

INSPECTION REPORT

HUCKLOW PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107080

Headteacher: Mr. R. Simonds

Reporting inspector: Mr. C. Kessell
20695

Dates of inspection: 19th - 22nd June 2000

Inspection number: 190135
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Hucklow Road
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Appropriate authority: The Governing Body

Name of chair of governors: Mr. P. Grimwood

Date of previous inspection: 14th October 1996

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Mr. C. Kessell	Registered inspector	Science	The characteristics and effectiveness of the school
			The school's results and pupils' achievements
			Teaching and learning
			Leadership and management
			Key Issues for action
Mrs. S. Gurney	Lay inspector		Pupils' attitudes, values and personal development
			Pupils' welfare, health and safety
			Partnership with parents and carers
Mrs. A. T. Bee	Team inspector	Information technology	
		Areas of learning for children in the foundation stage	
		Special educational needs	
Mr. D. J. Parfitt	Team inspector	Music	Quality and range of opportunities for learning
		Physical education	
Mr. J. Porteous	Team inspector	Mathematics	
		Design and technology	
		Equality of opportunity	
Mr. J. Stirrup	Team inspector	English	
		Art	
		Provision for pupils with English as an additional language	
Mrs. P. Walker	Team inspector	Geography	
		History	
		Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 372 full-time pupils and is above average in size. It is part of the North East Sheffield Education Action Zone. Nearly half of the pupils are of white United Kingdom heritage with most of the other pupils from black Caribbean or Pakistani heritage. The percentage of pupils speaking English as an additional language is above average. The number of pupils entitled to free school meals and the number identified as having special educational needs are also above average. The proportion of pupils who leave or join the school part way through Key Stage 2 has a negative impact on test results at the end of the key stage. Attainment of the four-year olds when they start school is very low.

HOW GOOD THE SCHOOL IS

This is a lively and friendly school. The teachers are hardworking and the quality of teaching overall is satisfactory. The pupils enjoy their work. Although standards are well below average, there has been some recent improvement and there is a commitment to continue raising standards amongst the staff and governors. The school operates effectively, is soundly managed and provides satisfactory value for money.

What the school does well

- Pupils' moral and social development is good.
- The provision for pupils with special educational needs is good.
- Teaching and non-teaching staff manage the pupils well.
- The monitoring of teaching is good.
- There are good opportunities for parents to become involved in the school.

What could be improved

- Attainment in English, mathematics, science and information technology through the school.
- Attainment in religious education for the older pupils.
- The use of assessment information to effectively monitor pupils' progress and inform future planning.
- Provision to meet more fully the needs of pupils speaking English as an additional language.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has moved forward satisfactorily since the last inspection in October 1996. The most significant improvement is in the quality of teaching due to good monitoring arrangements. The deployment of resources and non-teaching staff is satisfactory, as is the use of the school's accommodation. Assessment procedures have been introduced, but not all of the information provided by assessment is used effectively. The roles and responsibilities of the senior management team are clearer and there has been a focus on improving teaching to raise standards. However, standards are still well below average although there is some evidence of improvement, particularly with the younger pupils. There are still some subjects of the curriculum that do not have schemes of work.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E*	E
mathematics	E	E*	E*	E
science	E*	E	E	D

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

Results of the 1999 national tests indicated that English and mathematics were in the bottom 5 per cent and very low when compared with all schools. Results in science were well below the national average. When compared with schools of a similar nature, standards in English and mathematics were well below average and science below average. Although there is likely to be an improvement in this year's national test results, particularly in English and mathematics, standards are still well below average and this is confirmed by inspection evidence. Standards are also currently well below average in science and information technology. Although standards are improving in the school they are still not high enough but the school is not helped by the very high numbers of pupils who move in and out of the school, particularly in Key Stage 2 and the above average numbers of pupils with special educational needs. This has an adverse effect on standards. However, pupils make satisfactory progress through the school in English, mathematics and science. Although pupils learn effectively in lessons, they do not make sufficient progress through both key stages in information technology. In religious education pupils make satisfactory progress at Key Stage 1 but not in Key Stage 2 where the subject is not developed appropriately. This also applies to history and geography. Progress in art, design and technology and physical education is satisfactory through the school. There is insufficient evidence to make a judgement about pupils' progress in music in Key Stage 2 although progress is satisfactory in Key Stage 1. The targets set by the school in English and mathematics for 2000 are an improvement on the previous year.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are good, they are interested in their work and generally keen to learn.
Behaviour, in and out of classrooms	Behaviour in lessons and in the playground is satisfactory.
Personal development and relationships	Older pupils enjoy responsibility and the new school council provides pupils with input into running the school. Relationships are good.
Attendance	Attendance is below the national average. Although attendance is below the national average, the school is working extremely hard to improve attendance rates.

TEACHING AND LEARNING

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

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

Teaching is judged to be satisfactory overall, with forty per cent being good. There is no unsatisfactory teaching. Where teaching is good, lessons are well organised and the teachers have high expectations of what the pupils can achieve. Pupils work at good pace and make good progress. Much of the good teaching was observed in English and mathematics. These lessons recognised the needs of all pupils and literacy and numeracy skills were taught well. Although pupils' learning is satisfactory overall, where teaching is good, pupils' learning is more effective. In less well organised lessons, not all pupils made the progress of which they were capable.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory curriculum that is well balanced and meets statutory requirements. In some subjects of the curriculum, teachers are not provided with sufficient guidance to help them know what is to be taught and when.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language has gone through a significant period of change and is currently underdeveloped.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school's provision for pupils' social and moral development is good. Cultural education is satisfactory. Spiritual development is unsatisfactory.
How well the school cares for its pupils	The school provides a caring environment for its pupils. The school values its partnership with parents and is always looking to develop parents' involvement in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is soundly managed by the headteacher who is well supported by the deputy. The school has a positive ethos and the staff work well together. The monitoring of lessons to make teaching and learning better is good. Some subject co-ordinators need further support and guidance with the management of their subjects.
How well the governors fulfil their responsibilities	The governing body is very supportive of the school and has a good understanding of the school's strengths and weaknesses. The school does not fulfil statutory requirements with regard to a daily act of collective worship.
The school's evaluation of its performance	The school has a general view of its work, but analysis of data and assessment information could be used more effectively.
The strategic use of resources	Staff, time and resources are generally used well. The school accommodation is adequate but in a poor decorative state particularly on the outside. The dining room is in a very poor condition. There is no outside area specifically for the children under five. Resources are satisfactory overall and there is an appropriate number of suitably qualified teachers who offer a range of expertise and experience. The headteacher and governors look to provide best value when considering the school's use of resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching staff • All staff are approachable • Children like school 	<ul style="list-style-type: none"> • The accommodation • The right amount of work to do at home • The range of activities outside lessons

The above views are taken from the pre-inspection meeting that was attended by 14 parents and the 80 responses to the parents' questionnaire. Evidence from inspection supports the parents' positive views. The accommodation does require improvement and the governors have put together a programme of development. The school does not have a homework policy at present and homework is not used well to support the curriculum. The range of activities outside lessons is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. Pupils enter the school with low levels of attainment. This is confirmed by the school's baseline assessment and inspection findings. The children under five achieve good progress with their personal and social development. Starting with poor social skills as they enter school, the children quickly settle into the routines of their class and begin to understand the expectations of their teacher. Although some children find it difficult to take turns and share equipment the majority develop constructive relationships with adults and each other. In language and literacy the children talk using a very limited vocabulary, but most enjoy listening to stories and handle books appropriately. They attempt to record their ideas through drawing and simple writing. A small number of children have been identified as having speech and language difficulties. Children develop their mathematical skills satisfactorily. The majority of children can count objects up to ten but many have difficulty in recording the numbers. Their mathematical language is limited, for example, only a few children identify simple two-dimensional shapes such as squares and circles. Children make sound progress in their knowledge and understanding of the world, although they achieve levels that are below those of most children of their age. They understand that they live near the school and begin to develop an understanding of the local area. Many are confused by simple ideas such as 'old', 'older' and 'oldest'. Children have developed a sound understanding of the computer keyboard. The children experience a range of different art techniques such as painting, drawing and collage. They enjoy singing songs and play untuned percussion instruments, although very few remember the names of the instruments. The children do not have regular opportunities for outdoor play in a safe and secure area. They have weekly sessions in the school hall and develop an awareness of their bodies and working with each other. The children handle scissors, paint brushes and pencils showing sound control. By the time they are five the children's creative and physical development do not reach those levels expected for pupils of this age.

2. National test results for 1999 at the end of Key Stage 1 show that the attainment was well below average in reading, writing and mathematics. When compared to similar schools reading and mathematics were average and writing was below average. Although these standards are not high enough, trends over time indicate improvement in reading and mathematics. Attainment in writing did drop in 1998, but is now improving. Evidence provided by the school also indicates that the test results for 2000 will improve in all of these areas of the curriculum. The national test results in 1999 for Key Stage 2 show that attainment in English and mathematics were very low in comparison with the national average, while standards in science were well below average. When compared with similar schools, standards were well below average in English and mathematics and below average in science. The school's performance in these subjects is below the national trend. Although the results in mathematics and science in 1999 were an improvement on 1998, the results in English showed a decline. Evidence provided by the school indicates that there will be an improvement in test results for English and mathematics this year, although there will be a slight decline in science. At face value the National Curriculum test results for 1999 suggest that standards actually get worse as pupils move into Key Stage 2. However, a closer analysis of the different year groups in Key Stage 2 provides some significant evidence of a number of factors that influence the standards in this key stage. Many pupils leave and join the school. A large percentage of those who join the school have learning difficulties and/or behavioural problems. The percentage of pupils with special educational needs is well above the national average and is increasing. A number

of pupils also take extended holidays. Evidence from inspection indicates that the school is not complacent about its standards and is working hard to improve them, particularly in English and mathematics. There are some differences in the performance of boys and girls, although there is no consistent trend. The school's current focus on raising standards in writing, places emphasis on the achievement of boys.

3. Lesson observations, scrutiny of pupils' work and displays, and discussions with teachers and pupils indicates that attainment is currently well below average in English, mathematics, science and information technology at both key stages. In religious education standards are average at the end of Key Stage 1 but below the expectations of the locally agreed syllabus by the end of Key Stage 2.

4. By the time they are seven, pupils' speaking skills are well below average although many talk confidently to teachers and friends within informal situations. Some pupils have a limited span of concentration and their listening skills are limited. The pupils do not read fluently and very few are confident about explaining the contents of a book. Research skills are underdeveloped. Although most of the pupils write independently, the quality of written work is extremely variable and presentation is sometimes poor. The pupils' mathematical knowledge and understanding are well below average. They complete number problems that include both addition and simple multiplication and collect simple data that is represented in bar graphs. Pupils have some knowledge of common shapes, understand that angles are an amount of turn and find the area of their hands and feet. Pupils are provided with an appropriate range of scientific experiences, for example, looking at different kinds of materials, but their scientific knowledge lacks depth. Much of their work is recorded at a very simple level because of the pupils limited literacy and numeracy skills.

5. At the age of eleven many of the pupils still have a limited vocabulary but always listen carefully to each other and their teachers. Reading is well below average, with many pupils having difficulty in understanding more complex words and talking about characters, storylines or other issues from a book. Much of their reading is also limited to storybooks rather than other kinds of material such as factual books. Pupils' writing often lacks detail and depth and is focused on personal writing rather than a range of different styles such as writing reports. In mathematics they apply the four rules of number to hundreds, tens and units, but only the higher attaining pupils work confidently with decimals. Pupils do not have a very good recall of number facts and this has an impact on their ability to work effectively in different situations. Although pupils discuss the areas of science that they have covered, their understanding of the subject is underdeveloped. Although pupils are provided with a number of opportunities to take part in experiments and encouraged to predict outcomes, their knowledge of fair testing is superficial and investigative skills are limited.

6. Pupils make satisfactory progress through the school in the subjects of English, mathematics and science. Although pupils' achievements in these are sound, there are inconsistencies in other areas of the curriculum. Although pupils learn effectively during information technology lessons, pupils' progress through both key stages is unsatisfactory because aspects of the subject are not taught consistently. In religious education pupils make satisfactory progress in Key Stage 1 but this is not continued into Key Stage 2 because the curriculum is not appropriately organised and there are time limitations. There is a similar picture in geography and history where pupils' achievements are satisfactory in Key Stage 1 but unsatisfactory in Key Stage 2 because the subjects are not developed appropriately. However, some of this is to be expected given the high level of mobility that is seen in Key Stage 2. Achievement in art, design and technology and physical education is satisfactory through the school. Achievement in music is satisfactory in Key Stage 1 but there is insufficient evidence to make a judgement at Key Stage 2.

7. During lessons for literacy and numeracy pupils are often grouped according to ability and provided with appropriate work. This good practice is extended into science, but not consistently in all lessons. In other areas of the curriculum, this type of approach is very rarely found. Consequently, in some lessons higher attaining pupils are not being sufficiently challenged, while in other situations, lower attaining pupils find the work too hard. Where ability groups are well managed, for example Year 5 science, the pupils make good progress. In all good lessons where there is sufficient pace and challenge, and time is used well, pupils learn effectively. In subjects where teacher's subject knowledge is less secure and they are not so confident, pupils' achievement can vary. This is the case in information technology.

8. Pupils with special educational needs make satisfactory and often good progress in lessons and work is well matched to their differing needs. This is an improvement since the previous inspection when progress was reported to be satisfactory. Many of these pupils make good progress with the good quality extra support they receive.

9. Although the provision for pupils who speak English as an additional language is not very well focused, with the good support the pupils receive they make satisfactory progress through the school.

Pupils' attitudes, values and personal development

10. Pupils' attitudes to their learning are good in well over half the lessons observed. Where the teaching is good, pupils show enthusiasm, concentrate well and work well together. Where teaching is less challenging they sometimes become restless and inattentive.

11. The school has a number of pupils whose behaviour can be challenging, requiring the constant attention of teachers but the majority of children are behaved in lessons. Out of lessons pupils are friendly and welcoming to visitors but a number can become over boisterous and noisy and show a lack of social skills. A minority of parents responding to the pre-inspection questionnaire felt pupils' behaviour was not good and a very few complained about bullying. As in all schools, there are instances of bullying. All known cases are carefully recorded and swiftly dealt with. The number of fixed period exclusions is well above the national average and has risen slightly since the previous inspection. One pupil has recently been permanently excluded but this is a very rare occurrence.

12. Relationships throughout the school are good. Pupils relate well to their teachers and to each other. There are no signs of racial tension and pupils play happily together in mixed racial groups. Older pupils help each other and show respect for the feelings of others. For example, when working in pairs a boy from Year 6 was seen spontaneously and sensitively helping a classmate with reading difficulties. Good personal development is promoted through assemblies and lessons in personal and social education; the new school council gives pupils a genuine input into the running of the school. Young school councillors show considerable maturity and a developing sense of responsibility

13. Pupils' attendance is below the national average but is improving. The rate of authorised absence is well above the national average but has also improved over the past year. Rates of attendance are affected by a few families whose attendance is very poor, by the high mobility rate of pupils in the area and by the number of pupils who make extended overseas visits to their families. The punctuality of a number of pupils is unsatisfactory.

HOW WELL ARE PUPILS TAUGHT?

14. Teaching is satisfactory overall with all lessons observed being judged sound or better. This is a significant improvement on the previous inspection when seventeen per cent of lessons were judged to be less than satisfactory. Of the lessons observed, forty per cent were good or better, although only one lesson was judged to be very good. Teaching is consistently good for the children under five. In the parents' questionnaires ninety-four per cent of parents felt that teaching is good in the school. The teaching enables pupils to learn appropriately throughout the school and across the curriculum.

15. Literacy and numeracy are soundly taught and there is a significant proportion of good lessons in these sessions. Teachers plan appropriately against the national frameworks and conduct lessons to the recommended structure and timing. Particular reference is made in these lessons to pupils of differing abilities and most pupils are presented with work that is appropriate to their needs. However, this good practice does not spread into other subjects and in many lessons outside literacy and numeracy pupils of all abilities are doing the same work. In these lessons not all pupils are learning as effectively as they could be. The quality of teaching for pupils with special educational needs is sound and often good. All teachers and adults who work in the school are aware of the difficulties some of the pupils have. Classroom assistants are used well to support identified pupils and consistently give good support. The pupils enthusiastically accept this extra support and develop very good relationships with the adults who help them. This promotes sound and often good learning.

16. Pupils with English as an additional language make satisfactory progress in their learning in all areas of the curriculum. Teachers have an effective knowledge of pupils' needs. However pupils are grouped in classes according to their abilities, rather than their specific language needs. This also means that support staff for pupils with English as additional language often provide support for pupils with specific special educational needs requirements, rather than focusing on pupils with English as an additional language.

17. In the best literacy and numeracy lessons one of the strengths of teaching is the clear statement of the lesson objectives at the beginning of the lesson and reference to these at the end. This ensures that all pupils understand exactly what they are learning, what is expected and on what to focus. Some teachers continue this practice into other lessons and this benefits pupils' learning. The teachers are good at managing pupils, many of whom have emotional or behavioural difficulties. Some pupils display extremely challenging behaviour, but the majority respond positively to the learning opportunities provided. The teachers know the pupils well and value the relationships that are in the school, in return, the pupils respect their teachers. This is often highlighted in the questioning of pupils by teachers, which is a strength of the school. All pupils are encouraged to contribute to lessons and teachers carefully direct specific questions to individual pupils so that they are involved. This generally creates purposeful lessons where all pupils are engaged in learning most of the time.

18. Good teaching is characterised by good subject knowledge, detailed planning, and an appropriate use of time, high expectations of what pupils can achieve and good pace. No time is wasted in these lessons and pupils are engaged on learning throughout the whole of the lesson. Pupils have a very clear understanding of what is expected of them and work is organised so that the more able pupils are challenged and less able pupils are undertaking activities appropriate to their ability. A good example of this was a Year 5 science lesson on forces where pupils made good progress in developing their knowledge and understanding of the subject. Weaknesses in subject knowledge, for example, information technology, can sometimes result in activities, which are limited in scope or are inappropriate. In some lessons that are otherwise satisfactory, there are shortcomings in pace of work and the amount of work pupils are expected to do. Although learning is satisfactory overall, given the ability levels of many of the pupils, they need to be learning consistently well all of the time.

19. Teachers work well together or with classroom assistants to provide useful support to pupils. The non-teaching staff contributes well to pupils' learning. Some teachers provide regular and useful feedback to pupils through their marking. This enables pupils to know how they can improve further. Although work is marked regularly and often with supportive comments, effective marking is less consistent. Homework is not used effectively to support work across the curriculum. The school would acknowledge this position and is introducing a new homework policy in September. The parents will welcome this. Twenty five per cent of parents who responded to the questionnaire disagreed with the statement that children get the right amount of work to do at home.

20. Pupils acquire new knowledge and skills at a satisfactory rate. In most classes they are interested and engage readily in lessons. Pupils become fully involved and are keen to complete tasks. There are a small minority of pupils who, because of limited language skills, do not always understand clearly what they are doing or why they are doing it. If these pupils are not given appropriate assistance their learning is more limited. When pupils are provided with good advice or suggestions how to improve their work, learning is more effective.

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

21. The school provides a satisfactory curriculum that mainly is broad and balanced, except in information technology where there is no provision for the teaching of control and modelling and in religious education where low allocation of time that is having an impact on standards. This shows little improvement since the previous inspection when the teaching of these aspects of information technology was judged as under-developed and the Sheffield Agreed Syllabus for religious education was not followed systematically. The introduction of the literacy hour and numeracy hour has been satisfactory. Time spent on English and mathematics is high and there is evidence that this is having a positive effect on levels of attainment. In some subjects, for example, information technology, there is a lack of guidance for teachers to help them to know what is to be taught and when. This was identified as a key issue during the previous inspection.

22. The school makes good provision for pupils with special educational needs and this is a strength of the school. The school has responded to the Code of Practice and a staged referral system is in operation. Sound procedures for identification and assessment are in place. Pupils' progress is reviewed each term and parents are appropriately informed but these meetings are not well documented. Individual education plans are written by class teachers and are in place for all identified pupils. However, the quality of these varies from

class to class. Targets are not always specific, which sometimes makes progress difficult to measure. The co-ordinator has identified this as a weakness.

23. The school has an inclusive approach to pupils with English as an additional language and sees these pupils as an integral part of the school community. Pupils with English as an additional language have equality of access to all areas of the curriculum.

24. Thirty one per cent of parents responding to the pre-inspection questionnaire disagreed that the school offered an interesting range of activities outside lessons. Opportunities for learning outside the classroom are satisfactory. Visits to places of educational interest, for example, the Jorvik museum, a local church and Crabtree pond provide a variety of different learning experiences to support and enrich learning in school. There is a satisfactory number of activities that take place outside of school time and they are well attended by the pupils. These are led by enthusiastic and knowledgeable teachers. Sport features strongly. Teams from the school have been successful in competitions in football, athletics and basketball but the emphasis is on skills development and the promotion of pupils' social and personal education. These activities and the lunchtime and breakfast clubs provide good opportunities for pupils to learn to talk, work and play together co-operatively. Opportunities to enlist the help of members of the wider community to visit the school to share their experience with the pupils are limited. This is hindering, particularly, pupils' multi-cultural education.

25. The school enjoys good, constructive relationships with its partner secondary schools and other primary schools in the area. This enables many of the pupils and teachers to learn from sharing experiences with pupils from other schools. Those pupils near to transfer to secondary education make visits to their new schools and take part in project work. This gives them confidence and eases their anxiety about their new surroundings.

26. Provision for pupils' personal, social and health education is good. Through their work in science, for example, pupils gain a clear understanding of the benefits of a healthy life-style. In a lesson about physical differences many pupils made significant progress in learning about how to deal sensitively with disabled people. The school has clear policies guiding pupils sex education and how to avoid the dangers associated with the misuse of drugs and makes good use of local resources, including the Community Police Service, in promoting these.

27. The school's provision for the spiritual, moral, social and cultural development of pupils is satisfactory overall. The provision for pupils' spiritual development, however, is unsatisfactory. At the time of the previous inspection religious education lessons supported the pupils' spiritual development which was judged to be satisfactory. During religious education lessons in this inspection pupils were given opportunities to reflect on personal, emotional and moral issues but opportunities to develop pupils' spirituality were missed. A few opportunities for the spiritual development of pupils can be seen in lessons such as science, information technology or literature where the description of trees as 'a gift from God' leads to a short discussion by Christian and Muslim pupils on what is meant by 'God'. Such opportunities are accidental and are not part of any planned programme of spiritual development. Collective worship often includes short periods of reflection but these are largely on moral and ethical issues. A visitor who spoke to older pupils made the only reference to a supreme being during collective worship seen throughout the inspection. There is no planned programme for collective worship that would provide a cohesive pattern to the different patterns of worship used.

28. These same assemblies, however, are a key element in the good provision that the school makes for the moral development of pupils. In most of the assemblies seen pupils are presented with a dilemma requiring a solution. Through discussion and by careful questioning, teachers lead pupils to the point where a decision must be made and pupils are given time to reflect on what they might do in the same circumstances. There is a strong emphasis on fairness in many aspects of the school's life and pupils have a very strong sense of fair play. Personal values such as working hard, being polite and friendly, being honest, helpful, careful and kind are encouraged by displays in classrooms and many corridors. Each class decides rules based on these virtues. Pupils receive merit points, stars and certificates which are earned by following basic rules.

29. The school makes good provision for the social development of pupils. This is seen principally in the work of the School Council that is elected by Key Stage 2 pupils and works hard to provide a focus for pupils' concerns. Pupils know that the Council is responsible for initiatives to provide additional play equipment for them to use during lunch breaks and they appreciate the work done by their friends. Older pupils enjoy the opportunities they are given to help with the supervision of younger pupils at lunchtime. Adults are good role models for pupils, especially in the way in which they cope with the small minority of pupils who seek to disrupt the life of the school. All adults in school, work hard to encourage pupils to live together in harmony. They have successfully raised the self-esteem of pupils which in turn has led to the improvement in the moral and social development of pupils since the previous inspection.

30. Satisfactory provision is made for the cultural development of pupils. Visiting coaches stimulate interest in sports such as soccer, cricket and basketball and these visits are enjoyed by girls and boys equally. The School Council's provision of playground equipment and games helps to keep the pupils' own culture alive. In a school of such multi-cultural diversity opportunities to foster and celebrate the richness of the heritage of all pupils are underdeveloped.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. Parents say their children like school and the pupils agreed with this judgement. One of the school's prime aims is to ensure children are happy. As at the time of the previous inspection, the school currently provides a caring environment and effectively promotes the welfare of its pupils. Teachers know their pupils well and respond to their needs. A good example of this is the opening of the breakfast club because teachers felt some children were coming to school hungry. The club is popular and is open to parents and ex-pupils, as well as children currently in school.

32. Procedures for child protection are broadly satisfactory but though staff are aware of the designated teacher for child protection, they are not all aware of procedures and best practice. All adults who work in the school give good support to pupils with special educational needs. Pupils with specific learning difficulties are well supported by all who work with them. Pupils with behavioural difficulties receive consistently good support from their teachers and the classroom assistants. The school has good links with external agents and uses them when necessary, for example the educational psychologist and the speech and language therapist. The specialist teachers from the local education authority who work with the pupils, especially in the areas of learning and behaviour, give good support to the school.

33. The school is a caring community, and provides appropriate support to pupils for whom English is an additional language. Current procedures for assessing the needs of these pupils are the same as those for all pupils in the school, and do not measure pupils' language acquisition skills. Once assessed the school currently does not have effective documentation which allows teachers and support staff to set clear targets for improvement, and provide opportunities to monitor and measure improvement.

34. Behaviour is well managed by the staff who get effective help and training from an external behavioural support teacher and from the school nurse. The provision of lunch-time clubs and the good range of outdoor play equipment help to prevent children from becoming bored and getting into trouble during the lunch break. Pupils' attitudes and behaviour are recorded and reported to parents twice termly. Attendance is carefully monitored and pupils' attendance rates have risen. Punctuality is not so well checked. There is no late book so there is no record of how late pupils are and it is not easy to see how many pupils are late on a particular day.

35. Risk assessment helps to ensure the safety of children and adults working in the school. However, it is an old building with many steps and sloping concrete paths. The concrete is very badly broken up in front of the dining-room, a much-used area, and this is unsafe. In summer pupils are allowed to play in the grassy area near the dining room and are not always within sight of a supervisor. There is insufficient supervision on this part of the site.

36. The procedures used to assess and record pupils' attainment and progress are satisfactory overall. There is a full and informative policy on the assessment and recording, but only English and mathematics meet these objectives, with other subjects, including science, religious education and information technology failing to regularly assess or record the progress made by pupils.

37. The school uses an appropriate range of national assessment tests. The results of the testing which all pupils undergo each year are analysed and distributed to all teachers, along with comparative national results. Pupils are not given targets based on what they need to do to improve. The results of National Curriculum testing are analysed each September using a number of criteria and identified areas of weakness, for example limited scientific vocabulary are noted for use with the next group of pupils to take the test.

38. Tests are undertaken in English by each pupil on a half-termly basis and these are recorded and passed on as each child progresses through the school. In addition, there is a collection of representative samples of work in English at each National Curriculum level, so that teachers have a secure point of reference for the standards which each level represents. These developments are not yet utilised in the assessment of mathematics or science. The "tick-list" style of assessment which is used in mathematics and science is completed three times a year, so that the progress of pupils during the course of the year is monitored on a regular basis.

39. Since records following the progress of individual pupils are not kept, the statutory predictions for attainment in the end of Key Stage 2 National Curriculum tests are not firmly based on a full, on-going picture of the prior attainment of individual pupils. Assessment in all subjects except English, mathematics and science is informal and not recorded in any systematic fashion.

40. Although some teachers use their day-to-day assessment of pupils' progress in order to plan subsequent lessons, the use by teachers of assessment to assist in the planning and modification of the curriculum is unsatisfactory. The assessment of the needs of pupils with English as an additional language on their entry to the school is inappropriate and there is no structure for the assessment and recording of their progress.

41. Progress has been made since the previous inspection in some aspects of the way in which pupils' attainment and progress is assessed and recorded, for example the use of regular testing and recording in English. However, little progress has been made in subjects other than the core subjects of English, mathematics and science.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

42. The school had a reasonable response to the pre-inspection questionnaire and their views were mainly positive. There were two main areas of concern. One was the range of extra- curricular activities. Though the range is in no way exceptional, it is satisfactory. Parents were also concerned about homework. This is justified. There is no homework policy and there are inconsistencies in the amount set. A new system which includes a contract with parents is being introduced next year.

43. As at the time of the previous inspection parents feel welcome and say teachers listen to them and try to resolve their problems. A small number of parents work voluntarily in classes on a regular basis. Parents also help with annual Christmas and summer fairs. The school makes every effort to involve parents in their children's learning and has introduced a number of initiatives to promote partnership. A short course in parenting was offered to parents of reception children. There is a weekly English workshop to help parents whose heritage language is not English to become more involved with their children's work. Parents of Year 1 pupils are invited to help with their children's studies. This has proved particularly successful with one class and will continue as the pupils progress to Year 2. Parents' coffee mornings precede the Mother and Toddler Group which is a boon to young mothers. Efforts are made to ascertain parents' views through annual questionnaires.

44. Information sent to parents is variable but satisfactory overall. They like the half-termly reports on attitudes and behaviour. Open evenings, which are well supported at Key Stage 1, are held termly. Parents are given useful advance information on the curriculum to be studied. End of year reports, however, are not always clear and do not give an explicit indication of progress made. The school prospectus is long, rather dull and some of it appears to be written for educationalists rather than parents. A new and much more appealing parents' booklet is currently being written.

45. The school tries hard to promote partnership with parents and include them in their children's learning but most parents seem happy with the education provided and are unwilling to become more thoroughly involved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

46. The headteacher provides sound leadership and is well supported by his deputy head. Great efforts have been made to build a team of teachers and non-teaching staff who are aware of the need to raise standards. The school ethos is very caring and everyone in the school is valued. There is an enthusiasm amongst the staff to move the school forward. Much of this has developed through the good monitoring of teaching and support staff by the headteacher and deputy head and some subject co-ordinators. This

process is also well supported by external monitoring from the local education authority and the education action zone. The quality of teaching has improved since the previous inspection when a significant percentage was described as unsatisfactory. However, although improvement since the last inspection has been satisfactory overall, not all of the key issues identified have been fully addressed. Standards in the school are still too low, although there is evidence of some improvement, and the management of some subjects, for example, music and religious education, need further development. The school has focused considerable efforts on literacy and numeracy, but this has been at the expense of other subjects that are not so well co-ordinated or managed. The school has made key appointments to its senior management team for September that should allow other issues, for example the provision for pupils who use English as an additional language, to be addressed more effectively.

47. The school is part of the North East Sheffield Education Action Zone and many of the current initiatives in the school are being driven by membership of this initiative. The deputy headteacher acts as the school's action zone consultant and is responsible for the organisation and management of these initiatives which include improving behaviour, the development of support staff, the breakfast and lunchtime clubs, the school's council and raising attendance. It is too early to judge the impact of these initiatives other than to recognise the tremendous enthusiasm that the pupils have for many of these schemes. Both the headteacher and the deputy head have an important presence around the school. They are readily available during lunchtimes and school breaks and this contributes to the satisfactory standards of behaviour.

48. The governing body is extremely supportive of the school and staff. They have a good understanding of the school's strengths and weaknesses. The headteacher is proactive in developing the governors to evaluate what is happening in the school more independently. The governors have been involved in the monitoring of literacy and numeracy sessions and have provided written feedback of their views. They have sent questionnaires to parents to seek their views of the school and will be conducting exit interviews with the current Year 6 pupils. They are very aware that standards need to improve and with the headteacher have set up links with similar schools so that they can make comparisons and develop practice in the school. Issues are considered very carefully. There was considerable debate about the advantages and disadvantages of being part of the education action zone and the management of resources in terms of best value are carefully considered. The initial budget is set by the headteacher who then presents this to the governors' finance committee for consideration and debate regarding the school's current priorities. These are identified in the school development plan and are related to raising standards.

49. The school undertakes careful analysis of pupils' performance in tests and is always looking at the implications for teaching and learning. However, better use could be made of assessment information in the monitoring of pupils' progress and planning future work. The targets set by the school in English and mathematics for 2000 reflect the current standards in Year 6 and are more ambitious than the previous year. Although this process was not taken lightly and the targets were carefully thought through more rigorous use of assessment information could be used.

50. The school provides good provision for pupils with special educational needs It is well led by the deputy head who manages the system and oversees behaviour in focused areas of the school. The school has maintained this high standard since the last inspection. The co-ordinator is aware however, that this provision is not monitored sufficiently which results in some individual education plans not being renewed and lack of detail on some

documentation. Funding is used appropriately. Resources are sound but the co-ordinator has recognised a need to develop resources for information technology for pupils with special educational needs.

51. The school has an appropriate number of suitably qualified teachers with a range of experience. They are able to deliver the curriculum to meet the needs of all pupils including those with special educational needs and children who are under five. However, the management, organisation and support for pupils with English as an additional language has gone through a significant period of change over the past year. It has moved from control by the local education authority to a devolved system with the school controlling its own provision for these pupils. The current provision has weaknesses, but the appointment of a senior member of staff with responsibility to promote, monitor and raise standards for pupils with English as an additional language will provide appropriate direction. A range of support staff makes a positive contribution to pupils' learning. All staff have job descriptions and staff development is linked to the targets identified in the school development plan. The school also appreciates its responsibility to encourage the personal development of staff. Currently the school is beginning the process to gain 'Investors in People' status.

52. The school site is extremely large and difficult to manage. Although the accommodation is adequate the school buildings are unattractive on the outside and in many instances, in poor decorative order. The classrooms for Years 2, 3 and 6 leak during the winter and are hot and oppressive during the summer. The older pupils have to travel some distance to the main school block to use toilets. The detached dining-room was built in 1946 and is in poor condition. It is a depressing room in which pupils have to eat their lunch. Although the school playgrounds are well marked for pupils' games some of the surface areas are in poor condition. During the inspection, two pupils injured themselves as a result of these surfaces. The steps that allow pupils to move from one area of the site to another are also potential hazards. These issues have been brought to the school's attention. The pupils do not have access to a playing fields and all of the school's games lessons take place on sloping playgrounds. The school caretaker does his best to maintain the site and generally it is free of litter and graffiti. There is no outside area specifically for the under-fives that provides a secure environment and suitable safe surfaces for their activities. The inside of the school is in better decorative order and in some areas of the school colourful and informative displays brighten the corridors and accommodation. However, this is not consistent. The two school halls are sufficiently large enough for assemblies and provide suitable areas for physical education. The school building has been surveyed, and using this information, the headteacher and governors have put together a programme for redecoration.

53. Resources in the school are satisfactory overall, although there are some areas for development. In music there are no pitched percussion instruments and there are very few artefacts for religious education. There are no wheeled toys for the children under five and although resources for art are satisfactory, they are not used well to raise pupils' awareness of the subject. Most resources are stored properly and are accessible to teachers.

54. Although the school's expenditure per pupil is above average, against the well below average attainment on entry, the pupils' positive attitudes and the absence of any unsatisfactory teaching, the school provides sound value for money.

55. The school does not fulfil the statutory requirement of ensuring a daily act of collective worship.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The inspection team recognise the school's continued drive to raise standards, but to improve further the standards achieved and the quality of education the headteacher, staff and governors should:

- (1) Raise attainment in English, mathematics and science by:
 - providing planned opportunities for speaking and listening and extended writing across the curriculum;
(Paragraphs: 4, 5, 68, 70, 71)
 - developing a greater range of reading for pupils, including non-fiction and multi-cultural books;
(Paragraph: 69)
 - reinforcing literacy through displays of pupils' work and essential vocabulary;
(Paragraphs: 52, 68-71)
 - promoting basic numeracy skills across the curriculum;
(Paragraph: 80)
 - increase the pace and focus of mental mathematics sessions;
(Paragraphs: 77, 78)
 - ensuring that work is consistently planned for the range of different ability groups within classes.
(Paragraphs: 7, 15, 18, 20, 73, 78, 84)
- (2) Raise attainment in information technology by producing a scheme of work for information technology that is specific to the needs of the school and includes assessment procedures, and ensures the development of subject vocabulary.
(Paragraphs: 3, 6, 18, 108-111, 113, 114)
- (3) Raise attainment in religious education by developing a scheme of work that reflects the requirements of the locally agreed syllabus and ensures opportunities for pupils to write about what they have learnt.
(Paragraphs: 3, 6, 125, 127-129)
- (4) Further develop assessment procedures to more effectively monitor pupils' progress and inform future planning by:
 - Specifying exactly what teachers should be assessing in their pupils' work and ensuring that all teachers follow the same procedures;
(Paragraphs: 37-41)
 - Provide more fully to meet the needs of pupils who use English as an additional language.
(Paragraphs: 16, 33)

In addition to the above issues, the following less important matters should also be considered for inclusion in the action plan:

- Ensure a daily act of collective worship. (Paragraphs: 27, 55)
- Improve the spiritual development of pupils. (Paragraph: 27)
- Monitor punctuality. (Paragraph: 34)
- Develop the role of the subject co-ordinator.
(Paragraphs: 46, 101, 107, 114, 118, 122, 128)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	82
Number of discussions with staff, governors, other adults and pupils	65

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	39	60	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	372
Number of full-time pupils eligible for free school meals	174
<i>FTE means full-time equivalent.</i>	
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	143
English as an additional language	No of pupils
Number of pupils with English as an additional language	130
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	55
Pupils who left the school other than at the usual time of leaving	63

Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	7.3	School data	3.8
National comparative data	5.4	National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	29	24	53

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	15	19
	Girls	19	17	19
	Total	36	32	38
Percentage of pupils at NC level 2 or above	School	68 (59)	60 (50)	72 (55)
	National	82 (80)	83 (81)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	18	18
	Girls	17	19	16
	Total	31	37	34
Percentage of pupils at NC level 2 or above	School	58 (50)	70 (65)	64 (69)
	National	82 (81)	86 (85)	87 (86)

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
	1999	27	26	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	9	14
	Girls	14	12	14
	Total	18	21	28
Percentage of pupils at NC level 4 or above	School	34 (44)	40 (23)	53 (53)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	4	9	11
	Girls	12	12	14
	Total	16	21	25
Percentage of pupils at NC level 4 or above	School	30 (46)	39 (39)	47 (61)
	National	68 (65)	69 (65)	75 (71)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	17
Black – African heritage	5
Black – other	7
Indian	0
Pakistani	102
Bangladeshi	0
Chinese	0
White	182
Any other minority ethnic group	22

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	6	0
Black – African heritage	0	0
Black – other	2	0
Indian	0	0
Pakistani	1	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)	17.1
Number of pupils per qualified teacher	21.8
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	17
Total aggregate hours worked per week	316

Financial information

Financial year	1999/2000
	£
Total income	684 404
Total expenditure	705 183
Expenditure per pupil	1 896
Balance brought forward from previous year	16 936
Balance carried forward to next year	(3 843)

Figures in parentheses indicate negative values

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	372
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	1	3	3
My child is making good progress in school.	50	39	8	0	4
Behaviour in the school is good.	30	43	9	9	10
My child gets the right amount of work to do at home.	24	45	16	9	6
The teaching is good.	45	49	3	0	4
I am kept well informed about how my child is getting on.	45	45	9	0	1
I would feel comfortable about approaching the school with questions or a problem.	51	39	8	3	0
The school expects my child to work hard and achieve his or her best.	49	45	3	3	1
The school works closely with parents.	39	44	8	5	5
The school is well led and managed.	25	52	4	11	8
The school is helping my child become mature and responsible.	38	50	8	3	3
The school provides an interesting range of activities outside lessons.	21	36	23	8	13

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

57. The children enter one of two reception classes in the term in which they are five and at the time of the inspection there were 17 children under five on roll. All attend full time. The curriculum for the under fives is appropriately planned to the required areas of learning for children of this age. Planning in the reception classes is sound. The teachers keep satisfactory day to day assessments. These assessments are used to inform the next step in learning and to develop a profile on each child. They are useful and informative records, which are later used when the children move up to their next stage of learning. Links between the two reception classes are good. The children under five join the pupils in Year 1 and Year 2, for music each week and for assembly. Learning resources are sound to promote all areas of learning. There is no large equipment for outdoor play however the headteacher has plans to rectify this before he receives the next intake of children.

58. What the children know, understand and can do on entry to school is very low. There are 3 children under-five who are identified as having special educational needs and 8 children are identified as having English as an additional language. All under fives are assessed on entry to the reception class. The majority of children attain standards, which are well below average when compared to those expected nationally. Progress is overall sound and often good in the reception classes.

59. The quality of teaching is good. Good teaching is characterised by thorough planning which is well matched to all children's individual needs. Sessions are well resourced with a good range of activities, which allow the children to acquire new knowledge, develop skills and increase their understanding in all the areas of learning. Classroom assistants are used well and all adults demonstrate good questioning and give clear instructions. Relationships between all adults and children under-five are good. This results in the children showing enthusiasm and working hard to complete the activities they are given. Personal and social skills are consistently well promoted and basic literacy skills are systematically well taught. The teachers occasionally allow some children to talk whilst they are talking, This disrupts the others and overtime has an impact on the progress they all make.

Personal and social development

60. The children quickly settle into the good routines of the reception. They enjoy coming to school. Most under-fives display positive attitudes to learning and most demonstrate sound listening skills however a few talk whilst adults speak. A few children find it difficult to share equipment and take turns. The children begin to develop sound, constructive relationships with adults and with each other. Most work in pairs and small groups well and develop the skills necessary to work independently. The children select activities with confidence. This area is well promoted in everything the children take part in and teaching is good. Progress is good, however, by the age of five standards are well below average.

Language and literacy

61. A few children under five are reluctant speakers and many have limited understanding of basic vocabulary. These children talk using a very limited vocabulary as they recall information about themselves, their experiences and their families. A small number of the children have been identified as having speech and language difficulties. Most children demonstrate sound listening skills however a few children find it difficult to sit

and listen. Most children enjoy listening to stories, handle books well and understand their purpose. They begin to learn the names and sounds of some letters as they attempt to write their names. The children record their ideas and experiences through drawing and writing at an appropriate level. The quality of teaching of language and literacy is good. Levels of attainment are well below average. The children make good progress in this area of learning in particular in handling books carefully and becoming aware that print conveys meaning. Most begin to use the pictures to tell the story. A few begin to recognise familiar words and attempt to read.

Mathematics

62. The children work enthusiastically in particular on practical mathematical activities. Most pupils count different objects and use number puzzles to count up to ten. A few higher attainers recognise numbers above ten but many have difficulty writing numbers. By the age of five many understand terms such as 'one more than', 'taller than' and 'shorter than'. However overall most children under-five demonstrate a limited number vocabulary. A few children name two-dimensional shapes such as a square, rectangle, circle and a triangle. Clear teaching aids on the classroom walls reinforce mathematical concepts taught. Teaching is sound and the children make sound progress. By the age of five standards are below average.

Knowledge and understanding of the world

63. The children begin to develop a basic knowledge and understanding of the world. A few recall the number on their house or the name of the road where they live after drawing their route to school and identifying things they see on the way. They understand that they live near to their school and begin to develop an understanding of the local area. Limited understanding of basic language hinders progress in this area. Many are confused with the idea of old, older and oldest. Most children recognise that some things are alive and some are dead, and understand that the sunflower plants they have grown are alive and need 'water' to live. However many are not able to articulate what they did and say little during class discussions. With varying degrees of success all develop skills needed to cut and stick materials together. The children use simple computer programs, which teach and reinforce many areas of learning for example literacy and mathematics. Many develop a sound knowledge of the keyboard moving the cursor around the screen although many need teacher guidance. Teaching is overall sound in this area of learning although teacher knowledge is sometimes insecure. The pupils make satisfactory progress. By the age of five children achieve standards below those expected nationally in this area.

Creative development

64. Careful artwork is created using a good range of techniques for example painting, drawing and collages. All under fives select materials and equipment to develop interesting pieces of artwork such as developing underwater collages. The majority of children demonstrate sound listening skills as they sing songs such as 'Miss Polly had a Dolly' showing great enjoyment. They have opportunities to play untuned percussion instruments. A few begin to recall the names of some of them. All children have opportunities to express their own ideas and communicate their feelings through role-play sessions in the classrooms. They do this demonstrating limited speaking skills but with obvious enjoyment as they play in the 'Vet's Corner'. Little teaching in this area of learning was observed during the inspection. However scrutiny of displays and planning suggest that teaching is overall sound. Children do not reach the required standards by the age of five although progress is satisfactory.

Physical development

65. The children who are under five do not have regular opportunities for outdoor play in a safe and secure area. However they have weekly sessions in the hall and take part in physical activities, which enables them to begin to develop body awareness and work in-groups. Most begin to move with confidence and learn the importance of taking turns. They learn how to get out mats and put them away. A few lower ability pupils have difficulty following simple instructions such as 'get into a line'. Most children who are under five handle scissors, paint brushes and pencils with sound control. Most under-fives play well together with construction toys and cut out shapes using malleable materials such as modelling clay. The majority of children make good progress however, a few children find it difficult to get on with each other amicably. Teaching is overall good but most of the children do not reach the expected levels by the age of five.

ENGLISH

66. Pupils enter the school with very poor skills in all areas of language and literacy. Despite the satisfactory progress made in Key Stage 1 standards of attainment in reading at seven remain well below average. This is reflected in the 1999 national test results for reading where attainment was well below the national average, although average in comparison with schools with a similar intake. The national test results also revealed that standards of attainment in pupils' writing at seven are well below national averages and below average when compared to pupils in a similar school. Standards in reading have improved since the last inspection, with standards in writing being just above those achieved in the last report.

67. Although there has been a slight improvement in English for pupils at eleven over the past four years, attainment at the end of Key Stage 2 as shown in the 1999 national test results remains very low in comparison to national standards, and well below those schools with a similar intake. Standards achieved by pupils in the school however must be set in context of its high mobility rate, with many pupils arriving at and leaving the school each year. The school intake also contains a significant number of pupils with low levels of language acquisition and special educational needs.

68. Pupils' speaking and listening skills upon entry into the school are low, with the majority of pupils with English as an additional language having little or no exposure to English language at home. It takes some pupils some time to develop good listening skills when they first arrive at school, with a number of pupils having a limited span of concentration. This improves, as pupils understand what their teachers are saying. Teachers and support staff use a range of questioning skills in an effective manner to promote pupils' oral skills. Though many seven-year-old pupils are able to talk to their teachers and friends in a reasonably confident manner, an equal number lack the confidence and skill to talk in clear extended sentences in anything like a formal situation. Standards in speaking at the end of the key stage remain well below average. Though many pupils develop satisfactory social skills as they move through Key Stage 2 they still lack the confidence and ability to organise their thoughts in a logical and structured manner, and speak with any confidence to an audience of their friends. All speaking activities observed during the period of the inspection came about as a result pupils' responses to teachers' questions, and discussions about their reading and writing. Opportunities are not found for pupils to develop speaking and listening as a discrete area of learning within the English curriculum.

69. Teachers and classroom support assistants use a satisfactory range of strategies to develop reading in Key Stage 1. Many pupils, in particular those with English as an additional language, arrive at school with a limited knowledge of books. A large number of pupils take some time in developing the skills required to make them fluent readers. Even when pupils are able to put words together in order to make sentences they very often have a limited understanding of what they are actually reading. The school has a good home-school reading scheme, with good support being provided by many parents. Many pupils however read only to themselves at home. Despite the fact that a number of pupils make satisfactory progress, attainment in reading for pupils at seven remains well below average. The situation is very similar in Key Stage 2. Teachers provide good opportunities for pupils to develop their reading skills. Guided reading is used in an effective manner to help pupils to develop their reading skills and their ability to read for understanding. Opportunities are provided for pupils to engage in silent reading activities and all pupils are taken to the local library on a regular basis. Despite this, the majority of pupils make satisfactory progress in their reading although a number continue to have problems understanding complex words, and have difficulty in talking about the characters, storylines and issues in the books they read. Attainment in reading at eleven, remains well below average. The majority of reading in school, particularly at Key Stage 2 concerns the reading of storybooks, with limited opportunities for pupils to regularly read non-literary, factual and media resources. There are also very few opportunities for pupils to read literature from other countries and cultures.

70. Attainment in writing for seven year olds is well below average. Because of pupils limited writing experiences prior to entry into school many pupils, particularly those with English as an additional language and those with special educational needs, take some time in developing appropriate letter formation and writing skills. The quality of written work, including handwriting and presentation is of an extremely variable quality. By the end of the key stage most pupils use capital letters and full stops to demarcate sentences, though few use more complex punctuation skills appropriate to their age. Whilst pupils regularly practise handwriting skills, these skills are not always incorporated into pupils' everyday writing activities. Opportunities are provided for pupils to make satisfactory progress in their writing skills throughout Key Stage 2. There is however an over-emphasis on the development of isolated basic English skills which could be developed in a manner more interesting and appropriate to the needs of the pupils. Although the significant number of comprehension activities provide pupils with those skills required for the national tests, they often only require brief responses and do little to challenge higher attaining pupils. Pupils are provided with the opportunity to write in an extended manner. Many pupils however, particularly those with English as an additional language find it difficult to write in any real detail and depth. This is also the case for pupils with special educational needs.

71. The focus for much written work in Key Stage 2 is on the production of personal writing, with limited opportunities for pupils to write in a range of different styles, for different purposes, and with a number of different readers in mind. Members of staff provide occasional opportunities for pupils to develop their literacy skills across the curriculum. Resulting work however is often somewhat brief and not much more than a sentence, or a very brief paragraph. Pupils make satisfactory progress in English, though overall attainment at the end of the key stage is well below average.

72. The majority of pupils in both key stages approach their work in a committed and interested manner. Behaviour in literacy lessons is generally good. Examples of unacceptable behaviour are dealt with by staff in a very effective manner. Occasionally a minority of pupils, usually boys, approach the literacy hour in a passive manner, and contribute little to their own learning.

73. The quality of teaching in both key stages is always at least satisfactory, and sometimes good. Teachers have responded well to the demands of the literacy hour and use it effectively, though there are occasions in Key Stage 2 when it is used in an inflexible manner. Teachers in both key stages generally provide pupils with a satisfactory range of group activities, though sometimes work provided for higher attaining pupils is inappropriate and does not challenge and extend them. All teachers use the final part of the lesson well to consolidate and assess pupils' knowledge and understanding, to celebrate their achievement and to raise their self-esteem. Where teaching is good teachers demonstrate a personal enthusiasm for the work in hand, have high expectations of pupils and provide them with challenging range of group activities closely linked to the whole class reading or writing activity. All this produces a well-paced and active lesson where pupils work willingly and hard to meet the demands made upon them by the teacher. Virtually all lessons observed were led by the class teacher with limited opportunities for pupils to develop independent learning skills. Information technology could be used more effectively to develop literacy skills.

74. Whilst there are individual documents on specific areas of English there is currently no whole school policy for the subject. The school considers the National Literacy Strategy to be its scheme of work. This needs to be adapted to meet the unique needs of the pupils and the school. The school utilises some good assessment and recording procedures to follow pupils' progress, though there is no specific documentation to promote and monitor the needs of pupils with English as an additional language. There is good planning in literacy lessons between teachers and all classroom support assistants. This ensures that all pupils with English as an additional language make satisfactory progress across both key stages. Pupils with special educational needs also make satisfactory progress.

MATHEMATICS

75. The results of the 1999 national tests at the end of Key Stage 1 show standards were well below the national average for all schools but close to the average for schools of a similar nature. The percentage of pupils reaching the higher level 3 was close to the national average and very high when compared to similar schools. At the end of Key Stage 2 standards were very low when compared to the national average and well below the average for similar schools. The percentage of pupils reaching the higher level 5 was well below the national average. Evidence from inspection indicates that the national test results in both key stages, for the current year, have improved. However, these improvements, though welcome, mean that the school's results will remain well below the national average which was the case at the time of the previous inspection. The findings of the inspection verify that results are well below the national average. All pupils, including those with special educational needs and those for whom English is a second language, make satisfactory progress through the school.

76. At the end of Key Stage 1 pupils count and handle money to £1. They use their knowledge of money to solve simple shopping problems. They make sensible attempts to express an amount such as £3.97 in as few coins as possible. They are competent when counting numbers to 100 and use their skills in doubling and halving to resolve number problems. Pupils add and subtract up to 100 proficiently and round numbers to the nearest 10. They complete simple addition problems successfully and solve number problems that include both addition and simple multiplication. Pupils have appropriate knowledge of common shapes and understand that angles are an amount of turn. They clearly enjoy working to find the area of their hand and foot and begin to realise how their knowledge of area can be applied in real life. Pupils collect data and represent their findings in bar graphs. They interpret simple graphs. Pupils use mathematical vocabulary

such as 'circumference', 'addition' and 'hexagon' correctly. Pupils enjoy solving problems and have satisfactory success in doing so which is an improvement since the previous inspection.

77. Pupils at the end of Key Stage 2 apply the four rules of number to hundreds, tens and units but are less confident when applying them when working with decimals. They do not have good recall of basic number facts up to 100 and this hinders them using number in different situations. They have an understanding of fractions and a basic understanding of the relationship between fractions and decimals. Pupils in a Year 5 class show good understanding of the relationship between percentages and fractions such as halves and quarters. Some use this knowledge to find 15 per cent of a large number. Pupils are able to identify two-dimensional shapes from a list of their properties and show satisfactory knowledge of symmetry. They collect data and tally and draw simple graphs. They understand the function of the memory key on a calculator and are able to complete simple number problems. The oldest pupils rarely attempt work at the higher level, for example they multiply by two digits but do not divide by two digits. The presentation of work by pupils of all levels of attainment often hinders their progress. They work in shape without using a ruler and they set out simple arithmetic haphazardly which often causes them to make silly errors.

78. Teaching and learning are satisfactory overall in both key stages but in almost half the lessons seen teaching is good. This is an improvement since the previous inspection. Teachers are secure in their mathematical knowledge and this enables them to help pupils who are experiencing difficulties and to challenge those who understand mathematical ideas easily. They ask precise questions that test pupils' mathematical knowledge and also ask more open-ended questions that require pupils to think carefully. Teachers often use pupils' wrong answers to explain mathematical processes and ideas. Where teaching is good, teachers are careful to ensure pupils of all attainment levels, including those who have special educational needs, are given opportunities to contribute successfully to whole class parts of lessons. These opportunities are also provided for pupils for whom English is a second language. This is enhanced when teachers work closely with classroom support assistants to plan tasks which these pupils complete successfully. The best planning, based on the national strategy, helps pupils of all attainment levels to revise and reinforce what they already know and includes work that enables them to apply facts in new ways. In some lessons, however, planning does not include work which makes the best mathematicians think at a level beyond what they already know. Teachers explain new ideas carefully and demonstrate them well. Year 6 pupils, for example, use their calculators in new and helpful ways to solve difficult problems as they follow the example of their teachers. Year 2 pupils successfully undertake complex addition and multiplication 'chains' after working with their teachers. Pupils are interested in new mathematical words such as 'estimate' in Year 1, 'rotate' in Year 4 and 'multiple' in Year 5 and teachers insist that mathematical vocabulary is used correctly. Pupils work efficiently and well when teachers set time-targets. They learn well when they work in small groups and co-operate to suggest ways in which problems can be solved. When pupils share their learning and new knowledge at the end of lessons teachers reinforce good ideas and help pupils to understand things which they have not totally understood during the lesson. Mental mathematics sessions are often slow and laborious. Pupils are not expected to recall number facts quickly and many pupils do not know basic mathematical information. One result of this is that time is wasted while pupils work out things such as multiplication facts that ought to be part of their fundamental knowledge. Pupils do not easily relate the facts learned in mental mathematics sessions when solving problems or when working in number.

79. Most pupils behave appropriately in most lessons. There is a minority of pupils in both key stages, however, who are determined to undermine the authority of the teacher and thereby disrupt the learning of their friends. Teachers deal well with such pupils but in some classes they are compelled to spend time dealing with behaviour at the expense of teaching mathematics. The subject is led by two able co-ordinators who work well together and monitor planning and pupils' books. They are determined to raise academic standards and have led the school's implementation of the national strategy in mathematics. Targets for individual pupils are not set consistently throughout the school. Assessment of pupils' day to day work is good and lessons were seen where teachers had changed their plans as a result of marking. Teachers make helpful comments when marking work but not all pupils act on the advice and help given. Resources for the subject are satisfactory in quality and quantity.

80. Opportunities for pupils to use their mathematics skills in other areas of the curriculum such as science, history and geography are not promoted. Very little use is made of computers to help pupils to reinforce number facts or to explore mathematical ideas

SCIENCE

81. Standards are well below average by the end of both key stages. This is a similar picture to the previous inspection. National Curriculum test results for 1999 show that by the time the pupils are eleven, standards are well below average when compared with all schools and below average, when compared with schools of a similar nature. Teacher assessments in 1999 for Key Stage 1 also show attainment that is well below average. Inspection findings support these results. Although no teaching was observed in Year 6, judgements were based on scrutiny of pupils' work and discussions with teachers and pupils.

82. The previous inspection judged pupils' progress over time to be unsatisfactory in a majority of year groups. This is no longer the case and pupils' achievement is satisfactory in the subject as the move through the school. This includes pupils with special educational needs. Achievement for those pupils who use English as an additional language is also satisfactory. Year 1 pupils recognise that different living things are found in different places such as ponds and woods. Most pupils place different creatures in different habitats and use their experience of visiting a local pond to help with their understanding. Having watched a television programme on plants growing and changing, they correctly name the simple parts of a plant. In Year 2 pupils are beginning to understand that sounds are made when things vibrate. This is well illustrated by a class teacher with a range of musical instruments. Pupils compare sounds but their limited language skills prevent effective recording of their results. As part of a project on earth and space, Year 3 pupils look at the causes of day and night but it is only the higher attaining pupils that successfully explain that these are caused by the earth spinning on its axis every 24 hours. Year 4 pupils begin to learn about fair testing and are starting to develop their knowledge of food chains and the associated terms such as 'predator' and 'prey'. Some of the pupils in Year 5 recognise the need for a fair test and explain how they are going to manage this when testing different surfaces for high and low friction. They make appropriate predictions before they begin their practical activities and are developing an understanding of different forces. Year 6 pupils experience a range of investigative work and use investigation planners to organise their experiments. They are encouraged to use a range of scientific vocabulary that they record in 'mini books'. Pupils construct electrical circuits and understand that materials can change under different conditions. They name different parts of the body and study the activities associated with 'healthy lives'.

83. Pupils' knowledge of the science topics they have studied is satisfactory through the school although many of the lower-attaining pupils have an inadequate recall of their previous work. Pupils often use simple graphs and make relevant measurements in their science work such as Year 5 when they use thermometers when studying the development of the body and pie charts to show the ingredients in different cereals. Pupils do undertake regular practical work and many of the older pupils readily predict outcomes, but understanding of fair testing is less secure and many pupils find it difficult to explain, generalise and draw conclusions from results. Many pupils through the school struggle to use relevant technical vocabulary and in some instances recorded knowledge is often superficial with pupils only writing basic facts on worksheets.

84. During the previous inspection teaching was described as competent overall. There were some instances of unsatisfactory teaching across the school. Currently, teaching is satisfactory overall although there are a number of instances when teaching is good. There was no unsatisfactory teaching observed during the inspection. Where teaching is good, such as that observed in a Year 5 lesson on friction, lessons are well planned so that the work offered to pupils reflects the different ability groups in the class. All pupils have a very clear understanding about the objective of the lesson. There are high expectations of what pupils can achieve and time limits are imposed on work that brings pace and purpose to the pupils' work. Resources are well prepared and pupils are encouraged to think for themselves when planning their investigations. Not all lessons contain these characteristics and pupils do not learn so effectively. In many lessons, pupils of the same ability are expected to cover the same work. This prevents some pupils from learning as effectively as they could, particularly the higher attaining pupils who are often able to finish work quickly. They are not encouraged to do so, nor are they provided with extension activities to develop their understanding of the subject further. Teachers generally introduce work clearly, involving pupils well by enabling them to raise queries which help them to clarify their thoughts and by good questioning that checks their understanding. They organise activities effectively but some scientific investigations, are directed too much by the teacher and this limits the pupils' ability to think for themselves. In some lessons the balance between scientific activities and non-scientific activities, such as cutting, drawing and sticking is not appropriate. In the best lessons pupils are encouraged to think and act like scientists.

85. The pupils are very positive about the subject and enjoy working together and discussing their work. Resources and equipment are handled sensibly and the pupils respond effectively to instructions that are given by teachers or support staff.

86. The subject is managed effectively by two subject co-ordinators from each key stage. The school scheme of work provides a good basis for covering the National Curriculum programmes of study and developing investigative skills. However, some elements of the scheme need reviewing particularly in light of the new National Curriculum in September. The co-ordinators monitor pupils' books with the headteacher and feedback is given to the staff. The co-ordinators have identified the need to improve planning, particularly for different attainment groups. They have targeted the development of scientific vocabulary and this is good practice given the limited language skills of many of the pupils. There is no formal assessment in the subject and this is unsatisfactory. However, during the inspection, some good examples were seen of individual teachers using assessment to evaluate pupils' understanding of a scientific topic. Unfortunately, this good practice is not consistent. Resources in science are satisfactory overall, although there are some shortages of specific equipment, which prevents two classes in a year group from working at the same activity.

ART

87. Whilst it was only possible to observe a limited number of art lessons, those lessons, plus pupils' work on display and teachers' planning documents indicate that pupils, including those with English as an additional language make satisfactory progress in the subject. Pupils with special educational needs also make satisfactory progress.

88. Pupils in the reception class demonstrate good observational skills as they look at a gecko provided by a parent, for its shape colour, and texture and represent it in a number of art forms including drawing in charcoal, paint, paper sculpture and modelling clay. Opportunities were provided in this imaginative and animated lesson for pupils to develop their oral skills as they talked to the parent about the pet. The art lesson also made a positive contribution to the classes' topic work on animals and plants. The sound progress made in this lesson owed much to the pupils' fascination at having an actual mini-beast in their classroom.

89. Pupils in Year 2 were involved in an imaginative lesson, where through the exploration of Matisse's 'Jazz Dancer', accompanied by appropriate jazz music, certain pupils volunteered to act as models in order that the rest of the class could draw the human form in different positions. The effective figures in charcoal produced by the pupils will provide a useful stimulus for later 3D work. Pupils in Year 3 were provided with the opportunity to briefly consider the works of a number of nineteenth and twentieth century artists and use them as a stimulus for works of their own in a similar style. In parallel classes however, opportunities were lost for pupils to develop a similar understanding of artists and their work. Valuable resources were not easily accessible to these teachers. Display of these good reproductions around the school would also encourage pupils' general interest in, and knowledge about the works of established artists.

90. Observation of pupils' work on display in classrooms and around the school indicates that pupils are provided with the opportunity to explore and refine a range of art skills, principally in drawing, painting, collage work, paper sculpture and printing. Textiles, ceramics and pottery remain areas for development.

91. Pupils take a positive approach towards their work in art, and work in an individual and collaborative manner. Pupils treat all art tools and media in a safe and sensible manner. Whilst many pupils display real pride in their finished pieces of work, they find it difficult to talk about its production and evaluate its success.

92. The quality of teaching in both key stages is satisfactory. Lessons are well planned, resourced and organised. Teachers generally have high expectations of pupils, and pupils respond with interest and enthusiasm. Teachers use classroom assistants in an effective manner to provide pupils with individual and group support, and allow them to share and celebrate their work at the end of lessons. The satisfactory progress in the subject is enhanced by a useful scheme of work that provides clear guidance for all teachers

DESIGN AND TECHNOLOGY

93. The school is in the process of adopting the national guidelines for this subject. Two lessons were seen in each key stage. Judgements are based on teachers' plans, the lessons seen, talking to pupils and looking at photographs and pupils' previous work. The pupils make satisfactory progress through the school.

94. Pupils in Key Stage 1 plan and make a variety of two and three dimensional articles.

The youngest pupils make a container for their jigsaws and demonstrate good skills in cutting and sticking. Older pupils in the key stage use different techniques to join materials in order to make a pair of sandals out of paper. These pupils use a variety of tools and materials and co-operate well when discussing the best ways in which to join materials and make an acceptable finished product. By the end of the key stage pupils demonstrate appropriate skills when designing and making musical instruments, moving vehicles and a newspaper structure strong enough to hold a teddy bear. Older pupils look at recipes for flapjack and decide how they can make it healthier. They devise their own recipes and compare flapjack they make with that bought in the shop. They decide that by adding more natural ingredients and reducing the fat content they make a more acceptable and better tasting product. Younger pupils in the key stage discuss how they can make a two dimensional model of the 'Big Friendly Giant' with moving limbs while the youngest pupils in the key stage design and make a moon buggy. No work in this subject was seen in Year 6.

95. Teaching is consistently satisfactory and occasionally good. Teachers' good questioning techniques help pupils to evaluate what they do and find ways of resolving difficulties. Pupils work well in pairs and in small groups and help one another. The range of tools use by pupils in both key stages is limited and teachers feel that the behaviour of a small group of pupils restricts their ability to allow pupils to use the full range of tools required to fulfil the demands of the curriculum. This in turn limits the range of materials which pupils use. In the lessons seen, pupils' behaviour is at least satisfactory and often it is good and pupils handle tools and materials sensibly. Teachers pay due regard to health and safety issues and these are clearly understood by pupils. Pupils with special educational needs and those for whom English is an additional language work well in design and technology lessons. Teachers and support assistants use the lessons well to extend pupils' thinking and language skills.

GEOGRAPHY

96. It was not possible to observe many lessons during the course of the inspection and all those seen were in Key Stage 1. Judgements have been made on the basis of a scrutiny of work completed previously, discussions with teachers and pupils as well as on lessons seen.

97. Pupils make satisfactory progress during Key Stage 1 and by the end of the key stage they have a clear understanding of the features of the immediate locality of the school as well as knowledge of places that are very different from the area with which they are familiar. They understand that the area surrounding the school can be represented by a simple map, on which the constant features of the locality can be marked using a key. They understand the concept of environment and that this can vary from one locality to another. Early map making skills develop satisfactorily and by the end of the key stage nearly all pupils use co-ordinates in order to locate features on a map. Most pupils understand what distinguishes an island from the mainland and that because of these differences, life on a small island would be rather different from the one with which they are familiar. By the end of Year 1 some pupils are developing an appropriate geographical vocabulary, for example 'route' and 'key'. This represents an improvement since the previous inspection, when Key Stage 1 pupils were judged not to meet national standards.

98. During Key Stage 2 the knowledge and understanding gained during Key Stage 1 is not used as a basis for further development and progress during the key stage is unsatisfactory. Consequently, improvement since the previous inspection is unsatisfactory. At the beginning of Key Stage 2 some skills and knowledge from Key Stage 1 are repeated without opportunities for making further progress, for example, the idea that maps are a

“from above” view is repeated, as is the idea that routes can be marked on a map. The satisfactory use of co-ordinates at the end of Key Stage 1 is not built upon in Year 3. Some topics, for example different types of housing, are repeated at the beginning of Key Stage 2. At the end of Key Stage 2 pupils carry out insufficient recording of their knowledge and understanding and pupils recorded work on the topic of rivers is lacking in detail.

99. In lessons there is a wide variation in the attitudes of pupils, ranging from very good to unsatisfactory. In general, pupils show interest in their lessons and most are willing to participate. Pupils respond to lessons which are appropriate to their interests and needs with enthusiasm. Older pupils do not have a positive view of geography and regard it as a lesson that has low status. They do not do sufficient recording of their work and have poor recall of the topics they have covered.

100. In the lessons observed, all in Key Stage 1, the teaching was good. Teachers plan effectively to make clear links between lessons and to set tasks which have relevance to the lives of pupils, for example a lesson on marking routes centred around a planned walk to a local pond to do some pond dipping for science. Good use was made of a video on environment featuring children of the same age and general background as those in the audience, when pupils identified closely with the video and made satisfactory progress. There is no structured assessment and recording of pupils' progress.

101. There is a scheme of work which gives satisfactory guidance on which topics should be taught to each year group, but because there is no clear curriculum overview, it is possible for pupils to have long gaps between their study of geographical topics, which has a negative impact on the acquisition and maintenance of geographical skills. The subject is well resourced with maps, globes and other materials and satisfactory use is made of the local environment as a learning resource.

HISTORY

102. It was not possible to observe a wide range of history lessons during the course of the inspection since history was not being taught throughout the school. Judgements are based on a scrutiny of work already completed and on discussions with teachers and pupils, as well as on the lessons it was possible to see.

103. Pupils in Key Stage 1 make satisfactory progress in acquiring an appropriate range of knowledge and understanding about famous historical figures and the events with which they are associated. For example they know that Florence Nightingale was involved in the Crimea War and that she had an influence on the standards of hospital care experienced by soldiers in that war. They also develop a range of historical skills on which the study and understanding of history is based. They understand that the past was very different from the future and make ‘then’ and ‘now’ comparisons. By charting their own personal histories, pupils understand that events happen in a particular order and that this order is significant.

104. Pupils do not make satisfactory progress in building on their earlier learning during Key Stage 2. Although they acquire knowledge of a wider range of historical periods and situations, much of this is in insufficient detail. Pupils' development of the key historical skill of the use of source material is limited. Although some pupils understand in theory that by using a range of sources we can discover more about the past, in practice their poor research and comprehension skills mean that most pupils are unable to form opinions about what they have found out. They make little progress, beyond what they already knew at the end of Key Stage 1, in understanding how long ago events occurred or the order in which they happened. Their response to what they have researched is uncritical and they

do not, for example, make useful comparisons between historical situations and the present day. Older pupils have very limited opportunities to undertake independent writing or to record their work after deciding in which form to do this. Earlier in the key stage pupils have more opportunity to carry out a range of tasks and progress here is slightly better, especially when pupils carry out some independent writing. The previous inspection report judged progress to be satisfactory in both key stages, although noting that in Key Stage 2 pupils' skills of enquiry were "limited". No progress has been made in the development of this key skill and, in Key Stage 2, progress has deteriorated since the last inspection.

105. In the lessons seen, pupils' attitudes and behaviour were always at least satisfactory and on one occasion they were good. Pupils show interest in the topics they study and, despite difficulties encountered, enjoy their attempts to find out about the past. Many pupils are heavily dependent on teacher support in order to complete their tasks and wait patiently for this.

106. All teaching seen was satisfactory. Teachers plan their lessons well and have clear learning objectives. They provide pupils with good, planned opportunities for research and offer appropriate support to those who find this particularly difficult. On some occasions teachers provide a range of tasks in order to meet the needs of all pupils. There are insufficient opportunities for pupils to undertake independent writing, or to write from the viewpoint of people living during the periods they study. Although the marking of pupils' work offers occasional encouraging comments, it does not give pupils any guidance on what they need to do to improve their work. All assessment of attainment and progress is informal and no records of this are kept, so that it is not possible to measure the progress of individual progress or to identify those, whose progress might give cause for concern.

107. The scheme of work that is used for history is one which has been drawn up by a national educational body and there are no additional notes for the guidance of teachers to meet the particular needs of the school. There is no planning over the entire course of a key stage and no precise guidance on what should be taught on a term by term basis. It is quite possible for a class to go for a considerable period without any history lessons, which has a negative impact on the development of historical skills. This represents unsatisfactory progress since the last inspection, when the same shortcoming was identified

INFORMATION TECHNOLOGY

108. Pupils' attainment is well below the national average by the end of both key stages. The previous inspection found that there was a need to raise attainment and since then the school has put together a clear plan to address this issue. New computers have been purchased and most classrooms now have two computers. The school has recently begun to make progress tackling the issues raised in the last report and is now in a sound position to make further progress.

109. By the end of Key Stage 1, keyboard skills are underdeveloped although most pupils move the cursor around the screen and begin to use their very basic computer skills to reinforce concepts taught in other subject areas. Higher attaining pupils use the keyboard confidently, selecting the letter, backspace, space bar and caps lock key efficiently. They punctuate work showing under-developed word processing skills. These higher attaining pupils have difficulty saving and retrieving work although they print out their work. Scrutiny of work shows that pupils in Year 1 use mathematics programs to add three numbers together and to develop a better understanding of odd and even numbers. Sound links with science are demonstrated as they write about plants. Links with English show how pupils write lists of 'sh' words and develop their story writing techniques using the

computer. Pupils are taught how to construct block graphs in mathematics however the majority need much support to achieve the finished product.

110. By the end of Key Stage 2, work scrutiny shows that pupils change text and font and save and print their work. Most move around the screen moving text by cutting and pasting, highlighting text and clicking and dragging text. They talk about how in Year 4 they controlled a floor robot, making it go forwards, backwards and turn around by entering a series of commands. Pupils sometimes draft their written work onto the computer. There are insufficient planned opportunities for pupils to use simulation programs, use computers to monitor external events or to support learning in the other areas of the curriculum fully. Higher attaining pupils in Year 6 have little idea of using the computers to research topics, use the Internet or e-mail. They have developed few skills and are not confident at using the computer. They have never saved work to a disc and are unable to retrieve work from a file. The higher attainers confidently find games such as solitaire, which they play during wet play times. Art programs are used throughout Key Stage 1 and 2 to draw pictures and patterns. Most draw lines and correct their errors using a rubber and display sound mouse control. They click on tool bars choosing different size brushes and colours.

111. Progress is unsatisfactory in both key stages because pupils have spent insufficient time on the development of skills such as word-processing, research skills, data-handling and control and modelling. Computer programs have not been used effectively to support other areas of the curriculum. All classes do not have time allocated to teach the skills and knowledge necessary. A few observations in lessons were recorded during the inspection. In Year 1 pupils work hesitantly on developing basic mathematical skills with support from a classroom assistant. In Years 2, 3, 5 and 6 pupils were observed developing basic word processing skills. Pupils in Year 4 demonstrated the process of cutting and pasting as they sequenced a nursery rhyme showing varying degrees of success. In Year 6 a few pupils have learnt how to send an e-mail.

112. Pupils have sound attitudes to their work in information technology and enjoy working on the computers. They are interested on the tasks they are given and support each other well. During class lessons they sustain concentration well and show good listening skills.

113. The quality of teaching was at least sound in the few lessons seen and one lesson was good. In the good lesson the teacher demonstrated how to develop a block graph well and involved pupils in her demonstration. She emphasised the importance of listening carefully and had high expectations regarding behaviour. Subject specific vocabulary was developed and reinforced. When pupils work on the computers in the classroom they often receive too little direct teaching and this has an impact on progress. A few teachers lack confidence teaching basic information technology skills.

114. The co-ordinators are developing guidelines for teachers to follow which will ensure that skills and knowledge are taught systematically throughout the school. There is an adequate number of computers in each classroom and each subject co-ordinator is developing information technology software in their areas. An information technology suite is planned for in the near future. The headteacher has identified the need to train many of the

teachers to become more confident and competent in using information technology effectively.

MUSIC

115. The reception pupils make a satisfactory start in learning how to sing in tune and play simple rhythms on unpitched percussion instruments. In Key Stage 1 the quality of teaching is satisfactory and there are examples of where it is good. In one lesson for the whole key stage, for example, significant emphasis was placed on the development of good posture, breath control and listening skills. This had the effect of pupils making good progress in singing with a secure sense of pitch and clarity of words. Good use was made of a range of percussion instruments. It was made clear to pupils that all of the instruments were from other cultures, for example, Africa and the Caribbean. This, clearly, increased pupils' enjoyment as they played. By the time pupils are seven they sing unaccompanied, tunefully and in satisfactory time with each other. This is broadly similar to the last inspection findings. In one lesson in Year 2 the pupils learnt a new melody and with adult support made satisfactory progress in learning to sing it as a round. This was due to the high expectations of the teacher and the encouragement offered to pupils. Pupils with special educational needs have equal access to the music curriculum offered by the school and make progress similar to the other pupils. This also applies to pupils who use English as a second language.

116. Almost all pupils enjoy singing and they co-operate well with teachers. They listen attentively and this enables them to concentrate well on what they are doing.

117. It was possible to see only one lesson at Key Stage 2. This makes it impossible to make a reliable judgement about the quality of teaching, learning or attitudes of the pupils. In the lesson observed a good link was made to a recent history topic about the Vikings. Pupils played unpitched percussion instruments appropriately to an agreed and practised formula. The teacher gave a graphic reading of a descriptive passage about a sea journey. This had the effect of enabling pupils to reinforce their knowledge and understanding of long and short sounds through imitating the differing sounds of the sea. There is insufficient evidence with which to judge the progress made through the key stage. However, in a singing assembly observed, while most pupils sang with a secure sense of rhythm and expression, their sense of pitch was poor.

118. The management of the subject is unsatisfactory. This is because the co-ordinators are unable to offer appropriate guidance in the forms of a scheme of work and a long term plan that identifies, clearly, what is to be taught and at what stage. This shows no significant improvement since the last inspection. The range of resources in music is unsatisfactory. There are too few pitched instruments. This restricts, significantly, pupils opportunities to make up their own melodies and counter melodies. There is a lack of opportunity for pupils' to play a musical instrument.

PHYSICAL EDUCATION

119. The progress made by the majority of pupils by the time that they are seven is satisfactory. This broadly is similar to the findings of the last inspection. Planning of lessons for the reception pupils is good and teachers make it clear what it is intended that the pupils should learn. This has the effect of engaging pupils' interest and making them want to do well. By the time they reach the end of Key Stage 1 the vast majority of pupils make satisfactory progress in the development of physical skills. In one games lesson for Year 2 pupils, most pupils practised appropriately to improve their co-ordination and control in a

wide range of activities. They lengthened the height and distance they jumped and increased the number of times that they bounced a ball round a series of obstacles. Teachers expect pupils to set out apparatus with the minimum of adult help and this has the effect of promoting good personal development and responsibility.

120. The youngest pupils at Key Stage 2 are taught to be aware of the effect of exercise on their bodies. Teachers plan warm-up sessions that are brief but effective in raising pupils' heartbeats and respiration. Pupils learn, in a satisfactory way, how to develop the use of movement to express their feelings. One dance lesson, for pupils in Year 3, was well linked to the pupils' science topic. Most pupils learnt how to use movement to portray an astronaut walking on the moon and they worked co-operatively together to simulate the circular movements of planets around the sun.

121. At the upper end of Key Stage 2 pupils' learning is good. This represents an improvement since the last inspection and is due to the good quality of teaching, evident in lessons observed. Teachers adopt a brisk approach, emphasise the need for pupils to be aware of safety and make well-focused assessment of pupils' performances. In one lesson for Year 5 pupils were expected to describe their intended demonstration so that the observing pupils could judge their performance. This had the effect of encouraging pupils to work conscientiously and take the activities seriously. Most pupils make good progress over time in the development of a wide range of skills such as running, skipping, jumping and control of a ball. Year 5 pupils have swimming lessons and by the time that they leave the school almost all pupils swim 25 metres unaided.

122. The co-ordinators are working hard to introduce new initiatives, such as 'Top Sport' and the heart foundation programme but there is a lack of a whole school long-term plan and guidance for teachers about what is to be taught and at what stage. This was a concern during the last inspection.

RELIGIOUS EDUCATION

123. It was possible to see very few religious education lessons during the course of the inspection, and none in Year 6. Judgements are based partly on the lessons it was possible to see and also on scrutiny of work previously completed, subject documentation and discussion with teachers and pupils.

124. Attainment at the end of Key Stage 1 is in line with the expectations of the locally agreed syllabus for religious education. This represents an improvement since the previous inspection, which judged attainment to be unsatisfactory. Pupils show appropriate knowledge and understanding of both Christianity and Islam and write about some of the practices and teachings, for example Christ's miracles. They understand that adherence to a faith can effect lifestyle, for example the celebration of festivals such as Eid. A strength is the understanding which most pupils have of the moral values that are inherent in major religions, for example the idea of forgiveness and the fact that emotions such as anger and sadness can have a considerable effect on people's lives. Pupils show little knowledge of the Hindu faith and this does not reflect the emphasis placed on the study of three major religions in the syllabus.

125. Attainment at the end of Key Stage 2 is below the expectations of the locally agreed syllabus. There has been no improvement since the last inspection. Pupils in Year 6 do very little written recording of their work in religious education and their memory of what they have previously studied is limited and rather confused. There is confusion, for example, over the beliefs and practices of Islam and Hinduism. Pupils' understanding of the

way in which religious belief and practice can effect way of life is limited and they have given little thought to the importance of, for example, dietary laws or pilgrimage in the way people lead their lives. While most pupils understand that prayer is “talking to God” and should not be used for trivial or selfish purposes, they are confused about the attitudes to prayer of a range of major religions. Pupils’ knowledge and understanding of Hinduism is very limited and they have little recall of what they have learned about this religion. A strength is pupils’ understanding of the moral and personal issues which are common to all, for example the way in which our own actions affect other people. Pupils’ progress during the key stage is inconsistent, for example pupils in Year 5 have recorded a much wider range of knowledge and understanding than those in Year 6. Pupils’ learning is affected by the fact that some topics, for example, certain aspects of Islam, are covered in two successive years while other topics, for example those relating to Hinduism, receive significantly less emphasis.

126. Pupils’ attitude to the subject is good. Most pupils are eager to participate in discussions and do their best to make a contribution, even when they find this difficult. They listen carefully and respond well when they are encouraged to participate. Many pupils make mature attempts to understand and respond to more demanding concepts, for example the idea that people have “special gifts” which are not of a material nature.

127. All teaching seen was satisfactory. Teachers plan their lessons and pupils’ activities in order to make their topics accessible to pupils across the range of ability. In the lessons seen, effective use was made of reference to short passages from the Bible to illustrate the ideas that were being discussed and in one lesson a range of tasks was set to meet the needs of all pupils. Pupils are given insufficient opportunity to record their knowledge and understanding, which contributes to their uncertain recall of earlier work. When planning in the longer term, teachers do not always ensure that the work they are covering is new to pupils and offers them the opportunity to make progress.

128. Although the school uses the locally agreed syllabus, this has not been augmented with any additional guidance for teachers. It is not always clear which topics are being covered in each year group, leading to a situation where some topics are covered more than once and others receive less attention. Although the need for this additional guidance has been recognised, no start has been made on doing this and the scheme of work requires further development. This situation was commented on in the last inspection report and insufficient improvement has been made since then.

129. Only half of the time recommended in the locally agreed syllabus is devoted to religious education and this clearly has a considerable effect on the thoroughness with which it is covered and, in particular, on the time that can be devoted to pupils’ recording of their knowledge and understanding. There is no structure for the assessment and recording of pupils’ attainment and progress. There are inadequate resources to support learning, for example there are no copies of the Bible or Koran and religious artefacts are very limited. Insufficient use is made of the local environment, with pupils making their first visit to both a church and a mosque in Year 6, and no representatives of major faiths other than Christianity are invited into school.