hurried. They modify lessons where necessary in the light of work assessment, for instance to go over work from the day before to clarify misunderstandings. When homework is set, it is appropriate and supports classroom work.

124. The National Numeracy Strategy is firmly established. It contributes well to the rising standards and helps ensure that pupils' knowledge, skills and understanding develop systematically as they get older. New assessment procedures are being implemented which are designed to give a satisfactory record of each pupil's progress, but it is too early to assess their effectiveness in setting targets for improvement. The school is well equipped for mathematics teaching. Teachers make good use of resources in lessons, except for ICT, which is under-utilised.

SCIENCE

125. Standards of attainment are average at the end of both key stages. This is similar to the findings of the last inspection. In 2000, the attainment at the end of Key Stage 1, based on teacher assessment, was below national averages. The results of the 2000 national tests at the end of Key Stage 2 showed that the numbers of pupils reaching Level 4 and above was in line with the national average. The number of pupils achieving level 5 was below the national

average. At the end of Key Stage 2, pupils achieve standards in line with those achieved by schools with pupils from similar backgrounds.

126. By the end of Key Stage 1, pupils demonstrate well their knowledge and understanding of a range of light sources such as bulbs, torches and candles. They know that shiny objects are not themselves sources of light. They develop their investigative skills and ability to make predictions when testing the effect of heating and cooling chocolate, margarine, ice cream and candle wax. Pupils use an appropriate range of vocabulary such as melt, freeze, icy and watery when describing and recording the results of their experiments. Pupils understand the importance of fair testing. They demonstrate this well when explaining the effect of varying the angle of a ramp up and down which they push and pull toy vehicles. Pupils enjoy science lessons and respond well to challenging questions. They work co-operatively and treat resources with great care.

127. Pupils in Key Stage 2 continue to develop their investigative skills well. This is an improvement since the last inspection. They test the suitability of a variety of materials such as hessian, paper towel and cloth when filtering a mixture of sand and water in order to separate the solid and liquid. Pupils record their experiments in great detail and produce clear, well-labelled diagrams to accompany their accounts. They know and use correctly terms such as evaporation and condensation and correctly predict that larger drops of water will form on colder surfaces. They are very aware of safety factors and work carefully when experimenting with warm water. Pupils know and understand the properties of magnets and independently set up experiments to investigate the relative strengths of bar and wand magnets. They know that light travels in straight lines and understand that mirrors reflect light. Pupils know the parts of plants and the human body and correctly indicate their functions. They know the conditions necessary for healthy plant growth and the importance of diet. They correctly identify animal and plant habitats and produce a good range of examples when considering the relationship between producers and consumers in food chains. Pupils take care when recording their work and use a variety of methods such as bar charts, diagrams and written accounts. Pupils work hard and approach all activities with enthusiasm.

128. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Where teaching is good, lessons are well organised and teachers make good use of available resources. They know their pupils well and plan activities that are stimulating. They enable pupils of all abilities to participate and achieve. However, high attaining pupils are not consistently challenged nor encouraged to pursue their own ideas sufficiently. Teachers use the scheme of work well to develop pupils' knowledge and understanding. They encourage their pupils to record their results and findings clearly and marking is normally accompanied by constructive comments. Most lessons are conducted at a brisk pace and all teachers manage class and group activities well. As a result pupils are interested in their work and strive hard to complete their tasks. Support staff are used appropriately to enhance the learning of lower attaining pupils. They are given clear direction by the teachers. This support enables these pupils to approach their work with confidence and make good progress. Opportunities for Key Stage 1 pupils to develop their investigative skills have improved since the last inspection. The quality of teaching in Key Stage 2 has also improved as has the progress made by older pupils.

129. There is a good scheme of work in place and the school has a wide, well-organised range of resources which are readily available to staff and pupils. The school is beginning to analyse and address the needs of higher attaining pupils and to ensure all pupils maintain their interest in the subject. There is now a consistent form of recording pupils' achievements and difficulties. Teachers have started to use this information to plan lessons more carefully in order to raise standards in both key stages. Links with other curriculum areas are also

being developed and ways in which greater use of technology can be made are being investigated.

ART AND DESIGN

130. Standards in art and design at both key stages are in line with those expected of similarly aged pupils nationally. The standard of pupils' work and their skills and understanding has been maintained since the last inspection.

131. By the end of Key Stage 1, pupils are developing good observational skills and are beginning to demonstrate an understanding of proportion. They correctly name colours and know how to produce different shades by mixing paints. Using pastels and paints they successfully produce pictures in the styles of Lowry and Kandinsky. Working with chalks, children carefully draw self-portraits that highlight their individual features well. They are learning to use a variety of materials and produce some interesting patterns when fabric printing. Their sense of perspective is developing and this is illustrated in their collage of a rainforest. Pupils willingly discuss their work and justify their choices of colour and media. Key Stage 2 pupils continue to develop their observational skills and produce portraits of friends that indicate a sound understanding of colour, texture and proportion. They are developing the ability to use shading when drawing three-dimensional subjects such as dry stone walls, church benches and views down a village street. They carefully create their own designs based on the work of William Morris and, while studying Ancient Greece, produce patterns reflecting those they have seen on artefacts such as vases and tableware. Older pupils are developing their design skills and use a variety of materials such as card, felt, wire, crepe and sequins to produce "designer" hats. They are willing to adjust their original plans and choice of media as they make their hats and confidently explain any alterations they have to make. They use and share resources sensibly and are very willing to assist each other when assembling their pieces of work. Most pupils, including those with special educational needs, make satisfactory progress as they move up the school.

132. The quality of teaching is satisfactory overall although there are examples of good teaching in both key stages. Where teaching is good, teachers use their own understanding of the subject to demonstrate well the skills pupils are to develop. They encourage pupils to evaluate their ideas and methods and suggest ways in which they could be improved. Examples of this are observed when pupils try to produce particular types of texture or need to make their models more rigid. Pupils are told about the lives of the artists such as Van Gogh when studying their work. This gives them a greater understanding of their styles and enables them to copy these styles quite successfully. Teachers endeavour to link art and design with other areas of the curriculum when appropriate. Pupils are given opportunities to experiment with designs they have been shown when producing their own Islamic patterns and Roman mosaics. Bonfire Night is well used as a stimulus for effective shape poems where pupils create their poems in the form of fireworks, spirals and rockets. Assessment of pupils' achievements and progress is informal with teachers keeping notes for use when writing end of year reports.

133. The curriculum gives pupils a satisfactory range of opportunities for them to develop their knowledge and skills and there are well-planned links with other subjects. Subject leaders build up portfolios of pupils' work in each year group and photographs of pupils' activities provide evidence of their achievements. Teachers now know how to use the school kiln and this will be used to provide pupils with a wider range of experience. The school has a very good range of resources, all of which are well organised and readily available to staff and pupils. Last year's very successful Art Week will be repeated in June as it provided excellent opportunities for pupils to benefit from the talents of parents and visiting artists. The school makes good use of local events to broaden pupils' experiences. Pupils participate in

Sheffield's Children's Festival and are taken to work at the Graves Art Gallery. They have also worked with an artist in preparation for the Lord Mayor's Parade.

DESIGN AND TECHNOLOGY

134. The standard of pupils' work in design and technology is in line with national expectations at the end of both key stages. It is similar to that reported in the last inspection.

135. By the end of Key Stage 1, pupils design and make articles as diverse as stick puppets, wind-up toys and sandwiches. They explore processes such as weaving and simple sliding and lever based mechanisms. They draw illustrations of what they intend to make and write lists of the materials they need, such as "felt", "paper pattern" and so on when making puppets. They follow lists of instructions in order to complete work. Finished products are well made. For example, wind-up toys based on the "Incy Wincy Spider" rhyme are robust and accurately assembled. They include wind-up mechanisms assembled from wooden axles and cranks. They are decorated attractively.

136. By the end of Key Stage 2 pupils have a secure understanding of the design - make - test - evaluate cycle, including investigating existing commercial products. For instance, in work on food and packaging, pupils investigate products such as cornflake and chocolate boxes. They evaluate properties such as their effectiveness in protecting the contents and the attractiveness of the design. They make considered judgements such as *"Kellogs is best because the brand name is clear, they use strong primary colours, and the pack is recyclable"*. They design and make containers for their own sweet products, with names such as "Fantastic Mr Fudge". These draw out card "nets", which they then assemble accurately and decorate effectively.

137. Pupils make satisfactory progress throughout Key Stage 2. For example, younger pupils design and make fabric "money containers". Designs include sufficient details of fastenings and construction, and pupils assemble work accurately using a variety of appropriate stitches. In later "fabrics" work, pupils design and make slippers. A wall display of finished work was of good quality. The slippers were cut out accurately from card and paper templates, and assembled using an appropriate combination of stitching and gluing. The finished products are made from durable materials and function well.

138. Because of timetable arrangements it was possible to see only two lessons, both in Key Stage 2. It is not possible therefore to judge the quality of teaching overall. However, the quality of pupils' work indicates that teaching is at least satisfactory throughout the school.

139. One lesson seen was satisfactory, the other was very good. Both lessons were well organised. Pupils had easy access to the materials they needed and were able to get on well with the tasks they were set. Both teachers have good relationships with their class, and as a result pupils behave well and enjoy lessons. In the very good lesson, the teacher kept up a brisk pace. She set time targets for work completion that required pupils also to work briskly. They made good progress over the whole lesson, although in some cases limited cutting skills restricted the overall quality of the photograph frames they were making. The teacher noted that more work is needed in this area later in the year. In the satisfactory lesson, early lesson pace was slow, and pupils did not complete all the work set.

140. The scheme of work for design and technology is good. It addresses all aspects of the subject and ensures that pupils' skills and knowledge develop systematically as they get older. Teachers take advantage of links with other subjects when setting work. For example, Year 4 work on Tudor history is developed by pupils making their own Tudor houses, and in Key Stage 1 pupils make "monster" puppets that incorporate simple lever mechanisms in

work linked to "forces" in science. The coordinator is well qualified and enthusiastic, and provides good support to colleagues through monitoring their plans and the work pupils produce. The school has sufficient learning resources for all aspects of the subject. They are good for work in food. However, teachers do not make sufficient use of ICT.

GEOGRAPHY

141. Since the last inspection there have been some improvements in the school's provision for geography. At that time, the curriculum was satisfactory and the progress that pupils made was satisfactory in both key stages. Whilst pupils continue to make satisfactory progress at Key Stage 1, good progress is now made at Key Stage 2 and by the time pupils reach the age of 11 they are achieving standards of work in line with those achieved nationally. The curriculum at Key Stage 2 is also now good, and has been considerably enhanced by the introduction of a good scheme of work.

142. Due to the pattern of topics taught on a planning cycle, it was only possible to observe geography being taught at Key Stage 1, but much evidence of teachers' planning, pupils' work, and photographic display and other records were provided at Key Stage 2.

143. At Key Stage 1, pupils first study their own local area and learn about their routes to and from school. In a topic linked with personal and social education on keeping safe, pupils learn how road safety rules enhance their personal safety as they move around the local environment. Older pupils learn about contrasting locations, for example a farm, the seaside and life on a Scottish island and how these differ from Beighton. By the age of seven, pupils can draw a pictorial map and mark on the main physical and human features. They can list the jobs likely to be found on a small Scottish island and some pupils can start to suggest reasons why this might be different from the local area, using some geographical terms such as 'island' and 'mainland'. Some pupils can find Britain on a map or globe.

144. At Key Stage 2, younger pupils continue to learn in more depth about the local area and begin to consider how the environment can be improved, for example by recycling materials. Older pupils broaden their study of places to include a village in India, learn about physical features such as rivers and mountains and undertake a unit of study on weather and climate change. By the age of 11, pupils can compare life in their home area with other areas of Britain and a contrasting locality abroad. They understand how the physical features of a place can affect the human activity in that area. They can use sources such as books, videos, photographs, maps and personal experience gained on fieldwork to answer geographical questions.

145. Teaching of geography is good overall. It is satisfactory at Key Stage 1 and good at Key Stage 2. In Key Stage 1, teachers plan their topics to include good links between subjects. Whilst this has many benefits, for example the reinforcement of literacy skills and a strong contribution to pupils' personal and social development, geographical skills such as map skills are not as systematically developed as they could be through more focussed topics. An example of this was seen in the topic being taught at the time of the inspection on 'An island home'. There were very strong links with the books in the *Katie Morag* series being studied in literacy, and pupils enjoyed work involving their favourite characters and the jobs they do.

146. At Key Stage 1, a strength of the teaching of geography is seen in Year 2, where an ongoing project using a teddy bear supports pupils' learning in an innovative way. Barnaby the bear accompanies children who go to different parts of the world and families are encouraged to bring back souvenirs and artefacts that can be used to display his travels. For example, Barnaby went with a pupil to Lapland to see Father Christmas at the end of the

previous term, and through learning about his journey, pupils have learned about the geography of Finland and life in a cold country. During the inspection, Barnaby set off to Malta with another pupil and his family, offering more opportunities to plot his whereabouts on the map. Little evidence of the use of ICT was seen at either key stage.

147. At Key Stage 2, work is more systematically planned through a series of specifically focussed units and this results in pupils making better progress than in Key Stage 1.

148. The co-ordination of geography is good. The subject leader has ensured that it is well resourced and has given strong educational direction through the introduction of more focussed schemes of work. She monitors the subject through examining teachers' planning but does not have the opportunity to monitor the quality of teaching and learning in the subject through classroom observations. Whilst a useful analysis is carried out of how successful each topic has been, not all teachers are doing this consistently across the school. There is a good range of educational visits to support the teaching of geography, and the introduction of residential trips in Years 2 and 6 allows further fieldwork opportunities. Geography makes a good contribution to pupils' cultural development through its emphasis on learning about life in the local area and the contrasting lifestyles of peoples in other places, including Indian culture.

HISTORY

149. The school has maintained its standards in history since the last inspection and some improvements have been made in the way that history is managed. At the time of the last inspection, pupils made satisfactory progress at Key Stage 1 and good progress at Key Stage 2. These standards have been maintained and pupils at both key stages achieve standards in line with national expectations. At Key Stage 2, some groups of pupils are starting to make very good progress, for example the oldest pupils. The history curriculum has been improved by the introduction of good schemes of work, some of which are skilfully adapted by the subject leader, resulting in pupils gaining a better understanding of chronology and in some very good opportunities for independent study.

150. Due to the pattern of topics taught on a planning cycle, it was only possible to observe history being taught at Key Stage 2, but evidence of teachers' planning, pupils' work and photographic display and other records were provided at Key Stage 1.

151. At Key Stage 1, younger pupils learn about different types of homes and visit the Erewash Museum to look at the difference between the way things are now and how they were in earlier times. Older pupils continue to compare and contrast 'then and now' in their topic *Plague and Fire* where they learn about the clothes and medicine in different times and how a local village was affected by the plague. By the age of seven, pupils can describe these differences, draw a pictorial map and mark on it sites of historical interest including the afforestation present at the time. They can use historical sources to find out information about the past, for example extracts from *The Diary of Samuel Pepys*.

152. At Key Stage 2, pupils learn about different periods in history, including about life in Ancient Egypt and Ancient Greece. They consider the effects of the many invasions and settlement of Britain. They study the Tudor and the Victorian eras. They consider the legacy of Ancient Greece through a unit of study based on comparing the original Olympic Games with those of Baron de Coubertin and the most recent games in Sydney. They also have opportunities to study life in more modern times through learning about the Second World War and Britain since 1948. By the age of 11, pupils can describe orally and in writing the key features of life in the periods of time that they have studied. They know some of the important people in those times, for example Henry VIII and Queen Victoria. They can select and link

information from a range of historical sources, including CD-ROM and the Internet, for example to make their own booklet on an aspect of life in Ancient Egypt.

153. Teaching of history is satisfactory in Key Stage 1. Planning and pupils' previous work shows that teachers give pupils satisfactory opportunities to use historical sources and that teachers use the limited range of visits to places of historical interest effectively to support pupils' learning. At Key Stage 2, teaching is good, with some examples of very good teaching with older pupils. The scheme of work is planned with well-focussed topics covering a good range of historical periods. Lessons are interesting and teachers often use innovative methods. For example, teachers in Year 5 designate a 'Greek of the Week' in the unit on the legacy of Ancient Greece, enabling pupils to gain a good knowledge of the key figures of the period. Although lessons are often long, for example most of the afternoon session, good links are made with other subjects, such as art and design when making Greek masks and physical education when using the Olympic theme in Dance. Less effective teaching observed in this key stage lacked pace, resulting in pupils not completing the work that had been planned, despite the lesson being nearly an hour and a half long. Teachers place an emphasis on displaying timelines in their class bases, resulting in pupils gaining a better understanding of chronology. More effective teachers in Key Stage 2 have high expectations. For example, pupils in Year 6 are expected to work independently on a three-week research project, which is also part of their homework. This ensures that pupils have to study independently, using information from a range of sources and managing their time effectively. This is very good preparation for their transfer to secondary school.

154. History is well co-ordinated by a subject leader with good knowledge and understanding of the subject. She has introduced assessment at the end of each unit to monitor pupil progress. However, she is unable to monitor the quality of teaching and learning of the subject across the school as no time is provided for her to make classroom observations. Resources for history are good. They are well organised into topic boxes and supplemented by borrowing from a local loans service. A good range of historical visits enhances the subject curriculum. These are satisfactory at Key Stage 1, and very good at Key Stage 2, where traditional visits to museums and other historical buildings and sites are supplemented by visits from professional actors who perform historical role plays relevant to several of the periods studied, which brings history to life for the pupils. The history curriculum makes a good contribution to pupils' cultural development, through pupils learning about both their own local culture and our national cultural heritage.

INFORMATION AND COMMUNICATION TECHNOLOGY

155. Standards in ICT are below national expectations at the end of both key stages. The "variable" standards reported in the last inspection have not improved.

156. The computer room was out of action for six months during the last year, and teachers make little use of other computers around the school. None were used in lessons observed during the inspection, other than in the nursery. Because of these two factors, pupils have had insufficient opportunities to use computers and to reach the standards expected.

157. No Key Stage 1 pupils were observed using computers, and it is not therefore possible to assess their basic operating skills. A small amount of word-processing, in the form of "skills practice pieces", shows that pupils understand and use basic editing features such as the "enter" key to start a fresh line of type. Year 1 pupils understand that information exists in different forms. In a lesson seen, they identified a range of sources such as "television" and "books", and classified them according to type, such as "sound", "picture" and "writing".

158. Older Key Stage 2 pupils have satisfactory operating skills. They use the computer mouse to run programs and to manipulate work files with confidence. Because pupils have had insufficient opportunities to use computers in the past, their word-processing skills are less well developed than they should be. Pupils type short stories with titles such as "The Magic Key", and descriptions of the characters in Shakespeare's "Macbeth". They choose suitable letter styles and pay satisfactory attention to the final layout. However, they do not check spellings thoroughly before printing their work. Displayed work seen during the inspection contains errors. In a Year 5 lesson, pupils learned how to move blocks of text to re-sequence a piece of work so that it made sense. In another lesson, pupils made good progress in learning formatting skills needed in forthcoming work on newspaper design and production.

159. Pupils in several years use data handling programs to create bar charts and pie charts of information such as birth month and hair colour. Year 5 pupils have begun to experiment with spreadsheets, for instance by setting up formulae to add up shopping bills. However, the range of data handling activities that pupils have experienced so far is not sufficient to develop their skills to the expected levels.

160. There are isolated examples of pupils printing material from CDROM reference sources to support work in topics such as "World War 2" in Year 3 and "India" in Year 6. However, this is not extensive enough, and there is little evidence that pupils make use of the information in their work other than simply to print it. This is equivalent to photocopying material from a reference book, and adds little to their learning.

161. No evidence of work in other aspects of the subject was available for inspection.

162. Two lessons were seen, one in each key stage. Both were good, but it is not possible from this limited evidence to judge the quality of teaching overall. However, most teachers lack confidence in teaching ICT. This is a principle factor in the lack of computer use around the school and low standards of pupils' work. The school is aware of this weakness. The development plan for ICT pays good attention to staff development needs, and is part of a wider national initiative, due for completion in 2002.

163. In both lessons seen, teachers had secure knowledge of the subject. The lessons were well prepared. The work was interesting, pitched at an appropriate level to take account of pupils' prior experience, and provided a good challenge. Both teachers kept up a brisk pace, ensuring that pupils made the most of the time available. Pupils responded well. They listened to instructions, concentrated hard on what they had to do, and made good progress as a result. In the practical lesson, the teacher's very good technical skills were evident throughout, and particularly in developing pupil's understanding of the many different format arrangements used in newspaper layouts.

164. The co-ordinator is enthusiastic, and knows what needs to be done to raise standards. The curriculum is currently under development to take account of new National Curriculum requirements. However, at present, the "monitoring and measuring" strand of the subject (for example using computer devices to automatically record temperatures in geography and science investigations), is not taught. The scheme of work is therefore not meeting the requirements of the National Curriculum. This weakness was identified in the previous inspection report. There is no system for monitoring pupils' progress at present.

165. The computer room contains sufficient high quality computers and other equipment for whole class use. It meets the needs of ICT as a separate subject, except for the "measuring and monitoring" strand, for which the school lacks the necessary equipment. The

school has sufficient software such as reference materials to support other subjects in the curriculum. However, there are insufficient computers in other parts of the school for teachers to use at other times, to support small group and individual work.

MUSIC

166. In the elements of the subject seen during the inspection, pupils' standards are in line with those expected for pupils of the same age in each key stage.

167. Key Stage 1 pupils sing songs such as "Africa" and "Thank You for my Friends" in assembly. They sing with obvious enjoyment, and follow the simple syncopated rhythms well. Although not fully in tune, they sing with a good sense of the shape of the melody, and the overall quality is in line with expectations. In a Year 2 lesson seen, pupils made good progress in learning how to read music from a pictorial score. By the end of the lesson, about half of the class interpreted a simple "note score" correctly, based on the notes C, D and E. Pupils are developing secure skills in reading music.

168. By the end of Key Stage 2, most pupils sing in tune. In assemblies, they sing hymns and songs such as "When Your Father Made the World" and "If I were a Butterfly" clearly and rhythmically. However, they do not pay sufficient attention to the changing moods of different verses by changes in dynamics. The large choir sings well, confidently and in tune. Pupils make good progress in learning conventional musical notation throughout Key Stage 2. By Year 5 for example, they use terms such as "crotchet" and "quaver" correctly to describe rhythms, and know how they are represented as musical symbols. They know for instance, that a "waltz" has three beats to each bar of music. Pupils develop sound listening and appraising skills. For example, they listen to Polynesian Gamelan music, and understand that it is based on a different musical scale from Western music. They describe as "it sounds funny to Europeans because our ears are not used to it". When listening to "Eine Kleine Nacht Musicke" by Mozart, they use phrases such as "it has a cyclic pattern" to describe aspects of musical structure.

169. The quality of teaching is good in Key Stage 1. Too few lessons were seen to judge the overall quality in Key Stage 2, although the evidence from pupils' work indicates that it is at least satisfactory. Those lessons seen were satisfactory, except one, where pupils were incorrectly taught how to write rhythms using conventional music symbols. This was due to insecure teacher subject knowledge. Consequently, the lesson overall was unsatisfactory, although other aspects of the lesson, such as class management and teaching pace, were good.

170. Teachers prepare lessons well, although written planning often lacks detail. Work is interesting and demanding. They use resources such as percussion instruments and videos effectively. For example, in a Year 1 lesson, the teacher used the "Cries of London" extract from the musical "Oliver" to introduce work on rhythm, based on the natural lengths of syllables in words such as "pears", "cherries" and "bananas". In a Year 5 lesson, a good discussion of what the words of the round "Frere Jacques" actually mean, added to pupils' interest and enjoyment.

171. The curriculum is broad and well balanced. It provides good support for pupils' growing understanding of life in other places and times around the world. The scheme of work exploits effectively topic links with other subjects. For instance, in Year 4, pupils design and make their own instruments in design and technology lessons, which they then use to compose pieces of work linked to the topic of "the weather". All pupils take part in an annual Christmas production. In 2000, this was called "A Christmas Cracker". It included acting,

singing and dancing and was loosely based on the Nativity. It was well rehearsed and performed, and made a good contribution to pupils' personal development.

172. The school has a good range of instruments and recorded music to support all aspects of the subject. However, teachers make insufficient use of ICT, such as electronic keyboards, in their teaching.

PHYSICAL EDUCATION

173. Attainment in physical education is above national expectations at the end of both key stages. Swimming lessons were not observed during the inspection but teachers' records indicate that most pupils in Year 6 are able to swim distances of 25 metres and many achieve 50 metres.

174. Pupils in Key Stage 1 demonstrate good levels of control when weaving in and out making pathways around the hall. They respond promptly to instructions and hold their balance well when they stop their movements. Pupils use their bodies gracefully when stretching in different directions and at different levels. Most pupils successfully perform smooth sequences involving linked positions. They think carefully about varying their moves, making good use of the available space. Pupils work quietly and sensibly, helping their partners and persevering until they are satisfied with their performances.

175. Key Stage 2 pupils continue to make good progress in developing skills such as balancing, performing sequences which reflect music and moving on and around apparatus. They listen carefully to instructions and persevere to improve the movements they are asked to perform. They move with grace and control when turning, curling and balancing on different parts of their bodies. They move onto and off apparatus sensibly. When working on equipment such as benches, mats and boxes, they successfully transfer the skills they learn in warm up sessions. Pupils enjoy lessons and work co-operatively when moving apparatus. They discuss and share ideas sensibly when extending paired activities into group sequences and performances. Pupils take pride in their efforts and respond well to praise and encouragement.

176. The quality of teaching is good and has improved since the last inspection. Teachers have clear, appropriate objectives and confidently demonstrate the skills and movements they want the pupils to develop. Lessons are challenging and stimulating with all pupils participating enthusiastically. Very good examples of this were observed in dance lessons where the quality of teaching was very good. Pupils are encouraged to work co-operatively, learn from each other and perform to the best of their ability. They are consistently taught the importance of safety when organising and using apparatus and pupils of all ages demonstrate a good understanding of this. Teachers' good knowledge of their pupils is used to develop good individual standards of stamina, confidence and skill. Pupils are provided with a wide range of opportunities to further their physical development.

177. A detailed scheme of work is in place, which includes helpful guidelines for teachers. Effective in-service training has increased teachers' confidence and skills and enables the school to provide a good physical education for all pupils. Pupils are offered opportunities to join football and cricket clubs and there is also a successful cross-country running team. Some older pupils receive diving lessons and take part in the local swimming gala. Pupils participate in athletic competitions and benefit from coaching organised by the Athletics Association. The introduction of Top Sport has also been successful and is contributing to the raising of standards. This provision is an improvement since the last inspection.

RELIGIOUS EDUCATION

178. Five religious education lessons were observed. Judgements are based on those lesson observations and on analysis of planning and previous work. Standards of attainment are satisfactory at the end of both key stages. Pupils' attainment meets the expectations of the locally agreed syllabus. By the time they leave school, pupils have a satisfactory level of factual knowledge of Christianity and other world religions. This is a similar picture to the last inspection.

179. Pupils in Years 1 and 2 learn about important celebrations such as Christmas, Divali and Ramadan. They talk about the importance of light in religious faiths. They think about how light makes them feel, as they learn about the Jewish festival of Hanukkah, Diva lamps and Christ as the light of the world. When their topic work is focused on places and homes they compare Muslim homes with their own and gain an understanding that different people have different traditions that should be respected. Pupils in Year 3 continue their appreciation of other peoples' beliefs as they learn that there are special books such as the Bible and the Qu'ran that are significant to religious faiths. Year 4 pupils widen their religious knowledge when they learn of the importance of Guru Nanak to Sikhs. They analyse their own feelings, for example what makes them proud or angry. The work on feelings continues in Year 5 as pupils think about and discuss friendship and the importance of friends. Their understanding and respect for the rituals of the Sikh faith are considerably deepened when they visit a Sikh temple. Work on pilgrimages includes Lourdes and Mecca. At the end of Key Stage 2 pupils have a good understanding of initiation or naming ceremonies in the different world religions as well as the Christian confirmation ceremony and the Jewish Bar Mitzvah. Throughout both key stages pupils gain a good understanding of world faiths and have a positive and open attitude to people who worship within them.

180. Pupils are well motivated and enjoy the subject. They listen well and are keen to answer questions and offer opinions. They work effectively in pairs and in class activities. Relationships are mature and productive and pupils' attitudes to learning are consistently good.

181. The quality of teaching is good in both key stages with some very good teaching in Key Stage 2. Teachers' planning is linked with the locally agreed syllabus and lessons are frequently planned to link with topic work in other subjects. In a Year 2 lesson, pupils were enthralled as their teacher explained why Islamic patterns do not include people or animals. The teacher dealt sensitively with pupils' questions such as 'Do all the Gods talk to each other?' and 'When we go to heaven will we be hungry?' In Year 4 the teacher uses resources well to help pupils understand the significance of traditional Passover foods. In Year 6 pupils gain a good understanding of Judaism as their teacher re-enacts a Sabbath meal. All pupils in the class treated the role-play with respect as they passed the bread and greeted each other saying 'Shabbat Shalom'. The teacher used her very good subject knowledge, very good class relationships and her own skills to create a calm comfortable atmosphere in the classroom. This enabled pupils to gain a realistic understanding of the importance of the Jewish Sabbath as a time of rest.

182. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural development through the context of the lessons, which extend pupils' knowledge and understanding of other cultures and beliefs. Pupils' speaking and listening skills are further developed through discussion and the emphasis from their teachers on listening to each other. The co-ordinator recently left the school and the Deputy Headteacher is co-ordinating the subject on a temporary basis. In the last inspection it was said there was an over reliance on worksheets, this has been altered with the school making a definite decision to limit the amount of recording in religious education and to use circle time techniques for teaching. This decision has resulted in pupils enjoying the subject and they transfer their understanding and tolerance of other people to their own daily lives. This is apparent in the way that pupils

throughout the school care for each other. There are good resources to support the teaching of the subject.