

INSPECTION REPORT

STANNINGTON INFANT SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107050

Headteacher: Mrs A Cockburn

Reporting inspector: Mr T Richardson
16500

Dates of inspection: 2 –5 July 2001

Inspection number: 191600

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Stannington Road Sheffield South Yorkshire
Postcode:	S6 6AN
Telephone number:	0114 234 4401
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Appropriate authority:	The governing body
Name of chair of governors:	Mr P Butler
Date of previous inspection:	February 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1650 0	Mr T Richardson	Registered inspector	Mathematics; information and communication technology; art and design; music; pupils with special educational needs.	The school's results and pupils' achievements; how well are pupils taught; how well is the school led and managed?
1339 5	Ms J Illingworth	Lay inspector		Pupils' attitudes, values and personal development; how well does the school care for its pupils; how well does the school work in partnership with parents?
3183 8	Mr M Williams	Team inspector	English; geography; history; religious education; English as an additional language.	How good are the curricular and other opportunities offered to pupils?
1321 0	Ms M Burslem	Team inspector	Areas of learning for children in the Foundation Stage; science; design and technology; physical education; equality of opportunity.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a mixed community infant school for pupils aged four to seven. At the time of the inspection there were 169 pupils on roll with equal proportions of boys and girls. The school is just below average in size and has fewer than average numbers of pupils with special educational needs (22), including one pupil with a Statement of Special Educational Needs. The proportion of pupils with free school meals is below the average for infant schools at 6 per cent. Pupils are principally of white European background, from broadly average socio-economic circumstances, and one pupil has English as an additional language. Children enter the reception class in the September or January prior to their fifth birthday. Baseline assessment shows that the majority of children on entry to the school has average ability in most areas of development, but literacy and numeracy skills that are just below the average for Sheffield.

HOW GOOD THE SCHOOL IS

This is a very good school that promotes good progress and enables all its pupils to make good achievements by the age of seven. The school continues to be successful because it has good leadership and the quality of teaching and learning is good. The school provides very good value for money.

What the school does well

- The school adds value to pupils' achievements. Pupils make more progress than expected and their attainments in literacy and numeracy improve from just below average on entry to the school to above average by the age of seven.
- The quality of teaching is consistently good. As a result, pupils are enthusiastic learners who know how well they are doing, and what they are working on to improve.
- Children are given a very good start to their learning in the reception classes, due to the very good teaching they receive, and meet or exceed the *Early Learning Goals* by the time they enter Year 1.
- Good leadership from the headteacher, senior managers, subject co-ordinators and governors is successful in evaluating the work of school, identifying what needs to be developed and taking action to bring about improvements.
- There is a good curriculum that leads to pupils being interested in their lessons and motivated to learn more.
- The school has a very good partnership with its parents and takes very good care of its pupils. This leads to very good relationships, good behaviour and promotes very good attitudes to learning in the pupils.

What could be improved

- Staff and governors could be even more involved in setting the annual priorities for school improvement, and the school could do more to celebrate its success.
- The school has fewer child care assistants (CCA) than similar schools to support teachers, the Foundation Stage and pupils with special educational needs.

- The outside toilets are unsuitable for use. Improvements could also be made to the provision of outdoor learning space for the reception classes and to the acoustics and storage of equipment in the hall.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1997. Since then, good improvement has taken place and the governors and staff have worked hard to successfully address the issues identified for improvement. As a result, the school has maintained its high standards and routinely meets the targets it sets for improvement. More has been achieved than identified in the previous inspection. The curriculum has been improved, and the provision for art, history, design and technology, geography and information and communication technology has been appropriately developed. The national strategies for literacy and numeracy have been implemented very well. Also, the quality of teaching and learning has improved, pupils' progress is assessed and monitored more effectively and standards in English, mathematics and science have been maintained or enhanced as a result. In addition, the school is now monitoring and evaluating its own effectiveness, and taking appropriate action to continue to develop.

STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
Reading	B	A	B	C	well above A average above B average average C below average D well below E average
Writing	C	B	C	D	
Mathematics	C	A	B	C	

Baseline assessment shows that pupils begin their education in the reception classes with attainment in reading, writing and mathematical skills that is just below the average for Sheffield. National Curriculum tests for 2000 show pupils' attainments at the age of seven in reading and mathematics to be above the national average, with attainment in writing matching the national average. Over their time in school, pupils make good progress and achieve more than is usually expected for their age. Teachers' assessments show that seven year old pupils' attainments in science were above the national average. When compared against similar schools, Stannington pupils do equally as well as others in their reading and mathematics, but less well in their writing. The difference in writing is due to fewer pupils attaining the higher Level 3, as not enough emphasis is given to pupils joining their handwriting. During the inspection, the results of the 2001 National Curriculum assessments became available. These show a substantial improvement in pupils' attainments in writing. They also show that the school is likely to be close to meeting its challenging targets set and that pupils are doing better than last year in reading, spelling and mathematics. Pupils with special educational needs largely catch up with the national expectation for their age due to the support they receive. Inspectors were pleased to see that pupils make very good gains in their personal and social development. The

children in the Foundation Stage achieve very well and are very effectively prepared for their entry into Year 1, having met, or exceeded the early learning goals in all areas of their development before the end of their time in reception. Overall, pupils are prepared very well for entry into Key Stage 2 as well rounded individuals with good standards of academic and personal development. In other subjects, pupils in Year 2 were judged to be doing better than expected for their age in design and technology, history, physical education and religious education. Seven year olds are doing as well as expected in art and design, geography, music and information and communication technology. The pupils who learn to play recorder are doing well and reading musical notation at a level above that usually expected for their age. Also, the pupils who attend French club are benefiting from having an early start in learning another language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very enthusiastic and very interested in their work.
Behaviour, in and out of classrooms	Pupils know what is expected of them and their behaviour is good in lessons and at playtimes and during lunch hours. The school is a very orderly community that is almost entirely free from harassment or bullying.
Personal development and relationships	Very good. Relationships are based on trust and mutual respect. This promotes good progress and high standards of personal development.
Attendance	Good. Pupils' attendance rates are better than the national average for primary schools and the incidence of unauthorised absence is low.

TEACHING AND LEARNING

Teaching of pupils:		aged up to 5 years	aged 5-7 years
Lessons seen overall		Very good	Good

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

In the lessons observed, 86 per cent had teaching and learning of at least good quality. Very good teaching was observed in 26 per cent of lessons, with a further 10 per cent of lessons having excellent teaching. The remaining 14 per cent of lessons had satisfactory teaching and learning and there were no lessons that were less than satisfactory. The children in the Foundation Stage benefit from very good teaching that helps them to develop very good learning habits so that they make the most of their lessons in Year 1. History and religious education are taught very well, and this leads the pupils to develop enthusiasm for the subjects so that they extend their knowledge and skills to levels above the expectation for their age. There is good teaching of English and mathematics. In English, teachers show an enthusiasm for the subject and have high expectations of the pupils' work and behaviour. In mathematics, teachers expect pupils to explain carefully what they know and what they are learning. The basic skills of literacy and numeracy are taught consistently very well and addressed successfully by all teachers in all subjects. The quality of teaching and learning is also consistently good in science, geography and physical education. The teaching of music is satisfactory, but not enough lessons were seen in art and design, information and communication technology and design and technology for judgements to be made on the quality of teaching. However, in these three subjects, the achievements of the pupils suggest that the teaching provided is at least satisfactory. Throughout the school, teachers value what pupils achieve and this encourages the pupils to do more and try harder. Teachers make good use of assessment so that individual achievements and needs are known well. This results in teachers setting work at different levels in the same lesson so that appropriate challenge is given to higher attaining pupils and effective support is provided for lower attainers. Lessons are interesting and presented in a range of styles so pupils stay interested and concentrate hard. Many lessons also follow the format of the literacy strategy and have clear introductions, activities to consolidate learning and plenary sessions

to review what has been learnt. The combination of oral, mental, visual, auditory and written activities keeps the pupils interested and alert for long periods of time. Child care assistants are skilled and function effectively as teachers. There is, however, room for improvement in the amount of CCA support provided for children in the Foundation Stage, pupils with special educational needs and to provide general support for teachers during lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good range of learning opportunities, which successfully meets the needs of all its pupils. Very good provision is made for personal, social and health education.
Provision for pupils with special educational needs	Good. Pupils receive additional help in lessons from teachers, CCAs and volunteers that has a positive effect on their attainment.
Provision for pupils with English as an additional language	Good provision is made that promotes rapid progress.
Provision for pupils' personal, spiritual, moral, social and cultural development	Very good. Provision for pupils' spiritual development is good. Moral and social development are very good. The principles distinguishing right from wrong are promoted consistently. Cultural development is satisfactory as more could be done to prepare pupils for their life in our multi-cultural society.
How well the school cares for its pupils	Very good. The school gives pupils very good support and guidance, and has good procedures for assessing their attainment and progress. This significantly enhances their academic standards.

Parents have very favourable views of the school. They receive very good information about their children's progress through reading records and annual reports. The school's curriculum evenings effectively help parents to understand and support their children's academic work. Parents make a very good contribution to the life of the school, and their involvement in children's learning significantly raises standards of attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Leadership is successfully creating a climate where teachers can work more effectively. The headteacher is a good leader who introduces new initiatives well. Subject co-ordinators are steadily making good improvements in the quality of provision for their subjects.
How well the governors fulfil their responsibilities	Good. The governors are of good quality and work together effectively. They support the school in its development, and provide appropriate challenge where needed.
The school's evaluation of its performance	Good. There are good procedures for evaluating the work of teachers and measuring the effectiveness of the school.
The strategic use of resources	Good. Spending is carefully controlled and the school makes sure that best value is obtained in all purchases.

resources	The governors look to improvements in the quality of education as appropriate measures of success.
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Inspectors judge that, to keep the school moving forward and maintain the high standards already evident, there needs to be a stronger spirit of teamwork; with the whole school community more involved in setting priorities and feeling part of the decision making process. Currently, not everyone is able to see the considerable success of the school and some people still tend to reflect on what could be better, rather than being confident in what is working well. There are satisfactory levels of staffing and resources. The accommodation is adequate but there are some weaknesses. The outdoor toilets are in dreadful condition and should not be used. The school has appropriate plans to provide the children in the Foundation Stage with a designated outdoor area to support their learning. This will be of benefit. Inspectors found the echo in the school hall slows learning in some lessons and makes assemblies more difficult for pupils to hear. In addition, there is too much equipment stored around the edge of the hall and this limits the safe space available for physical education lessons.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • the school is well led and managed, the teaching is of a high standard, learning is enjoyable and their children make good progress • children are expected to work hard and achieve their best • behaviour is good, children are helped to become mature and responsible and they like school • the school works closely with parents, they feel comfortable to approach the school with questions or problems, and children have the right amount of work to do at home. • the school provides a consistent and positive experience for their children 	<ul style="list-style-type: none"> • smaller class sizes and more support from child care assistants • better toilets • a more interesting range of activities outside lessons

Inspectors agree with all the positive views expressed by parents. In addition, inspectors agree with parents' opinions about the outdoor toilets and that the school should try to employ more child care assistants. However, inspectors find that the school provides a good range of interesting activities outside lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Since the last inspection, standards have risen, and are continuing to rise, as a result of improvements in the quality of teaching and learning brought about by good leadership and management and the improved use of assessment. Base line assessment of what children can do when they enter school is now more accurate, and this shows that pupils begin their education in the reception classes with attainment in their speaking and listening skills and personal and social development that matches the average for Sheffield. However, children's reading, writing and mathematical skills at this time are generally just below the average for Sheffield. By the age of seven, Stannington pupils usually have attainments in reading, writing and mathematics that are above the national average. This shows that, over their time in school, pupils make good progress and achieve more than is usually expected for their age. This is principally due to the very good start children make in the reception classes and the consistently good teaching they receive in Years 1 and 2.
2. The results of National Curriculum tests for 2000 show pupils' attainments at the age of seven in reading and mathematics to be above the national average, with attainment in writing matching the national average. Teachers' assessments also show that seven year old pupils' attainments in science were above the national average. The school is compared against other schools with similar proportions of pupils (less than eight per cent) eligible for free school meals. This comparison shows that Stannington pupils do equally as well as those in other schools in their reading and mathematics, but less well in their writing. The difference in writing is due to the school having fewer pupils attaining the higher Level 3 than elsewhere. This is because there is not enough emphasis given to helping pupils to develop a cursive style of writing so that they can join their handwriting. Following the publication of these test results, the school has focused on improving standards in writing. During the inspection, the results of the 2001 National Curriculum assessments became available. These show a substantial improvement in pupils' attainments in writing, but still with fewer Level 3s. The 2001 results also show improvements in reading, spelling and mathematics. In particular, pupils with special educational needs have largely caught up with the national expectation for their age due to targeted support to improve their ability in literacy and numeracy. However, less attention was given to improving their knowledge and understanding of science and these results, while good, are not quite as good as in previous years. National comparisons for 2001 have yet to be published but, overall, it is likely that, once again, the majority of Stannington pupils have attainments above the national average. Inspectors matched the 2001 results against the attainment levels of the current Year 2 pupils when they began school. This comparison shows that the pupils have all made good progress, achieved more than usually

expected for their age, and that the school has added considerable value to their achievements over time.

3. During the inspection, classroom observations confirm that pupils are doing well in reading, writing, mathematics and science. Also, inspectors were pleased to see that pupils also make very good gains in their personal and social development. Overall, pupils are prepared very well for entry into Key Stage 2 as well rounded individuals with good standards of academic and personal development. In other subjects, pupils in Year 2 were judged to be doing better than expected for their age in design and technology, history, physical education and religious education. Seven year olds are doing as well as expected for their age in art and design, geography, music and information and communication technology. The pupils who learn to play recorder are doing well and reading musical notation at a level above that usually expected for their age. Also, the pupils who attend French club are benefiting from having an early start in learning another language.
4. The children in the Foundation Stage achieve very well and are very effectively prepared for their entry into Year 1, having met, or exceeded the early learning goals in all areas of their development before the end of their time in reception. This is because they are offered a well-balanced practical curriculum that meets the needs of young children well. The overall very good teaching has particular strengths in providing very good support for children's language and literacy skills and personal and social skills.
5. In English, low attaining pupils make good progress and catch up with national expectations by the age of seven. Higher attaining pupils also do well and many attain Level 3 in their reading. The development of pupils' literacy skills permeates the whole curriculum and pupils' skills are reinforced at every opportunity. Standards in speaking and listening exceed the national expectations for seven year-olds. Throughout the school, pupils listen carefully to their teachers and to each other. In discussion, they offer lots of ideas, pertinent comments, and suggestions in response to questions. Teachers use specific vocabulary for the subject taught and pupils begin to do the same, incorporating these words in coherent sentences. Pupils make good progress in their reading and achieve well. The school's approach to the teaching of letter sounds provides pupils with a good range of skills that they apply confidently. By the age of seven, pupils are able to read a range of texts accurately and in many cases with good expression so that they soon become accomplished and enthusiastic readers. Most pupils are able to write legibly with writing of a consistent size. They write structured pieces using sequences of sentences appropriately using capital letters and full stops. Pupils use their literacy skills in a variety of contexts. For example in history, pupils write descriptive accounts of historical events and in religious education and geography they produce factual accounts including their appreciation of visits they have undertaken.
6. Pupils do well in mathematics. Pupils in Year 1 enjoy counting in tens from seven to 107. Most of the class can add and subtract single digits accurately

and tell the time for o'clock and half past. Higher attaining pupils can tell the time to the nearest five minutes and are beginning to calculate correctly, for example, what time it will be three hours from now. Pupils in Year 2 are aware that six can be either three times two, or, two times three. They understand and explain clearly the nature of times tables, as well as seeing the patterns in the numbers they contain. In science, pupils set about investigating which objects will sink or float after first predicting the outcome. They test which substances will dissolve and are increasingly aware of what constitutes a fair test. The higher attaining pupils introduced the idea of timing how long the substances took to dissolve. Pupils' achievements in literacy, numeracy and information and communication technology are enhanced by the consistent approach of teachers in ensuring that these aspects are included effectively in all lessons in all subjects.

7. In the subjects where pupils' achievements are better than expected for their age, the following observations were made by inspectors.
- Design and technology: pupils choose the most suitable materials for their designs and evaluate the effectiveness of their models. The more able pupils measure components to ensure they fit well together and evaluate whether the model would work in real life.
 - History: pupils build up their skills steadily over the key stage. They enjoy learning about people and events of the past and develop a good sense of chronology. Pupils' factual knowledge is good and they are well aware of some of the different ways the past is represented and interpreted.
 - Physical education: in dance, pupils control their movements well and demonstrate a good range of skills. In gymnastics, the pupils use the large apparatus with care and perform their routines safely taking into account the movements of others.
 - Religious education: pupils of all abilities throughout Key Stage 1 show that their knowledge and understanding of religious beliefs and practices develop uniformly with their awareness and understanding of life and human experiences. Their knowledge of those areas of the Bible they have studied is good, and they develop perceptive views.

Pupils' attitudes, values and personal development

8. The attitudes, values and personal development of pupils are major strengths of the school. The school has made good progress since the last inspection. It has successfully sustained and promoted the very high standards that existed four years ago. Pupils are keen to learn and want to succeed. They behave well, and have very good relationships with each other and with adults in the school. These positive qualities significantly enhance their academic progress and standards of attainment. The inspection supports parental opinion as expressed in the questionnaire and meeting with the registered inspector. Almost all parents say that children like school and that the quality of behaviour is good.
9. Pupils are very enthusiastic about school and are very interested in their work. Their attitudes to learning are very good in the vast majority of lessons.

They listen attentively to their teachers, are quick to respond to questions and enjoy activities. They have the confidence to express and discuss their own opinions. They show initiative in selecting resources and carrying out their own ideas. This was the case in a design technology lesson where reception class children designed and made model boats. Pupils of all ages enjoy acquiring knowledge and improving their skills. They think carefully about their work and are very keen to ask questions in lessons. They also like to share their learning with others and to show off what they understand and can do.

10. Behaviour is good throughout the school. Pupils have a clear understanding of the school's system of discipline. They know what is expected of them. They accept the code of conduct and quickly come to order when required to do so by members of staff. High standards of behaviour promote good progress in lessons. Teachers can teach and pupils can learn without distraction and loss of time. Behaviour is also very good at playtimes and during lunch hours. It is almost entirely free from harassment or bullying. The school is therefore a very orderly community. Pupils show respect for property. They handle resources with care, keep the grounds tidy and value the school's millennium garden. They are polite to members of staff and visitors. They play well together, and any minor incidents, such as friends falling out with each other, are quickly resolved.
11. Relationships within the school are very good. Pupils work well together in lessons and support each other academically. Their relationships with adults are based on trust and mutual respect. This promotes good progress and high standards of behaviour in the classroom. Pupils are friendly and sociable when out of class. They understand the impact of their actions on others and try their best to be considerate and helpful. For example, they look after newcomers to the school well. In lessons, even the youngest pupils share resources and wait their turn to speak without fuss or constant prompting by teachers. They may sometimes hurt each other's feelings with thoughtless remarks and behaviour, but this is uncharacteristic. Overall, children say that the school is a place where people are "kind to one another".
12. In the survey completed by parents, nearly all thought that the school helped their child to become more mature and responsible. Inspectors support this view and judge that personal development is very good overall. Pupils gain in confidence, independence and maturity as they get older. They show good initiative and take a responsible attitude to their own learning. For example, pupils work well on tasks irrespective of whether they are directly supervised by their teacher. Many are also able to handle personal problems successfully. If they have trouble with the behaviour of their peers they apply the school's assertiveness training, making their point and standing up for themselves without resorting to aggression. This both raises their self-esteem and develops social skills that are relevant to the world outside school.

13. Attendance and punctuality are good. Pupils' attendance rates exceed the national average for primary schools and the incidence of unauthorised absence is low. As at the time of the last inspection, a significant number of children missed some days in school because of holiday leave. However, fewer days have been lost this year than in 1999/2000. Overall, pupils' attendance and punctuality enhance standards of attainment.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. The quality of teaching and learning is good overall. Within this good teaching, there is a significant proportion of teaching that is very good and excellent. For example, the children in the Foundation Stage benefit from very good teaching that helps them to develop very good learning habits so that they are prepared to make the most of their lessons in Year 1. History and religious education are taught very well, and this leads the pupils to develop an enthusiasm for the subjects so that they extend their knowledge and skills to levels above the expectation for their age. Also, inspectors observed more lessons of very good quality in Year 2 than in Year 1. Inspectors judge that the quality of teaching and learning is consistently good in English, mathematics, science, geography and physical education. The teaching of music is satisfactory, and not enough lessons were seen in art and design, information and communication technology and design and technology for judgements to be made on the quality of teaching. However, in these three subjects, the achievements of the pupils suggest that the teaching provided is at least satisfactory.
15. In the lessons observed by inspectors, 86 per cent had teaching and learning of at least good quality. Very good teaching was observed in 26 per cent of lessons, with a further 10 per cent of lessons having excellent teaching. The remaining 14 per cent of lessons had satisfactory teaching and learning and there were no lessons that were less than satisfactory. Since the last inspection, the quality of teaching has improved significantly and there has also been a similar improvement in the quality of pupils' learning. This is due to: the effective monitoring and support provided by the headteacher and subject coordinators; the very good provision made for the induction of new teachers; the effective support provided for experienced teachers to improve their practice; and the very good way in which the national strategies for literacy and numeracy have been implemented.
16. Further analysis of lesson observations identifies a number of common factors that are having a positive impact on the way pupils learn and are helping them to achieve well over their time in school.
- Teachers value what pupils achieve and this encourages the pupils to do more and try harder. For example, in a mathematics lesson for Year 1, the teacher encouraged successfully a pupil to be proud of discovering that $6 + 4$ is the same as $4 + 6$ and further reinforced this when the whole class clapped their appreciation of the new knowledge.
 - The basic skills of literacy and numeracy are taught consistently very well and addressed successfully by all teachers in all subjects. There is a

particular emphasis on encouraging pupils to explain what they have learnt and this leads to pupils being more secure in their knowledge. For example, in religious education when pupils play the role of a Biblical character and answer questions posed by their peers they are led to deeper understanding of the principles involved and can apply these to their own circumstances.

- The strengths in teaching in the Foundation Stage include very good support for children's language and literacy skills and personal and social skills. Children are encouraged to be independent, develop good listening skills and to use new and interesting vocabulary. This makes them more receptive to teaching and leads the children to enjoy learning new things.
- Teachers make good use of assessment so that individual achievements and needs are known well. This results in teachers setting work at different levels in the same lesson so that appropriate challenge is given to higher attaining pupils and effective support is provided for lower attainers. As a result, pupils achieve success in what they do, and are keen to do more.
- In all classes, teachers have high expectations for what pupils can do and this leads to higher achievement. For example, in a music lesson, pupils in Year 1 were expected to sing a round in three parts, the teacher convinced them they would be able to meet the challenge, and they were pleased when they did so.
- Teachers have very good questioning skills and techniques. These are used well during lesson introductions to find out what pupils already know and to help them remember the work covered in previous lessons. Similarly, at the end of lessons, teachers question their pupils effectively to see how much has been learnt.
- Lessons are planned well. Teachers follow the good schemes of work provided for each subject and use the information from assessment to make sure that each lesson builds on the previous knowledge of the pupils.
- Pupils are managed well, with positive reward given for good behaviour. As a result, lessons are orderly and enable pupils to focus, without distraction, on their learning.
- Good use is made of parent helpers and other volunteers. These adults are well briefed about their roles and provide effective and appropriate support ranging from, for example, making sure that pupils cross the playground in safety when moving between the mobile classroom and the main school, to helping individual pupils with their reading and writing skills.
- Teachers make good use of computers to support learning in other subjects.
- Child care assistants (CCA) are skilled and function effectively as teachers. For example, the CCA for pupils with special educational needs has specialised knowledge of how pupils learn and follows, for example, the guidance of speech and language therapists well. She uses her initiative and conducts her support sessions at a brisk pace with high

expectations for improvements in performance. This leads the pupils she supports to work hard and try their best to improve their basic skills.

- Pupils are encouraged to think for themselves and take responsibility for their learning. For example, in a Year 2 mathematics lesson, where pupils were given the task of using objects to illustrate and explain the concept of multiplication. This led the pupils to explore their understanding of times tables and to explain to others in the class, for example, that ten sets of three make thirty.
- Teachers' enthusiasm enables pupils to gain new knowledge and understanding well. This is evident in most subjects and, for example in English, where teachers read stories and poems with expression and obvious enjoyment that leads the pupils to want to read more for themselves.
- Lessons are interesting and presented in a range of styles so pupils stay interested and concentrate hard. Many lessons also follow the format of the literacy strategy and have clear introductions, activities to consolidate learning and plenary sessions to review what has been learnt. The combination of oral, mental, visual, auditory and written activities keeps the pupils interested and alert for long periods of time.
- Teachers mark work effectively and set targets for pupils to achieve. As a result, pupils know how well they are doing and what they need to do to improve.
- Pupils with special educational needs, and those with English as an additional language are effectively included in lessons and make good progress through the carefully planned support they receive.

17. Where lessons were judged to be excellent, teachers told stories so that pupils were spellbound and had exceptional recall of details, implications and feelings from the story. This, in turn, led the pupils to improve the clarity of their expression and to empathise at a mature level with the characters in the tale. In another exceptional lesson, the teacher expected very young children to understand symmetry and used a computer program that drew from the children gasps of awe and wonder as they came to understand a concept usually reserved for older pupils. During an outstanding mathematics lesson, the teacher enabled pupils to see the value of learning number bonds to ten and set a very clear and demanding challenge of two days to learn these by heart. As a result the pupils were enthused to work extremely hard and many improved their personal performance dramatically during the lesson. Also, in a reception musical session, the teacher's preparation was excellent and made sure that all the children had opportunities to enjoy and share in making music.
18. In English, teachers show an enthusiasm for the subject and have high expectations of the pupils' work and behaviour. Through discussion and well-planned lessons, with a variety of activities, teachers promote a real enjoyment of the written and spoken word. Teachers describe in their planning the activities to be followed, the skills to be taught, the knowledge imparted and the level of understanding to be expected. In mathematics, teachers expect pupils to explain carefully what they know and what they are

learning. In a lesson in Year 2, the teacher discussed the work pupils had done yesterday in a way that showed she valued what they had done. This led pupils to discuss more readily what they were learning and encouraged them to do their best in the current lesson. In science, teachers plan their work carefully identifying clear learning objectives. They share the purpose of the lesson with the pupils and ensure that the work is well matched to the needs of different abilities within the class. The consistent good teaching of these core subjects leads directly to the good achievement of the pupils. There is, however, room for improvement in the amount of CCA support provided for children in the Foundation Stage, pupils with special educational needs and to provide general support for teachers during lessons.

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

19. The school provides a good curriculum with an appropriately broad and well-balanced range of learning opportunities, which successfully meet the needs of all its pupils. It fulfils the requirements of the National Curriculum and the Locally Agreed Syllabus for religious education. Children in the Foundation Stage benefit from the good curriculum provided that is based on national recommendations, and leads the children successfully into the National Curriculum. Since the last inspection, in addition to providing comprehensive subject policies, appropriate schemes of work are now in place for all subjects. These ensure continuity and progression in learning and provide appropriate guidance to teachers. They are now monitored systematically and reviewed regularly. The amount of lesson time is average for infant schools. Slightly less time is spent on English than in other infant schools, with the balance going to foundation subjects. This is appropriate, as the pupils work on improving their literacy skills in other subjects and have more time to develop their interests in, for example, history and religious education.
20. Provision for pupils with special educational needs (SEN) is good. Pupils receive additional help in lessons from teachers, classroom assistants, and volunteers and are given a range of interesting and appropriate work to do. This has a very positive effect on their attainment. The limited availability of appropriately qualified support staff, however, restricts the provision of support in all the areas where it would be beneficial. For example, the CCA who works with pupils with special educational needs is skilled at her job, but is needed every morning to provide general support to the reception classes. This means that the remainder of her time has to be rationed and the school is unable to provide SEN support should it be needed at any other time during the day. Currently, this is not inhibiting the progress of pupils with SEN, but does not give the school sufficient flexibility for providing support. The school uses assessment data to identify gifted and talented pupils in order to give them appropriate challenges.
21. The school has implemented the National Literacy and Numeracy strategies very well. Planning and teaching take appropriate account of the recommendations, both for lesson format and for lesson content. Strategies

for teaching literacy skills have been particularly effective in raising pupils' attainment in writing. A good range of extra-curricular activities extends pupils' experiences well. This includes weekly recorder lessons for Year 2 given by volunteer parents. There is also a twice-weekly French club for Years 1 and 2 which takes place after school throughout the year. A good programme of purposeful educational visits is provided to enhance learning in a range of subjects such as, history, geography, art and religious education.

22. Equality of access and opportunity for both girls and boys and for pupils with special educational needs is provided by the use of appropriate teaching methods, support and materials. Each class now has a reliable and good quality computer so that the curriculum for information and communication technology may be supported consistently. All pupils have equal access to the curriculum and those with English as an additional language have good provision that promotes rapid progress.
23. Very good provision is made for pupils' personal, social and health education (PSHE), including sex education and information on the misuse of drugs. It is addressed largely through the science and religious education curriculum but there are discrete lessons in Year 2. Teachers also make the most of informal opportunities to reinforce personal, social and moral development. It is planned to introduce discrete lessons appropriately to all classes next year. The governing body has decided that sex education should be part of the curriculum and the policy is fully in place. In each class a special 'circle time', is set aside each week to discuss issues and to reflect on feelings and views. These activities are particularly effective in the Reception Year and make a significant contribution to pupils' understanding of the responsibilities of being a member of the community.
24. There are good links with the local community and a range of visitors bring their expertise to the school and work with the pupils. Parents are regular volunteer workers, both in the classroom and in maintaining the environmental garden. Grandparents for example have enhanced pupils' appreciation of history by telling of their wartime experiences. The school has close links with both the pre-school provision and the junior school to which most pupils move at the end of Year 2. Pupils visit their new school in the summer term. The teachers of both schools meet regularly to ensure continuity in pupils' learning.
25. Overall, the school makes very good provision for pupils' spiritual, moral, social and cultural development. Provision for pupils' spiritual development is good. Through the religious education syllabus pupils gain knowledge and insight into issues affecting values and beliefs which enable them to reflect on their own experiences. During PSHE lessons and 'circle times', pupils are encouraged to consider values and beliefs. The school meets the legal requirement for a daily act of collective worship. There is an appropriately balanced programme of assembly themes, with opportunities for pupils to reflect and contribute their own prayers. Each lunchtime also, before the meal begins a pupil reads a prayer from a collection of children's own work. This

promotes a calm atmosphere. The school garden provides an area for quiet reflection, and many pupils have their favourite parts where they can enjoy its peace and tranquillity. There are occasions when pupils express awe at the wonders of the world, for example pupils in the Reception Year were amazed by their use of a computer program to create symmetrical patterns. In art and music, opportunities for spiritual development have been formally identified. In most subjects, however, planning does not fully capitalise on such opportunities to take pupils' spiritual development further.

26. Provision for pupils' moral development is very good. The principles distinguishing right from wrong are promoted appropriately, and consistently by all school staff, who provide good role-models. All pupils are well aware of the high expectations of the Behaviour Code, which is displayed prominently in all rooms. The PSHE programme includes themes such as Trust and Honesty, which reinforce effectively the high standards evident throughout the school.
27. Provision for pupils' social development is very good. Pair and group work are common features of lessons, pupils working with different classmates at different times and not just with particular friends. Pupils are encouraged to work co-operatively and take responsibility for their work and for others, with the result that spontaneous collaboration often arises. As families and friends meet together each month to work in the school garden, so pupils have additional opportunities to develop their relationships with adults. Christmas tea with senior citizens enables pupils not only to relate to older people but also to become aware of their responsibility to contribute to the community.
28. Provision for pupils' cultural development is satisfactory. In art and music, for example, pupils are taught well to appreciate Western European cultural traditions. They are also given appropriate opportunities to develop an understanding of the diversity of other cultures in the creation of Aboriginal art inspired tiles and in listening to Caribbean music. Cultural development is promoted satisfactorily through assemblies, which have included a Japanese theme, and stories from other parts of the world in literacy lessons. The study of other religions in religious education lessons, and particularly the contacts made with the Sufi community, has contributed to some extent to pupils' appreciation of non-European culture. Overall, the school is aware that its work to prepare children for their life in our multi-cultural society is underdeveloped. However, it has already identified this as a priority, and has suitable plans to develop this further.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school has very good systems for ensuring pupils' welfare. It gives them very good educational and personal support and guidance, and has good procedures for assessing their attainment and progress. Parents value the school's friendly, secure and welcoming environment and praise the way in which it cares for children as individuals. Overall, the good care that pupils receive significantly enhances their academic standards. The school has made good improvement since the last inspection. Assessment is now used effectively to inform planning and procedures for monitoring pupils' progress have been strengthened. The school has successfully maintained high standards of pastoral care.
30. There are very good arrangements for child protection. The school's policy and guidelines are clear and helpful. Members of staff have had appropriate training and are aware of the correct procedures to follow in the event of an incident. The school takes health and safety issues seriously and carries out regular checks of the premises and equipment. It also makes very good arrangements for risk assessment and for first aid. Health and safety procedures have improved since the last inspection, but problems outside the direct control of the school pose a risk to pupils. Some parents continue to park illegally outside the school when they drop children off in the morning or collect them in the afternoon. The outside toilets are a significant health and safety issue. They are now in such a poor condition that inspectors judge them to be unfit for use.
31. There are very good arrangements for supporting children who are starting school. New pupils are made welcome and settle in quickly. They continue to get good guidance as they move up the school. Teachers know pupils well as individuals and are therefore able to monitor their personal development closely on an informal basis. Pupils for their part trust members of staff and have confidence in their ability to deal effectively with problems.
32. Good arrangements for assessment enable the school to monitor the pupils' academic attainment and progress consistently across all subjects. This is a good improvement since the last inspection. The school has made significant progress in developing procedures in this area. The development of a common assessment, recording and reporting policy has tackled the issues that were raised in the last report. The process and procedures outlined in the policy are good and provide clear guidance for teachers. They help teachers to monitor pupils' progress effectively. Assessment during lessons is well established in all classes. It is evident from records that teachers modify their planning in the light of pupils' response in individual lessons. Long and medium term planning is modified in the light of pupils' response to topics or modules of work. Teachers in the Foundation Stage establish clear levels of attainment through baseline assessments carried out when the children start school. This information is well used to inform the grouping of children and the work they will undertake. Ongoing, regular assessments from observations provide detailed information about children's progress in the

Foundation Stage. There are good systems in place for diagnosing and assessing pupils' special needs, which are in line with the Code of Practice. However the additional support offered to pupils with special educational needs is not always provided to meet individual needs but is allocated on the basis of where the child is on the register. This is because the school does not have sufficient support staff to deploy them with sufficient flexibility.

33. The school has very good procedures for monitoring and supporting pupils' personal development. Pupils' records contain information about how they relate to others, deal with new situations and their levels of responsibility and confidence. Personal, social and health education lessons effectively support the pupils to understand and respect one another and to value the beliefs of others. Pupils' personal development is assisted and supported via behaviour records and the use of rewards such as "special mentions" in assemblies. In addition, personal qualities that affect attainment and progress, for example the ability to concentrate in lessons, are assessed and commented on in pupils' annual reports.
34. Procedures for monitoring and promoting attendance are good. Holiday leave is discouraged and holidays in excess of 10 days are treated as unauthorised absences. Registrations comply with legal requirements and class registers are well maintained. They therefore provide a sound basis for checking pupils' attendance. This is done weekly by the headteacher.
35. The school has very good procedures for monitoring and promoting good behaviour, and for eliminating oppressive behaviour. The pupils' very good conduct is encouraged and sustained by effective behaviour procedures. There is a very effective system of sanctions and rewards and pupils respond positively to it. The school has a good formal behaviour policy. Teachers follow the policy well in lessons, which enhances the quality of teaching and learning. Pupils with problems are identified, monitored, and given support which helps them to improve their behaviour. The school has put in place very good measures to eliminate bullying and aggression. The level of supervision during breaks and lunch hours is good. Supervisors are experienced and nip trouble in the bud by dealing quickly and effectively with minor problems. The use of assertiveness is a strength of the school's anti-bullying policy. Pupils receive assertiveness training as part of the programme of personal, social and health education. They apply it in practice, and are therefore able to deal firmly and politely with behaviour that they find unacceptable.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36. The school has made good progress since the last inspection. It has strengthened its partnership with parents by improving the amount and quality of information available to them and by encouraging their involvement in their children's learning. Parents have very favourable views of the school. They are particularly happy with the quality of teaching and teachers' expectations regarding hard work. All parents who answered the inspection

questionnaire expressed satisfaction on those issues. The range of extra curricular activities was the only subject that provoked a significant number of negative responses. However inspectors found that the main reason for this was confusion over the wording of the questionnaire. Some parents were unclear as to the meaning of “activities outside lessons”. When the definition was clarified they revised their views and expressed satisfaction with the extra curricular activities that the school provides.

37. The quality of general information for parents is very good. Parents of new pupils have access to good information. They are invited to attend a special briefing evening before their child starts school, and also have the benefit of a helpful school prospectus. This complies with legal requirements. It includes good summaries of the curriculum and class organisation, and via the section on parental involvement, encourages parents to support their children’s learning. It is enlivened throughout by pupils’ drawings. The school takes good care to update and add to information on the curriculum. Members of staff regularly send home notices and newsletters on topics, trips and events in school. The school also holds curriculum evenings, such as the Year 2 “SATs Evening”, which explains the nature of the tests, the teacher assessments and National Curriculum levels. These effectively help parents to understand and support their children’s academic work. The weakest feature is the annual report of the governing body. This is satisfactory overall, but does not include national comparisons for the school’s attendance figures as required by law.
38. Parents receive very good information on pupils’ progress. Some is provided informally, as when parents meet class teachers or the headteacher at the start or end of the school day. On-going information is provided in pupils’ reading records. These have improved since the last inspection, when there were no formal methods through which parents could comment to the school on pupils’ reading at home. Parents now say that reading records are very helpful. They value them because, in addition to acting as a log of what pupils have done, they provide guidance on hearing children read. The quality of annual written reports on pupils’ progress is very good. The school uses an unconventional format. The reports are set out as checklists of what pupils can do in each subject. They are very effective in informing parents about children’s attainment and progress over time. They contain clear and specific targets for improvement in the subjects of the curriculum. Overall, they give parents a very good picture of what their children can do, how they can improve their work, and what must be done in order to reach the next attainment level.
39. Parents make a very good contribution to the life of the school, and their involvement in children’s learning significantly raises standards of attainment. The vast majority are strongly supportive, and have shown this by signing the home/school agreement. Many are actively involved in supporting their child’s education. They do this in a variety of ways. Very many take part in the Parent Fund Raising Association’s events. These raised approximately £3000 for the school during the last academic year. Many parents also work as

volunteers in school. Some help to maintain the Millennium Garden via monthly gardening parties, while others act as voluntary assistants in the classroom. The school has a policy of promoting parental involvement in pupils' learning. It values parents' input and seeks to use it to raise standards. The headteacher gives parent volunteers training so that they can make an effective contribution to lessons. Parents are effectively encouraged and advised on how to support their children's work. For example, they are asked to hear pupils read at home. The school also encourages parents to help children to achieve their targets in other areas of the curriculum. For this reason it now sends home each term pupils' personal target in mathematics.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. Good leadership and management is provided by the headteacher and key staff. This leadership is successfully creating a climate where teachers can work more effectively, and this, in turn, is enhancing pupils' learning so that they achieve more. The headteacher is a good leader who introduces new initiatives effectively and is always seeking to raise the quality of education for the pupils. For example, she has introduced good procedures for evaluating the work of teachers and measuring the effectiveness of the school. From these evaluations, the headteacher is identifying correctly areas that can be improved and is taking appropriate action to successfully effect change. She provides teachers with good opportunities for non-contact time so that they can fulfil their subject co-ordination roles and also have sufficient time for writing reports. The headteacher is a good teacher and sets a good example to others in her work. She provides praise for pupils and recognizes their achievements in the Friday assembly. This makes the pupils feel valued and want to do more. Very good support is provided for new staff and also for anyone who may need some assistance to improve the quality of their work. The impact of this is clearly seen in the improved quality of teaching that has taken place since the last inspection.
41. The deputy headteacher is of good quality and works effectively. Teachers with responsibility as subject co-ordinators work well and are steadily making good improvements in the quality of provision for their subjects. Special educational needs is co-ordinated well and the teacher responsible ensures that good provision is made for these pupils throughout the school. The governors are of good quality and function together as an effective governing body. They know what the school is working on to improve, they support the school effectively in its development, and provide appropriate challenge where needed. Since the last inspection, the governors and staff have worked hard to address the issues identified for improvement and good improvement has been made.
- The national strategies for literacy and numeracy have been implemented very well.
 - The curriculum has been improved, and the provision for art, history, design and technology, geography and information and communication technology has been appropriately developed.
 - Standards have improved in pupils' writing skills.

- The achievement of the pupils has increased, and the school is adding value to the progress they make.
 - The quality of teaching and learning has improved, with standards in English, mathematics and science being maintained or enhanced as a result.
 - Pupils' progress is assessed and monitored more effectively.
 - The school is monitoring and evaluating its own effectiveness, and taking appropriate action to continue to develop.
42. The school development plan has been a broad list of all the jobs to be done each year, and this has been successful so far in moving the school forward. Recent changes to the plan have given more focus on specific items, such as, the initiative in 2000 – 2001 to raise standards in pupils' writing skills. This focus has been particularly effective as everyone has been clear about what they are working on. However, despite all the good work and improvement to date, there are perceptions from some people in school that their efforts are insufficiently valued and that they are not sufficiently included in school decision making. This was not apparent during the inspection as the headteacher was routinely observed thanking staff for what they were doing and praising them for the quality of their work. There is also considerable evidence that peoples' opinions are sought before major decisions are taken. Inspectors judge that, to keep the school moving forward and maintain the high standards already evident these perceptions of not been valued and included need to be changed. To achieve this, there needs to be an even stronger spirit of teamwork with everyone pulling together towards a common goal. Also, the whole school community could be much more involved in setting the priorities for development and feeling part of the decision making process. Currently, not everyone is able to see the considerable success of the school and some people still tend to reflect on what could be better rather than being confident in what is working well. This is also a limiting factor in the school developing towards excellence.
43. The school's finances are used and controlled well. Good budget setting takes place, and the school makes full use of the money available, with careful husbandry to pay, for example, for improvements to outdoor toilets (as currently reflected in the larger than usual amount of money being carried forward). The governors, headteacher and other staff are careful with their spending and make sure that best value is obtained in all purchases. In addition, the governors are mindful of the considerable investment they make in staff and curriculum development and look to improvements in the quality of education as appropriate measures of success. Specific grants, such as 'standards fund' are used well and expenditure is carefully monitored. The administration staff work well and are of good quality. The school has an appropriate range and quality of learning resources and would now benefit from devising a rolling programme of subject development so that finances are only directed each year at the subjects chosen to be developed. This would give the opportunity for increased investment in resources in the year when the subject was being developed. Staffing levels for teachers are sufficient and appropriate. However, there are fewer assistants than in similar

schools. Although the pupils and children do well, the school would benefit from more support for children in the Foundation Stage and for pupils with special educational needs, as well as increased support for all classes. The school site is attractive with extensive play areas and a lovely garden. However, there are some significant areas for improvement. The outdoor toilets are appalling, in dreadful condition and should not be used. The school's current plans to replace these must now be implemented with urgency. The school also has plans to provide the children in the Foundation Stage with a designated outdoor area to support their learning. These will be of benefit and enable the already good curriculum for these children to be further extended. Inspectors found the acoustics of the school hall, to be counter-productive as voices can not be heard clearly due to the considerable echo and this slows learning in some lessons and makes assemblies more difficult for pupils to hear. In addition, there is too much equipment stored around the edge of the hall and this limits the safe space available for physical education lessons.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. To keep the school moving forward, and maintain its high standards, governors, senior managers and staff should now:
- help everyone to share in setting the priorities for development and to appreciate the considerable success of the school by (paragraph 42):
 - establishing a clear and shared vision for the school;
 - ensuring staff and governors are further included in setting the priorities for development;
 - selecting a small number of main priorities to be developed each year;
 - keeping the school community informed of how well development is being implemented;
 - reviewing the success of the school each year, giving official recognition for what has been done well; and
 - setting new priorities each year that lead the school towards its vision.
 - seek, when finances allow, to increase the number of classroom assistants. (paragraphs 18, 32, 43, 59)
 - improve the accommodation of the school so that (paragraphs 43, 51, 95, 96):
 - children in the Foundation Stage have an appropriate outdoor area to support their learning*;
 - the acoustics of the hall are improved; and
 - less equipment is stored around the edges of the hall
 - implement the current plans to replace the outside toilets, as a matter of urgency*. (paragraphs 30, 43)
45. In addition, the school should consider including the following items in its action plan.
- Preparing pupils more effectively for life in our multi-cultural society* (paragraph 28).
 - Devising a rolling programme of subject development so that finances are only directed each year at the subjects chosen for development (paragraph 43).

* already included in the school development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	27

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
10	26	50	14	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	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	169
Number of full-time pupils known to be eligible for free school meals	N/A	10

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	N/A	1
Number of pupils on the school's special educational needs register	N/A	22

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.2

Unauthorised absence

	%
School data	0.1
National comparative data	0.4

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2000	26	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	24	23	24
	Girls	30	30	31
	Total	54	53	55
Percentage of pupils at NC level 2 or above	School	92 (93)	90 (91)	93 (98)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	24	24	25
	Girls	30	29	32
	Total	54	53	57
Percentage of pupils at NC level 2 or above	School	92 (93)	90 (93)	97 (95)
	National	84 (82)	88 (86)	88 (87)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	166
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes**Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	7
Number of pupils per qualified teacher	24.1
Average class size	28.2

Education support staff: YR – Y2

Total number of education support staff	1.95
Total aggregate hours worked per week	66

Financial information

Financial year	2000/2001
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	£
Total income	337,846
Total expenditure	313,061
Expenditure per pupil	1,852
Balance brought forward from previous year	11,096
Balance carried forward to next year	24,785

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	169
Number of questionnaires returned	58

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	34	2	0	0
My child is making good progress in school.	59	40	2	0	0
Behaviour in the school is good.	33	59	5	0	5
My child gets the right amount of work to do at home.	33	57	7	0	2
The teaching is good.	66	34	0	0	0
I am kept well informed about how my child is getting on.	40	50	9	2	0
I would feel comfortable about approaching the school with questions or a problem.	55	40	5	0	0
The school expects my child to work hard and achieve his or her best.	57	43	0	0	0
The school works closely with parents.	55	40	5	0	0
The school is well led and managed.	45	47	5	3	0
The school is helping my child become mature and responsible.	47	52	2	0	0
The school provides an interesting range of activities outside lessons.	17	50	22	0	10

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

46. Children in the Foundation Stage in the reception classes are offered a well-balanced practical curriculum that meets the needs of the young children well. The overall very good teaching which, has improved since the last inspection, has a positive impact on the children's learning. Particular strengths in the teaching include very good support for children's language and literacy skills and personal and social skills. Children are encouraged to be independent by these factors. Assessment procedures are also good. Additionally, the firm and very effective management of children's behaviour is also a strength. It is because of these strengths that the children settle quickly and are ready to learn resulting, in fact, in a good rate of learning. The Foundation Stage Co-ordinator is very experienced and manages the provision very well. After a good range of induction procedures and close liaison with the pre-school provider, children enter the reception classes in January and September according to their ages. Although they show a range of abilities the majority enter the reception classes with slightly below average attainments in language, literacy and mathematical development. Attainments in social skills and independence are average when they start school. By the time they enter Key Stage 1, all children are meeting the required early learning goals and a significant minority are exceeding them.

Personal, social and emotional development

47. Because of the very skilful teaching in the reception classes, children make good gains in this area of learning. Children are frequently encouraged by all the adults to play together and to develop their own personal independence and confidence. For example, children dress and undress independently for physical activities. Children help one another if they are ready more quickly than others by buckling shoes and doing up buttons. They are often consulted and set problems to solve. For example, finding ways of making a bridge to allow Mr. Frog to get to the centre of the birdbath so he can have his dinner. In both classes, children are learning to play and work well together. They are helped to show consideration for each other. An example of this is in their physical play on the apparatus where they are encouraged to take turns and to be aware of others. The children are encouraged to make predictions, such as when the teacher involves them in mixing colours. All adults provide very good role models for them by always treating each other with quiet respect and courtesy. This results in a high level of trust and a calm learning environment, helping the children to develop similar good social skills. Planning and routines in the Foundation Stage promote good personal, social and emotional development very effectively and the teaching in this area of learning is very good.

Communication, language and literacy

48. As a result of the very good teaching the children achieve very well and by the time they reach the end of the Foundation Stage most exceed the recommended outcomes for children of this age in communication, language and literacy. This represents very good learning because, when the children start school their attainment in reading and writing is slightly below average. In both reception classes children enjoy listening to stories. They are able to talk about books from the pictures. They read along with the teacher and identify initial sounds. All adults are good at encouraging children to talk in greater depth and detail and also set a good example as active listeners. Children enjoy using sounds and learning the meaning of new words. For example, in a numeracy lesson the children enjoyed looking at the word symmetry identifying that there are two letter 'm's in the word. The children are able to enjoy the whole hour of the National Literacy Strategy. The teachers have used the strategy to good effect to support children's learning.
49. The teachers encourage the children to think of themselves as readers and writers. All activities enable children actively as readers. During the Foundation Stage children make a very good start at communicating through writing. They are provided with appropriate activities during the literacy hour to extend their learning. The most able can identify an object from a picture and write the word with correct spelling most of the time. Children have access to an 'office' area that is set up in the role-play room and they use this to good effect to develop their language and literacy skills. They write letters, make cards and use the telephone.

Mathematical development

50. Teaching in this area of learning is excellent. Because of the very good teaching in personal and social development that the children receive they are enabled to start to learn and to work independently in practical tasks. This allows them to make excellent gains and to exceed the early learning goal by the time they enter Key Stage 1. Teachers in the reception classes help the children to see mathematics all around them and encourage the children to act as mathematicians. For example, when two children in the class had their fifth birthdays the rest of the class gave them five claps each. The teacher then transferred the two names from the balloon for four-year-olds to the one for five-year-olds. The children counted the names on the two balloons and the teacher wrote the numbers on the board, 18 and 12. She asked the children how many were in class altogether and the children told her 30. She then asked what 12 and 18 make and the children were able to tell her 30. The children are able to count up to 50 in ones and they are able to emphasize five and multiples of five. The teachers frequently challenge the children with questions such as " How many more than or less than?"

Knowledge and understanding of the world

51. Through very good teaching children achieve very well and are helped to meet or exceed the early learning goals by the time they enter Key Stage 1. Scrutiny of planning and previous work indicates that children learn about the

place where they live and about what has happened to them since they were born. They are able to look at a globe and identify land and sea. They learn about the past through events and artefacts associated with their own families. Children use the computer to support their work in literacy and numeracy. They use the mouse with increasing skill. Through Personal and Social education the children learn to take turns and they help each other learn left from right. They understand about things being fair and know right from wrong and the reasons for correct actions. Children ask questions about why things happen. This was seen in an activity testing objects to see which float or sink.

Physical development

52. Good teaching offers a wide range of opportunities for children's development in this area. However, the absence of a dedicated outdoor area means that the children do not have opportunities to use wheeled vehicles or toys that involve pushing and pulling. In physical education lessons children gain control of their movements. This was evident in a dance lesson where children were able to vary the speed of their movement. They are learning to evaluate their performances and to understand how to improve them. In a lesson involving large apparatus children are able to use the climbing frame with care and control. In this lesson the children made good progress with balancing. By the end of the lesson the majority were able to walk the full length of the beam without losing their balance. Through the lessons they are developing increasing awareness of space for themselves and for others. The teachers use the space in the hall well although this is limited by the equipment that is stored around the edges. The other limiting factor concerns the acoustics. It is very difficult for the children to hear instructions and this inhibits the progress the children are able to make. Children use a wide variety of tools and objects competently. In a design and technology activity the children used hole punches, scissors and materials to join things together with skill. The children exceed the early learning goal in this area by the time they start Key Stage 1.

Creative development

53. The teaching in this area is excellent. As a result of this, there is excellent achievement and by the end of the Foundation Stage the children meet or exceed the early learning goal. The children use a variety of materials such as paint, collage and construction materials. In their work with paint they mix colours and explore colour and shape, experimenting with ideas and materials. They have opportunities to respond to music in different ways. For example, they dance, sing and make music themselves with percussion instruments. The children have access to role-play. During the inspection the role play area was set up as a café where children served each other and paid for their meals. Good use is made of the school garden and the playhouse situated in the garden was used during the inspection as a pirate's ship. Very good support from adults helps develop the children's imagination considerably and also provides a useful assessment activity.

ENGLISH

54. Pupils attain standards in English that exceed national expectations at the end of Key Stage 1. This is a similar picture to the standards attained at the time of the last inspection. The pupils' performance in the National Curriculum tests for seven-year-olds in 2000 was above the national average in reading and in line with this average in writing. Comparison with similar schools shows that Stannington pupils do just as well as those in other schools in their reading but have results that are below average for writing. Boys did slightly better than girls in the tests. During the inspection both boys and girls worked equally well, and were achieving at similar levels in class. Preliminary examination of the National Curriculum tests results for 2001 indicates that results are higher than those for 2000, with a distinct rise in attainment in writing, showing the success of the school in making this a priority for development. These results also show that the school adds value to the attainment of pupils. The current Year 2 pupils, on entry to the school, were below average in their reading and well below average in writing. These pupils have done well and now attain standards above national averages in both areas.
55. This represents good achievement. All pupils have made better progress than expected nationally for their age. Low attaining pupils make good progress and catch up with national expectations by the age of seven. High attaining pupils do well and many attain Level 3 in their reading. Fewer pupils than expected gain Level 3 in writing, given that their comprehension and spelling results are so good. One reason for this is that the school does not emphasise the use of a cursive script so that pupils can join their handwriting.
56. The school makes effective use of the National Literacy Strategy in focused daily sessions so that pupils gain a good understanding of how language works and how it may be used to best effect. The development of pupils' literacy skills permeates the whole curriculum and pupils' skills are reinforced at every opportunity. Some contribution to pupils' understanding and use of spoken or written language is a feature of virtually all lessons: for example, from the use of adjectives in a Year 1 religious education lesson to the appreciation of poetry to create a suitable atmosphere for dance in Year 2 physical education. Since the last inspection, the school has implemented the National Literacy Strategy very well, improved the quality of assessment and lesson planning, and staff have worked hard to successfully ensure there is a consistent quality in their provision for English.
57. Standards in speaking and listening exceed the national expectations for seven year-olds. Throughout the school, pupils listen carefully to their teachers and to each other. They show a good grasp of the main points and most of the detail of what they hear. In discussion, they offer lots of ideas, pertinent comments, and suggestions in response to questions. This is apparent not only in English lessons but also in other subjects; for example history and religious education. Pupils listen to adults and to each other with

respect, and contribute in turn with increasing confidence. Teachers use specific vocabulary for the subject taught and pupils begin to do the same. For example, as Year 2 considered the poem “Roger the Dog” by Ted Hughes, abler pupils explained that “verses can also be called stanzas”. All pupils also used the term “phoneme” readily. Pupils employ a good vocabulary and largely use Standard English in their speech. They tend also to use coherent sentences rather than one-word answers. They have a developing sense of register, particularly apparent in “hot seat” activities where they both ask and answer questions in a style befitting the situation and characters involved. Abler pupils display a greater confidence, but all pupils possess a similar competence.

58. Standards in reading are good. Pupils make good progress and achieve well. The school’s approach to the teaching of letter sounds provides pupils with a good range of skills that they apply confidently to their reading. Pupils in Year 2, for example, are able to recognise that different letters often make the same sound. They correctly give examples such as “foot” and “put”. By the age of seven, pupils are able to read a range of texts accurately and in many cases with good expression. They use their knowledge of letter sounds to work out words they do not know. They obey punctuation well. Most pupils recognise and understand the purpose of speech marks from Year 1. They soon become accomplished and enthusiastic readers. Pupils of all abilities show understanding of the main points and many details of what they read. They give considered opinions about them and can usually infer the next major event in a story, or at least give a plausible suggestion.
59. Pupils now attain standards in writing that exceed national expectations of seven-year-olds. Most pupils are able to write legibly with writing of a consistent size. They write structured pieces using sequences of sentences appropriately using capital letters and full stops. They begin to vary the form of their sentences. They use this skill in a variety of contexts. For example in history, pupils write descriptive accounts of historical events and in religious education and geography they produce factual accounts including their appreciation of visits they have undertaken. They begin to appreciate that the choice of words is important, especially in imaginative pieces. For example, a Year 2 pupil wrote about a dog who “ spotted a massive bone and picked it up in his powerful teeth” using adjectives well for effect. In a neatly word-processed poem, another pupil described a swan in eloquent rhyme as “ white, like a really misty night”. Pupils spelling is largely accurate. They use their knowledge of letter sounds to good effect and confidently tackle new or unusual words. Teachers help them in this by providing suitable word lists and by encouraging the use of dictionaries.
60. Throughout the school, the teaching of English is good so pupils build up their skills well. There are very good relationships between pupils and adults in all lessons, which helps to support good interaction. Pupils also learn to interact well with each other in pair, group, and whole-class work. Pupils are well-behaved and respond eagerly to their interesting lessons. Teachers show an enthusiasm for the subject and have high expectations of the pupils’

work and behaviour. Through discussion and well-planned lessons, with a variety of activities, teachers promote a real enjoyment of the written and spoken word. One very good lesson in Year 1 had amongst its stated goals: "to encourage a love of reading" as well as to develop pupils' independent writing skills. The teacher engaged the class very well, demonstrating expression in a guided reading session. Then with very good use of praise, valuing all contributions, she maintained the momentum to foster pupils' own good use of words for effect. Teachers use test data and information derived from pupil assessments well to ensure that pupils make as much progress as possible. The review session at the end of each literacy lesson is used well to enable pupils to share their work and to assist teachers in assessing the degree of understanding that has resulted from the lesson. Teachers use their assessments to plan for the next steps in learning. There are clearly defined learning objectives in all lessons. Teachers describe in their planning the activities to be followed, the skills to be taught, the knowledge imparted and the level of understanding to be expected. Work is clearly tailored to challenge each pupil well. Class teachers throughout the school benefit considerably from the help provided by the support assistant for pupils with special educational needs. Parents also volunteer valuable help in lessons. There is, however, insufficient CCA support available to cover all lessons. A support teacher enables pupils whose first language is not English to make rapid progress.

61. The subject is well managed by the two teachers who teach Year 2. Teachers' plans are monitored, pupils' work is sampled, achievements are evaluated. The effectiveness of their approach is clearly shown by the rising attainment in writing once a relative shortcoming was identified. Resources for the subject are satisfactory. Pupils have access to a wide range of reading scheme books but there is need to provide more challenging texts to suit the highest attainers in Year 2.

MATHEMATICS

62. Pupils do well in mathematics. Since 1996, the school's results in National Curriculum assessments for pupils aged seven have been above the national average. The year 2000 results are no exception and show that most pupils attained at least Level 2B. The pupils' results are also compared against schools with similar proportions of pupils having free school meals. Stannington pupils do just as well as these pupils and their test results match the average for these schools. At the time of the inspection, the school's results of the 2001 National Curriculum assessments were available, but the national averages and the average for similar schools had not been calculated. However, there has been an improvement this year and 98 per cent of the pupils in Year 2 attained the national expectation of Level 2. In addition, 85 per cent of seven year olds attained Level 2B or above and the proportion of pupils attaining the higher Level 3 has gone up to 40 per cent. It is likely that these results will also be above the national average.
63. Inspectors compared the 2001 test results against the assessment made of each pupil when they started school in the reception class. This baseline assessment shows that most of the current Year 2 pupils began the reception class with average attainment in mathematics, and one third of the class had levels of attainment that were below average. The attainments of these pupils are now above average and this demonstrates that, over their time in school, all

the pupils have made good progress and have achieved more than is usually expected for their age. The reasons for this good added value are:

- Children in the Foundation Stage are given a very good start to their learning and begin Year 1 with a secure mathematical understanding and an enthusiasm for extending their number skills.
- There is a consistently good quality of teaching in Years 1 and 2. Teachers have high expectations and place a strong emphasis on pupils explaining what they know.
- Teachers use a wide range of methods and activities in their lessons that help pupils to develop their learning well because they are interested, keen to develop their knowledge and eager to show what they can do.
- The National Numeracy Strategy has been implemented very well so that teachers plan and deliver lessons that build securely on what the pupils already know.

64. During the inspection, pupils in Year 1 enjoyed counting in tens from seven to 107. Most of the class can add and subtract single digits accurately and tell the time for o'clock and half past. Higher attaining pupils can tell the time to the nearest five minutes and are beginning to calculate correctly, for example, what time it will be three hours from now. The pupils' enthusiasm takes them forward to use higher numbers and, in one lesson, they successfully counted in tens through each hundred till they reached one thousand. A significant proportion of the Year 1 pupils are able to recall the numbers that make ten and use these facts quickly to help them with other calculations. They also know that they are learning these number bonds to help them with increasingly difficult 'sums' and this makes them try harder to memorise the information.

65. Pupils in Year 2 are aware that six can be either three times two, or, two times three. They understand and explain clearly the nature of times tables, as well as seeing the patterns in the numbers they contain. Pupils are secure in their counting and can, for example, count backwards in fives from 70. They also recognise that, for example, 30 is a multiple of three, five and ten. In both the Year 2 classes, pupils wanted to extend their awareness of number patterns and were keen to explore the six times table and report to others the facts they knew about, for example, the eleven times table.

66. The quality of teaching is good and this enables pupils to learn well. In one lesson seen in Year 1, exceptional teaching was leading the pupils to make outstanding gains in their knowledge of number bonds. Here, the teacher set an expectation for pupils to memorise the pairs of numbers that make ten so that they could pass 'the teacher challenge' of knowing them all by heart by Friday. She then used a variety of teaching methods as follows:

- Setting a focus on learning by starting with a whole class refrain of, "I'm teaching, what do you do?" *Reply – 'listen'*. "What happens if you don't listen?" *Reply – 'we don't learn'*.
- Giving each pupil a number card containing a multiple of ten; asking them to run into a circle in numerical order from 0 – 250; setting the task of quickly calculating how many fingers are in the room, and including others in this who did not have a number card.
- Quickly holding different fingers up so that pupils have to state immediately how many more would make ten.
- Valuing individual success when, for example one pupil recognises that $6 + 4$ is the same as $4 + 6$ the whole class agree this person is a 'superstar' and clap appreciation of their new knowledge.
- Setting pupils written work where they have to improve the time it takes to write down all the pairs of numbers that make ten.

In this way, pupils very quickly learnt number facts and worked with real enthusiasm and interest. They were very productive indeed and several achieved Friday's aim by the end of the lesson.

67. In other lessons seen, teachers expect pupils to explain carefully what they know and what they are learning. For example, in a Year 2 lesson where pupils were asked to use objects to illustrate a times table of their choice, the teacher asked pupils to prepare with a partner how they would explain their work to others in the class. This led the pupils to refine their thoughts

and some to state, 'we have ten sets of three and that makes thirty'. In another lesson in Year 2, the teacher discussed the work pupils had done yesterday in a way that showed she valued what they had done. This led pupils to discuss more readily what they were learning and encouraged them to do their best in the current lesson. Other effective teaching methods were seen in Year 1 where the teacher encouraged the pupils to clap their knees as they counted. The rhythm they produced helped the pupils to extend the range of their counting. Teachers generally use time well and expect pupils to work at brisk pace. In particular, teachers use assessment well to make sure that different ability groups in class have work that is matched effectively to their needs.

68. Since the last inspection, the National Numeracy Strategy has been implemented. The subject co-ordinator has done this very well and helped teachers to improve the quality of their teaching, planning, assessment and to expect more of the pupils. Parents have also received very good information about changes in the subject and are helping their children effectively at home. Each pupil has targets for their learning and these are addressed successfully in lessons and at home so that pupils see the value of doing well and are enthusiastic to become successful mathematicians.

SCIENCE

69. In 2000 at the end of Key Stage 1, the attainment of seven year olds in national teachers' assessments was above the national average when compared with all schools and in line with the average when the comparison is made with schools with pupils from similar backgrounds. However the proportion of pupils who attained a higher level was close to the national average but below the average for similar schools. These results are not as good as those reported during the last inspection when the proportion of pupils reaching the higher levels was well above the national average. However, teacher assessment is now firmly embedded in the school's practice and the assessments are now very much more accurate. Inspection findings indicate that standards are rising particularly in the area of investigative science. Pupils achieve well across Key Stage 1 from their slightly below attainment on entry to school. By the age of seven, pupils attain the expected standards for their age but fewer pupils attain the higher levels. This is beginning to change because of the challenge that is now evident for the higher attaining pupils through the development of investigative science.
70. During the inspection, all classes were working on a programme of study related to scientific enquiry. The school's guidance on planning science covers all programmes of study effectively and previous work shows that most pupils have a sound knowledge and understanding of life and living processes, materials and their properties and physical processes. In one class, after discussion with the teacher the pupils set about investigating which objects would sink and which would float after first predicting the outcome. In another class, the pupils were devising experiments to test which substances would dissolve. In this Year 2 class, the pupils are increasingly aware of what constitutes a fair test. The higher attaining pupils introduced the idea of timing how long the substances took to dissolve. The lower attaining pupils made very good progress during this lesson. They were very well supported by the teacher who used effective questioning to ensure that all the pupils were able to make gains in their learning. The pupils worked

well together challenging one another with questions such as " How do you know?" "What would happen if?" " Is that fair?" The groups devised various ways of recording their findings with one group using the computer. Numeracy is used well in science, with some pupils timing the dissolving process. Literacy is well used, with pupils extending their speaking and listening skills and recording their findings in writing.

71. The quality of teaching is good overall. Teachers plan their work carefully, identifying clear learning objectives. They share the purpose of the lesson with the pupils and ensure that the work is well matched to the needs of different abilities within the class. They provide challenge for the higher attaining pupils particularly in Year 2. Teachers have good scientific knowledge, which enables them to use appropriate vocabulary. It is not always possible, however, for teachers to intervene to support pupils' learning because they do not have any class support during science lessons. Teachers use a good balance of explanatory discussion and practical activity in lessons and they take care to review the learning at the end of lessons. All teachers manage their pupils well. They have good relationships with them which results in the pupils showing interest, trying hard, concentrating on tasks, behaving well and adopting very good attitudes to the subject. Written marking of pupils' work gives praise and appropriate guidance.
72. The science curriculum provides a sound range and quality of learning opportunities and it meets statutory requirements. The subject is given appropriate lesson time. The new science co-ordinator has excellent subject knowledge and she provides sound leadership for the subject. She provides support for teachers' planning and there are plans for her to monitor standards and the delivery of the subject. Her appointment is too recent for her to have had more influence but she has a clear action plan for the development of the subject and she has carried out an audit of resources. Assessment procedures are good, with revised procedures due to be implemented in September. This revised procedure will enable all assessment processes to be tied together and will provide full information for teachers to report to parents. All pupils have equal access to the science curriculum and all pupils are appropriately challenged. There has been satisfactory improvement since the last inspection and the school now has good capacity to make further improvements.

ART AND DESIGN

73. Pupils' attainments in art are at the level expected for their age. They make steady progress in acquiring and developing their art skills over their time in school. Work on display in classrooms and around the school is colourful, well presented and shows that pupils follow a good curriculum and use their artistic skills to illustrate other subjects effectively. Pupils in Year 1 produce attractive paintings of landscapes including a water wheel. They make good use of colour to fill all the paper, and their teacher displays some paintings in real frames which shows that the pupils' work is valued. Pupils use computers to draw portraits and make effective observational drawings of plants in science to illustrate growth. They also make effective models; for example, clay tile houses containing interesting textures that are finished off with care. In Year 2, pupils have used fabrics to make tie-dye covers for booklets about their visit to an art gallery. They produce observational drawings based on the work

they do in history and geography and develop their ideas, using influences from other artists, to create expressive Caribbean style paintings. Pupils use a wide range of techniques and keep samples of their work in 'workbooks' that show the satisfactory progress they make over time.

74. The one lesson observed during the inspection was well taught. The teacher used discussion effectively to help pupils look more closely at other paintings so that they recognised animal and plant themes that they could develop in their own work. He also gave good praise when pupils had succeeded in new techniques such as blending chalks, and this gave other pupils confidence to try harder. However, not enough lessons were seen to judge the overall quality of teaching and learning.
75. Since the last inspection, there has been satisfactory improvement. The scheme of work has been developed so that teachers now plan their lessons more effectively and this, in turn, leads pupils to develop their skills methodically each year. Lesson planning has also improved and lessons now have a constant format of an introduction, an activity, and a review session at the end. The use of computers for art work has increased and effective monitoring is now in place so that pupils' progress is recorded more consistently. Responsibility for co-ordinating the subject has recently changed and areas identified for improvement are being systematically addressed. The subject makes a good contribution to pupils' cultural development and they benefit from seeing a wider range of art work on their visits to local galleries and events. There is room for improvement in promoting a whole school policy so that pupils' work is displayed to the same high standard throughout the school.

DESIGN AND TECHNOLOGY

76. Due to timetabling arrangements it was only possible to observe one design and technology lesson. Judgements, therefore, are based on the scrutiny of pupils' work and teachers' planning, discussions with staff and pupils and the one lesson observed. The standards observed at the time of the previous inspection have been maintained. Pupils achieve well and are attaining above the standards expected in designing and making at the age of seven. For example, pupils design and make water wheels. They choose the most suitable materials for their designs and evaluate the effectiveness of their models. They can justify their choices of design and materials. The majority of the class takes a systematic approach to making the models. The more able pupils measure to ensure the components fit well together and the most able evaluate whether the model would work in real life and what it could be used for. Good links are made with other subjects particularly numeracy, history, science and literacy.
77. The co-ordinator provides good leadership for the subject. She has provided good guidelines for staff to support their planning and ensures that resources are available and replenished when necessary. She keeps a portfolio of completed work that enables staff to see what pupils are capable of and also ensures that pupils' skills are developed in a logical, sequential way.

78. The quality of teaching, in the one lesson observed, was good. The lesson was very well planned and the teacher had high expectations of the pupils' work and behaviour. The teacher provides good information for volunteer helpers and this ensures that they are able to support the pupils to make good progress. There are good assessment procedures in place that help to ensure that pupils make good progress in the subject. Revised assessment procedures are due to start in September and these should ensure that all staff will use the same terminology, make sure that comprehensive information is available for reporting to parents and give very good information to pupils about ways in which they can improve.

GEOGRAPHY

79. By the age of seven, pupils attain standards in line with national expectations. The picture was similar at the last inspection.
80. Pupils' achievement is good in most areas of the subject, but there are some aspects of the curriculum that are not yet sufficiently emphasised, and this prevents their attainments from being higher. Right from the Reception Year, pupils develop a good understanding of location. They recognise land and sea on a globe, some of the children able to point out the British Isles and a few have a reasonable approximation of where Sheffield is. This is built upon well in Year 1 where all pupils produce identifiable maps of the British Isles based upon the satellite photographs they examine. Over three-quarters of the class confidently explained the simple three or four coloured key they had used, the ablest correctly adding "The orange must be deserts" to the land, sea and snow that had emerged in discussion. Taking turns, pupils are also able to create similar maps by computer. The ablest were secure in locating the cardinal points of the compass. Pupils of average ability used the terms but tended to confuse the location of the North and South Poles. The least able pupils did not recall the names, but identified with certainty the white areas: "That's snow." Pupils also recalled that "Polar bears can't eat penguins because penguins live at the bottom of the world and polar bears live at the top." By Year 2, pupils handle maps and atlases well. They have plotted the routes of local field visits, appropriately labelled. They can follow the keys in their atlases, explaining the symbols for mountains, rivers, and settlements, for example. Lower attainers make a few slips but higher attainers are so secure in their skills that they explain the points of the compass, directions, and the location of some countries relative to Stannington and even to their own classroom. Most pupils have a good grasp of the features of their locality after detailed exploration of the Rivelin and Loxley valleys. Thanks to visits and walks they understand the reasons for the location of bridges and their construction from materials to hand. Visits to farms have helped them to note differences in land use, and the seasonal changes to the environment. They have undertaken a "weather watch" charting the range of weather features noted over a week so they can better appreciate the local climate. Field trips have helped them to develop good research skills, which were limited at the time of the last inspection. Discussions with older residents have helped them to see how the growth

then decline of industry have changed the environment. They make brief observations on the differences between home and holiday destinations, comparing for example Cyprus with Sheffield: “ It’s hot and there are lots of hotels. There aren’t hotels like that in Sheffield because people don’t stay there.” They have not, however, made a specific comparison between their local area and another in Britain or abroad to evaluate in more detail the similarities and differences.

81. The quality of teaching is good. Within lessons pupils learn well. Teachers link work to earlier studies so pupils expand their knowledge in a systematic way. Lessons are well planned. Their clear objectives are conveyed to pupils so everyone knows what to do. Teachers ask pertinent questions that make pupils reflect and investigate, and justify their answers. Pupils are attentive and eager to talk about their work. Teachers give pupils opportunities to work in pairs or small groups so they may take some responsibility. Higher attaining pupils especially are challenged to work more independently. Pupils behave well and demonstrate positive attitudes. They particularly enjoyed exploring the environment to conduct their own investigations. They understood what they did and remember it well. Teachers monitor and support pupils well in lessons so they know what they have achieved and what to do to improve their work. All pupils, including those with special educational needs and English as an additional language, make good progress because they have good support from teachers and assistants.

82. The curriculum meets statutory requirements. There is, however, less emphasis given to comparing and contrasting different places, and to the appreciation of how the environment might be sustained and improved than to other areas. This means that pupils’ skills are unevenly developed. The subject is well resourced and co-ordinated with a policy and scheme of work to support the emphasis on geographical enquiry and fieldwork skills. The quality and range of learning opportunities ensure that pupils develop a satisfactory understanding of the physical and human features of the local environment and an awareness of some of those that are found in the wider world.

HISTORY

83. By the age of seven, pupils attain standards that are above the expectation for their age. This represents an improvement since the last inspection, when standards at the end of Year 2 were in line with national expectations. At that time, pupils' information seeking skills were underdeveloped. In contrast, pupils' capacity to evaluate evidence and think deeply about why and how things happened is a major feature of current lessons.
84. Pupils' achievement is good. They build up their skills steadily over the key stage. They enjoy learning about people and events of the past because teachers share very well their own interest and enthusiasm. Teachers present information in a variety of ways, which contribute to pupils' vivid recall. Consequently, pupils develop a good sense of chronology. This was apparent in the ease with which a Year 2 class set the lives of William Shakespeare, Guy Fawkes, and Samuel Pepys in correct order in a time-line. Pupils also comment on the similarities and differences between different periods. Year 1 pupils, stimulated by a visit to the Sheffield Heritage Museum, have compared and contrasted shops of Victorian times with those of the present day. Year 2 pupils recalled with delight their experiences at Herdings Primary School Living History Centre: "slate pencils, dunces' caps and the cane", and "chanting tables" were far removed from their own education. Their factual knowledge is good. Accounts of the Gunpowder Plot in pupils' own words included for example the succinct: "Guy Fawkes planned to kill King James. He set a plot leaving barrels of gunpowder in the cellar, but soldiers found it." Able pupils pondering the question of whether Fawkes was right to have tried to kill James concluded maturely that he was not, because (alluding to the likelihood of ensuing political chaos): "who would then make the decisions?" A walk through the Loxley Valley provided much first hand evidence to support a detailed study of the Sheffield Flood of 1864. Pupils also read contemporary accounts. In dramatic "hot seating" pupils acted out, amongst others, the roles of the architects and engineers involved, putting gathered information together well. The anger of the residents and the shame of those responsible emerged clearly in response to the teacher's probing question: "What might have happened if the embankment had been built better?" as pupils explored not only events but also consequences. A similar exercise with another Year 2 class revealed very good imagination and significant empathy. Pupils took their cues from a range of artefacts to evoke the lives and last moments of flood victims. In an effective question and answer session at the outset, the teacher had brought out pupils' very good knowledge of recent flooding in England and elsewhere in the world. Thanks to this skilful blending of past and present, the Victorian casualties ceased to be statistics but emerged movingly as very real people. Pupils are well aware of some of the different ways the past is represented and interpreted. Moreover, they are shrewd in their understanding of the relative values of different sources. For example, they are willing to accept entirely the accounts of wartime experiences given by one pupil's grandparents. These people had actually lived through the events therefore should be reliable witnesses. They had less confidence in books because their authors had not

experienced things at first hand, although some pupils volunteered that where named witnesses are quoted, then these words are more likely to be reliable.

85. The quality of teaching is very good which means pupils learn very well. Thorough plans with clear objectives let pupils see things in context. This contributes to their sense of chronology. Unobtrusively, teachers tailor questions effectively to challenge pupils' ability. This makes sure that everyone is involved. Other adults in the class are well deployed to give support where necessary, so that everyone can move forward at more or less the same rate. In consequence, the majority of pupils have a similarly good grasp of historical knowledge. Boys and girls work equally well. The differences in pupils' ability are marked more by the variations in the quality of their expression. As teachers give a strong focus to the development of literacy skills, even these variations are not wide. Lessons are very well managed. There are very good relationships between pupils and teachers, which contribute strongly to the effectiveness of discussion: pupils are uninhibited in their participation because they know that what they have to say will be valued. They respect each other's contributions in the same way. Teachers assess pupils' progress effectively during lessons by providing suitable feedback to help them improve their work. They share well their enthusiasm and very good knowledge and understanding of the subject so the intellectual and creative effort pupils apply to their work is very good. Pupils consequently work at a good pace, showing interest and concentration. Their attitudes and behaviour are very good. They act responsibly, working independently and with initiative in pair and group work.
86. The subject is well resourced and co-ordinated. Very good use is made of visits and visitors to give pupils memorable experiences. The policy promotes an appropriate emphasis on pupils discovering things for themselves. The scheme of work is based on nationally recognised guidelines and so complies with the National Curriculum. The quality and variety of learning opportunities provided by enthusiastic teachers ensure that pupils develop a wide-ranging knowledge and understanding of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

87. Pupils develop skills in using computers at a satisfactory rate and attain at the level expected by the age of seven. Their work is often printed out and displayed in class. This shows, for example, that pupils use the Internet to research facts about water-wheels. They make attractive symmetrical patterns and use software such as *Dazzle* to make colourful and exciting pictures. Pupils also use word processing effectively and make graphs from spreadsheets to show facts from data they have collected from the class. Teachers keep detailed records of how well pupils are acquiring their computer skills and these show that all pupils are following a full curriculum and making steady gains, year on year on their previous knowledge. Each week, pupils are shown the applications and skills they are expected to learn, and teachers make sure that everyone has equal access to the computers and sufficient opportunity to build their skills. Inspectors noted that computers were used by pupils during lessons, for example in mathematics, where some pupils practised telling the time using specific software for this purpose. Teachers also plan effectively to use computers to support learning in all subjects, although more use could be made of the *Music Box* software for composing and performing. Insufficient direct teaching of computer skills was seen to make an overall judgement on the quality of teaching and learning.

88. Since the last inspection, the school has upgraded its hardware and now has a reliable computer in every class. There are also good quality plans to extend the opportunities available for pupils and to enable them to have more time using computers. For example, the school plans for pupils to use the facilities for computers at a neighbouring junior school, as well as using specific grants to improve the equipment and provide a network within school. In addition, the school has also carried out the following improvements since the last inspection.
- Staff have been trained and are now more confident to use computers
 - Good value is obtained from buying technician support from a local secondary school
 - Regular support meetings now take place with staff from other schools
 - The range of software has increased, and staff are more confident with a wider range of applications
 - Teachers have a good quality information file that shows what pupils can be expected to do
 - The scheme of work has been upgraded and now matches nationally approved guidance.
89. The subject is well led. The co-ordinator has led good improvement since the last inspection, and the subject is now in a position to move forward and raise standards further.

MUSIC

90. Pupils' attainments in music are in line with those expected for their age. However, there are some areas of the curriculum where some pupils are doing well and are above average in their achievements. For example, some pupils in Year 1 can sing a round in three parts and a large number of pupils in Year 2 can play simple melodies on the recorder by reading standard musical notation. In Year 1, pupils sing tunefully and can remember songs with more than one verse. They play percussion instruments and clap their hands to the rhythm of syllables in words, and practise doing this together to make an effective short performance. In Year 2, pupils provide instrumental accompaniment to songs, playing along to match the rhythm of the words. They enjoy singing together and learn new songs quickly and confidently.
91. The quality of teaching and learning is satisfactory. In one session observed, the teacher set good expectations that pupils would breathe deeply and have good posture before they began to sing. This improved the quality of their performance. In a lesson seen in Year 1, the teacher set an effective challenge of pupils to rehearse a performance in three parts. However, the rehearsal time was too long and pupils lost interest after a while. Teaching is enhanced by good quality volunteer helpers. For example, an experienced pianist accompanies singing during and after one assembly each week, and this helps pupils to develop their singing skills. Parents teach groups of pupils to play the recorder and this is effective in raising their instrumental expertise.
92. Since the last inspection, the policy and scheme of work have been updated and training has been provided to help staff to use them more effectively. There is now a rolling programme of music for pupils to listen to as they enter and leave assembly each day. Also, pupils are enabled to hear live performances in school from professional musicians and this helps pupils effectively to extend their musical knowledge. The co-ordinator monitors teachers' plans and makes sure that the curriculum is delivered as intended. She also provides advice for colleagues as required. There is an appropriate plan for developing the subject but more could be done to extend the range of music provided so that pupils listen to and appreciate, for example, jazz, folk music, blues, chart music and music from other countries and cultures. More

use can also be made of computers to help pupils develop their composition skills.

PHYSICAL EDUCATION

93. Overall, the pupils are exceeding the expected levels at the end of Key Stage 1. This is similar to the findings of the last inspection. During this inspection inspectors observed dance and gymnastic lessons. In dance, pupils control their movements well and demonstrate a good range of skills. They respond appropriately to musical stimuli. In gymnastics, the pupils are able to put out large apparatus safely. They use the large apparatus with care, taking turns and moving between the pieces of apparatus safely. Pupils make good progress over time in all areas of the subject, building upon previous experience to better their performance and skills. Pupils perform their routines safely taking into account the movements of others.
94. Pupils show good attitudes to physical education. They are very enthusiastic yet show good discipline. They enjoy lessons and concentrate on their learning. The acoustics in the hall are poor but the pupils listen hard and follow instructions and always strive to improve their performance and response. Most pupils practise sensibly. They work well on their own and in co-operation with others.
95. The quality of teaching is good. Teachers plan and prepare lessons well with clear objectives for the pupils' learning. Teachers provide a good range of resources, give clear instructions and make relevant teaching points during the lessons. Teachers employ effective use of demonstration by pupils to show skills to be practised. However, the acoustics make it difficult for some pupils to hear when they evaluate their own performances orally to identify ways in which they could improve. The pace of lessons is good and in most cases suitable warm-up and cool down exercises are used. In all lessons teachers demonstrate very good pupil management and control. They also show confidence in the subject and these factors help the pupils to concentrate on improving their skills and so raise the overall standards in the subject.
96. There are good outdoor facilities but the school hall is very cramped because equipment for physical education and other resources are stored round the edge. Also the hall is a thoroughfare used by adults and pupils to move around the school. Overall, resources are satisfactory but some of the large apparatus is too big and heavy for young children. The school policy and guidelines ensure good coverage of the subject. The co-ordination of the subject is good. The co-ordinator ensures that all staff are given appropriate support and makes sure that training is provided to extend teachers' subject knowledge.

RELIGIOUS EDUCATION

97. By the age of seven, pupils reach standards that are above the expectation of the locally agreed syllabus. This indicates that the high achievement found at the time of the last inspection has been maintained.
98. Pupils demonstrate high achievement early in their school life. For example, children in the Reception Year revealed an understanding of the spiritual dimension by their spontaneous prayer giving thanks for water. Pupils of all abilities throughout Key Stage 1 show that their knowledge and understanding of religious beliefs and practices develop uniformly with their awareness and understanding of life and human experiences. They can explore and respond well to both of these aspects and can express their responses thoughtfully and coherently. Pupils in Year 1 recalled well the details of the story of Noah and God's promise never to judge the world again by flood. They offered considered opinions on the nature of a promise, relating these practically to their own experiences. Their well-established moral principles were apparent in responses such as: " You shouldn't make a promise quickly." " If you make a promise you really ought to keep it."
99. By the end of Year 2, "hot seat" activities arising from the story of Jonah show that pupils can explore the emotion of fear with considerable empathy. Their knowledge of those areas of the Bible they have studied is good, and they offer perceptive views for example on the people of Nineveh: " They looked nice, but inside they were horrible." One girl responded sensitively in the role of Jonah to a classmate's question about the worm which ate the plant: if it had been found before destroying the root " I would have given it back to God so He could put it somewhere else!"
100. The quality of teaching is very good, and at times excellent. The teachers' lesson plans are clear with suitable learning objectives. The teachers have very good subject knowledge, which is shown through their focused questions that prompt pupils to think and discuss the ideas. The teachers bring out the significance of events well. They give a strong emphasis to language and the special terms used so that pupils understand and use them well themselves. They have high expectations of pupils' ability to understand concepts such as salvation and of their capacity to develop a strong moral and spiritual understanding. As a result, pupils learn to show consideration for each other and empathise with different viewpoints. Teachers' good selection of interesting themes and associated tasks, that derive from the locally agreed syllabus, enhance the quality of teaching. Pupils' produce a relatively limited amount of written work mainly because of the emphasis placed on discussion, which helps to bring out the deeper meaning of the lessons. Teachers use stimulating methods to involve the pupils actively, and engage them so well that their attention, attitudes and behaviour are consistently very good. Pupils enjoy the subject and participate enthusiastically.
101. The co-ordinator has a very good understanding of his role and has especially sought to develop pupils' understanding of other faiths and cultures by forging links, for example, with the local Sufi Muslim community. Pupils have gained much from their visits to the mosque, both in factual

knowledge and in a growing respect for other beliefs. Plans are in hand to develop similar relationships through visits to a Hindu mandir. The management of the subject is good. The co-ordinator monitors planned coverage of work through the years and informally supports colleagues in those areas where they are less confident. This ensures that all pupils have consistently very good experiences. He looks at samples of children's work to monitor standards throughout the school. There are no formal procedures for assessment, but pupils' work is evaluated carefully according to the guidelines suggested in the locally agreed syllabus. The school uses the agreed syllabus judiciously and ensures balance and full coverage of the curriculum. There is a good range of resources for the subject, with particularly good artefacts displayed to illustrate the major world faiths.