

INSPECTION REPORT

ROUGHWOOD INFANT SCHOOL

Rotherham, South Yorkshire

LEA area: Rotherham

Unique reference number: 106853

Headteacher: Mrs K Nash

Reporting inspector: Mr R Cheetham
2592

Dates of inspection: 2nd July 2001 - 6th July 2001

Inspection number: 192622

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant School
School category:	County
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Roughwood Infant School Roughwood Road Rotherham South Yorkshire
Postcode:	S61 3HL
Telephone number:	01709 740254
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr K Tupling
Date of previous inspection:	03/03/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2592	Mr R Cheetham	Registered inspector	Mathematics, geography, history, physical education, equal opportunities.	What sort of school is it? The school's results and achievements. How well are pupils taught? What should the school do to improve further? How well is the school led and managed?
9003	Mr B Findley	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
26219	Mrs P Hatfield	Team inspector	English, art and design, design and technology, music, the foundation stage curriculum.	How well does the school care for its pupils?
20990	Mr P Weston	Team inspector	Science, information and communication technology, religious education, special educational needs.	How good are the curricular and other opportunities offered to pupils?

The inspection contractor was:

Leicestershire County Council
Advice and Inspection Service
County Hall
Glenfield
Leicestershire
LE3 8RF

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Roughwood Infant School is smaller than most primary schools. It has 161 pupils on roll in the reception classes and Years 1 and 2 and 51 children (25 full time equivalent) in the nursery. It serves an area of mixed local council and privately owned housing on the outskirts of Rotherham. A significant proportion of pupils have family backgrounds of some social deprivation. Nearly all pupils are of white UK heritage. Pupils start a part time place in the nursery at the beginning of the term they become four and transfer to a full-time place in one of the reception classes at the start of the term they become five. When they start school, most pupils' levels of attainment are below those generally found.

Twenty three per cent of pupils are on the school's register of special educational needs. This is in line with the national average. Three pupils have statements of special educational needs. The range of pupils' special educational needs include emotional and behavioural difficulties and moderate learning difficulties. Twenty six per cent of pupils are known to be entitled to a free school meal and this is above the national average.

There have been several changes since the last time the school was inspected. It has a new headteacher who was appointed three years ago. It now has a governing body separate from the junior school. During this school year, the school received an award for improvement from the Department for Education and Employment

HOW GOOD THE SCHOOL IS

Roughwood Infant School is an effective school that gives good value for money. Children in the foundation stage (4 and 5 year olds) make good progress. Seven-year-old pupils reach good standards in reading, mathematics, science and information and communication technology (ICT). Pupils with special educational needs make very good progress towards the targets in their individual education plans. Most teaching is good and the headteacher and key staff lead the school well.

What the school does well

- Has a high proportion of good and very good teaching
- Helps pupils reach good standards in reading, mathematics, science and information and communication technology (ICT)
- Helps pupils develop good attitudes and behaviour and supports their personal development well
- Provides very well for pupils with special educational needs
- Has good leadership and management

What could be improved

- Standards in music and physical education
- Clarity in teachers' weekly plans about what pupils will learn and regular assessment of their progress in most subjects*
- Governors' organisation and their involvement in medium term school planning
- Pupils' attendance rates

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

* most subjects means art and design, design and technology, geography, history, music, physical education and religious education

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and since then has made good progress. The quality of teaching and pupils' standards of attainment in English, mathematics and science have improved. The school has developed or adopted schemes of work for all subjects and staff monitor curriculum plans. The school has introduced systems to monitor pupils' progress and attainment and has made some improvement to the school development plan.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
reading	E	C	D	C
writing	E	D	D	C
mathematics	D	B	C	B

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

This table shows that, from 1998 to 2000, there has been some improvement in pupils' overall standards of attainment and most particularly in mathematics. Although in 2000 standards in reading and writing were below the national average, they matched the average of similar schools*. Standards in mathematics were in line with those nationally and above the average of similar schools. When children start in the nursery, most have levels of attainment below those generally found. They make good progress in the foundation stage (the nursery and reception classes) and this continues into Key Stage 1 (Years 1 and 2). The current seven year olds reach good standards in reading, mathematics, science and ICT. They make unsatisfactory progress and do not reach satisfactory standards in music and physical education. Most make satisfactory progress and reach satisfactory standards in the remaining subjects. Pupils with special educational needs make very good progress against the targets in their individual education plans. Last year, the school set and exceeded targets for seven-year-old pupils' attainment in reading, writing and mathematics.

* the school is placed in a group of schools that has a similar proportion of pupils known to be entitled to a free school meal

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are enthusiastic about school and involved in their work.
Behaviour, in and out of classrooms	Most behave well during lessons and try hard. They work and play well together.
Personal development	Pupils make very good progress in accepting responsibility and

and relationships	enjoy very good relationships with one another and with adults.
Attendance	Attendance is unsatisfactory, mainly because parents of Year 2 pupils take them on holiday in term time.

Although the school has made recent improvements, pupils' attendance is very low when compared with the national average but there is no unauthorised absence. Pupils concentrate on their work well. A few pupils who have difficulty controlling their behaviour are improving very well with the help of learning support assistants and the learning mentor. Other pupils do not make a fuss and get on with their work. Even the youngest pupils enjoy carrying out different jobs around the classroom very responsibly.

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.

Eighty nine per cent of teaching is satisfactory or better. Thirty seven per cent is very good or excellent and 11% is unsatisfactory. This is an improvement since the last time the school was inspected. This is mainly because relationships are very good, children enjoy their lessons and staff have worked hard to master the lesson structure for teaching literacy and numeracy. They now use this structure with some success in other subjects. In the under fives' classes, teachers' planning is generally good. They are clear what they want their pupils to learn and have high expectations of them. Pupils respond very well. Teachers use resources very well and are putting the new foundation stage curriculum into practice well. Teaching in Years 1 and 2 is generally good and there was an example of excellent teaching in a Year 1 class. The unsatisfactory teaching was mainly confined to music and physical education lessons because teachers do not know enough about the subjects. The quality of teaching in English, mathematics, science and ICT has improved and pupils' standards of attainment have risen. The skills of literacy and numeracy are taught well. Teachers have good subject knowledge and organise lessons very well. They ask pupils searching questions and make them think hard. Pupils are keen to learn. Most teaching of other subjects is at least satisfactory and pupils enjoy their work and keep concentrating. In these subjects, teachers' weekly plans are not detailed enough and they do not assess or record pupils' progress accurately enough. In a few lessons in one reception class and in Years 1 and 2, teachers set out too many activities for the staff to work with all the pupils effectively enough. Teachers work well with learning support assistants to make sure that the school meets the learning needs of all its pupils very well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils enjoy a good, balanced range of learning activities. Children under five have a rich curriculum.
Provision for pupils with special educational needs	The school provides very well for these pupils and helps them make very good progress. Learning support assistants work well with small groups of pupils. The learning mentor works very calmly and effectively with a few pupils who have significant relationship and behaviour problems.
Provision for pupils' personal, spiritual, moral, social and cultural development	The school provides well for pupils' moral and social development and makes satisfactory provision for their spiritual and cultural development. Staff encourage pupils to believe in themselves and consider the feelings of others.
How well the school cares for its pupils	The school provides satisfactory levels of care for its pupils and arrangements for child protection are satisfactory. Teachers assess their work in English, mathematics and ICT well.

The school has a good working partnership with its parents and they think well of it. The school teaches literacy, science and computer skills well and those of numeracy very well. Its teaching of music and physical education is too narrow. The community makes a good contribution to pupils' learning and the school helps all pupils take part well in the activities it offers. The school helps pupils to learn well by collecting and using information on their progress in subjects such as mathematics. It does not do this well enough in most other subjects. Staff help them to grow up by encouraging them to work and play together and accept their differences. Staff look out for and support good behaviour well and prevent unfair conduct.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and her senior staff provide good leadership and manage the school well. Senior staff have led important teaching developments well.
How well the governors fulfil their responsibilities	There have been difficulties with recruitment and a third are new to the role. The governors do not fulfil their responsibilities well enough. They are not well organised and the work falls on a few shoulders.
The school's evaluation of its performance	The school judges important aspects of its work well and has improved as a result.
The strategic use of resources	The school uses its resources well but does not plan in enough detail for the medium term.

The headteacher has chosen the school priorities wisely and worked well with staff to make improvements and meet school targets. The subject co-ordinators of English, mathematics, science and ICT have led improvements well. The foundation stage (4 and 5 year olds) co-ordinator has helped staff introduce the new curriculum well. The co-ordinator of special educational needs manages this part of the school's work very well and makes sure that the grant for these pupils is spent well. Physical education and music are not led well enough. The induction arrangements for new staff are unsatisfactory. Governors are good supporters of the school. However, most do not know its weaknesses well enough to plan the school's medium term development. It has good arrangements for the performance management of its teaching staff and for monitoring the quality of teaching in English and mathematics. It uses its computers well to help pupils learn and to help the school run smoothly. The school has an average number of teachers and an above average number of learning support assistants. Most subjects have good learning resources but the reception classes' accommodation is unsatisfactory. The school applies the principles of best value satisfactorily by comparing its performance with other schools, consulting with staff and arranging for work in school to be done at the fairest price.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • They can come to the school with questions or concerns • The school helps its pupils become more mature and responsible • The school expects pupils to work hard and do their best 	<ul style="list-style-type: none"> • The amount of homework • Information about pupils' progress • A more interesting range of activities outside lessons

The inspection team agrees with what pleases parents most. The school sets an appropriate amount of homework and this helps pupils improve their reading and spelling as well as finding things out to help them in class. The school gives parents good written information on their children's progress and encourages them to discuss this with the teachers. It does not provide enough interesting activities for its pupils outside of lessons and plans to make improvements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Over the last four years, seven-year-old pupils' standards of attainment in English, mathematics and science have improved. In 2000, reading was the most significant area of improvement in English and, although pupils' attainment in reading and writing was below nationally expected standards, the results matched the average of similar schools. In mathematics, the results matched the national average and were above the average of similar schools. In science, the results at the end of Year 2 were below the national average. Last year, the school set and exceeded challenging targets for seven-year-old pupils' attainment in reading, writing and mathematics. This year, standards in all three subjects have improved further. Pupils with special educational needs make very good progress in English, mathematics and science because learning support assistants help them to keep concentrating and give them confidence to complete their work. Teachers give learning support assistants written plans for each lesson so they know exactly what is expected of them. In most other subjects, pupils with special educational needs make at least satisfactory progress.
- 2 In English, the attainment of the current seven-year-old pupils is now in line with standards expected nationally and has improved since the last inspection. Standards of literacy are satisfactory. Pupils' reading is good and girls do better than boys in all aspects of English, but especially in reading. The differences in attainment between boys and girls are greater than those found nationally. Most pupils listen attentively for extended periods. For example, in assembly pupils listened attentively to a presentation by some Year 2 pupils about 'tree hugging' and later many could answer questions about it. Other pupils also present their work in the assembly. Most pupils respond enthusiastically to questions about plot, character, and meaning. They understand the purpose of punctuation and the relevance of changes in letter size to emphasise meaning. Higher attaining pupils in Year 2 have a good understanding of how to use information books. Most Year 2 pupils read with some expression and use letter sounds to help them with words they do not recognise. Pupils tackle a range of different writing for different audiences, and in subjects such as science and geography. Pupils generally take care in presenting their work well. Their handwriting is neat and legible and they can produce lengthy pieces of writing.
- 3 In mathematics, pupils' standards in the current Year 2 continue to rise and are good. Pupils make good progress because the school teaches the daily mathematics lesson well and because the subject is led excellently. Seven year olds recall number facts quickly and correctly and are confident when they start new work. All pupils try to make estimates to see if their final answer is sensible. They have a good idea about place value and higher attaining pupils can work out the value of large numbers. One part of their work pupils need to improve is checking their answers for accuracy. Standards of numeracy are good.
- 4 In science, most seven-year-old pupils' attainment is above what is expected for pupils of this age. They make good progress and the reasons for this are that teachers use national guidance well to plan effectively, the quality of teaching is good, teachers are very confident about their teaching methods, they encourage

pupils to investigate and they have high expectations of what pupils can achieve. Pupils' knowledge and understanding of forces are above average for their age. For example, Year 2 pupils confidently explained why the speed of a toy car would change when a ramp was raised. Pupils can understand what would make a 'fair test' and confidently put forward their ideas on how to make the experiment more effective.

- 5 In most other subjects, seven-year-olds' attainment matches the level expected for pupils of this age and they make satisfactory progress. In art and design, Year 2 pupils are skilled in observational drawings, using pencil shading to create different tones. They are familiar with the work of some famous artists and talk with enthusiasm about them. In design and technology, they plan their designs, make decisions about materials and evaluate their work. For example, one Year 2 boy worked out that the trailer he had made for his articulated lorry was too small.
- 6 In geography, they develop a good understanding of their local area and can make sense of maps and plans. By the time they are seven, most have a satisfactory knowledge of the world but are not used to asking geographical questions or using geographical language. In history, they can talk about the changes in their lives, those of their parents as children and of Victorian children. Although they respond well to teachers' questions, they do not work out enough questions for themselves. In ICT, they develop skills by using them well in other subjects. In religious education, most seven-year-olds know stories from the Bible and can discuss their implications. They know about Christian and Jewish festivals and practices and understand some of the similarities and differences between the two religions. However, pupils do not understand enough about other religions.
- 7 Pupils make slow progress in physical education and the seven-year-olds do not reach satisfactory standards of attainment. This is because staff do not have satisfactory subject knowledge. In music, pupils' progress is slow and seven-year-olds do not reach the standards they should. This is because of a lack of staff expertise and slow introduction of the scheme of work.

Pupils' attitudes, values and personal development

- 8 Pupils have similar good attitudes and levels of behaviour to those at the last inspection. There is an enthusiasm for school, which is shown when pupils organise themselves and prepare for the start of the day. Pupils are eager to become involved in activities because teachers make their work interesting and challenging. They grow in confidence from their early days in school, because staff support them sensitively and encourage them to work independently of adults. Parents agree that their children enjoy school and also believe that the school encourages high standards of behaviour and maturity.
- 9 Most pupils behave well because they understand the codes of conduct, which teachers and learning support assistants put into practice consistently. Pupils also behave well because they want to, because of the praise they get and staff's trust in them. For example, staff set out intricate displays of pupils' work in the corridors. Pupils look at them, use them but do not mistreat them. Most pupils require only minimum supervision from adults and there is little need for sanctions of any severity. One child was excluded for appropriate reasons last year and there have been no exclusions in the current year.

- 10 Pupils' relationships with members of staff and with each other are very good. Pupils work and play happily together with no tensions. Pupils work together very well when, for instance they work in small groups. Pupils also develop mature attitudes very well. They respond well to the opportunities for taking responsibility, such as when organising and selling writing materials in support of the school and when older pupils look after younger ones at break times.
- 11 Attendance is unsatisfactory and authorised absence is two per cent above the national average. This is mainly because families, especially those with children in Year 2, take holidays in term time. Last year, unauthorised absence was well above the national average but has now been virtually eliminated and is no longer a concern. This improvement and a recent slight improvement in authorised absence are due to the efforts of the school and the recently appointed learning mentor. She is having a growing influence. Pupils are usually punctual for school and any lateness does not disrupt the start of the day.

HOW WELL ARE PUPILS TAUGHT?

- 12 Across the whole school, most teaching is good or very good. In all, 2% of teaching is excellent, 35% is very good, 32% is good, 20% is satisfactory and 11% is unsatisfactory. This is an improvement since the last time the school was inspected. Now there is no poor teaching. The proportion of less than satisfactory teaching has been halved and the proportion that is good or better has increased from two fifths to two thirds. The main reason for the improvement has been the influence of the lesson structure for teaching literacy and numeracy. Staff have worked hard to master this and now use the structure with some success in other subjects.
- 13 Although most teaching in the under fives' classes is very good, there are some variations. Most teaching in the nursery is good; it is satisfactory in one reception class and very good in another. The differences in quality do not lie in the planning, which is generally good. Teachers are clear what they want their children to do and have high expectations of them. The differences are in the way classes and support staff are organised. In two classes, teachers set out learning activities that they or the support staff can teach effectively when pupils are working in smaller groups. This helps all pupils make progress. During parts of lessons in one reception class, there are too many activities for the staff to support children well enough. Consequently, a minority of pupils do not make enough progress.
- 14 Generally, teachers use resources very well with the children under five, but the size of the reception classrooms and their lack of access to outside play restrict teachers' classroom organisation. Literacy and numeracy skills are taught well and teachers particularly encourage boys to develop their literacy skills. They do this by providing reading and writing activities that are relevant to boys' interests. Teachers are implementing the foundation stage curriculum well. In the nursery, learning is lively and varied and the staff work as a team. The children quickly make friends and learn to share and take turns. Pupils with special educational needs are supported very well and helped to take part in lessons. In the reception classes, whole class teaching is the most effective part of lessons. Pupils pay close attention and are keen to get on with independent activities. Teachers generally have good subject knowledge and understand the learning needs of young children. It is only in physical activities that teachers do not know enough about the subject.

Although teaching is satisfactory, staff do not offer children sufficiently challenging activities to help them gain confidence or coach them to improve faster.

- 15 Teaching in Years 1 and 2 is generally good and there was an example of excellent teaching in a Year 1 class. The unsatisfactory teaching was mainly confined to music and physical education lessons. The school has concentrated successfully on improving the quality of teaching in English, mathematics, science and ICT and raising pupils' standards of attainment. The school recognises that it now must make similar efforts to improve the quality of teaching in music and physical education. Teaching in these subjects is unsatisfactory because teachers do not have enough subject knowledge to teach all aspects of the subjects well. While pupils enjoy these lessons, they do not make enough progress. They make good progress and enjoy their lessons in English, mathematics and science. Here teachers know their subjects well and teach with confidence. They ask pupils searching questions to make them think hard and keep concentrating throughout the lesson. They plan well for the learning support assistants to work closely with small groups. These are mostly pupils with special educational needs and this extra attention helps them make very good progress. Lessons have a good structure. Teachers introduce them very well by keeping up a brisk pace, for instance when pupils think through number problems or recall number facts. Teachers set tasks for work in small groups. These are related to the main lesson theme and are pitched at different levels to suit pupils' pace of learning. Pupils work well with each other and have very good relationships with adults. At the end of lessons, teachers generally go through with pupils what they have learned. Occasionally, teachers do not leave enough time and do not reinforce the lesson's main points.
- 16 Teaching of other subjects is at least satisfactory and most teaching of ICT and geography is good. Teachers encourage pupils to develop ICT skills in subjects such as English when they use word processing and in mathematics when they collect information and draw graphs. In geography and history, teachers try hard to make what they teach pupils relevant to them. They stress that writing must have a real purpose and so pupils write accounts in history, take bookings in the travel agent role play area in geography or jot down observations in science. This encourages pupils to do their best because they are interested in their work. In most subjects teachers are using the national guidance to plan their work. While this provides a useful framework for medium term plans, the weekly plans in most subjects are not detailed enough and do not make clear the main learning points or key questions to ask. It follows from this that teachers do not assess or record pupils' progress accurately enough and this makes further planning too general. In a few lessons, there are too many activities for the teacher and the learning support assistant to work with all the pupils effectively. This is, however less of a problem than it was at the last inspection.

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

- 17 The school provides a good range of learning opportunities for the National Curriculum and for religious education that is relevant to pupils' needs and meets statutory requirements. The school's provision for pupils with special educational needs is very good and makes sure that all pupils have equal access to the curriculum. For example, learning support assistants work closely with small groups of low attaining pupils to strengthen their reading and writing skills.

- 18 Pupils in the nursery and reception classes have a rich and well-organised curriculum based on national guidance, which has been implemented well. However, the school needs to complete its work on the continuity of teaching and learning between the nursery and reception classes and its policy for early years. Teachers plan the learning progress of children under five in measured steps and encourage them to ask and answer questions about their work. A strong feature of nursery teaching is the planning for structured play to take place out of doors. However, there is no provision for outside play for children in reception classes and this is a shortcoming. The school is aware of this and is considering improvements.
- 19 Since the last inspection, the school has put a lot of effort into implementing the national strategies for literacy and numeracy. This is working well in literacy and very well in numeracy. Pupils' progress is improving and their standards of attainment are rising. The school emphasises basic skills such as speaking, listening and reading through a number of approaches that link well together. For instance, the Talking Partners Project and the Better Readers Partnership involve trained adults, including some governors and parents. They work with pupils on speaking, listening and reading skills and the projects are helping to improve pupils' standards. Teachers also encourage parents and children to borrow mathematics games and puzzles which help strengthen pupils' mathematics skills and understanding.
- 20 Overall, the school has improved its curriculum well since the last inspection. Teachers use sound policies and schemes of work in most subjects to improve the way that skills and knowledge are built upon step by step. However, schemes of work for music and physical education have not been developed enough. Teachers work well in year group pairs to plan the work each term, pool ideas and ensure that their classes receive the same education. Pupils find out and solve problems for themselves, especially in mathematics and science. Another good feature is the way teachers bring together different subject skills and knowledge in topics so that pupils' learning is relevant to them. However, in a few lessons that could help to develop design and technology and geography skills, for instance, teachers do not plan to teach them specifically. The school has made good progress in the use of computers. Pupils practise ICT skills in science, English, mathematics, history and geography. This results in ICT standards that are above those expected of seven-year-olds.
- 21 The provision for pupils with special educational needs is very good and has improved since the last inspection. Staff identify pupils' needs early and then provide the pupils with expert help and resources. Pupils make very good progress towards the targets in their individual education plans. However, a few of these plans do not make clear exactly what is to be done and do not provide a sound basis for detailed planning. Teachers and support assistants work well together to make sure that pupils take part in all lessons. Occasionally pupils are taken out of class to work in small groups. This individual attention gives them confidence and equips them to work in class with appropriate adult support. In English and mathematics, for instance, teachers usually plan work that is well matched to pupils' different learning needs. The plans are shared with the learning assistants so that they can provide good support. However, during some lessons in geography, design and technology and music, learning support assistants do not have a clear role and are less effective. This results in pupils making slower progress.

- 22 Pupils with special educational needs receive excellent support from the learning mentor. She works very effectively with a small number of pupils who have low self-respect and behavioural difficulties. The Learning Support Initiative, in collaboration with the Local Education Authority, provides good teaching for a small group of pupils, which helps them to make very good progress.
- 23 Provision for personal, social and health education is satisfactory and integrated into other subjects. For example, the governing body has decided that sex education and drugs education should be dealt with incidentally through topic work and the pupils' interests. Teachers set time aside each week for class discussions when everyone can take part. It is a good opportunity for talking about moral issues such as behaviour and school rules.
- 24 The school has built up good relationships with the community and this makes a good contribution to pupils' learning. Visits to the pet shop, newsagent, optician, the church and the library extend and give relevance to pupils' learning. The school supports local ventures and competitions. For example, Year 1 pupils recently designed and made bookmarks as part of a local library competition. Educational visits to places such as Conisbrough Castle, Wentworth Garden Centre and a Victorian classroom in Sheffield all boost classroom experiences. Visitors such as the community police officer and fire fighters regularly come into school to talk to pupils. Others, such as a string ensemble, perform for them. Pupils listen to stories read by authors in school and at the local library. These visits and visitors enrich the curriculum and support pupils' personal, social and cultural development.
- 25 The school has satisfactory links with the adjacent junior school. For example, there are sound arrangements for the transfer of information. Both schools work together on joint fund-raising activities and share teachers' expertise. For instance, the junior school deputy headteacher takes a weekly assembly in the infant school. The schools share the services of the learning mentor who helps to smooth the transfer of some children with special educational needs. The school has satisfactory links with outside bodies. It has worked with the library service and Cortonwood Infant School to spend an additional grant on library books to interest boys. The school also works in partnership with the Workers Education Association, by hosting parents' group at the school. Provision for extra-curricular activities is satisfactory, but the school does not provide enough extra activities within the school day such as lunchtime clubs.
- 26 The provision for pupils' spiritual, moral, social and cultural development is good and makes a positive contribution to pupils' overall development. The school is a caring and happy community, which has high aspirations for its pupils. This has a positive effect on pupils' attitudes and their behaviour.
- 27 The provision for pupils' spiritual development is satisfactory. Assemblies and personal and social development lessons make a satisfactory contribution to pupils' spiritual development by helping pupils to think about important aspects of life and to value the achievement of others. Work in science and English also makes a positive contribution. For example, pupils learn about the wonders of the universe and how plants grow, they observe a pupating caterpillar and they listen spellbound to well-chosen stories and poems. Spiritual development is promoted well through art and the school has many good quality displays, which encourage pupils to appreciate the joy of nature and colour.

- 28 The provision for pupils' moral development is good. The school has established a number of ways to encourage pupils' belief in themselves. For example, the gold book and rewards systems recognise the efforts that pupils make in and out of school. Staff have high expectations of pupils' good behaviour in the classroom and playground. Pupils contribute well to classroom and school rules. Relationships among pupils and between pupils and staff are very good. Most adults in school provide good role models. For example, the learning mentor very calmly supports some pupils with behavioural problems, ensuring that they remain involved in activities. However, there are a few occasions when dining supervisors do not promote the school's policy of positive discipline consistently and pupils are not sure how to respond. Teachers encourage pupils to appreciate the efforts of others.
- 29 The provision for pupils' social development is good. Teachers have a good bond with their pupils and help them develop social skills. From an early age, pupils are expected to take turns and recognise the personal qualities of others. There is a very strong emphasis on children sharing equipment and looking after each other and they work well in pairs at the computer. Pupils are encouraged to be independent and take responsibility. For example, they operate the music centre in assemblies and act as biscuit monitors. Pupils are given the opportunity to help others in need. They raised funds for schoolchildren in India and keep in touch with them. There are developing social links with the junior school. Under the guidance of the learning mentor, younger pupils learn to play board games with older pupils. However, the school does not encourage pupils' social development enough during their time in the dining hall.
- 30 The provision for pupils' cultural development is satisfactory; it and is stronger in local and western culture than in Asian and African cultures. Educational visits and visitors to school broaden pupils' experience. A wide range of books supports pupils' cultural development, as does their work in religious education, literacy, history and geography. Pupils celebrate their own culture through learning about their locality and visiting local places of interest. For example, a visit to Clifton museum enabled Year 2 pupils to discover local history through drama. Pupils learn of cultures and of other faiths through their work on Judaism and studies of India in geography.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 31 The school's support and guidance for pupils remain good and it is a safe and caring place for learning. Teachers build up a good picture of their pupils' development and this helps them provide good individual support. The learning mentor provides valuable support for pupils who have problems settling to their work.
- 32 The school successfully promotes good behaviour by encouraging respect for others and developing high quality relationships between pupils and members of staff. Expectations of good behaviour are high and pupils are trusted. The discipline code sets out clear standards for behaviour. The school monitors inappropriate behaviour and acts promptly and effectively to deal with particular concerns. Staff are generally consistent in their dealings with pupils and get rid of unfair behaviour. Teachers praise deserving pupils to promote good behaviour in lessons although not all staff have the same expectations and pupils occasionally misbehave.

- 33 Procedures for monitoring and promoting good attendance are satisfactory but only partially successful. The school has almost eliminated unauthorised absences, which is a big improvement on previously poor rates. The school, through the learning mentor, has recently improved a few pupils' attendance but has not been successful in raising overall attendance rates enough.
- 34 The procedures for assessing pupils' schoolwork are satisfactory. Since the last inspection, the school has made good progress in developing assessment procedures. Staff make detailed assessments of what children can do when they start and leave the nursery. They make further assessments when children start in the reception classes. Staff continue to monitor their progress carefully in English, mathematics and ICT. Teachers use assessment information well to plan pupils' work in these subjects. They monitor pupils' work daily. In addition, they use the analysis of test results to group pupils so that they can match work well to their needs.
- 35 The school is beginning to record pupils' progress in other subjects using local education authority materials. However, this work is at an early stage and teachers do not consistently record pupils' attainment, which slows the progress they could make. Staff identify pupils' special educational needs early and the school carefully monitors the progress of these pupils. This contributes to their very good progress.
- 36 The school has very effective target setting procedures in English and mathematics. Teachers talk to pupils about their targets for improvement and remind them of things they must think about in each lesson. As a result, pupils know what they need to concentrate on. Targets are clearly displayed inside and outside each classroom so parents are kept informed. The school has targets for each pupil's attainment by the end of Year 2 and carefully monitors progress towards them. However, it has not done enough to interpret attainment data to give an all round view of the attainment of groups of pupils. The school has used data well to set school targets for seven year olds' attainment in English and mathematics.
- 37 The school effectively helps pupils mature because staff are sensitive to their day-to-day needs and help them come to terms with personal difficulties. Staff also encourage pupils to be involved in school routines and provide good role models for younger ones.
- 38 There are satisfactory arrangements for pupils' safety and protection. There is an independent, regular scrutiny of health and safety procedures. Child protection procedures meet local requirements and welfare procedures provide proper care for pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 39 Parents generally have good opinions of the school and of most of its work. In particular, parents like: how much pupils enjoy being at school, the expectation that pupils will work hard, their good behaviour and progress, the school's leadership and the ease of approaching the school with questions or concerns. The inspection team agrees with most of parents' positive views but does not share their satisfaction with the quality of teaching in music and physical education. Parents would like to see improvement in homework, activities outside lessons and information about their children's progress. The inspection team finds that homework provision is satisfactory and that information about pupils' progress is

good. However, there are not enough extra activities at lunchtime and the school plans improvements such as a book club.

- 40 The school promotes an effective partnership with parents and actively encourages them to take a keen interest in their children's learning. There is good quality information about the work pupils do and the progress they make. Annual reports detail pupils' progress in each subject and parents can discuss it with teachers at termly meetings. Information about the school is generally good. However, the school is still not providing national test results in the prospectus or the parents' annual report for parents to judge how well the school is doing.
- 41 The school uses curriculum meetings and class notice boards to keep parents up to date about their children's work. Volunteer helpers are given tuition in supporting reading. With a better knowledge of what is being taught and how they can help, for instance in mathematics, parents are confident and effective in supporting their children. The number of helpers in the school is increasing. For example, 30 pupils currently have reading partners. There is an active parents' group, which meets regularly in school and discusses issues between themselves and with the school. For instance, they consider managing children's behaviour at home and have guidance on positive parenting from the learning mentor. The group also runs events to raise funds for school improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 42 The school is well led. The headteacher has clear ideas about how to improve the school's performance and has chosen the right development priorities. Senior staff support her well. The school's aims can be seen satisfactorily in most of its work. Although the governing body mostly fulfil their statutory responsibilities, they are not organised well enough to play a full part in shaping its direction. The school effectively monitors major aspects of its work and takes steps to put things right. It makes good use of its resources and grants and applies the principles of best value satisfactorily.
- 43 Since the last inspection, the school's main priorities have been to improve the quality of teaching and to raise pupils' standards of attainment in English, mathematics and science by the time they transfer to the junior school. These choices are the right ones and the school has made the necessary improvements. Pupils' standards of attainment have improved and the quality of teaching is good. The subject co-ordinators for English and mathematics have worked very well to support staff as they put new national subject guidance into practice. This has done much to improve the quality of teaching in other subjects. The headteacher recognises that the same effort needs to be put into raising standards in physical education and music in particular. She also sees the need to make sure that teachers use more effectively the newly introduced curriculum guidance in most other subjects and assess pupils' progress systematically.
- 44 Other key staff such as the co-ordinator for pupils with special educational needs and the foundation stage co-ordinator have made improvements in their areas of responsibility. Pupils with special educational needs make very good progress towards the targets in their individual education plans because they get good support from teachers and learning support assistants. The foundation stage co-ordinator has established the new curriculum for children under five well and has improved children's progress and the quality of teaching. The co-ordinator for ICT

has successfully helped staff include the development of ICT skills in other subjects. Most of the remaining subjects are led satisfactorily although job descriptions do not give clear guidance. The leadership of music and physical education is unsatisfactory and is slowing pupils' progress.

- 45 The school is successful in meeting most of its aims. It helps pupils achieve at least satisfactorily in most subjects and staff and parents work well together to help pupils learn. There are good systems for assessing and recording pupils' progress in English, mathematics and ICT but unsatisfactory arrangements in others. While a few governors work closely with the school, the whole governing body does not make a strong enough contribution to the school's development. Governors set the budget and monitor spending. They set targets with the school to improve pupils' attainment in English and mathematics and have overseen the introduction of performance management. However, they do not play a strong enough part in development planning, strategic financing or in systematically monitoring the school's performance. There are a number of reasons for this. Leadership of the governors has been disrupted through illness, there have been difficulties with recruitment, a third of the governors are new to the role and arrangements for training governors in the fundamentals of their work are unsatisfactory. As a result, the governing body is not organised well enough to deal with all of its work effectively.
- 46 The school monitors its performance well. Staff look closely at pupils' progress and attainment during the foundation stage and in English, ICT and mathematics in Years 1 and 2. Teachers use this information to set targets with the pupils, which have led to an improvement in their attainment. Teachers do not check pupils' progress in enough detail in the other subjects and although most make good progress in science, progress in other subjects could be higher. Senior staff monitor the quality of teaching in English, mathematics and science and give teachers guidance on development. The co-ordinators of other subjects regularly review teachers' planning and help them make improvements. The co-ordinators of music and physical education do not have enough subject knowledge to do this effectively. Staff do not systematically analyse pupils' work in most subjects and so the picture of progress and attainment is not complete. The school makes good use of the Adviser from the Local Education Authority who regularly gives an external view of the school's progress. The headteacher regularly reviews the progress of actions in the school development plan but this does not feature as prominently as it should in staff or governor meetings. The school has established a good system of performance management for the teaching staff. The school has agreed targets such as raising the standard of pupils' writing that help it make improvements in one of its priorities.
- 47 The school development plan sets useful priorities for school improvement in detail over one year. These priorities help to channel the school's energies in the right areas. Governors have some involvement when the plan is drafted but do not play a strong enough role in deciding the priorities at the outset. The plan has a useful review of the previous year's progress and contains various co-ordinators' action plans. The plans for literacy, numeracy, science and ICT are good. Most of the rest are satisfactory and aim to improve provision but do not concentrate enough on raising pupils' attainment. The plan is not easy to monitor or use as a working document. It does not have a sufficiently detailed section on the school's medium

term development. This makes it difficult to stage developments that may take more than one year to finance and complete. Last year, the school worked with its governors to set targets for pupils' attainment in English and mathematics. As a result of good leadership and better teaching, the school exceeded these targets. This is an example of the school's determination to improve and its ability to do so.

- 48 The school uses its resources and grants well because they help to achieve its priorities. Funding for a building revamp will be spent wisely on improving nursery accommodation. Funding for pupils with special educational needs is spent well on additional staffing. The learning support assistants make a very valuable contribution to pupils' progress especially in English and mathematics. They work in the mornings with small groups of pupils, near to classrooms under the teachers' direction. Teachers set these short programmes of work to help pupils overcome particular difficulties. Learning support assistants also work in the classrooms in the afternoons. While they work satisfactorily helping pupils to learn, their work then is not as well defined and does not have the same impact. Learning support assistants who help individual pupils make sure that they take a full part in class activities. A good example of this was in a physical education lesson when a pupil was sensitively helped to join in. The learning mentor gives excellent support to those pupils who have a lot of difficulty in adjusting to school life. This helps them make good progress and reduces the effect their behaviour could have on other pupils' learning.
- 49 Financial planning is a satisfactory part of annual school development planning and helps to allocate spending on agreed priorities. For instance, much of the school's resources have been aimed at successfully improving attainment in English and mathematics. Co-ordinators play a satisfactory part in setting the spending share for their subjects. The school reports difficulties with setting this year's budget because of an alteration in the funds it receives from the Local Education Authority. Short-term measures to maintain present staffing levels have been agreed. However, with similar financial conditions likely next year, the school and its governors do not have medium term plans to deal with a range of differing circumstances. With a stable staff, the school has understandably not seen the need to develop induction arrangements for new teaching staff. As a result, these arrangements are unsatisfactory. The impending arrival of a new teacher has increased the need to improve matters and the school plans to do so.
- 50 The school makes good use of computers in classrooms and for school administration. Pupils are developing new ICT skills well. School administration uses word processing and spreadsheets to deal efficiently with routine aspects of its work. The school is well staffed to meet pupils' needs. It has a good number of learning support assistants who help pupils with special educational needs make very good progress. Learning resources are generally good in most subjects but there are some shortfalls in outdoor physical education and history. The school uses local visits and the museum service well to make up for the shortfalls in history resources and pupils' progress does not suffer. The school plans improvements in outdoor physical education provision as part of its intention to raise standards in the subject. The school's accommodation is generally satisfactory for most pupils and staff use well the areas outside their classrooms for teaching small groups. However, the accommodation for the two reception classes is unsatisfactory. Children have no easy access to an outdoor play area and this restricts the range of learning opportunities open to them.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to make further improvements, the school and its governors should:

1. Raise standards in music and physical education through staff training and better subject guidance.
Paragraphs: 107,108
2. Clarify what pupils will learn by improving teachers' weekly plans, and ensure that pupils' progress is regularly assessed in most subjects*.
3. Improve governors' organisation and their involvement in medium term planning through training and improved development planning arrangements with the school.
Paragraphs: 45, 49
4. Improve pupils' attendance rates.
Paragraph 11

*most subjects means art and design, design and technology, geography, history, music, physical education and religious education.

Paragraphs: 87, 95, 98,107,111,114

In addition to these Key Issues, the school should make sure that:

- The governors' annual report to parents and the school prospectus contain all the information required.
Paragraph 40
- It further improves boys' attainment in reading.
Paragraphs 2 and 69
- It explores all avenues to improve reception classes' access to outdoor play.
Paragraphs 50 and 55

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	35	32	20	11	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)	25	161
Number of full-time pupils known to be eligible for free school meals	0	39

FTE means full-time equivalent.

Special educational needs	Nursery	YR - Y2
Number of pupils with statements of special educational needs	1	2
Number of pupils on the school's special educational needs register	1	37

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence	%
School data	7.3
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

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

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	23	28	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	18	23
	Girls	24	24	26
	Total	42	42	49
Percentage of pupils at NC level 2 or above	School	82 (88)	82 (83)	96 (93)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	20	21
	Girls	24	24	24
	Total	41	44	45
Percentage of pupils at NC level 2 or above	School	80 (83)	86 (93)	88 (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	109
Any other minority ethnic group	0

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	4	1
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)	8
Number of pupils per qualified teacher	21 : 1
Average class size	24

Education support staff: YR – Y2]

Total number of education support staff	6
Total aggregate hours worked per week	131

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25 : 1

Total number of education support staff	2
Total aggregate hours worked per week	35

Number of pupils per FTE adult	8 : 1
--------------------------------	-------

FTE means full-time equivalent.

Financial information

Financial year	2000-2001
----------------	-----------

	£
Total income	415374
Total expenditure	409963
Expenditure per pupil	2357
Balance brought forward from previous year	4905
Balance carried forward to next year	10316

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	150
Number of questionnaires returned	30

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	27	0	0	0
My child is making good progress in school.	60	33	0	0	7
Behaviour in the school is good.	57	40	0	0	3
My child gets the right amount of work to do at home.	30	37	27	0	6
The teaching is good.	62	32	3	3	0
I am kept well informed about how my child is getting on.	57	23	10	10	0
I would feel comfortable about approaching the school with questions or a problem.	74	20	3	3	0
The school expects my child to work hard and achieve his or her best.	60	37	0	0	3
The school works closely with parents.	57	30	7	3	3
The school is well led and managed.	57	33	0	7	3
The school is helping my child become mature and responsible.	62	24	0	0	14
The school provides an interesting range of activities outside lessons.	38	32	10	10	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

- 51 The foundation stage is well resourced, well led by the co-ordinator and provides very good teaching as a good basis for children's learning.
- 52 Children start in the nursery part-time during the term of their fourth birthday. They transfer to reception classes in the main school building in the term of their fifth birthday. A teacher, a trained nursery nurse and a learning support assistant staff the nursery. They work very effectively as a team.
- 53 When they start the nursery, most children's attainment is below that generally found, particularly in their personal, social and emotional development, and in communication, language and literacy skills. They make good progress in the nursery and in the reception classes. By the time they are ready to start Year 1 most children have attained the early learning goals for children of this age, and a few are beginning the early part of the National Curriculum. Children with special educational needs make good progress because they receive high levels of support.
- 54 Teachers' planning in the nursery is satisfactory and it is good in the reception classes, especially for mathematics and literacy lessons. Here, the literacy hour and daily mathematics are fully in place. Reception class teachers have built up to full sessions to take account of younger children recently joining from nursery. Teaching in the nursery and reception classes is at least satisfactory and it is very good in nearly half the lessons. In the nursery, staff direct groups of children to specific activities and make sure they get the most out of them. The reception class teachers provide detailed guidance for learning support assistants. The nursery teacher does not do this and learning support assistants are not always fully effective in helping children learn.
- 55 The nursery area is large and well resourced with plenty of space for outdoor play. The reception classrooms are much smaller. Following a visit to a wetland centre, one classroom has a corner set out imaginatively as a hide. Unfortunately, the rest of the classroom was very cramped and this limits some of the activities. Reception class children do not have immediate access to outdoor areas and this restricts their curriculum.

Personal, social and emotional development

- 56 The school places a high priority on this area of learning and staff teach it well. In the nursery, the teacher and nursery nurse work closely together to promote a calm atmosphere. All staff have high expectations of children's behaviour and they provide a range of interesting activities to encourage good attitudes to learning and to other children. Staff expect children to co-operate in group activities, to share and to take turns. A good example of this was in a literacy activity when the children took turns in taking different roles for 'The Most Scary Ghost'. In the reception classes, the teachers develop children's social skills in 'circle time' when everyone has a turn to speak to the whole class. For example, in one lesson children were asked to 'say something lovely about somebody in our class' and they

responded very well. Teachers take every chance to remind children about respect for each other.

Communication, language and literacy

- 57 The quality of teaching is good in this area of learning and children make good progress. The children have a variety of starting points in their language development. Some four-year-old children have immature speech and find it difficult to speak in complete sentences. Adults actively encourage them to talk, to learn new words and to improve speech patterns. Staff in the nursery use the role-play area (a vet's surgery during the inspection week) to extend the children's thinking in imaginative play. Language development continues in reception classes. A good example was during some work related to the story 'Harda's Surprise' when children were encouraged to ask, and answer, open-ended questions about the story.
- 58 The children enjoy listening to stories and by the time they are five most can concentrate for sustained periods. Some higher attaining children in the nursery know the initial sounds of words. Many can retell favourite stories such as 'The Very Hungry Caterpillar'. They know that words have meaning and love to join in with familiar stories. A few five-year-old children can read independently. They can recognise some common words and can use pictures and their knowledge of sounds to work out words they do not know. Teachers use many opportunities to develop writing skills. For example, during outdoor painting activities boys are encouraged to see themselves as writers. This is part of a school programme to improve boys' writing. Around a quarter of five year olds are beginning to write simple sentences accurately.

Mathematical development

- 59 Teaching is good and children make good progress in this aspect. By the time they are ready to start Year 1 they can confidently count numbers up to ten and higher attaining children can count beyond twenty. In one lesson, the teacher made excellent use of the space in the hall to consolidate children's understanding of odd and even numbers. Higher attaining children are beginning to understand basic addition and subtraction. Most children have some understanding of two-dimensional shapes such as squares and circles. Staff make sure that what children learn means something to them. For instance, children in one reception class were learning to compare the time on the clock to significant times during the school day. When experimenting with capacity and size, children use words such as 'more' and 'less, 'heavier' and 'lighter' with growing understanding.

Knowledge and understanding of the world

- 60 Children make good progress and are beginning to understand their widening world. Teachers choose many activities to arouse their interest and develop their ideas. The children have visited a wetland centre and studied birds and are following this up with bird watching and recording activities. They talk confidently about how things work. One boy in the nursery took a torch apart, was fascinated by the bulb and batteries and then found out how to put it back together. Some five year olds

watched wide-eyed as caterpillars came out of their pupae. Children in the reception classes learn about computers and how to use a mouse and operate simple drawing programs. There is no computer in the nursery and this limits children's progress. However they do make good use of other technology such as tape recorders and the listening centre.

Physical development

- 61 Children make satisfactory progress in this aspect. There are many activities in both the nursery and reception classes for developing strength and control. Children learn to sew and improve their skills by using building materials, pencils, brushes and small tools. The outside area in the nursery gives children regular access to a good range of large play equipment. However, sometimes support staff are not sufficiently well briefed to challenge some pupils to use the equipment more adventurously or with greater skill. There is no access to large toys for the children in reception classes except in the hall. The school has plans to remedy this next year.

Creative development

- 62 Staff organise role-play areas to give children good opportunities to develop their imaginations. Following a visit to a wetland centre the role-play area became a bird hide in one classroom and the children took delight in using binoculars to spot rare species. Children have good opportunities to explore a range of techniques such as painting, printing, drawing, collage and using pliable materials. In the nursery, they enjoy using percussion instruments and singing to a piano accompaniment.

ENGLISH

- 63 The quality of English teaching is very good and has raised pupils' standards of attainment since the last inspection. Teaching has been improved with the successful introduction of the National Literacy Strategy. The standard of teachers' planning is very good. They have very high expectations of their pupils and make these plain. Girls reach higher standards than boys and the differences in attainment are greater than those found nationally. The school is trying various ways to improve boys' progress, with some success with the younger ones.
- 64 In all aspects of English, standards have improved over the last four years. Reading is the most significant area of improvement. In the 2000 National Curriculum tests for seven year olds, although pupils' attainment was below nationally expected standards, the results matched the average of similar schools.
- 65 This year has seen a further improvement and the attainment of most seven-year-old pupils now matches the standards expected nationally. Their reading is good and girls continue to do better than boys in all aspects of English. These findings are supported by early indications from the 2001 National Test results.
- 66 All English teaching is at least satisfactory and in over half of lessons it is very good. Teachers are increasingly confident in teaching the literacy strategy. They plan lessons very well because they are very clear about what they expect of pupils. They use targets to help pupils improve their work and these are usually put out for

pupils to see. Pupils know what they need to improve in their writing. For example, a pupil in Year 1 said, "I will make sure my story has a good ending". Another added, " We are going to sound out words we don't know". Teachers are very good at selecting the right books to share with the class. They are also very good at encouraging pupils to write by providing a model. For example, a Year 2 teacher helped the pupils plan the 'journey' of a story by telling her own and showing them her planning of it. In most classes, teachers are good at setting work at the right level for different abilities. However, in one lesson, the lower attaining pupils did not have enough support for their writing and made slow progress.

- 67 Pupils with special educational needs make very good progress because learning support assistants help them to keep concentrating and give them confidence to complete their work. Teachers brief learning support assistants well and give them written plans for each lesson. About thirty pupils in Year 2 have benefited from a 'Better Reading' scheme. This involves about twenty specially trained parents, governors, and learning support assistants. They read with each pupil in the scheme three times a week, keeping detailed records of each pupil's attainment. Some pupils' speaking and listening skills are being developed as part of a Literacy Support Initiative, 'Talking Partners'. This involves selected pupils working with a learning support assistant to improve their language development.
- 68 By the time they are seven, most pupils have made good progress in speaking and listening. Most listen attentively for extended periods. For example, in assemblies pupils listened attentively to a presentation by some Year 2 pupils about 'tree hugging' and, later, many could answer questions about it. Other pupils also present their work in the assembly. Higher attaining Year 1 pupils can discuss what they think about stories they have heard and include details of plot and characters. The school has developed role-play activities to encourage pupils to develop their speaking and writing skills.
- 69 By the time they are seven, most pupils' attainment in reading matches nationally expected levels and they make good progress. About half the girls and a few boys achieve the higher level. Most pupils respond enthusiastically to questions about plot, character and meaning. They understand the purpose of punctuation and the relevance of changes in letter size to emphasise meaning. Higher attaining pupils in Year 2 have a good understanding of how to use information books. They can use the contents, glossary, and index and are beginning to use the library for researching information. However, lower attaining Year 2 pupils and pupils in Year 1 cannot use the library effectively because they have not yet been taught how. Most pupils in Year 2 read with some expression and use letter sounds to help them with words they do not recognise. They understand meaning as they read and correct themselves when they think something does not make sense. Most Year 1 pupils can read with increasing accuracy and fluency. They can talk about favourite authors and predict what might happen next in a story. For example, when asked what he thought grandma would do next a pupil suggested, "She'll go on the bouncy castle 'cos she's mad!" Most pupils have a range of strategies for reading unfamiliar words. Pupils are encouraged to take their reading books home and keep a reading diary. There are differences in how both Year 2 teachers use these and record pupils' progress. While there are good points in both methods they would benefit from greater consistency.
- 70 By the end of Year 2, pupils' standards in writing match the nationally expected level and they make good progress. The school has raised the profile of writing by

introducing a number of approaches. These include displaying pupils' uncorrected writing (both hand written and word processed) throughout the school. This gives value to pupils' attempts at writing and encourages them to try harder. Teachers try to make all writing have a real purpose. For example, a pupil's hand-written notice at the school entrance asks visitors to sign in. Each class has a cuddly toy the pupils regard as a pet and take turns going home with it. Pupils write a diary at home of the pets' experiences. In its role-play activities the school is attempting to improve standards in writing. Year 2 pupils, for instance, note booking requests at the "travel agent" role-play area. In the nursery, the staff encourage boys to write by using paint brushes on the shed as a form of 'mark making' and giving them notepads to "book" speeders on the bikes. A local writer, Mike Smith, has visited the school and spent some time with Year 2. He gave the pupils ways of planning their writing and thinking of the 'pause button' moment to build up tension.

- 71 As a result of these whole-school efforts and improved teaching, standards have risen. Pupils tackle a range of different writing for different audiences, and in different subjects such as science and geography. Pupils generally take care to present their work neatly. They have plenty of opportunity for sustained writing. By the time they leave the school, higher attaining pupils can use a range of punctuation including speech marks and apostrophes. Their handwriting is neat and legible and they can produce lengthy pieces of writing. They can draft work, using a range of planning sheets, and can use a word processor well. Year 1 teachers encourage the development of drafting skills. For example pupils thought about the story of Jack and the Beanstalk and planned the subsequent stages in their own stories.
- 72 The subject co-ordinator has successfully introduced the National Literacy Strategy to the school and leads the subject well. She has led staff training, analysed planning, and monitored teaching and standards of work to improve the quality of teaching and pupils' progress. The subject has good resources and the co-ordinator has a clear view of their use and of the subject's development.

MATHEMATICS

- 73 Each year since the last inspection, seven-year-old pupils' standards of attainment have risen. In 2000, the results matched the national average and were above the average of similar schools. Pupils' standards in the current Year 2 continue this upward trend and numeracy standards are good. Standards have risen and pupils make good progress because the school teaches the daily mathematics lessons well and because the subject is led excellently.
- 74 Pupils enjoy their mathematics and settle quickly to their work. They concentrate well and do their best. Seven year olds recall number facts quickly and correctly and are confident when they start new work. All pupils try to make estimates to see if their final answer is sensible. They have a good idea about place value and higher attaining pupils can work out the value of large numbers. Pupils also estimate the length of objects around the school and then measure them to see if their guess was a good one. A lower attaining group in Year 1 worked very well with a learning support assistant to complete this activity and write down the results. In general, pupils with special educational needs make very good progress in their number work. This is because learning support assistants work closely with them at the right pace to give them confidence. Pupils are good at gathering information and presenting it in different ways. Year 2 did this with a survey of pupils' favourite

sandwiches. One part of their work pupils need to improve is checking their answers for accuracy.

- 75 In Years 1 and 2, teaching is good. It was very good in one lesson and excellent in another. Teachers understand the subject very well and together plan activities that mean something to their pupils rather than asking them to complete exercises just for practice. When Year 2 pupils run the writing shop they work out the bill and give back change. As part of their project on holidays, Year 2 pupils find out where their friends have been and make graphs from their information. Teachers then use the display to encourage pupils to ask their own mathematical questions and work out answers. During the practical mathematics activities, pupils use physical education equipment to encourage them to count and to multiply and divide while playing games.
- 76 Lessons cover a lot of ground. They go swiftly from the whole class working out answers in their heads to working on different activities in groups. An example of this was in a Year 1 class where pupils practised counting in twos and fives up to 20 and beyond. They then used information from their daily weather recordings to build up a block graph before working in groups to make up their own. Throughout this lesson, the teacher asked pupils questions to make them think more deeply and so that she could assess what they had understood. This sort of questioning happens in all lessons. At the end of the most successful ones, the teacher asks the pupils how they could improve their work. She then goes on to tell them what they will learn in the next lesson so they can see how it fits in with what they have just finished.
- 77 Teachers are usually very good at catching the right moment to remind pupils of what they have done before or to challenge their thinking. They use questions such as, "Who thinks that's a good idea?" and then shortly afterwards, "Well what would you do?" When splitting into groups for a practical mathematics activity in the hall, Year 2 pupils worked out how many there would be in each group after the teacher had reminded them to, "Use your doubles and halves." Very occasionally teachers do not build on skills pupils have learned earlier. This happened in a Year 1 lesson when the teacher did not develop the tallying skills to which pupils had been introduced in the reception classes. Teachers set regular homework in two ways and it helps pupils' progress. They display what each class will learn during the week so that parents can help them at home. They also send home mathematics games that parents and children can play together.
- 78 The co-ordinator for mathematics has worked very hard to increase her subject knowledge and that of the other teachers. She has helped them introduce the National Numeracy Framework very well and this has greatly improved the quality of teachers' planning, lessons and assessment of pupils' work. She has encouraged teachers to use mathematical equipment well and to introduce mathematical terms as a matter of course. She is always on the look out for ways to improve and modestly sets a first-rate example for her colleagues. This helps her when she monitors their work and makes comments so that they can improve it further.

SCIENCE

- 79 Pupils' standards of attainment have improved since the last inspection. In 2000, the results at the end of Year 2 were still below the national average, but since then standards have improved and most seven year old pupils' attainment is now above

what is expected for pupils of this age. The reasons for this are that teachers use national guidance to plan effectively, the quality of teaching is good, teachers are very confident about how they teach, they encourage pupils to investigate and they have high expectations of what they can achieve.

- 80 Pupils' knowledge and understanding of forces are above average for their age. For example, Year 2 pupils confidently explained why the speed of a toy car would change when a ramp was raised. Pupils can understand what would make a 'fair test' and confidently put forward their ideas on how to make the experiment more effective. They then test them out and record their findings. Pupils make links with other subjects. Some record their findings using a computer and others use a tally chart and display their results in a graph. In a class story about 'The Iron Man', when the Iron Man falls off the cliff, one child remarked wryly, 'He didn't know about gravity, did he?'
- 81 The quality of the teaching is good with a number of strengths, which account for pupils' good progress. Teachers have high expectations and encourage pupils' skills of observation and investigation. Teachers plan together regularly in year group teams and share their ideas about what works well in lessons. They use resources well to challenge pupils of differing abilities and organise them into groups so that they can teach them most effectively. Training has improved teachers' subject knowledge and confidence and they ask probing questions that make pupils think. They help pupils to explain their thinking to others. This helps to clarify pupils' understanding, while developing a scientific approach through careful observation and recording. Teachers effectively focus on basic scientific skills by making clear in their planning what skills and knowledge they want pupils to learn. Teachers work well with learning support assistants and other adults to help pupils with special educational needs make very good progress.
- 82 Pupils are interested in science. They are well motivated, concentrate on their work and keep going when they find things difficult. Teachers effectively channel their natural curiosity towards logical enquiry skills. During an investigation into different forces they gave pupils a range of objects and encouraged them to predict which force was being applied if they pushed or pulled the object. They compared what actually happened with what they had expected. Teachers then encouraged pupils to attempt to explain the results and draw simple conclusions. Pupils enjoy lessons and behave well. "I like this experiment. I'll do it at home," said one Year 1 pupil, following her lesson on plant growth.
- 83 Teachers use the local community well to make the science relevant to their work. For example, to support their work on the environment younger pupils visited a local wildlife site and also studied mini-beasts when using the junior school pond. Year 2 pupils visited a local clothing factory and then learned to categorise materials. Visitors to school provide valuable additional help and interest. For example, a visiting science theatre group performed for the whole school.
- 84 The subject is satisfactorily led by the recently appointed co-ordinator. She has a clear view of the strengths and weaknesses of the subject and plans to improve standards further. She monitors teachers' planning but does not monitor teaching or pupils' work systematically. Assessment in science is unsatisfactory. Teachers are not properly using national guidance to assess progress to work with groups of pupils and raise standards further. There is a good amount of science resources. They are well organised and teachers use them well.

ART AND DESIGN

- 85 The school's timetable did not include art and design during the week of the inspection. However, the work displayed shows that seven-year-olds' attainment matches the nationally expected level for pupils of this age and they make satisfactory progress. Pupils' response to art and design lessons is good. The school takes care to show their work and to create attractive displays. Pupils' work in using 'paint' software in ICT is good.
- 86 Pupils work practically with a range of materials. They are taught to mix their own paint in the nursery and enjoy experimenting with colour and tone. In Year 1 they use coloured chalks effectively to produce drawings of owls. Year 2 pupils are skilled in observational drawings and use pencil shading to create different tones. They have explored the use of ICT to investigate shape, colour and pattern. This is a good feature of the school's work. An 'Art Gallery' displays flower drawings and paintings using a range of media and styles in response to the 'Sunflowers' by Van Gogh. Year 2 pupils are familiar with the work of some famous artists. They talk with enthusiasm about their lessons, are proud of their work, and point it out on the classroom walls.
- 87 Progress in developing the subject since the last inspection has been satisfactory. The scheme of work ensures the National Curriculum content is taught. However, there are no systems for checking or recording pupils' progress. This makes it difficult for teachers to plan to resolve particular weaknesses. Teachers have made effective links between art and design and other subjects. For example, when learning about the Last Supper in religious education, pupils looked at Leonardo da Vinci's famous painting of the scene. Topic work on canals includes colour prints by the children to imitate canal art. Artwork displayed in the school makes a good contribution to pupils' spiritual, social and cultural education.
- 88 The co-ordinator has worked hard to produce a scheme of work and provides good leadership for the subject. She monitors teachers' planning and gives advice on suitable activities. She ensures pupils' work is displayed creatively by using, for example, shaded coloured paper to complement pupils' drawings.

DESIGN AND TECHNOLOGY

- 89 The organisation of the school's timetable meant that only one lesson was observed during the inspection. On the evidence of this and other inspection information most seven-year-old pupils reach the standard expected nationally and make satisfactory progress. The school has made satisfactory progress since the last inspection. In the lesson inspected, although teaching was satisfactory, design and technology was one of several activities being taught. The teacher could not always devote the necessary time to the group and sometimes missed opportunities to extend pupils' skills. For example, pupils were not encouraged to measure a dowel or shown how to use a saw to cut it. The result was less accurate than it should have been.
- 90 Teachers' planning and records kept of their work show that pupils have a satisfactory range of learning opportunities in design and technology. They are encouraged to plan their designs and make decisions about appropriate materials. They are also encouraged to evaluate their designs. For example, one Year 2 boy

worked out that the trailer he had made for his articulated lorry was too small. Pupils enjoy the subject and talk with enthusiasm about their work. The scheme of work makes good links with other subjects and uses ICT effectively.

- 91 The co-ordinator has drawn up the scheme of work and monitors how it is taught by looking at teachers' planning. There are no systems to assess pupils' progress although the school intends to use materials from the Local Education Authority based on national guidance.

GEOGRAPHY

- 92 Pupils make satisfactory progress and most seven year olds reach the national standard expected of pupils of that age. During Years 1 and 2, pupils develop a good understanding of their local area and learn how to make sense of maps and plans. By the time they are seven, most have a satisfactory knowledge of the world but are not used to asking geographical questions or using geographical language.
- 93 Pupils enjoy their geography lessons because teachers make them interesting. They use local visits imaginatively such as when Year 1 walked to the library. They prepared the pupils by looking at maps of the area. Pupils compared these to ones they had made of their journey to school. On these pupils marked out their friends' houses, worked out who lived to the right and left of them, marked where they crossed the road and noted main local features. They labelled the features to improve their writing skills. They also converted two-dimensional maps to three-dimensional models and teachers display these as a regular reminder of the connections between the two. This helps pupils develop their understanding of maps very well.
- 94 Much of the geography work is relevant to pupils' lives. Around the school there are displays of world maps with postcards showing places where pupils and staff have been on holiday. Teachers use these well to explain world features, differences in climate and directions. The links the school is developing with a school in India are helping pupils understand the lives of other children across the world. Pupils use ICT well to reinforce their understanding what objects look like from directly above. They use a computer program to draw plans for a new bedroom or playground. Pupils confidently use a computer controlled moveable robot to strengthen their understanding of left and right directions.
- 95 Although one lesson was unsatisfactory, most of the teaching is good and one lesson was very good. Teachers use national guidance well to plan their termly work but are not using the related assessment programmes to record how well pupils are learning. As a result, they do not refine their lesson plans to help pupils make faster progress or assist those who have not fully understood. Good features of the teaching include making the most of pupils' interests as in a Year 2 class when a teacher used a pupil's Greek holiday photographs. She encouraged pupils to look closely at the detail by noting, "It's funny to see windmills in Greece. Where do we usually see them?" When one pupil offered, "Holland" the teacher followed it up with reference to the map to show where Holland and Greece are and consider what windmills might be used for. Teachers generally use the resources well as in the Year 2 work with holiday brochures. However, some parts of lessons do not have clear geographical aims and pupils are unsure how to improve their work. The pace of some pupils' work is slow when the teachers are teaching other groups but it increases when the teacher works with them.

- 96 The geography co-ordinator manages the subject satisfactorily. She checks teachers' planning and suggests improvements. She knows something of the quality of pupils' work by examining displays of their work but has not looked systematically at examples of pupils' work. She manages the resources and helps the headteacher plan for development by suggesting improvements in them.

HISTORY

- 97 Most seven-year-old pupils reach the national standard expected of pupils of that age and make satisfactory progress. Pupils have a good understanding of chronology and can talk about the changes in their lives, those of their parents as children and of Victorian children. They can use photographs as evidence to see how holidays have changed and what has stayed the same over the last hundred years. They are beginning to understand how the past can be shown in different ways such as in photographs and newspapers. Although they respond well to teachers' questions, they do not work out enough questions for themselves.
- 98 No history lessons were timetabled during the inspection and so there is no overall judgement about the quality of teaching. However, it is clear that pupils enjoy their work in history partly because teachers set activities that interest them and build on their experiences. For instance, they visit a local Victorian classroom and act the parts of pupils in a lesson. They consider how their experiences in school today compare. Teachers use national guidance as the basis for their planning but do not put into their weekly plans key questions to ask the pupils, words to introduce or the particular things they want pupils to learn. This makes it difficult to assess what they have learned and to note this on the new recording sheets.
- 99 Management of the subject is satisfactory. The co-ordinator looks after the resources and orders extra items on loan from the museum service. These resources and the visits help to enliven the subject and pupils treat the resources with respect. The co-ordinator suggests to the headteacher additional items to be bought as part of the school's development plan. She has helped teachers introduce the national guidance into their work. These parts of her work are satisfactory but others are not. Although she checks teachers' planning, she does not have enough training in the subject to make a significant contribution to making improvements. She gets some idea of pupils' attainment and progress from the displays around school, but does not analyse pupils' written work for strengths and weaknesses. As a result she does not have a clear view of how to develop the subject further.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 100 Seven-year-old pupils attain standards above those expected nationally of pupils of that age and standards have been maintained since the last inspection. However, this is against a background of increased expectations and so maintenance of this standard represents good progress. The scheme of work provides well for pupils to develop skills across the full range of ICT. Pupils make good progress and this accelerates as they get older.
- 101 Pupils have many opportunities to use ICT because teachers teach the skills in other subjects wherever possible. This improves pupils' attainment because they learn to use ICT as a tool. Year 2 pupils, for example, use a computer successfully

to enter and store information about vehicles as part of their work on transport. They work very well together, selecting and saving relevant information to make a database. They work quickly, typing in the information and checking the spellings, which improves their literacy skills. In a Year 2 geography lesson, pupils could click and drag textures to design their own playground, save it and then print it off. In another Year 2 geography lesson, pupils rapidly learned to program a toy accurately to move from one point to another, record the route taken and then construct a simple map.

- 102 Pupils enjoy using the keyboard to write stories and alter their writing by changing the spelling or adding text. They learn how to edit and change the font size and colour. Pupils learn how to control the mouse to move pictures and text around the screen. They listen to stories on a tape recorder using headphones and can rewind, pause and forward the tape to the right place. Teachers encourage pupils to work together and to discuss what they do so that they learn from each other. Pupils who have special education needs make good progress and, from working alongside higher attaining pupils, develop skills of co-ordination and control through, for example, using a concept keyboard (a special keyboard with symbols not letters). Higher attaining pupils begin to use ICT to analyse text, to make their meaning clear and to punctuate and paragraph speech.
- 103 The quality of teaching is good. Teachers are confident and plan with care, knowing the skills and understanding they wish to develop. They demonstrate to the class, and encourage pupils to “assist them” through the activity. However, occasionally a few pupils sitting at the back cannot see the screen clearly enough. Teachers give very clear explanations and patiently support pupils’ attempts. They give them confidence to succeed and provide interesting tasks so that they concentrate fully. Pupils learn with keen interest and growing confidence. They use ICT extensively and learning support assistants and other adults work skilfully with them in small groups.
- 104 There are many examples of pupils’ ICT skills throughout the school, such as their computer generated paintings of birds seen on a recent visit. With guidance, pupils use the digital camera to photograph each other at work in and out of school and produce word-processed captions to the photographs. Pupils use a graphics programme to draw people and landscapes or to create a garden or garage using text and images.
- 105 There are good resources for learning and staff use them very well to help pupils make good progress. The co-ordinator has a very good overview and provides good leadership by supporting staff training. She monitors teachers’ plans carefully to ensure appropriate coverage, and observes pupils at work to check that skills have been correctly taught. The recently developed collection of pupils’ work helps teachers assess their progress accurately. The system of assessment gives a very clear indication of pupils’ achievement at all stages. The school works out what pupils have learned and uses the information well to plan lessons and ensure good progress.

MUSIC

- 106 Music has not been a recent school priority and pupils’ attainment and progress are unsatisfactory. There is a lack of staff expertise. The co-ordinator has written a scheme of work, which covers the National Curriculum requirements, to help

teachers plan but they do not all use it well enough. There is no one on the staff who can play the piano and the school has not taken steps to provide other means, such as taped music, to accompany the pupils' singing. Consequently, this is enthusiastic but tuneless. Although music is played at the beginning and end of assembly, staff do not draw pupils' attention to it and they are not encouraged to listen carefully enough.

- 107 Music teaching is unsatisfactory. Teachers' planning is not precise enough and there is little assessment of pupils' skills. In one lesson inspected, the learning support assistant did not manage pupils well enough and they made slow progress. Pupils can interpret some notation to perform with percussion instruments, but do not listen well or pay sufficient attention to the sounds other pupils are making. Resources are satisfactory. Apart from a small percussion group who practise with the co-ordinator each week to accompany singing in assembly, there are no extra-curricular activities in music.

PHYSICAL EDUCATION

- 108 Since the last inspection, this subject has not been a school priority and its development has been too slow. Neither the co-ordinator nor the teachers know enough about the subject to teach it or assess it satisfactorily. As a result, although pupils enjoy their physical education lessons and are safe during them, they make slow progress and the seven-year-olds do not reach satisfactory standards of attainment.
- 109 Pupils behave well and follow the teachers' instructions. They move around the hall safely and take their turn while waiting to balance or move along the large apparatus. Often they wait too long and in most lessons about a third of the class are not active enough. When trying out ways of moving on the apparatus, they try out different ideas. However, teachers do not ask them to think how they might make improvements. Similarly, teachers do not encourage them to watch other pupils' work and learn from those with greater skill. Pupils are mostly confident on the lower apparatus but are more hesitant when using the higher climbing frame.
- 110 A few pupils have good ball skills and can catch and throw with a good deal of skill. They throw with control, keep their eyes on the ball, move to wait for the catch and cup their hands to complete the sequence. About half instinctively know how to throw with a good sense of balance and follow through. However, teachers do not coach these skills well enough to help all the pupils make progress.
- 111 Teachers plan their lessons from a scheme of work so that they cover all aspects of the National Curriculum. However, the guidance is not in enough detail to help the teachers break down the key skills in their weekly planning and then assess them so that pupils make better progress. The school has good resources but does not use them well enough. Adults set out and put away the large equipment because it saves time and some of it is difficult for pupils to handle. However, older pupils could cope with most of it and would benefit from working together in small groups to arrange some of it. The subject co-ordinator recognises that her role is unsatisfactory and that she needs up to date training so that she can give better support to her colleagues.

RELIGIOUS EDUCATION

- 112 Pupils' knowledge and understanding of religious education are in line with the expectations for seven-year-olds in the Locally Agreed Syllabus and this standard has been maintained since the last inspection. Pupils, including those with special educational needs, make satisfactory progress. The school links assemblies and religious education effectively. This supports the school's aims and values and makes a sound contribution to pupils' spiritual, moral, social and cultural development.
- 113 Pupils know stories from the Bible and can discuss their implications. For example, pupils can retell the parable of 'The Good Samaritan' and know the moral is, "We shouldn't steal, we shouldn't attack one another and we should always be kind." They learn that people are different and that this does not matter. They know about Christian and Jewish festivals and practices and understand some of the similarities and differences between the two religions. Pupils, however, do not have sufficient understanding of other religions.
- 114 Teaching is satisfactory. Teachers give enough attention to consideration about people, feelings and the environment. Teachers effectively use 'circle time' (when pupils take turns to speak without being interrupted) to consider what the Bible stories mean so that discussion reinforces what they have learned. Pupils, including those with special educational needs, are prepared to share their feelings with others. Teachers develop other English skills effectively while teaching religious education. For example, pupils retell Bible stories through role-play and in writing. They write prayers to God, and make a class book on 'hugging trees' in which they consider environmental issues. The curriculum is planned in relation to themes from the Locally Agreed Syllabus, which are linked where possible to other subjects in each term's work. However, teachers need to improve the quality of their short term planning so that what pupils are to learn, and how it will be assessed are clear. Most teachers use questions and answers to find out how much the pupils have learned.
- 115 The school uses visits and visitors satisfactorily to support learning. For example, there are satisfactory links with the junior school, which provide an opportunity for pupils to sing with accompaniment in assembly. Classes have visited the local church and the local vicar is a regular visitor in school. The school has built up a collection of artefacts and the level of resources is satisfactory.
- 116 Management of the subject is satisfactory. The co-ordinator has ensured that planning corresponds to the Locally Agreed Syllabus. She is knowledgeable and knows clearly what to do to improve standards. She knows something of pupils' progress through her monitoring of teachers' planning but does not have enough information about the quality of teaching because she has not been able to monitor this.