

# INSPECTION REPORT

## **WATERTHORPE INFANT SCHOOL**

Sheffield, South Yorkshire

LEA area: Sheffield

Unique reference number: 107064

Acting Headteacher: Mrs Helen Stokes

Reporting inspector: Dr Eric Peagam  
14943

Dates of inspection: 2 – 6 July 2001

Inspection number: 193731

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
School address:	Thorpe Drive Waterthorpe Sheffield South Yorkshire
Postcode:	S20 7JU
Telephone number:	0114 - 2484943
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr David Bradford
Date of previous inspection:	13 January 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
14943	Dr Eric Peagam	Registered inspector	Mathematics	What sort of school is it?
			Design and technology	The school's results and pupils' achievements.
			Music	How well are pupils taught?
			Religious education	What should the school do to improve further?
11072	Shirley Elomari	Lay inspector		Pupils' attitudes, values and personal development.
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
23080	Robert Isaac	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
			Geography	How well is the school led and managed?
			History	
			Physical education	
22659	Debbie Hibberd	Team inspector	Science	
			Information and communication technology	
			Art and design	

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London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Waterthorpe Infants School is a two-form entry school for pupils from aged from 4 to 7 years serving a mixed housing development in the Mosborough Townships to the south-east of Sheffield. Although it is nominally a neighbourhood school, at least one-third of the pupils come from outside the defined catchment area as a result of the school's association with the Mosborough Townships Under-Fives Unit which serves a wider area and from which many pupils transfer.

There are 191 pupils currently on roll, which is broadly average for an infants school. Pupils come from a range of socio-economic backgrounds; currently 15% (broadly average) are entitled to free school meals. The school population is stable with a lower than average mobility rate. The number of pupils on the special educational needs register is higher than average at 25%, and this includes a small number of pupils with statements. Attainment on entry is below the national average, particularly in relation to literacy skills, but close to the average for the local education authority and for schools within it with similar proportions of pupils qualifying for free school meals. There are a very small number of pupils from minority ethnic backgrounds and one pupil for whom the language of home is not English.

### **HOW GOOD THE SCHOOL IS**

Waterthorpe is a highly effective school whose considerable strengths greatly outweigh areas requiring improvement. It promotes good achievement by ensuring that pupils, who largely arrive with levels of attainment below the national average, reach average levels before leaving and, in some cases, exceed these. This is achieved through high quality teaching, very good leadership and management that ensures that the clear vision of the school is effectively implemented. The school continues to give good value for money.

#### **What the school does well**

- Very good leadership gives the school a clear educational direction and sets a very good tone.
- Good teaching throughout the school ensures that pupils learn well and make good progress.
- Very good provision for pupils' personal development supports very good attitudes and relationships.
- Pupils are very well looked after; their academic and personal developments are very well monitored.
- The school measures its performance very well and plans very effectively for improvement.
- The school works very well with parents, it achieves good relationships with them and they are, in turn, very supportive.

## What could be improved

- Writing, especially handwriting and presentation of work, is an area of relative weakness.
- Attendance is below the national average, although in line with that for other local schools.
- Resources for information and communication technology (ICT), particularly hardware, are insufficient to fully extend pupils' skills.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in January 1997 when the climate for learning and the quality of education were found to be very good but standards required some improvement. Since then, the key issues identified in the report have been addressed and a number of areas of the school's work have been improved. Standards have improved and are now broadly average across the curriculum. The National Literacy and Numeracy Strategies have been successfully introduced. The curriculum has been upgraded; assessment and monitoring structures have been effectively developed, including the development of high quality practices for performance management. As a result all pupils, including high-attainers and those with special educational needs are now making good progress, although the school has identified areas for further improvement including writing skills. Teaching, already good, has improved further; there is a higher proportion of good and very good teaching. In spite of a decline in attendance for reasons beyond the control of the school, improvement overall has been good.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	A	C	B	C
Writing	A	C	D	D
Mathematics	B	C	B	C

**Key**

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

Although there have been significant variations over the previous three years, standards overall have risen in line with those nationally. In 2000, pupils attained at least in line with the national average in reading and mathematics. However, both in comparison with all schools and those schools who have the same proportion of pupils entitled to free school meals, they do less well in writing. The results for 2001, for which there are as yet no national comparative figures, show an improvement in writing scores. Pupils arrive in the school with levels of attainment which are below the national average and a higher than average number are identified as having special educational needs. They make good progress to achieve at the average level overall by the time they leave, when all core subjects are taken into account. The school also has a higher than average proportion of pupils reaching National Curriculum



Level 3, which is above the national benchmark (Level 2) for seven year olds. The school sets annual targets for achievement for the school as a whole and for individual pupils based on their attainment on entry and subsequent progress. These targets are effectively met and, in many cases exceeded. Pupils also have short-term targets that they are actively working towards and which they use to measure their progress. Observations in lessons reflect the standards achieved in national tests; while pupils achieve well in most subjects, writing skills are less well developed. Children in the Foundation Stage achieve well across all the areas of learning, which ensures a good start to Year 1. Standards in music are high, particularly for the large numbers of pupils who play the recorder, as is evidenced when they perform in assembly. There are also high standards achieved by higher-attaining pupils in ICT in spite of the limited hardware available. Overall, achievement is good and pupils attain at levels that are at least as high as might reasonably be expected and often exceed these expectations. The school's active commitment to all its pupils ensures that there are no differences in achievement between boys and girls or pupils from differing backgrounds.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good: pupils enjoy coming to school and speak well of it.
Behaviour, in and out of classrooms	Good: behaviour is well managed and most pupils conform to teachers' expectations.
Personal development and relationships	Very good: pupils demonstrate initiative and responsibility. Relationships are very strong and members of the school community learn to care very well for each other.
Attendance	Unsatisfactory: overall attendance is significantly below the national average, although in line with other local schools.

Pupils are very positive in their attitudes. They are thoughtful and show good concern for one another. Playground behaviour is very good; pupils make good use of the play equipment provided and play well together. Pupils behave very well in assembly. Behaviour was good or very good in four out of five lessons seen; at times it was excellent. On occasion, pupils become distractible and restless at the end of the afternoon. Absences are higher than average because of the significant numbers of families who take holidays in term time when they are more affordable. Attendance figures are also adversely affected by a small number of long-term absences.

## TEACHING AND LEARNING

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

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

Teaching is good overall. It was good or better in four out of five lessons seen (80%), including nearly three out of ten (29%) where it was very good or better. It was almost always at least satisfactory (98%) and in one lesson in twenty (5%) it was excellent. Unsatisfactory teaching occurred when a cover teacher undertook a lesson in which learning goals at the Foundation Stage were not effectively addressed. The pattern of good teaching was reflected in all subjects and for all groups of pupils. The core subjects of English and mathematics are given a high priority and are taught well. Literacy and numeracy skills are well developed in the lessons dedicated to them and reinforced well through teaching on other subjects. Lessons are well planned to ensure that work is carefully matched to the needs of individuals and groups. Teachers provide well for a wide range of special educational needs. There are a great number of strengths in teaching, including high quality planning and assessment, good classroom management based on well-established routines and predictable patterns and, in particular, very high expectations of pupils' work and behaviour. Within this good teaching, areas for improvement include tighter use of time, especially ensuring that lessons always begin quickly after breaks and a more consistent pattern of sharing lesson objectives with pupils. At times, teaching is limited by the nature of the accommodation, which means teachers have to take account of what is happening in the adjacent bases. As a result of good teaching pupils learn well; they listen carefully and follow instructions, taking care with their work. They increasingly work independently in groups and make effective use of the support the school provides for homework. At times, they are distracted by noise from adjacent classes within the base and find it difficult to concentrate.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good: the school meets National Curriculum requirements and provides a rich and varied curriculum with a very good variety of activities outside normal lessons.
Provision for pupils with special educational needs	Good: the school has good procedures for identifying special educational needs. It makes good arrangements to support individual pupils through withdrawal or in-class support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good: the school gives a high priority to pupils' personal development and plans effectively for it.
How well the school cares for its pupils	Very good: arrangements to monitor and support personal and academic development are very good. The school takes very good care of its pupils, balancing a wide range of needs and ability very well.

The school works very effectively with parents; communication is very good with a very high standard of information being provided. A significant number of parents help in school and on visits. Parents' support for pupils' reading, number and ICT skills through homework has a good impact on learning. While all requirements of the National Curriculum are effectively met, the provision for personal, social and health education is a particular strength of the school. Extra-curricular opportunities are very good; in addition to the opportunities for pupils to take part in clubs and other activities, the school arranges a wide variety of visits. Arrangements for the assessment and monitoring of pupils' academic and personal development are very good and these are reflected in the high quality of reports to parents. Attendance and behaviour are very well monitored and the school works hard to improve these where necessary.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good: highly effective leadership with clear vision sets an impressive agenda for the school's improvement.
How well the governors fulfil their responsibilities	Good: all statutory requirements are met and key governors involve themselves well in monitoring the work of the school.
The school's evaluation of its performance	Very good: the school makes good use of the detailed information provided by the local education authority. It evaluates the outcomes of spending and policy decisions very well.
The strategic use of resources	Very good: financial planning is very good and closely related to high quality planning for further development.

Staffing is good overall, although at times there is a need for more in-class support for learning. Resources in most subjects are good and in some cases very good, but hardware for ICT is limited and some of it is nearing the end of its useful life. Accommodation is sufficient and well maintained, but the open-plan nature of the building places constraints on teachers and the working noise of adjacent classes is distracting to pupils at times. The school is very well led; the acting headteacher has a very clear idea of where the school should be going and is very well supported by staff with leadership roles within the school. Management systems are very effective although as yet, the governing body has a limited role in shaping the direction of the school, tending to agree development planning rather than contributing in detail. The school applies the principles of best value very well; in particular levels of consultation are very high and the school constantly compares its performance with that of other schools, using a range of data. Careful approaches ensure that the school obtains good value for its spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

<b>What pleases parents most</b>	<b>What some parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The high quality of teaching.</li><li>• The progress their children make.</li><li>• The high expectations teachers have of pupils.</li><li>• The extent to which the school is welcoming.</li><li>• The leadership and management of the school.</li></ul>	<ul style="list-style-type: none"><li>• Information about their children's progress.</li><li>• The amount of homework.</li><li>• The range of activities outside lessons.</li></ul>

The inspection confirmed the very positive views most parents have of the school. Information about progress was judged to be very good with all requirements complied with. Homework is at an appropriate level for the age of the pupils and extra-curricular activities were judged to be very good.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

1. The school has maintained the standards reported at the time of the previous inspection and, except in the area of writing, has improved the performance of higher attaining pupils. Levels of attainment on entry to the school vary but, overall, the results of the Sheffield baseline assessment indicates that they are below average, particularly in respect of literacy skills. A significantly higher than average number of pupils are identified as having special educational needs.
2. Children in the Foundation Stage are making satisfactory and sometimes good progress as a result of the quality of teaching and are on course to achieve the level expected by age six in physical, creative, personal, social and emotional development, communication, language and literacy, mathematics and knowledge and understanding of the world.
3. Key Stage 1 pupils achieve well to attain in line with the average for pupils of this age and often above it, in spite of having arrived in the school with below average attainment. Test results in 2000, based on average points scores were broadly in line with the national average in reading and mathematics, but below this in writing. The proportion of pupils reaching the expected standard (National Curriculum Level 2) was above that for Key Stage 1 pupils as a whole in reading and mathematics, and in line with it for writing. However, when schools are ranked in order of performance, the school is close to the median in reading and mathematics and below it in writing. The proportion of pupils attaining the higher standard of National Curriculum Level 3 was higher than that in most schools for mathematics, in line with it in reading and below it in writing.
4. Results in all these areas have varied over the past three years, most significantly in reading and writing, but currently reflect the pattern of attainment on entry. Trends are upward in line with those nationally and, taking the three years to 2000 together, overall attainment in English and mathematics is in line with that found nationally. Comparisons with similar schools defined solely by reference to numbers of pupils entitled to free school meals (usually, but not invariably a valid indicator), show that outcomes are in line with the average in terms of reading and mathematics, but below average in writing. In the other core subject, science, teachers' assessment results for pupils attaining Level 2 at the end of Key Stage 1 are in line with those found nationally, but above them in terms of pupils attaining at Level 3.
5. Results for the current year (2001), for which there are, as yet, no national comparative figures, are in line with those for last year, in spite of the fact that tests given to this cohort at the end of Year 1 predicted a lower overall level of attainment. Observations in lessons confirm the test results and show pupils almost always attaining at least in line with national expectations except where groups with special educational needs or reading difficulties are withdrawn for support. In nearly one fifth of lessons seen overall, pupils attained at levels above those expected and, on occasion, as in a Year 2 science lesson, pupils attained well above expectations. In a quarter of lessons for under fives, children were attaining above the expected levels and, on occasion, well above them.

6. In the majority of foundation subjects, that is, in art and design, design and technology, history and geography, pupils are attaining in line with national expectations by the end of the key stage. In physical education and ICT, while much attainment is in line with expectations, a significant number of pupils attain above these levels, while in music, pupils consistently attain at higher than expected levels. Standards in personal, social and health education (PSHE) are high; pupils learn well and put their learning into practice effectively.
7. The school sets annual targets for achievement for the school as a whole and for individual pupils based on their attainment on entry and subsequent progress. These targets are effectively met and, in many cases, exceeded. In addition, pupils have short-term targets that they are actively working towards and which they are encouraged to use to measure their own progress. Observations in lessons reflect the standards achieved in national tests in that while pupils achieve well in most subjects, writing skills are less well developed. Children in the Foundation Stage achieve well across all the areas of learning, which ensures a good start to Year 1. Standards in music are high, especially for the large numbers of pupils who play the recorder. This is particularly evident when they perform as an ensemble in assemblies. There are also high standards of work observed from higher-attaining pupils in ICT, where they attain at above expected levels in the use of desktop publishing in spite of the limited hardware available. Overall, achievement is good. Pupils attain at levels that are at least as high as would reasonably be expected and often exceed the national expectations for their age group.
8. Pupils who have special educational needs, of whom there are an above average number in the school, make good progress in improving their core skills, particularly in literacy and numeracy. This is largely the result of the well-planned and effectively monitored work of support staff, which is very effectively directed by the special educational needs co-ordinator. This support is particularly effective where it enables pupils to take part in lessons with the rest of the class. When pupils are withdrawn from other lessons for core skills, while this enables them to make good progress in those skills, this is carefully monitored to ensure that they do not regularly miss the opportunity for learning in other subjects.
9. The active commitment of the school to meeting the needs of all pupils ensures that there are no differences in achievement between boys and girls or between pupils from different backgrounds. The policy for identifying and meeting the needs of gifted and talented pupils is well understood within the school, and the achievement of higher attaining pupils reflects this well.

### **Pupils' attitudes, values and personal development**

10. The school has maintained the high standards identified at the previous inspection. Pupils' attitudes to learning are very good throughout the school. Behaviour in lessons and around the school is good overall and often very good; however, it is unsatisfactory at times. The school has a caring and positive ethos, enhanced by the very high quality of relationships. The great majority of pupils understand what is expected of them and respond well to the praise and encouragement they receive. Attendance, however, is well below the national average.

11. Pupils are very keen to come to school as they enjoy the lessons and other activities provided. Most of the parents who responded to the questionnaire stated that their child likes school. Pupils have a positive attitude to their work and often show enthusiasm for it. For example, in a physical education lesson in a Reception class, children were trying hard and with great enjoyment to fit their actions to an exciting story. They enjoy seeing their work on display, particularly when it is displayed in the hall or the foyer for all to see. Pupils settle quickly to work in most lessons and most concentrate well. However, a small number of boys find it difficult to listen effectively and to sustain their concentration. This sometimes has a negative impact on other pupils when the teacher does not deal with the situation quickly. Most pupils try hard to complete the work they are set. Children under five and pupils with special educational needs share these positive attitudes and usually behave well.
12. Behaviour in lessons was judged to be good at the time of the previous inspection. This pattern has been maintained in that behaviour was unsatisfactory in only two of the forty-two lessons observed during this inspection. In a half of lessons it was good and it was very good in a quarter. In one lesson in twenty, behaviour was exemplary. In those lessons where behaviour is very good or better, this is clearly related to the high expectations of the teacher. The good behaviour in lessons makes a positive contribution to pupils' learning. Occasional unsatisfactory behaviour occurred when a class with a significant number of pupils with special educational needs became fractious towards the end of a very hot day.
13. Behaviour at breaks and lunchtimes is very good. Pupils relate well and play amicably together. This is due in part to the good range of playtime equipment provided and to the time spent teaching pupils how to play the games. Those few pupils whose behaviour is less secure are well supervised by staff to ensure that they do not disrupt other's enjoyment. Occasionally, however, groups of boys playing football become boisterous and disturb other games. Movement around the school is well supervised and orderly. However, when pupils are unsupervised, for example as they cross the hall to reach their classrooms in the morning, they sometimes run. Pupils are almost always polite to one another and to adults. They enjoy talking to adults and are confident to do so. They look after their own property well and show due respect for the school's books and other resources. There has been one exclusion in the last school year. Exclusion is used as a last resort and only after consultation with the local education authority and other agencies involved.
14. When pupils are given the opportunity to take responsibility for their own learning or for classroom tasks they respond well. For example, in the literacy and numeracy lessons pupils work well together and most continue to work hard when the teacher does not directly supervise them. They use the 'we are working by ourselves' banner with pride and show confidence in their skills for independent learning. Pupils willingly help their teachers by distributing books and other equipment and by tidying the classroom at the end of lessons. The school provides a good range of opportunities for pupils to take responsibility, for example acting as lunchtime helpers, getting the hall ready for assembly and looking after the outdoor play equipment.
15. The school is successful in fostering very good personal development of pupils. They learn to co-operate with others through working together in pairs and small groups. The attention paid to the six school rules in assemblies and circle time ensures that all pupils know what is expected of them and almost all understand why. Throughout the school,

pupils have a good range of opportunities to discuss their feelings and responses and begin to listen respectfully to the views of others. Pupils are willing to help one another. They usually share books and equipment sensibly and take turns.

16. Relationships throughout the school are very good. Pupils co-operate well with each other. Through religious education and assemblies, pupils are successfully encouraged to have a good regard for the feelings, beliefs and values of others. However, a few pupils have a limited understanding of the impact of their words and actions on others, and this leads to some inappropriate behaviour. Instances of serious bullying are infrequent and are, in the main, effectively dealt with. Pupils understand the importance of reporting bullying to staff and are confident that teachers and other staff take their concerns seriously.
17. Attendance is a significant cause for concern to the school. At the time of the previous inspection, it was very good at over 96%. Since then there has been a steady decline in the level of attendance and attendance is now well below the national average for primary schools, with high levels of unauthorised absence. However, attendance levels at the school are comparable to those in the local area. Since the previous inspection there have been significant changes in the socio-economic circumstances of families. Many more parents are in work and can afford to take their families on holiday, but only if they go during the school year. The school tries hard to discourage this but levels of holiday absence remain high. Unauthorised absence has declined recently, since the introduction of authorised absence passes for use when parents have to take their child out of school, and changes to procedures for recording attendance of pupils attending part-time while they transfer from the nursery. The majority of pupils attend punctually.

## **HOW WELL ARE PUPILS TAUGHT?**

18. Teaching which was judged to be good at the time of the previous inspection has continued to improve so that there is now a higher proportion of good and very good teaching and a further reduction in unsatisfactory teaching which is now at a negligible level. Teaching seen during the inspection was good overall. It was good or better in four out of five lessons seen (80%), including nearly three out of ten (29%) where it was very good or better. It was almost always at least satisfactory (98%) and in one lesson in twenty (5%), it was excellent. Unsatisfactory teaching occurred only on occasion when a cover teacher undertook a lesson in which learning goals at the Foundation Stage were not effectively addressed. The pattern of good teaching is reflected in all subjects and for all groups of pupils. The core subjects of English, mathematics and science are accorded an appropriate status and are taught well. Literacy and numeracy skills are well developed in the specific lessons given to them, and reinforced well through teaching on other subjects. However, the limited opportunities for extended writing in other subjects means that writing skills do not develop as well as those for speaking, listening and reading.
19. Teaching is good in most aspects in the Foundation Stage and it is rarely unsatisfactory. At times it is very good. Support staff make a very good contribution to the overall quality. Teaching is also good in music, physical education and PSHE as it was in the limited number of lessons seen in art and design. Teaching is satisfactory in ICT, whether skills are being taught directly or pupils are being assisted to develop them through work in other subjects. However, the extent to which teachers are able to make effective use of ICT is often limited by the range of hardware at their disposal. No



teaching was seen in geography, history or design and technology, but on the basis of work seen teaching may be judged to be at least satisfactory. Lessons are well planned to ensure that work is carefully matched to the needs of individuals and groups.

20. Individual teachers' subject knowledge varies from subject to subject but is, overall, sufficiently secure to support good teaching. The match of teachers' skills to the requirements of the curriculum and the needs of the pupils is good. Methods to ensure high levels of work and behaviour are good, supporting the learning of both those who experience difficulty and high-attaining pupils. This is achieved through organising group tasks in most lessons with at least three separate levels of difficulty. Teachers' planning, including that for individual lessons, is good and soundly based in schemes of work. Teaching takes good account of the differing needs of pupils grouped by ability in Year 2 and this arrangement is effectively used to promote good learning especially of higher attaining pupils. The match between planning and the school's curriculum aims is good and reflects an appropriate concentration on reinforcement of basic skills through work in other subjects.
21. Pupil management, class control and discipline are very good. At times, a teacher will demonstrate very good judgement in working with a class where a significant number of pupils experience difficulties with behaviour, striking an appropriate balance between confronting and ignoring the behaviour. This enables a lesson to be successfully concluded which might otherwise have become bogged down in disciplinary issues. For the most part, teachers consistently but unobtrusively apply the agreed structures, and anticipation of potential difficulties is good. Teachers use time and resources well, most lessons have good pace, resources are carefully chosen for good effect and well deployed. Day-to-day informal assessment is good and well used to support learning in lessons by giving effective feedback and clear guidance. Teachers know the pupils well and monitor progress carefully and are alert for signs of difficulty. The commitment shown to setting, marking and monitoring homework is good, and this supports pupils' learning well.
22. At its best, teaching is based on a high level of enthusiasm, very effective lesson planning to provide challenging work and excellent relationships with pupils. This, in turn is well backed-up by input from parents and well-deployed support staff, who work very well either with the class teacher or with groups of pupils withdrawn from classes to help pupils meet the consistently very high expectations of them.
23. Teachers provide well for a wide range of special educational needs, both through individual and group support and through careful assessment and monitoring of work and behaviour to ensure that targets in individual education plans (IEPs) are effectively addressed. This enables pupils with special educational needs to achieve well.
24. Within this good teaching, areas for improvement include tighter use of time, especially ensuring that lessons always begin quickly after breaks, and a more consistent pattern of sharing lesson objectives with pupils. At times, the choices open to teachers are limited by the nature of the accommodation, which, by requiring a high level of account to be taken of what is going on in the neighbouring base, constrains their freedom to consider only the best interests of their own class. As a result of good teaching pupils learn well; they listen carefully and follow instructions, taking care with their work. They accept the targets set for them by teachers and work actively to achieve them. The practice of sharing learning objectives at the beginning of the lesson is also instrumental in ensuring

that they develop a good awareness of their own learning. They are increasingly enabled to work independently in groups and to make effective use of the support the school provides for homework. Although, in general, they are not disturbed by noise from adjacent classes within the base, at times they are distracted by it and find it difficult to concentrate which affects their learning.

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

25. At the time of the previous inspection, the curriculum was judged to be satisfactory but with weaknesses in planning and coverage, with the result that higher ability pupils did not make the progress they should. These shortcomings have been addressed and new initiatives have resulted in the overall quality of the curriculum now being good. The school provides a varied and wide range of learning opportunities through individual subject timetabling for most subjects, including English and mathematics, which are allocated a substantial and appropriate proportion of teaching time. The integrated studies or topic-based approach in Year 1 is planned to achieve a sufficient and balanced programme for science, design and technology, history and geography but this requires careful monitoring to ensure that all pupils receive their full entitlement in each subject. In Year 2, subjects organised on a carousel basis are well managed to ensure that there is good coverage and that pupils undertake work in each subject every week although the proportions vary from week to week.
26. Overall, the school offers a broad, balanced and relevant provision making an effective contribution to pupils' learning. The curriculum is effectively organised to promote good achievement and make good use of the facilities available. The arrangement by which pupils in Year 2 are allocated to classes according to their ability is good and contributes well to the good achievement of all pupils by enabling more individual attention to be provided for those who find learning difficult.
27. The curriculum for the Foundation Stage is securely based on the national Early Learning Goals for the Foundation Stage, which are effectively promoted through good planning which is well supported by careful assessment and record-keeping. All prescribed areas are covered well, with a good balance between formal learning activities and opportunities for personal development. Planning ensures a good balance of activity for each child so that that all children have full and equal access to the areas of learning.
28. The Key Stage 1 curriculum is good in its range and quality. In addition to studying the core subjects of English, mathematics and science, pupils study the full range of other subjects. The religious education course meets the requirements of the locally agreed syllabus and is well-planned. The allocation of time is equitable for English, mathematics and most other subjects apart from history, geography and design and technology, where the structure of the timetable makes it difficult to ensure that the planned balance is consistently achieved.
29. The strategies for teaching literacy and numeracy are good and are instrumental in supporting the good progress made. Pupils understand the routines and respond well to opportunities to work alone as well as with the teacher. The curriculum is enhanced by an effective, well-structured programme of PSHE. The formal programme is very good, including, for example, discussions in class known as circle time which enables pupils to explore issues of concern. This is well supported by the general ethos of the school,

including the informal curriculum that guides behaviour and relationships. The outcome of this can be seen in the very good relationships and personal development that the school achieves.

30. Arrangements to ensure that all pupils are afforded equality of opportunity to study the National Curriculum are very good. Pupils with special educational needs benefit from good provision. There are good arrangements for the identification and assessment of individual needs and the school closely reflects the structures outlined in the Code of Practice. Individual teachers plan effectively to address the targets in pupils' IEPs and the school offers well-structured withdrawal support to enable pupils to make the necessary progress in acquiring basic skills. A register of needs is carefully maintained and pupils are placed on and taken off it as appropriate. Teachers are guided on how to identify gifted or talented pupils but there are currently no pupils who have been identified as coming into this category.
31. The contribution of the community to the school's curriculum is good. The school's good links with community organisations and the local education authority have enriched pupils' opportunities and had a positive effect in terms of raising standards through provision of additional equipment. The good, constructive relationships with the Nursery, and also with the Emmanuel Junior School to which most pupils transfer at the age of seven enable curriculum planning to take account of pupils' prior experiences and prepare them well for junior school. Year 2 pupils benefit from good opportunities to visit junior school classes as well as to attend dramatic and musical performances. Visitors to the school make an effective contribution as when a nationally known local bread-maker came to talk about baking
32. Pupils participate in a very good range of extra-curricular activities. These activities, for example in football and recorder clubs, extend the opportunities to learn provided in lessons. The school organises a very good range of educational visits. These include visits to the Emmanuel church attached to the school, and the local health centre, as well as visits further afield to four different types of farm, a range of theatres, libraries, museums, and historic buildings such as Conisborough Castle. These visits provide good practical and first-hand experience to support the learning that takes place in school and serve to widen pupils' understanding of the world.
33. The overall provision for pupils' spiritual, moral, social and cultural development is very good. Although there is no separate written policy, these elements of personal development are included in a range of subject and other policies, and opportunities to promote them are identified in teachers' planning.
34. The school promotes very high standards of spiritual development which are well supported by the religious education programme and the acts of worship that form part of the daily assemblies. These assemblies are very thoughtful times when pupils demonstrate high standards in musical performance, behave reverently and show good respect for the range of values and beliefs to which they are introduced. Both in assemblies and during the day, pupils are given good opportunities to reflect on what they experience, and there are areas of the school both inside and outside that provide pupils with a place to sit quietly and think about what they have seen and done. Music plays a very good part in promotion of spiritual development, whether pupils are singing with enthusiasm and attention to the meaning of the words, or listening to the carefully chosen programme of music for assembly.

35. The school promotes very good moral standards. Pupils gain a good understanding of the principles which distinguish right from wrong from the atmosphere of respect generated by teachers and other staff, as well as from the very good role-models provided by adults. Many pupils learn the importance of consideration and tolerance for the views of others from an early age. Teachers strive hard, with some success, to help pupils attain positive self-images. They plan lessons for many pupils to experience success, and they ensure that the contributions pupils make to lessons and at other times are valued through the use of merits and praise. School rules are displayed to remind pupils of what is expected of them and as such contribute effectively to their moral development.
36. The school promotes social development very well. Pupils co-operate well in their classroom activities and share resources fairly. Older pupils show a sense of responsibility and care for younger ones. Circle time, social training in the Reception class and assemblies all provide well-planned support for social development. For example, one assembly for the day was on theme of 'listening to children' included using a haversack containing tins labelled to represent the feelings a distressed pupil might carry around. Pupils empathised with the feelings and showed good awareness of how the actions of others can affect feelings as well as the importance of these feelings in helping to form individual self-images. Year 1 pupils have a rota for being the 'special helper' which provides pupils with status within the class. Pupils are given the opportunity to express 'what I like about' for each pupil in turn which encourages the development of positive attitudes to one another. Year 2 pupils have a range of roles as monitors, as in preparing for assembly, putting out equipment and chairs.
37. The broad range of activities involving visits and visitors enables pupils to develop confidence in a range of social settings, as was seen in the secure and appropriate way in which inspectors were greeted and the helpful approach to them. The 'playground initiative' which has provided structured training on playing games and adapting them to particular circumstances is having a very positive impact on play at lunchtime and playtimes and contributes well to the very good behaviour seen at these times.
38. The school promotes cultural development very effectively. Pupils gain a strong sense of their cultural heritage through the visits they make, and through participation in lunchtime country dancing, as well as through visits by theatre-in-education teams. Through music lessons they become familiar with hymns and folk songs. Pupils' understanding of other cultures is promoted through geography lessons and by an increased awareness of how different religious beliefs influence peoples' lives. This is seen in their study of Judaism and Islam and where they mark festivals such as Diwali by making appropriate artefacts and enacting the ceremonies associated with them. Teachers help pupils to appreciate the need to respect other people no matter what their background, race or creed and are very successful in this.
39. Visitors make a good contribution to enriching pupils' cultural understanding. An artist-in-residence, for example, has helped pupils to develop a deeper appreciation of art. Visiting musicians have provided a good opportunity for pupils to extend their musical experience and to study classical instruments. Pupils make a very good response to the school's provision for spiritual, moral, social and cultural development and this is clearly reflected in their own attitudes and values.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. At the time of the previous inspection arrangements for pupils' welfare and guidance were seen as generally strong. The school has continued to develop these so that now it provides a very good level of care and concern for the well-being of its pupils. Procedures for assessing and monitoring academic attainment and progress are very good, as are those for monitoring personal development. Teachers and other staff sensitively use their very good knowledge of individuals in their care of pupils. The school provides a very good framework to guide the personal development of its pupils; it enables them to contribute effectively to the life of the school community and prepares them well for transfer to the junior school.
41. Good assessment procedures are effectively established in all subjects. Teachers record progress in sufficient detail to enable the school to inform parents clearly and to plan the next steps for individual pupils. Teachers know their pupils' strengths and weaknesses well and use this knowledge effectively in planning individual work and setting appropriate targets that are shared with the pupils. There are very good systems for establishing baseline levels for children entering the Foundation Stage and detailed assessment at regular intervals is very well used for monitoring progress and planning the next steps.
42. There are very good systems for recording pupils' progress in relation to literacy and numeracy objectives, and attainment is assessed against three different levels of expected outcome for topics or units of work in foundation subjects. Progress is carefully monitored, especially in the core subjects where individual targets for attainment are set and progress towards these is carefully checked. An agreed marking policy is consistently used throughout the school and provides for teachers' comments which, in many cases, show pupils how to correct incorrect work. Assessment information is very effectively used in curriculum planning as well as setting termly targets for each class, showing areas of improvement to be undertaken by the pupils in a class during that term.
43. The school has good arrangements to monitor the progress of pupils with special educational needs. There are good procedures for the early identification of such needs and parents are involved appropriately at all stages. Individual education plans are in place and guide pupils' learning effectively. Where pupils have statements, the provision is carefully tailored to provide a good match to that specified and its effectiveness is monitored well.
44. The arrangements for ensuring the welfare of pupils are very good. The very high quality of relationships throughout the school helps to ensure that all staff in school know the pupils well and this in turn makes a positive contribution to the individual care they receive.
45. Very good procedures for child protection are in place and take full account of the locally agreed procedures. The headteacher has responsibility for child protection and has received appropriate training. Good attention is paid to health, safety and hygiene issues in lessons, for example in physical education where care is taken to ensure pupils have space to move safely. The school carries out a formal health and safety check each term, involving the headteacher, caretaker, union health and safety representative and a governor. In addition, staff report any concerns as soon as they appear. Procedures for first aid and for the use of medicines in school are good. Thorough records are kept in a

diary of all action taken. Parents are appropriately informed should their child bump his or her head, or be taken ill at school.

46. The school makes effective use of the prospectus and newsletters to remind parents and carers of the need for regular, prompt attendance. In particular, parents are asked not to take their child out of school for a family holiday. However, many families continue to do so for economic reasons. The school has thorough procedures in place to follow up any unexplained absences and the majority of parents automatically telephone or write to give the reason for any absences. The school makes appropriate use of the education welfare service to address the unsatisfactory attendance, although recent staffing difficulties in the service have reduced the effectiveness of this, and has adopted the city-wide use of passes for authorised absence to reduce unauthorised absence.
47. Procedures for monitoring and promoting good behaviour are very good. The behaviour policy provides a clear framework for achieving good behaviour and is being revised to reflect the rise in numbers of pupils whose behaviour is a cause for concern. The new procedures and policy have been carefully developed with input from the local education authority's behaviour support service, and are ready for introduction in the autumn term. The school rules are simple and appropriate, focusing on care for others. They are well taught to pupils and regularly referred to in lessons and assemblies, so that almost all pupils know and understand them. One Year 1 pupil said the best thing about school was that "We're all here to look after one another". Pupils like the merit system and work hard to gain stickers and other rewards but they also understand that unacceptable behaviour results in a demerit. The excellent quality of relationships and the mutual respect shown by teachers, other staff and pupils help to maintain the high quality of behaviour. Parents are appropriately involved in cases of poor or persistent misbehaviour.
48. Clear and effective procedures are in place to deal with bullying and teachers ensure that pupils know they should report any behaviour that makes them unhappy. A recent incidence of bullying has been dealt with sensitively, with the welfare of all the pupils involved being seen as paramount. The school carefully balances the needs and interests of all its pupils, which contributes very well to the highly inclusive ethos. Pupils are confident that teachers deal quickly and effectively with unacceptable behaviour as soon as it is reported. They feel safe in school.
49. The school provides many opportunities for pupils to share in one another's success, for example in assemblies and through the high quality of display of their work. The school provides a good range of opportunities for pupils to take responsibility, for example by distributing milk, putting out and collecting the playground equipment and helping at lunchtime. In every class pupils have a range of monitors jobs and help tidy the room.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?**

50. Partnership with parents, which was highly praised in the previous report, continues to be a significant strength of the school. Parents are happy with the standards achieved by the school and the encouragement their children receive. They are kept well informed about the daily life of the school. Although only twenty-five parents completed the parents' questionnaire and fewer attended the parents' meeting, the responses indicate that parents are generally very supportive of the school, and this is further supported by

evidence from a recent survey by the school. Parents particularly appreciate the good progress their children make in response to good teaching. Almost all state that they would feel comfortable in approaching the school with questions or concerns and most feel that the school works closely with them. They appreciate that their children are expected to work hard to achieve their best.

51. However, some parents do not believe that they are kept well informed about the progress their child is making nor do they feel that there is a good range of activities outside lessons. A small number of parents have concerns about the behaviour in school and the amount of work that their children are expected to do at home. Inspection evidence supports the parents' positive views of the school but does not confirm the concerns raised by some parents. Behaviour in the school is good and often very good. The school provides a very good range of activities, particularly through the organised activities available every lunchtime and through visits to places of interest. Homework is set regularly and parents are provided with information to help them work with their child at home. Homework makes an effective contribution to children's learning especially with reading and numeracy
52. The school has established very effective links with parents and provides very good information for them. An appropriate home-school agreement is in place. A very positive feature of the information provided for parents is the excellent booklet on behaviour, which all parents receive. This ensures that they know and understand the school rules and expectations and reinforce them at home. The prospectus and annual report of governors are very well-produced documents that contain all the required information. The governors' report in particular is an example of very good practice, being concise and easy to read. The school is working hard and with some success to increase attendance at the governors' meetings with parents through such initiatives as showing a video of the school at work. All parents are invited to visit the school with their child prior to his or her admission. Parents are kept informed about school events and achievements through the frequent newsletters. These are also used effectively to remind parents about school expectations and procedures. The school uses questionnaires effectively to gain parents' views of the school and changes have arisen from this process. For example, the annual progress report is now issued in the spring term.
53. Parents are well informed about the progress their child is making. They have the opportunity to attend a consultation meeting in the autumn and summer term. These meetings are well attended. The progress report for each pupil is produced in the spring term and parents make an appointment to discuss this with their child's teacher if they wish. At all other times, teachers are willing to see any parent who wishes to discuss their child's progress or behaviour. The annual progress report gives a clear picture of the pupil's strengths and weaknesses, and the progress they have made. Parents of pupils with special educational needs are well informed and involved in decisions affecting their child.
54. Parents borrow story sacks, maths bags and laptop computers in Reception, Years 1 and 2 respectively, so that they can help their child learn at home. Reading books are taken home every day and most parents hear their child read on a regular basis. However, the reading card that records each pupil's progress does not provide space for parents or teachers to make comments or suggestions. Parents of pupils involved in the reading recovery programme contract to help throughout the course of the scheme.

55. A good number of parents help in school on a regular basis. Many others offer help on trips and support for school events is very good. The school benefits from the active parents association, which organises a range of fundraising and social activities. The money raised is used to support the work of the school in a variety of ways, such as providing additional software for the computers. The extent to which parents are involved in the life of the school has a very positive effect on pupils' learning and they support their children's learning well through their commitment to homework.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

56. The overall quality of leadership and management, which was seen as a strength at the time of the previous inspection, continues to be good overall with many very strong features. Since the last inspection the school has successfully completed its action plan, based on a full and detailed analysis of response to all issues including minor issues raised in the report.
57. The acting headteacher, who was previously the deputy headteacher, has been very effective in leading the school since taking over nearly a year ago. The very clear vision identified in the previous report has been maintained and is effectively communicated to all staff. Key staff play a very effective part in implementing this vision and ensuring that it is carried forward into the daily life of the school. This, in turn, is significant in supporting the high level of self-belief among staff and pupils that is reflected in the high expectations within the school.
58. Evaluation of the school's work and planning for improvement are very good. The School Improvement Plan, which draws effectively on the Sheffield Education Development Plan, is an excellent document that provides the school with a very clear educational direction. It provides a very good structure by which staff and governors determine and manage priorities. It very effectively identifies the methods by which targets are to be addressed and the means of knowing the extent to which these are successfully achieved. Staff monitor the implementation of the School Improvement Plan termly and the headteacher reports progress to the governors.
59. The monitoring of teaching and learning is well established; it is linked to the effective introduction of the statutory structure for performance management and forms an integral part of the School Improvement Plan. A very good programme of monitoring of teaching ensures that teachers all receive written and verbal feedback on their performance, including targets for improvement. As a result of this rigorous programme, staff are continually developing and updating their professional knowledge and skills to the benefit of themselves, the pupils and the school as a whole. Managers place a high priority on monitoring the quality of the curriculum and teaching, and staff have worked together to develop this. The senior management team has implemented the monitoring policy with vigour; subject co-ordinators effectively monitor planning and progress in their subjects ensuring that there is good coverage of the National Curriculum and that work builds well on pupils' previous learning. The national strategies for literacy and numeracy have been very effectively introduced and the effects have been carefully monitored. As a result, the school has attained the 'Basic Skills Quality Mark'.
60. The scope and effectiveness of the school's procedures for the evaluation of standards



achieved and the quality of provision are good. This is evident in the improvement in standards and teaching over the last five years. The school's self-evaluation is thorough and well balanced. The school uses national and local statistical information to compare its results with those of other schools. This aids the school in identifying strengths and areas for development. The school has introduced standardised tests at the end of Year 1 in order to check pupils' progress. Analysis of results, including those from baseline assessment and national tests has been effectively used to identify the need for specific initiatives each year, which have had the effect of significantly improving the attainment of target groups. Currently, arrangements to group pupils in Year 2 according to their attainment, and having classes of different size is enabling more attention to be provided to slower-learning pupils, with higher-attaining pupils being offered work that appropriately reflects their capabilities. In the previous year, attention to reading with specific pupils enabled the school to do better in the national tests than was predicted from assessments at the end of Year 1.

61. The governing body fulfils its responsibilities well. The school's aims and values are very well upheld in its work and constant monitoring ensures that this remains the case. Governors undertake their duties conscientiously, and have a good awareness of the school's development. However, their involvement in constructing the School Improvement Plan has tended to be at a late stage in its preparation. Governors give the school good, critical friendship and keep a watchful eye on its work, prepared to intervene where necessary, for example, in ensuring the school meets its side of the home-school agreement. Governors meet regularly with the headteacher and staff and keep up-to-date with new developments. Their involvement in monitoring and evaluating the development of subjects is satisfactory. Governors carefully evaluate cost effectiveness. The school has not received an audit since the last inspection. However, the governors have recently examined their practice in the light of the advice contained in the Office for Standards in Education booklet *Keeping Your Balance* and are aware of the best-value framework. They ensure that comparison, challenge, consultation and competition are well represented in the process of decision making and the management of financial resources. Governors visit the school regularly and there are appropriate committees covering the range of responsibilities. The governing body sets performance management targets annually for the teaching staff and the headteacher.
62. The overall quality of self-evaluation and planning for improvement are good. The scope and effectiveness of the school's procedures for the evaluation of standards achieved and the quality of provision are good. This is evident in the improvement in standards and teaching over the last five years. The school uses national and local statistical information to compare its results with those of other schools. This aids the school in identifying strengths and areas for development. Teachers also collect and monitor data and have, for some years, produced valuable annual reports for governors and parents, which include analysis of results and the extent to which targets have been met.
63. The school is aware of the shortcomings in pupils' achievement in writing and has already addressed these in part so that results in 2001 are better than those of the previous year. Action to improve attendance has been consistent and appropriate, and the school has done much to raise the importance of attendance with parents. Work with the education welfare service has been inhibited by circumstances beyond the control of the school, but there is good planning to achieve improvements in areas, which the school feels able to affect.

64. The school supports educational priorities securely through its financial planning. Strategic resources, including specific grant and other funding, are used well and the principles of best value for money are applied effectively. Good use is made of new technology in the management and administration of the school, which has bought into the local education authority's school information management system.
65. There is a good match of teachers and support staff to the demands of the curriculum. The school ensures that teachers have access to a good programme of professional development that focuses on teaching and learning. The promotion of more effective teaching and learning is an ongoing priority. Induction arrangements are good and particularly supportive to newly qualified teachers who are enabled to make a good contribution from the outset.
66. The school's accommodation is satisfactory overall and used well, although some classrooms are cramped for space and the open-plan structure does not consistently provide a good context for class teaching, particularly where pupils are distracted by noise from adjoining areas. Teachers consistently celebrate pupils' achievements in attractive displays of their work. The range and quality of resources for learning in most subjects are good. However, for ICT, much of the hardware is old and requires upgrading, especially to support the further development of pupils who are already attaining well. The school has identified this as a priority and already has appropriate plans to address it. Pupils use books of good quality in English, and have been able to use story sacks, maths sacks and laptop computers for homework. In light of the good achievement, the high quality teaching and the very good leadership and management, the school continues to give good value for the money invested in it.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. In order to improve the quality of education and the standards pupils achieve the governors, headteacher and staff should:
- i. improve the quality and range of pupils' writing, especially handwriting and presentation of work, and increase the opportunities for extended work in other subjects;  
*(see paragraphs 18, 88, 90, 93, 129 );*
  - ii. improve attendance, through effective joint work with the education welfare service, to ensure that parents give attendance an appropriately high priority;  
*(see paragraphs 17, 46 );*
  - iii. improve resources for ICT, particularly hardware, to provide for the extension of pupils' skills, particularly where these skills are at an already high level  
*(see paragraphs 19, 121, 135).*
- 68 The following less important issues may be considered when preparing the action plan:
- i. ensure that all lessons begin on time and there is no reduction of teaching time through slippage;  
*(see paragraph 24 )*
  - ii. establish consistent practice in sharing learning objectives with pupils;  
*(see paragraph 24 );*
  - iii. increase the involvement of governors in the early stages of setting priorities and forming development plans;  
*(see paragraph 61 ).*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	42
Number of discussions with staff, governors, other adults and pupils	18

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
5	17	56	20	2	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*

<b>Pupils on the school's roll</b>	YR – Y7
Number of pupils on the school's roll (FTE for part-time pupils)	191
Number of full-time pupils eligible for free school meals	28

*FTE means full-time equivalent.*

<b>Special educational needs</b>	YR – Y7
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	48

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	2

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	9

### *Attendance*

<b>Authorised absence</b>	%	<b>Unauthorised absence</b>	%
School data	6.8	School data	1.1
National comparative data	5.2	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*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	42	32	74

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	34	38
	Girls	30	28	31
	Total	69	62	69
Percentage of pupils at NC level 2 or above	School	93 (80)	84 (82)	93 (85)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	37	36	37
	Girls	29	31	29
	Total	66	67	66
Percentage of pupils at NC level 2 or above	School	89 (82)	91 (84)	89 (87)
	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	1
Pakistani	1
Bangladeshi	0
Chinese	0
White	188
Any other minority ethnic group	1

*This table refers to pupils of compulsory school age only.*

### *Exclusions in the last school year*

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

***Teachers and classes***

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

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	21.2
Average class size	27

**Education support staff: YR – Y2**

Total number of education support staff	4
Total aggregate hours worked per week	62

***Financial information***

Financial year	2000
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	£
Total income	434175
Total expenditure	422194
Expenditure per pupil	2246
Balance brought forward from previous year	10812
Balance carried forward to next year	22793

## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out	191
Number of questionnaires returned	25

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	24	4	4	4
My child is making good progress in school.	48	48	4	0	0
Behaviour in the school is good.	32	48	16	0	4
My child gets the right amount of work to do at home.	24	60	16	0	0
The teaching is good.	32	64	0	0	4
I am kept well informed about how my child is getting on.	32	36	28	4	0
I would feel comfortable about approaching the school with questions or a problem.	56	40	0	4	0
The school expects my child to work hard and achieve his or her best.	56	36	4	0	4
The school works closely with parents.	28	60	8	4	0
The school is well led and managed.	16	72	8	4	0
The school is helping my child become mature and responsible.	40	44	4	4	8
The school provides an interesting range of activities outside lessons.	16	48	20	4	12

## **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**

69. Inspection judgements for the Foundation Stage are based on a variety of evidence gathered, which includes the observation of seven teaching sessions, a detailed examination of children's work and discussions with staff and children. In addition, teachers' planning documents and records have been seen.
70. There are two intakes at the school. Children who are five by the end of February start school in September; those who are five between March and the end of August start school in January. Many children attend the separate nursery, adjacent to the school, before they begin full-time school. There is a smooth transition from the nursery to the Reception class for most children, who settle into school quickly. The curriculum for the Foundation Stage ensures that the Early Learning Goals for all areas of learning are effectively pursued and achieved by the majority of children by the end of the Foundation Stage. This gives the children a firm foundation and smooth transition to work at Key Stage 1 of the National Curriculum.
71. In recent months there have been some particular staffing problems in the Reception year group, which have now been successfully, albeit temporarily, resolved by the school, in spite of many difficulties. All the members of staff who work in the Foundation Stage have a clear and strong commitment to raising standards. The record keeping system is clear and informative which gives all members of staff a well-informed base for the planning of work. Teachers plan appropriately to the national Early Learning Goals for the Foundation Stage. The teachers and learning support assistants ensure a good balance of activity for each child and that all children have full and equal access to the areas of learning. The school uses the local education authority's entry assessment procedure effectively to assess children's levels of development. This gives a clear indication of the children's abilities in language and literacy, mathematics, basic skills and personal and social development.
72. Children's attainment on entry to school is on average slightly below, but close to, the average for the local education authority. It is below that typical for children of this age nationally. However, children make good progress in their Reception Year and achieve well in all areas of learning. As a result, by the end of the Foundation Stage, most children achieve the early learning goals and more than a quarter of the children exceeds them. Children with special educational needs also make good progress. The same pattern of achievement was identified in the previous inspection and the good progress has been maintained since then.

### **Personal, social and emotional development**

73. By the end of the Foundation Stage most children meet the Early Learning Goals for this area of learning and some exceed them. Children listen well, respond appropriately to questions and are confident and willing to offer answers. They show very good attitudes to learning and are well-behaved in lessons, secure in the general routines of the classroom. They trust staff and co-operate happily with adults and other children, building effective relationships. They quickly develop a good understanding of what is right and what is wrong. For example, they know not to argue with one another, take



turns and share equipment such as when sorting objects tested for floating and sinking. Children are enthusiastic and clearly enjoy their work. They take care of classroom equipment and tidy up cheerfully after themselves.

74. All members of staff promote children's personal and social development very well throughout all areas of the curriculum for the Foundation Stage. Teaching is good. Staff provide positive and encouraging role models and treat children politely, courteously and with respect. Registration time is a delightful affair, where each child is given a warm personal greeting, sometimes in another language and children's responses, also often in another language, are valued. As a result of this good provision, children's achievement is good.

### **Communication, language and literacy**

75. Most children achieve the Early Learning Goals for communication, language and literacy. Children are generally confident speakers, although a minority has some speech problems. They are willing to tell the class about news from home or describe the work they have been doing in their groups. Their pencil control is good. Children write simple sentences spelling words such as *my*, *and* and *had* correctly and making good attempts to spell other words phonetically. Children recognise sounds and phonemes and have an awareness of rhyme. About two thirds recognise initial sounds in words. They have a growing awareness of grammar that enables them to predict words in texts. From the start of the year they quickly develop enjoyment in looking at books and listening to stories.
76. The teaching and the provision for the development of communication, language and literacy are good. Staff help children to improve their speaking and listening skills and foster a love of books and stories. They encourage writing through developing an interest in the sounds letters make and how they are formed. Classrooms provide a rich, text-laden environment, giving children interesting, exciting things to read and do. In one class, every activity has a card with written instruction for pupils to read. The teacher has also put the learning objective for the activity on the reverse of the card, to help focus any support from parent helpers or learning support assistants.
77. The Reception class teachers use the literacy strategy effectively to develop further children's listening, speaking and reading skills. Children achieve well in this area of learning and make good progress.

### **Mathematical development**

78. Children achieve well in the area of mathematical learning. Most count and write numbers to 20 confidently and some beyond this. They complete simple addition of numbers within ten. The higher attaining children add two single digit numbers. The terms *more than* and *less than* are understood by the majority of children. They construct a simple picture graph with some help and use it to find answers to simple questions.
79. The teaching and provision for children's mathematical development is good. One of the strengths of this provision is the systematic way in which staff use counting as part of the regular daily routines of the classroom. This gives the children a clear purpose for the number work. Staff make good use of the elements within the numeracy strategy to

provide a session of structured number work each day.

### **Knowledge and understanding of the world**

80. When children enter the school, few have a well-developed knowledge and understanding of the world. They experience a wealth of activities that stimulate their interest and develop their curiosity and they learn through the many experiences provided. They are well motivated to learn and show enthusiasm, excitement, wonder and appreciation in their learning. Their attitudes are good and sometimes better. By the time they leave the Foundation Stage, they have made good progress and standards are at the level expected nationally. They investigate the world through their senses. Stories are used well to promote learning. Through their work on *Handa's Surprise* the children talk about the weather in different countries being different to the weather here. They also talk about different animals living in different habitats. They understand the terms *float* and *sink* and test a group of objects in a bowl of water and put them into two sets using floating and sinking as the criteria by which to sort them. Teaching is good. The classroom environment is stimulating and well resourced.

### **Physical development**

81. Children achieve the standards expected nationally in their physical development. They use large climbing apparatus with confidence. They experiment with different ways of moving around the hall in a physical education lesson. Opportunities to develop outdoor play are more limited and this is an area the school has identified for future development. The staff have used a gazebo to good effect to give shape and shade to an area for play with small apparatus. Children's fine motor skills are well developed. They make good progress in handling tools such as pencils and paintbrushes. Teaching and provision are satisfactory in this area of learning.

### **Creative development**

82. Children achieve the standards expected nationally for creative development by the end of the Foundation Stage, making good progress over the Reception Year. Children learn to mix paint and apply it confidently. Most children use colour well. They are making good attempts at colour mixing to match fruit such as apples, to good effect. Music is used well to represent animals in a story, making good use of pitch and tempo to match the animals movements to the sounds. Children play imaginatively and are beginning to work together co-operatively to develop complex play situations. Teaching is good overall, but one lesson observed was unsatisfactory due to some inappropriate adult intervention, which prevented children from developing their play by giving them insufficient time to use the equipment provided. The overall picture, however, is much better than this, since children make good progress in this area of learning.

## **ENGLISH**

83. The school has maintained its performance in English since the last inspection. Pupils attain in line with the national average, making good progress throughout Key Stage 1. In the national tests in 2000, attainment in reading was above the national average, but in writing, it was below. Over the three years to 2000, standards of reading and writing fluctuated but were above average overall, and, on occasion, well above it. The pattern of attainment in 2000 was consistent in terms both of pupils attaining the national

benchmark (National Curriculum Level 2) and those attaining at a higher level. When compared to schools judged to be similar, reading standards were in line with the average with writing standards being below average. In 2001, for which no national comparisons are yet available, overall standards were maintained with some improvement in writing. Standards measured in tests were consistent with those observed during the inspection.

84. Most pupils make good achievement in relation to their prior learning. A significant minority of pupils makes very good progress. Less able pupils make good progress throughout the school because of the skilled support they get from specialist teachers and classroom assistants as well as through their own hard work. More able pupils also attain well and make good progress. The school has made good progress in improving its provision for English since the last inspection.
85. Speaking and listening are good. Pupils listen carefully most of the time. They concentrate well in lessons and respond eagerly to the questions or instructions they are given. Pupils speak well and articulate their views simply and boldly. They are happy and confident with adults, and put much trust in their teachers. Through work in many subjects, pupils broaden their spoken vocabulary and by the end of the key stage are capable of using a range of words to talk about their work. More able pupils adapt their speech to suit formal and informal occasions, for example, when answering their teacher's questions in class. However, progress in speaking and listening is sometimes inhibited when classes are distracted by the normal working noise of pupils in adjacent bays.
86. Pupils quickly learn to read because they receive good teaching. On entry to the Foundation Stage, literacy standards are below average, yet most pupils make good progress and by the end of Year 2 reading skills are above average. Teachers place a strong emphasis upon reading and give pupils good opportunities to read to themselves, in groups and to the teacher and other adults. This helps most to achieve well. Many pupils read and understand both fiction and non-fiction books. They use a good range of strategies to read unfamiliar words. A significant minority of pupils reads fluently, enjoying reading their own choice of fiction as well as graded reading scheme texts. They use phonic skills as well as context and picture clues to help them to read simple texts independently. When pupils share reading in class with 'big books' it helps them to enjoy literature and compare the works of different writers. It also helps them become aware of simple aspects of grammar such as the use of tenses, singular or plural nouns, and the structure and layout of fiction and non-fiction books.
87. Few pupils remain hesitant readers and those who do receive good individual support. These pupils lack a good awareness of phonics with some unsure how to read new words but they catch up fast. In Year 1, pupils' standards in reading are just below average but are improving rapidly. By the age of seven, pupils improve their skill in reading and an increasing number in each year group read independently both for pleasure and to obtain information. Pupils predict how a story may unfold with increasing sophistication. Those with special educational needs make good progress in reading. Most pupils have satisfactory research skills. They employ sound techniques for using indexes and contents pages to locate and use information for their topic work. Pupils understand how books are classified in the school library and how to search for particular books. Classrooms are stocked with attractive, new, well-displayed books. Pupils use them to help with research in other subjects as well as to obtain fictional texts.

Teachers boost the home-school partnership by the links they make with parents to help children read. These links include the use of reading diaries and, occasionally, laptop computers and help pupils become more fluent readers.

88. Attainment in writing is in line with the national average by the end of Key Stage 1 for most pupils, but below the expected levels for more able pupils. Teachers set accurate individual targets for improving pupils' early writing because they effectively analyse pupils' baseline assessments on entry to the school. Pupils' writing improves steadily as they grow older. They become competent in constructing and punctuating sentences. By the end of Year 2, most pupils write in sentences that start with a capital letter and end with a full stop. Standards in spelling are satisfactory with pupils able to use their phonic skills and their knowledge of common words to write legibly, albeit with some mistakes. Pupils learn to write in a variety of formats, including scientific reports, diaries, stories and poetry. By Year 2, many write clearly but not at length. They do not often write imaginatively because they lack sufficient opportunities. Many understand how to adapt style to suit different audiences. Pupils learn to draft and revise their writing using a pen or a computer. Most pupils have a good written vocabulary. They learn to use adjectives, verbs, nouns, similes and synonyms to give their writing interest and colour as in this imaginative poem on winter weather written by pupils in Year 2:

*Ice as slippery as a banana skin,  
Skaters skidding and gliding carefully across  
The glittering, frosty ground,  
Shivering Mums and children crunching off down  
The glimmering road,  
A world just like a huge snowball  
As white as a goose's feather.  
The frost on the leaves, crumbly like coconut on a Cake,  
Boys and girls with numb fingers and toes,  
Little blue lips all chapped and sore,  
But enjoying the fun in the sparkling, silvery  
Snow.  
Yes. We love winter weather!*

89. They develop a good understanding of the conventions of different types of writing. Pupils have a good understanding of the formal conventions of grammar, and the minority of higher attainers is confident to discard these when appropriate. By Year 2, most pupils incorporate much of this into their work and occasionally standards are very high. By the age of seven, pupils experience writing for a real audience that is wider and more varied than the people in the immediate school community. Older pupils also become more aware of the needs of different audiences when they read their work back to other pupils. The use of ICT helps pupils to reach a wider range of audiences. However, overall standards of writing are insufficiently strongly promoted through extended writing tasks in other subjects.
90. Standards of handwriting throughout the school are below average. Some pupils achieve a joined, regular cursive style of writing by the end of Year 2 but a majority does not. Standards of presentation are also below average. This is particularly the case when pupils write on blank, unlined A4 sheets of paper.
91. The teaching of English is good overall; the teaching seen was mainly good, never

unsatisfactory, and a significant proportion was very good. The school has implemented the National Literacy Strategy in a very effective way and this has played a key role in raising standards in reading and writing. Teachers have developed effective strategies to teach literacy consistently from year to year, and have received good guidance from the subject co-ordinator. Lessons usually start crisply. Pupils listen carefully from the start, respond accurately, and steadily gain basic skills and a deeper understanding.

92. Teachers plan lessons thoroughly, both in the short term and through each year. They make sure that pupils understand the point of learning what they learn, and at the end of lessons they review what pupils have achieved. Consequently, pupils know what is expected of them and develop a good understanding of how to learn. Teachers usually assess pupils' reactions skilfully and develop their thinking through careful open-ended questioning. Skilled questioning ensures that all pupils are included in the learning. It successfully encourages pupils to think deeply, to consolidate what they have learned, and to become more mature. Teachers use a good range of ways to teach pupils. Classroom activities are purposeful and interesting and this motivates pupils to want to concentrate and do well. Teachers have high expectations of pupils and encourage pupils to have high expectations of themselves. Lessons develop at a good pace and pupils complete a good quantity of work.
93. Teachers plan effectively to create links between pupils' work in English and their work in other subjects. As a result pupils have a satisfactory range and balance of writing experiences although opportunities for extended writing are limited. In Year 2, pupils' writing benefits from the display in classrooms of stimulating language materials, such as labels, captions, extracts from texts, vocabulary lists, class books and portfolios. Displays and portfolios often include examples of pupils' own writing, and pupils acquire a growing sense of audience and pride in the celebration of their achievements. These displays help pupils to appreciate writing as a means of communication in a range of contexts.
94. When teaching is less effective, however, learning objectives are not stated clearly, timing is fuzzier, and the relevance of learning becomes unclear. In classes with a significant minority of pupils with special educational needs, the limited amount of extra help available results at times in progress is slower than it should be.
95. Teachers assess pupils' work regularly and accurately and have a good knowledge of how well they are doing. They provide pupils with achievable and understandable targets which pupils take seriously and do their best to meet. Teachers encourage pupils to evaluate their written and spoken work and that of their peers in plenary sessions as well as when they work alone. Marking is undertaken regularly and is often useful in assisting pupils identify how they can improve, although it occasionally varies in quality.
96. Teachers use the school's limited ICT resources very well to support learning in English using word processing to assist with editing and presentation, and educational games to help improve reading and spelling standards. Pupils are given good opportunities to read and write during their work in other subjects. The school provides well for pupils with special educational needs through carefully planned work that meets their changing needs well. These pupils then need less help as they progress through Key Stage 1. The subject is led well by an able co-ordinator who plans, evaluates and guides the work of the school very effectively. The work of colleagues has been monitored and evaluated in a systematic and thorough way and the analyses used to inform teaching well in addition

to developing strategies to improve pupils' writing skills.

## **MATHEMATICS**

97. At the time of the previous inspection good management and a satisfactory curriculum resulted in attainment in mathematics by the end of Key Stage 1 in line with the national average, with good attainment observed in lessons. Over the three years to 2000, the latest year for which comparative figures are available, the school has maintained a consistent overall standard, with attainment in line with, or above the national average. In 2000, pupils' attainments were above the average for schools nationally but in line with those in schools with similar proportions of families entitled to free school meals. Results in 2001 are at a similar level despite the fact that the school has identified a significant proportion of the Year 2 pupils a having special educational needs.
98. The school has a higher than average number of higher-attaining pupils who achieve Level 3 of the National Curriculum. These results are reflected in the standards observed in classes; most pupils nearing the end of the key stage are attaining in line with the national standard with a significant minority achieving a higher level. The school sets annual targets for achievement for the school as a whole and for individual pupils based on their attainment on entry and subsequent progress. These targets are effectively met and, in many cases exceeded. In addition, teachers help pupils to identify short-term targets that they actively work towards and which help them to be aware of the progress they are making. There are no overall differences in attainment between girls and boys.
99. Year 1 pupils generally recall addition facts to ten, extending this by adding single digits to make numbers greater than ten. They count on in threes, fives and tens and begin to recognise patterns in the results. They demonstrate a range of attainment in their awareness of time, from identifying the seasons of the year to recognising the hours and half-hours on a clock which higher-attaining pupils achieve. Confidence with shapes increases so that they recognise two and three-dimensional shapes and identify them by name.
100. In Year 1, the highest attaining pupils weigh and measure using non-standard units such as blocks or hand spans, predicting which of a range of objects will be heaviest or tallest and ranking them in order. Information gathered in surveys of traffic or their siblings is used by these pupils to develop data-handling skills, from which they produce tables or simple block graphs. All pupils increasingly show agility in mental mathematics and most begin to have a secure grasp of place value. They use a number line to check their calculations. Awareness of volume and capacity develops satisfactorily as pupils establish which vessel is larger by transferring sand or liquid from one to another, and they consolidate their understanding of the language of position when they give oral instructions to one another as to how blocks are to be placed when building. By the time they reach the age of seven, they have developed good skills in mental and oral arithmetic and extended their written and practical skills in line with expectations.
101. Teaching in mathematics is good overall: in lessons seen, it was always at least satisfactory and usually good. At times it was very good. As a result, pupils make good progress in all areas of mathematics, and in some lessons they were seen making very good progress. Lessons include a good introduction drawing on previous work, oral work is well organised, and teachers have a very good understanding of the needs and

abilities of pupils, which enables them to match work closely to the individual pupil. Good individual support and very effective support in group work ensures that all pupils work effectively. There is always a good pace to lessons, and a sense of urgency is communicated to pupils, so that little time is lost. At its best, as in a lesson on division with remainders, good links are made to work in other subjects, particularly literacy, while a clear understanding of the topic, secure teaching skills and excellent relationships promote very good learning and progress. This enables pupils to respond to the high expectations set, so that a number produce work at a higher level than would typically be expected for pupils of this age.

102. Higher attaining pupils are offered opportunities for extension work and lower attaining pupils are given additional support in small groups, so that the rate of progress is good for all pupils. Pupils with special educational needs have targets in their IEPs, which are addressed and monitored carefully.
103. The response that pupils make is always good and often very good. They are committed, enthusiastic and persevering. They enjoy oral work, participating well and listening carefully to the teacher and each other. They generate ideas confidently and successfully devise and solve problems using the skills they have learned. They review their work, reflecting on what they have achieved and taking reasonable care to achieve satisfactory standards of presentation especially when setting out calculations. Behaviour is always good, pupils relate well to one another, and share resources and knowledge well
104. Curriculum planning is good, with appropriate use being made of a published scheme. Arrangements for assessment are effective, consistent, and improvements in the school's approach ensure that they are now well used to promote progress. The subject is well managed and the National Numeracy Strategy has been successfully introduced following appropriate in-service training. Teaching and its effect on pupils' progress are monitored well and the information gained is consistently and effectively used in planning for staff and curriculum development. Resources are good, accessible and well used, including simple computer assisted learning programmes to enable pupils, particularly the less able ones and those with special educational needs, to work independently at developing basic number skills. The maths bags provided for Year 1 pupils underpin homework well and effectively enable parents to support their children's learning at home.

## SCIENCE

105. A limited number of science lessons were observed during the inspection. Other evidence was gained from looking at pupil's work, discussions with teachers and pupils, along with an examination of resources and pupils' work on display.
106. There are no national tests for science at the end of Key Stage 1. Teachers make assessments about pupils' attainment and the results are collected nationally. Schools can then compare their own performance against that of other schools in the country.
107. For the year 2000, (the most recent for which there is national data), the evidence shows that by the end of Key Stage 1 standards are in line with the national average and the number of pupils achieving the higher levels is above the national average. This is an improvement since the last inspection, when attainment was broadly in line with the national average for both the expected and the higher levels of attainment.
108. Pupils study four areas of science: Life and Living Processes; Materials and Their Properties; Physical Processes and Experimental and Investigative Science. In the year 2000 results, pupils' achievements in Experimental and Investigative Science are not as good as in the other three areas of science. This is similar to the last inspection findings. However, significant improvements have been made in Experimental and Investigative Science since the last inspection. Pupils' workbooks show evidence of a good range of investigative work in science, which is reflected in the most recent teachers' assessments.
109. All pupils make at least satisfactory progress and higher attaining pupils make good progress. Pupils with special educational needs are supported effectively in classrooms. Year 1 pupils show understanding of physical processes when they identify a range of things that work by electricity and separate those that work by a battery from those that work from the mains. They draw a simple circuit with a bulb and battery and come to understand that it must have no breaks in it for the bulb to light up. They develop understanding of the nature of forces, knowing that some objects can be moved by pushing or pulling them. They develop basic understanding of living processes in a practical context when they describe simple rules for working with food such as the need to wash their hands because of the presence of germs. They use sorting criteria to identify the difference between things that are alive and things that have never been alive. They are beginning to make predictions about phenomena such as objects that float or sink and record their results in simple tables.
110. Pupils in Year 2 extend their learning in each of these areas. They study the effect of light by investigating transparency in a range of materials. They learn about the conditions needed for plant growth and determine by testing which materials are attracted by a magnet. They discover how to select a healthy meal from a range of foods on a menu. They learn to name the parts of a flowering plant. They conduct experiments to find out how far sound travels, record the measurements taken and use their results to draw conclusions about conditions that affect transmission.
111. Pupils are attentive, listen well and are keen to contribute to discussions. They show obvious enjoyment in the practical scientific tasks they engage in. They handle materials and equipment sensibly and carefully. In one lesson observed, where pupils were investigating the effects of exercise on their body, Year 2 pupils were able to organise



themselves well and complete the practical tasks with a minimum of adult help. The pupils were obviously used to the rules and routines of practical science work.

112. In the small number of lessons seen, the quality of teaching ranged from good to very good. Overall, the quality of teaching, based on the work seen in pupils' books as well as that seen in lessons, is good. Planning for teaching is good. Pupils with special educational needs are given appropriate support. Good use is made of writing frames to support their recording of work. Teachers are confident about the science they are teaching. They have good strategies for keeping all the pupils engaged in the lesson. Lessons are well prepared and resourced. Plenary sessions are used effectively to draw together the learning and ensure that lesson objectives are met. In the best teaching, questions are also used to probe pupils' understanding during practical experiments and through group discussion. The tasks given are open ended enough to allow pupils to achieve at the higher levels and work more independently.
113. Two teachers share the role of science subject leader. The science co-ordinators' file is at an early stage of development. It has a personal action plan for the subject leaders, a list of resources and a copy of the scheme of work and the assessment procedures for science. There are headings for Monitoring Information and Samples of Work but as yet the subject leaders do not undertake and record systematic monitoring of pupils' work, teachers' planning or lesson observations, in order to improve science teaching. The school recognises the need for more systematic monitoring within subjects. As part of the current school development plan the science subject leaders will have planned time for monitoring and lesson observation during the next school year.
114. Much work has been done by the science subject leaders to address the key issue from the last inspection. The school needed to raise the standards achieved by higher attaining pupils by developing further investigative and experimental work. The subject leaders have ensured that each teaching bay has a box of resources for investigative work. Each aspect of the scheme of work has a resource box, clearly stored and labelled, containing equipment for investigative work. There is good evidence of experimental and investigative work in pupils' books. Although there are clear gains in pupils' investigative skills and reasonable improvement since the last inspection, attainment in this aspect of science is still lower than the other areas of science studied and further work is needed to raise attainment. Overall, the subject is effectively managed by the subject leaders, with clear evidence of improvements to the monitoring of science teaching, in place for the next year.

## **ART AND DESIGN**

115. During the week of the inspection it was only possible to see two art and design lessons. However, evidence from teachers' planning records, pupils' past work and lesson observations indicate that at the end of Key Stage 1 standards are in line with national expectations, which is an improvement since the last inspection, where standards were found to be low. Further evidence of improvement is the recent award to the school of the 'Artsmark', which is given by the Arts Council of England to recognise the range of arts work on offer in school.
116. Pupils use paint well, with an eye for detail and well-matched colour mixing. Crayon, chalk and pastel are used effectively to embellish work. For example, pupils in Year 2 worked with a range of media to put pattern and detail onto their paintings in the style of

aboriginal work. Some very good observational drawing of watermelons was on display. There was a display of some excellent three-dimensional work in Year 2, where pupils had made puppets. Computer programs are also used to good effect. In one lesson observed a pupil used a program to draw an aboriginal-style symbol, which was then tiled to fill a page. This was very effective visually. Pupils also paint in the style of Kandinsky. All pupils' work is well displayed and valued and shows progress throughout the school.

117. In the lessons seen, teaching was good. Pupils' attitudes towards the subject are positive and enthusiastic. Pupils show care for what they produce and concentrate well in lessons. From the small amount of teaching seen, from the pupils' past work and from the improvements since the last inspection, teaching is good in art and design. A particular strength are the assessment procedures for art and design and the records kept, which enable teachers to build effectively on what each pupil can already do.
118. The art subject leader gives very good support to teachers. Good use is made of in-service training to improve teachers' skills and knowledge and there is good evidence through records that this has led to significant improvements in what pupils are offered. Documentation, including the curriculum policy and scheme of work, is good and effectively used to ensure that pupils have their full entitlement within the National Curriculum. The school is well placed to continue to improve standards in art and design.

## **DESIGN AND TECHNOLOGY**

119. No design and technology lessons took place during the time of the inspection. It is not possible therefore to make a full range of judgements about teaching and learning. However, on the basis of work seen, teaching may be judged to be at least satisfactory. Judgements about standards and progress are based on the scrutiny of pupils' work, including displays, along with assessment records, which detail the extent of their knowledge, and understanding of design and technology.
120. Attainment is, as it was at the time of the previous inspection, broadly consistent with national expectations by the end of Key Stage 1. Pupils make appropriate progress in developing designing and making skills through a variety of activities. For example, Year 1 pupils produce paper sculpture rocket ships and use reclaimable materials to construct a spacecraft. Year 2 pupils design and make puppets; they consider what kind of paper to use and evaluate materials and processes to establish the best approach. They use construction kits to explore the possibilities of different kinds of structures and mechanisms, use weaving skills to design and make a bookmark. They develop an understanding of food technology as the result of a visit from a well-known baker, as well as selecting and preparing a fruit salad.
121. The effective integration of designing and making into other subjects, through topic work in Year 1 and through planning in Year 2 to link work with music and science as in the theme of *fruit salad*, supports the coherence of the curriculum well and ensures that the requirements of the National Curriculum are met. This is supported by an effective scheme of work that provides for a clear progression in the development of skills. Assessment arrangements are good and monitoring arrangements enable the co-ordinator to be aware of the content and coverage in the subject as well as the outcomes in terms of work produced. Teaching in the subject is not yet directly monitored, but

there is planning for this in the school improvement plan. The subject is effectively co-ordinated, resources are good, well stored and accessible, but there is limited evidence of the use of ICT.

## **GEOGRAPHY**

122. No lessons were observed during the inspection. Evaluation of standards is based upon the evidence of a scrutiny of previous work, and discussions with the subject co-ordinator, other teachers and pupils. Standards are in line with national expectations by the age of seven as they were at the time of the previous inspection. Overall, pupils, including those of higher and lower ability, make satisfactory progress. The school has made satisfactory progress in improving its provision for geography since the last inspection.
123. Year 1 pupils build a good concept of the wider world through stories, pictures and postcards from their imaginary friend, Barnaby Bear. They develop a more detailed knowledge of other countries, such as Jamaica or the United States, by writing passports for Barnaby Bear. They are beginning to have some basic geographical knowledge; for example, they identify physical features of places, such as houses, roads and shops. Year 2 pupils know that Paris is the capital city of France, that the Loire is the biggest French river and that France is famous for its wines and cheeses. They also write that the centime is a French coin and that the French flag is red, white and blue. In map work, pupils locate Sheffield, Birmingham, York and Manchester. They identify the countries of Wales and Scotland but not any cities in those countries. Pupils develop the skills of geographical enquiry through a good range of visits both near and at a distance. These visits have included railway journeys from Sheffield to Chesterfield and teachers have later assembled photographic portfolios that reflect pupils' sense of awe and wonder at this rich experience of the wider world. Pupils used ICT to create labels for the photographs. Higher-attaining pupils wrote about their geography field trips at length using a computer.
124. It is not possible to make a definitive judgement on the quality of teaching because no geography teaching was directly observed. From the evidence of the outcomes of teaching, particularly pupils' work, it appears to be at least satisfactory. Teachers enable pupils to use ICT and art to support their learning about geography.
125. The leadership of geography is satisfactory. The school uses the Qualification and Curriculum Authority's curriculum guidelines as its scheme of work. The joint co-ordinators have introduced and amended this scheme of work and have monitored teachers' medium-term planning and collections of pupils' work to ensure that the needs of all pupils are met. Assessment procedures are good and enable teachers to judge pupils' current attainment and provide appropriate future work.

## **HISTORY**

126. Standards by the end of Key Stage 1 are in line with national expectations, as they were at the time of the previous inspection. During this inspection, few lessons were observed. Judgements are based, therefore, on discussions with pupils and a scrutiny of their work. Pupils, including the higher attainers and those with special educational needs, achieve satisfactorily as a result of consistent progress. The school has made satisfactory progress in improving its provision for history since the last inspection.
127. Throughout Key Stage 1, pupils acquire appropriate information about the past. Year 1 pupils use words such as *now* and a *long time ago* in talking about their work. They make comparisons between then and now in terms of the chronology of technology. Year 2 pupils show some confidence in using dates and time-lines. They successfully identify some of the changes that have taken place in such things as toys and clothes from studying pictures and photographs, as well as handling historical artefacts. Pupils develop a sound understanding of chronology through discussions with their teachers and direct experience of working and playing in modern kitchens and Victorian kitchens set up in the classroom.
128. It is not possible to judge the quality of teaching because little history was taught during the inspection. However, over time, from the evidence of its outcomes, including that of pupils' work and their level of understanding, it appears to be at least satisfactory. Teachers plan lessons carefully, using appropriate resources, such as photographs and household artefacts. They also provide opportunities for pupils to undertake simple research, using encyclopaedias held on CD-ROMs, to foster their interest. Pupils, in response, enjoy the subject, concentrate well and make appropriate gains in their knowledge and understanding of history. Teachers provide pupils with good quality help throughout lessons and pupils readily turn to them for assistance where necessary.
129. Leadership in history is satisfactory. The school has an appropriate scheme of work, based on the Qualifications and Curriculum Authority's curriculum guidelines. Assessment procedures are detailed and thorough. The writing activities, undertaken in the subject, make a limited contribution towards the development of pupils' literacy skills, as there are too few opportunities for extended writing. Work undertaken in history makes a good impact on pupils' cultural development, through the study of aspects of both their own and other cultures.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

130. At the time of the previous inspection, standards were judged to be marginally above average. These have largely been maintained, although improvement in some areas has been limited as a result of some shortcomings in hardware, in spite of the progress made by the school in improving its provision for ICT since the last inspection. Pupils, including those with special educational needs, achieve well and make good progress so that overall standards are in line with those expected by the end of Key Stage 1. The standard of work produced by a significant number of higher attaining pupils is high, as when they use a desktop publishing program to make very effective presentations.
131. Pupils in both year groups use a computer to write text, draw pictures and print out their work. They use simple programmes to give sequenced instructions and control machines such as a 'Roamer', making it move forwards and backwards for predefined

distances. Many use paint programs to create digital artwork in the style of artists such as Kandinsky or of Australian aborigines. Higher-attaining pupils in Year 2 effectively add graphics to their written work to create above-average presentations. They select a style, size and colour of font and add clip art pictures to enhance the appearance of their work. Pupils use data-handling programs for database and spreadsheet work, using the computer to display data about themselves. Pupils are acquiring skill in using computers for sending stories and letters via electronic mail (e-mail), and in using the Internet or CD-ROMs for research.

132. In the few lessons seen, teaching was satisfactory overall. Some was good or better and none was unsatisfactory. Lessons are usually planned soundly and the learning teachers want pupils to acquire is clearly identified. Teachers use their knowledge of pupils' current attainments to plan the next lessons. They record and assess pupils' work carefully. Teachers manage pupils well and their behaviour is good. They learn effectively as a result. In the best lessons, the teachers provide clear instructions and sensitive support. Pupils learn very quickly when they are involved in innovative projects such as when using electronic mail or when they are allowed to use laptop computers at home.
133. Most pupils are actively engaged in lessons and their confidence in using computers is good. Their attitudes to ICT are very good. They are interested in work on the computer and are aware that computers are important in life outside school. Those pupils who have greater skill, acquired because they have computers at home, are willing to help others. All this assists pupils to gain skills more quickly and contributes to rising standards.
134. The ICT curriculum is rich, broad and well balanced. The timetable is sensibly organised so that each class receives regular teaching in ICT every week. Teachers encourage pupils to use ICT to support their learning in a good range of subjects, including English, mathematics, science, art and design and geography.
135. Resources, which were previously satisfactory, are low in relation to national averages when the age and condition of the school's computers is taken into account. Most of the ICT hardware resources are nearing the end of their useful working life and only one classroom computer is linked to the Internet. There is limited availability of recent technology such as scanners and digital cameras. Teachers make the best use of these limited resources but can only do so much. Good planning for using computers in lessons is frustrated at times by computer breakdown, which adversely affects learning. The school has well-developed plans to build and equip a computer suite in the near future in order to make better provision for ICT and enable an improvement in teaching and learning. When this happens it will place the subject in a good position to move forward.
136. Subject leadership is good. The subject co-ordinator has a clear vision of the way in which the subject needs to be developed further and has set about that task with vigour. The subject features strongly in development planning, appropriate bids have been made to acquire new hardware, training is being provided for teachers, and the high profile given to computer use in teachers' work in planning and presentation reflects the school's determination to strengthen the provision. The school has made good progress since the last inspection. Monitoring and evaluation of standards are good

## MUSIC

137. Standards in music have been maintained since the previous inspection so that they remain above average. Overall attainment is at least in line with national expectations and generally above them. Although a small number of pupils find performance in music difficult, being unable to sing in tune or sustain a rhythm, most pupils comfortably reach Level 2 of the National Curriculum by the end of the key stage, with many achieving higher. In Year 1, pupils master the basic techniques of singing. They perform competently and confidently, singing tunefully with enthusiasm and enjoyment. They suggest how different sounds can be organised to form a composition and higher-attaining pupils review and improve their work and begin to direct others. When playing, they respond to hand signals.
138. When Year 2 pupils learn a new song, as, for example, with *Hot Stone Soup*, they develop appropriate rhythms to accompany the singing and perform these. They play complementary and contrary rhythms using a range of percussion instruments, starting and stopping on cue and listening carefully to others playing the same part. When they sing a song they know well, such as *Fruit Salad*, rhythms are well established and secure. They create musical patterns to accompany the refrain in the song, they show good ability to sing without accompaniment and take care to make a good sound. When composing, they explore the effects of changing speed and volume as well as experimenting with pitch and rhythm. They assess their own and each other's work and suggest improvements.
139. Pupils listen well to music during assembly and there are good opportunities for them to appraise what they hear, including music from other cultures. Almost all pupils learn the recorder and by Year 2 they hold their part in a round such as *Hot Cross Buns* when they play it in assembly. Higher-attaining pupils read from formal notation, sometimes with the note names added under the staff. They listen to a taped backing with a variety of pulses and rhythms and play along with them as when they play *Ba-Rock* which involves rhythmic cadences to a rock bass accompaniment, as well as *Mocking Bird*, *Lullaby* and *Tango for Two*.
140. Overall, progress in music is good. Pupils make good progress in singing, simple composition, in the use of tuned and untuned instruments and their recognition of pitch, duration, structure and dynamics. Good progress is being made through listening activities, such as listening to Pachelbel's *Canon* during assemblies, and pupils are given time to reflect upon what they have heard. Pupils, including those with special educational needs, respond well in music lessons and are very keen to participate. They sustain concentration and respond to the challenges, especially when preparing for performance. They value and respect the opinions of others and reflect well upon what they achieve and hear. Their behaviour in music lessons is good.
141. Teaching is good overall; in lessons seen it was always at least good, and, on occasion, very good. Teachers introduce lessons well, drawing effectively on pupils' prior learning to ensure that they begin lessons with a high confidence level. They communicate their own enthusiasm and this helps pupils to be highly motivated to try new songs. Teachers make good links with other areas of the curriculum, as in the links with science, design and technology when they introduce *Fruit Salad*. Effective procedures are in place for assessing pupils' progress during lessons and these are well used to help teachers to plan future work effectively.

142. The curriculum is well planned to meet the requirements of the National Curriculum and arrangements for assessment are good. Accommodation for music is appropriate, including a dedicated area in the hall. Resources are good and used well to support learning. These include a good range of ICT software and audio-visual equipment. The subject is well co-ordinated. Planning and the progress pupils make are monitored well. Pupils' direct learning in music is enhanced by exposure to a range of experiences outside the classroom, including visiting musicians who perform for the pupils and enable them to explore the scientific basis of the sounds produced by various wind instruments. Music for assemblies is varied and pupils participate in concerts involving other local schools and regularly demonstrate their skills to parents in class assemblies. The provision for music, as well as contributing very well to pupils' spiritual and cultural development, was significant in the school's success in being awarded the 'Artsmark'.

## **PHYSICAL EDUCATION**

143. During the inspection it was only possible to observe a limited range of activities in physical education, mainly relating to development of skills for games and gymnastics. However, from these lessons and other evidence in teachers' assessment records it is possible to make reliable judgements about overall standards. Standards in physical education have been maintained since the previous inspection and remain in line with expectations, with some attainment at a higher level.
144. In gymnastics the majority of pupils demonstrate the physical skills expected of their age group, both on the floor and using mats and large apparatus. They show confidence in their developing skills, understand the reason for warm-up exercises and the effect that exercise can have on their bodies. They increasingly link movements together in complex patterns, and show good spatial awareness when performing these. Balance is secure, physical skills and agility are well developed. Where pupils display above average skills as they did in a lesson in Year 2, they plan and combine a range of movements using their bodies and a range of apparatus that they select for themselves. They make well-defined shapes and combine these with movements to produce imaginative and sometimes dramatic sequences.
145. When playing or devising games, which pupils in both year groups undertake, pupils show an awareness of the need for rules and think about ways in which skills can be tested in competition by carefully identifying the objectives for each game that will demonstrate those skills. They select the resources they require and work effectively together in groups to determine the structure and rules of their game and to review and refine them in the light of experience. When games prove too easy or too hard, they add additional requirements or simplify them so that other groups are able to play them successfully. They show good evaluative and descriptive skills when they explain their games to other groups.
146. Progress throughout Key Stage 1 is good, and, at times, very good. Pupils acquire and consolidate knowledge, understanding and skills and evaluate their own and others' performances. Assessment records demonstrate clearly that pupils progress from simpler to more difficult skills in gymnastics, dance and games through practising, improving and refining their performance both individually and in groups, using their experience and knowledge to solve problems posed.

147. Pupils' response in lessons is usually good and, on occasion, excellent. They are highly motivated to do well, listen carefully to the teacher and take a lot of trouble to improve their performance. They behave sensibly and co-operate well with each other, both as individual performers and in group work. Pupils enjoy having the opportunity to show games and gymnastic movements to the rest of the class. On occasion, some pupils find it difficult to concentrate and their response is unsatisfactory. When this happens, time is lost and some of the momentum of the lesson is also lost.
148. Teaching is good overall; in lessons seen it was usually good and at times it was excellent. It was never unsatisfactory. Teachers' understanding of the programmes of study is secure and their expectations of pupils are always high. Planning and organisation are always very good as is the routine warm-up, introduction and explanation and the verbal assessment of performance. Good use is made of praise and encouragement to stimulate pupils to achieve higher standards. The good pace maintained in lessons, combined with the enthusiasm of the teachers, ensures that pupils are fully engaged. Control techniques are very effective, usually consisting of lowering the voice to signify that pupils must listen carefully. In other lessons, teachers make very effective use of percussion to give the signal to change activity. Appropriate emphasis is placed on safety procedures, and pupils put apparatus out and away quickly and safely. When, on occasion, pupils' response is unsatisfactory, the teacher patiently insists on appropriate standards and maintains effective order, albeit at the cost of losing some pace.
149. The curriculum offers good coverage of National Curriculum requirements and is continuously being improved. The school has recently introduced 'Top Play' and plans to introduce 'Top Dance' next year. Effective planning links are made with other subjects, for example with music, as in a lesson where pupils thought about setting their movements to music and identified suitable types of music. Co-ordination arrangements are good; coverage and standards are effectively monitored. The subject policy is well designed to underpin good teaching, and assessment and reporting arrangements are good. Resources are satisfactory and well used, and good use is made of the multi-purpose hall.

## **RELIGIOUS EDUCATION**

150. A limited range of work was observed in lessons during the inspection, which was all related to the study of other faiths and, in particular, Islam. However, in addition to this, evidence from displays and other sources, including teachers' assessment records and scrutiny of pupils' work and their participation in assemblies, indicates understanding and knowledge appropriate to their age across the range of aspects of the religious education syllabus. In many respects, pupils attain above the level expected, so that standards in religious education have been at least maintained since the previous inspection.
151. Pupils make good progress over the key stage. Year 1 pupils learn about stories from the Bible including the life of Noah and God's promise reflected in the rainbow. Through story telling they understand the links between Bible stories, and the life of Jesus. They know that Jesus was a special man who cared for and helped people and most can recall at least one story told by him. They are aware that he is seen as the role model for good living and reflect this in their caring for each other.



152. Year 2 pupils learn of the festivals and special days associated with the major faiths, particularly Islam, Christianity and Judaism. They learn stories associated with these faiths and develop respect for faith communities. They learn of the life of Moses and the importance of the Ten Commandments in the religious life of Jews. They recognise Advent as the preparation for Christmas when they make a class Advent calendar and identify Diwali as the Hindu festival of light, recalling the story of Rama and Sita. They have an awareness of the importance of special places and special books to a range of faith communities. They recognise the sound of the muezzin calling the Islamic faithful to prayer and listen respectfully to the votive prayer. They reflect on the importance of prayer in the lives of faith groups and consider what is important to them. Higher-attaining pupils demonstrate good knowledge of Islam when they discuss the tape they have been listening to. They have a very good recall of vocabulary such as *mosque*, *minaret*, *Mecca*, *Allah* and *Qur'an*. They know about the religious practices including the care of the Qur'an, the frequency of prayer, the washing rituals, the removal of shoes in the mosque and the separation of men and women at prayer.
153. Pupils generally make a good, positive response to religious education. They show good enthusiasm for a range of tasks connected with learning about and learning from world faiths. Some develop mature insights and share these with their classmates as when, in considering the importance of prayer in Islam, they consider what would be so important to them that they would leave their friends and stop what they were doing to carry it out. Almost all are eager to ask and answer questions, and they generally behave well. However, careful listening is, at times, inhibited by the working noise coming from adjacent classes and, on these occasions, pupils become distracted.
154. Teaching is satisfactory overall, and some very good teaching was seen. Skilled use of questioning supported by very effective selection of resources keeps pupils focused on the objectives of the lesson. When teachers are reading stories, they check regularly that pupils have understood and explain difficult ideas simply and clearly, using pupils' own experiences to illuminate them. In this way, concepts are presented in a very accessible way that takes good account of pupils' levels of understanding.
155. Teaching is less successful when restless pupils are not fully engaged and the clearly stated procedures for question and answer are not followed. Pupils call out, some with inappropriate answers and the class becomes noisy so that some pupils lose their focus.
156. The curriculum closely follows the locally agreed syllabus. The subject is well coordinated and there is a good stock of resources and artefacts to aid the effective teaching of the subject. On-going assessment during lessons is good and pupils are given a good idea of their strengths and weaknesses. Assessment at the end of each topic is good. Religious education makes a significant contribution to the pupils' spiritual, moral, social, and cultural development.