

INSPECTION REPORT

Badsley Moor Infant School

Rotherham

LEA area: Rotherham Metropolitan Borough

Unique Reference Number: 106833

Inspection Number: 193941

Headteacher: Mrs S Gardner

Reporting inspector: Mr R H Linstead

Dates of inspection: 18th – 22nd October 1999

Under OFSTED contract number: 706481

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
Type of control:	County
Age range of pupils:	4 to 7
Gender of pupils:	Mixed
School address:	Badsley Moor Lane Rotherham South Yorkshire S65 2QS
Telephone number:	01709 828665
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Hirst
Date of previous inspection:	16-18 th April,1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr R Linstead, Registered Inspector Mrs B Moore, Lay Inspector	English; History; Music; Religious education	Attainment & progress; Teaching; Leadership & management Attitudes, behaviour & personal development; Attendance; Support, guidance & pupils' welfare; Partnership with parents & the community
Mr R Fry, Team Inspector	Mathematics; Science; Geography; Physical education; Special educational needs	Curriculum & assessment; Efficiency of the school
Mrs I Idle, Team Inspector	Design and technology; Information technology; Art; Areas of learning for children under five; Equal opportunities	Pupils' spiritual, moral, social & cultural development; Staffing, accommodation & learning resources

The inspection contractor was:

Quality Education Directorate
York House
Usher Lane
Haxby
York
YO32 3LA

01904 761600

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- Behaviour and relationships in school are very good. Attitudes to work and personal development are good.
- The quality of teaching is good.
- Arrangements for support, guidance and welfare of pupils are very good.
- There is a very good partnership with parents and the community.
- The school makes good provision for children under five.
- The school's provision for pupils' social development is very good.
- The school makes good provision for pupils with special educational needs.
- The school makes good provision to support pupils' reading development.

Where the school has weaknesses

- I. Despite teachers' good efforts, attainment in English, mathematics and science is below national expectations by the end of the key stage.
- II. Attendance is below the national average.

The school's strengths outweigh the areas requiring improvement. The weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The school has made good progress since the last inspection and is well placed to continue improving. The quality of teaching is better. Teachers now expect more of higher attaining pupils. Arrangements to assess and record pupils' attainment and progress are now satisfactory. The role and effectiveness of subject co-ordinators has improved. There is better provision for pupils with special educational needs, particularly in reading. The leadership and management of the school have improved and are now good. Standards in English, mathematics and science are improving, but again are still lower than those previously reported.

Standards in subjects

This table shows the standards achieved by seven year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools		Key
			<i>well above average</i>	<i>A</i>
			<i>above average</i>	<i>B</i>
Reading	E	D	<i>average</i>	<i>C</i>
Writing	D	C	<i>below average</i>	<i>D</i>
Mathematics	E	D	<i>well below average</i>	<i>E</i>

Inspection evidence finds current standards are higher than those shown above. Inspectors judged standards in reading and mathematics to be below rather than well below average. Standards in science are below average. Pupils' competencies in information and communication technology and religious education are as expected for pupils of this age. Standards attained in other subjects are generally those expected for seven year olds. The main reasons for the improvement in standards are the improved quality of teaching. Extra training for teachers in literacy and numeracy work has improved their skill in teaching English and mathematics. The

literacy hour, now in its second year, has a significant effect on raising standards. The numeracy hour also has a beneficial effect on standards. Standards in mathematics are also rising because teachers now challenge pupils with harder work.

· **Quality of teaching**

Teaching in	Under 5	5 – 7 years
English	Good	Good
Mathematics	Good	Good
Science		Good
Information technology		Good
Religious education		Good
Other subjects	Good	Good

The quality of teaching is good overall, with significant amounts of very good and excellent teaching that has a positive effect on pupils' progress. Teaching is satisfactory or better in 97 per cent of lessons with 49 per cent good, 21 per cent very good, and three per cent excellent. This is commendable. Three per cent of teaching is unsatisfactory. The quality of teaching is better than at the time of the last inspection. Good teaching throughout the school enables pupils to improve, some of them very well, but is not able to compensate fully by the time they leave school for the low starting point of many.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Pupils have very good standards of behaviour in school.
Attendance	The rate of attendance is below the national average. Punctuality to school and lessons is good.
Ethos*	Very good.
Leadership and management	The headteacher provides good leadership and manages the school well. The leadership of the governing body is good.
Curriculum	The curriculum is broad and well balanced. It is satisfactory overall. Assessment arrangements are satisfactory.
Pupils with special educational needs	The school makes good provision for pupils with special educational needs.
Spiritual, moral, social & cultural development	The school makes very good provision for pupils' social development. Provision for pupils' spiritual, moral and cultural development is good.
Staffing, resources and accommodation	The school is well staffed with experienced teachers, and has sufficient support staff. Accommodation and resources are satisfactory overall.
Value for money	The school continues to provide good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents' views of the school**

What most parents like about the school

- III. School encourages them to play an active part in the life of the school
- IV. They find it easy to approach the school
- V. The school handles complaints well
- VI. They have a clear understanding of what is taught
- VII. School keeps them well informed about their child(ren)'s progress
- VIII. The school enables children to achieve a good standard of work
- IX. They are satisfied with the work that their child(ren) is/are expected to do at home
- X. The school's values and attitudes have a positive effect on their child(ren)
- XI. The school achieves high standards of good behaviour
- XII. Their child(ren) like(s) school

What some parents are not happy about

- XIII. The school does not give them a clear view
- XIV. The school does not encourage children to

Inspectors' judgements support most of the parents' positive views, except that pupils do not attain highly enough in English, mathematics and science. The school does give parents a clear view of what is taught. However the school does not encourage pupils enough to get involved with more than just their daily lessons.

·

KEY ISSUES FOR ACTION

The headteacher and staff, in conjunction with the governing body, should:

1 raise attainment in English by:

- increasing opportunities to improve the clarity of pupils' speech within the literacy hour and across the curriculum;
- providing bilingual support for pupils at the early stages of acquiring English as an additional language;
- maintaining and developing present good strategies to raise standards of reading;
- bringing forward the introduction of joined up writing for higher attaining pupils;
- improving standards of handwriting and presentation;
- improving progress in group work in the literacy hour;

[Paragraphs: 9, 10, 14; 78; 79; 82-85]

1 raise attainment in mathematics by:

- continuing the present thorough implementation of the National Numeracy Strategy;
- fully challenging all pupils in practical work;

[Paragraphs: 10; 88; 90-92]

1 raise attainment in science by:

- ensuring science receives an appropriate amount of teaching time each week in all classes;
- ensuring that science is not confused with other subjects;
- ensuring that experimental and investigative science is used to explore all other aspects of science as a matter of course.

[Paragraphs: 98 & 104]

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

- report on the school's policy for special educational needs and its success in the Governing Body's Annual Report for Parents; [Paragraph: 52]
- remove any health and safety risks to pupils in the fabric of the building. [Paragraphs: 44 & 61]

INTRODUCTION

Characteristics of the school

1The school is the largest infant school in Rotherham. It is one mile from the centre of Rotherham, South Yorkshire. The school shares a campus with a nursery school and a junior school. The pupils come from homes in an area of significant social disadvantage, between two large estates of local authority owned housing. There were 216 pupils on roll at the time of the inspection, 114 boys and 102 girls, an above average number for a school of this type. The roll has gone down since the last inspection. This is because the school admits one class of children at the beginning of the term in which they become five years old. As a result, the roll does not grow to its full size until the summer term each year. They are then taught in designated reception classes until they move into Year 1. At the time of the inspection, 16 children were under five. The majority of pupils are of white ethnic origin. Twenty are of other ethnicity and have Punjabi or Arabic as their first languages. Attainment on entry is well below average. Most of the new children have nursery experience before they start. The school gives priority for admission to: children living in the catchment area; other children with a brother or sister at the school or the associated junior school; children with a special medical reason for attending the school; and children with special social reasons for attending. There are 35 pupils on the school's register of special educational needs. One pupil has a statement of special educational needs. These are approximately average proportions, nationally.

2The school's aims are to:

- Offer children a broad, balanced, differentiated curriculum, whilst placing great emphasis on the development of numeracy, literacy, scientific and technological skills.
- Ensure that through rigid assessment procedures children are being challenged at an appropriate level.
- Seek to provide children with a firm, secure foundation on which to build new experiences to enrich their future years.
- Offer equal opportunities and to have high expectations of every child.
- Develop an effective partnership with parents in the education of their children
- Use all available resources and agencies to support the children as they continue to develop independence through a child-centred approach to learning.
- Foster tolerance, understanding and humanity. "Do unto others as you would wish them to do unto you", despite the influences facing them out of school.
- Encourage children to have pride in their achievements, their school, relationships with their peers and teachers and the school environment.
- Maintain close liaison with the Nursery and Junior School in order that there is continuity in their education from 4 to 11 years.

1The Key Issues from the last inspection were to:

- Develop the subject co-ordinator's role in planning, monitoring and evaluating the curriculum.
- Improve the quality of assessment and recording.
- Provide more opportunities to challenge more able pupils.
- Maintain the high standards of care and quality of relationships in the school.

1 The school's present priorities are:

- i. To implement the Numeracy strategy.
- ii. To monitor delivery of the Literacy.
- iii. To continue to prepare for the revised curriculum – 2,000.
- iv. To continue to raise parents' awareness of national educational issues and to seek their

support in raising expectations and standards of achievement.

- v. To implement and evaluate the effectiveness of support assistants in three Year 2 classes.

v. **Key indicators**

Attainment at Key Stage 1¹

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1999	51	52	103

v. National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	38	39	43
	Girls	36	38	36
	Total	74	77	79
Percentage at NC Level 2 or above	School	73 (64)	75 (69)	77 (68)
	National	82 (80)	83 (81)	87 (84)

v. Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	41	42	42
	Girls	36	37	34
	Total	77	79	76
Percentage at NC Level 2 or above	School	75 (63)	77 (69)	74 (74)
	National	82 (80)	86 (85)	87 (86)

.....
1 Percentages in parentheses refer to the year before the latest reporting year

v. **Attendance**

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	7.8
	Absence	National comparative data	5.7
	Unauthorised	School	0.1
	Absence	National comparative data	0.5

v.

v. **Exclusions**

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	0
	Permanent	0

v. **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	24
Satisfactory or better	97
Less than satisfactory	3

v.

PART A: ASPECTS OF THE SCHOOL

v. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

v. Attainment and progress

- 1 In the 1999 Key Stage 1 National Curriculum tests attainment was well below the national average in reading and mathematics. Attainment in writing was below the national average. The proportions of pupils reaching the standards above those expected for their ages were also below national averages in these subjects. In the teacher assessments for science, results were below the national average. Pupils' results are below the national average for similar schools in reading and mathematics. They are broadly in line with similar schools in writing and science. In the end of key stage tests, standards fell over the years 1996 to 1998 in comparison with national averages, but rose slightly in 1999.
- 2 Current inspection evidence finds standards are higher than those attained in the national tests. This is mainly because of the increasing impact of the literacy and numeracy hours and a general improvement in the quality of teaching.
- 3 The school uses a satisfactory range of data on pupils' attainment and has begun to set targets for pupils by the end of the key stage. These targets are realistic and appropriate in relation to the school's current rate of improvement.
- 4 By the age of five attainment is in line with age-related expectations in children's knowledge and understanding of the world and creative and physical development. Personal and social development is above expectation for age. Attainment in language and literacy and mathematical development is below that expected for five-year-olds.
- 5 By the age of five children's language skills are below average. They gain confidence in speech, but are often unclear. They understand and use limited ranges of words. Reading develops at a slow pace as a result, but pupils make satisfactory progress in gaining pre-reading skills and the enjoyment of books. Nearly all know the sounds and shapes of letters and remember a few words. Children count and use numbers up to ten. They link this understanding to other areas of learning. For example, a bilingual pupil counted nine candles in a picture in her reading book. They name and sort different shapes such as squares and circles. They use paint carefully to create pictures with appropriate detail. They use simple keyboards and a programmable floor robot in computer work. Children sing songs from memory. They move confidently and with increasing control in physical education work. In art and craft work they have satisfactory manipulative skills when using pencils, paintbrushes, glue and scissors.
- 6 Inspection evidence shows that by the end of Key Stage 1 standards in English, mathematics and science are below average. These standards are lower than those reported at the last inspection. Standards in writing remain higher than those in other aspects of English, but standards of handwriting and presentation are still not high enough.
- 7 In English, standards in speaking are below national expectations at the end of the key stage. Listening standards are average. Standards in reading and writing are below average. Standards of literacy are below average throughout the school. In mathematics, attainment is below average in all areas of learning, including mental calculation. Pupils make appropriate use of their developing literacy and numeracy skills in other subjects across the school. In science, by the end of the key stage, attainment is below expectation in all the areas of learning. However, attainment in all these subjects is improving.
- 8 Attainment in information and communication technology is in line with national expectations at the end of the key stage. In religious education, standards by the end of the key stage are in line with

those recommended in the locally agreed syllabus. In art, design and technology, geography, history, music and physical education pupils reach standards in line with expected levels for their age. Since the last inspection, the overall attainment of pupils in these subjects is broadly the same. There are no significant differences between the standards of attainment of boys and girls. The attainment of pupils who speak English as an additional language is lower than that of other pupils. This is because nearly all use English only at school. Pupils with special educational needs attain well in relation to their prior attainment and the learning targets set in their individual education plans.

9 Children who are under five make good progress in speaking and listening, number, personal, social and physical development. Their progress in reading, writing, knowledge and understanding of the world and creative development is satisfactory. At Key Stage 1 progress in relation to prior attainment is good in English, mathematics, science, design and technology, religious education and physical education. There is satisfactory progress in information and communication technology, art, geography, history and music.

10 The improved quality of teaching following training for literacy and numeracy is the main reason for pupils' better current progress. However, long term staff absences affected the overall pattern of pupils' progress in the last year. Good teaching throughout the school enables all pupils to improve, some of them very well, but is not able to make up fully by the time they leave the school for the low starting point in language of many. The poor quality of speech that surrounds many pupils outside school delays their language development. As a result, pupils have more than usual difficulty in retaining and consolidating new learning. Variations in performance of different year groups also reflect changes in numbers of bilingual pupils and those with special educational needs in each year group. The changing social characteristics of the area the school serves, significantly affect pupils' attainment and progress.

11 The following are examples of the progress pupils make in some lessons:

- Reception class children made good progress in a lesson introducing the parable of "The Good Samaritan". They saw clearly the teaching within the story about how they should look after each other. They said they would remember to share and be kind at playtimes. Their good progress came from the teacher's skill in engaging their imagination, and retelling the parable in simple but telling words.
- There was good progress in English in a Year 1 literacy hour. Higher attaining pupils made good progress in understanding direct speech. They chose the right phrases to fit into speech bubbles. Average attaining pupils improved their skill in reading simple sentences. Lower attaining pupils speeded up as they found words beginning with "c", "d" and "g", and used correct labels such as "roof" on a house picture. This good progress began in pupils' strong interest in a story called "The Hungry Giant", and the teacher's good provision of tasks to match pupils' understanding and skill.
- Year 1 pupils made good progress in an information and communication technology lesson. They quickly improved their speed and accuracy in using the mouse. They learned rapidly how to draw and colour a house using a computer art programme. Their good progress stemmed from the teacher's very clear explanations of each step in their work and skilled questioning to check and develop their skills. Very good methods and organisation also matched lesson aims exactly.
- In a Year 2 mathematics lesson, pupils quickly increased their understanding of shape. Higher attaining pupils rapidly classified and recorded the properties of shapes such as the cylinder. Average pupils grouped shapes quickly by counting their edges. Lower attainers learned the names of shapes by labelling them and then reading back the labels. Their good progress resulted from an earlier session of mental arithmetic, and the teacher's careful planning, timing and direction of their activities.

- In a Year 2 science lesson, pupils revised the properties of materials very well. They quickly recalled the meaning of “waterproof”. Pupils of all abilities discovered how to test samples of fabric and to predict which would best keep out water. Their skill in predicting improved rapidly. Their good progress resulted from the teacher’s skilled use of homework before the lesson, good knowledge of science and very good pace and planning.

1 Pupils with special educational needs make good progress towards the targets set in their individual education plans. Their levels of attainment are well below average. Bilingual pupils make satisfactory progress in learning English as their second language. A number of successful initiatives such as reading recovery, language support initiative and home-school reading schemes improve their progress. Well-deployed and skilled support staff know pupils well and significantly improve their progress. Higher attaining pupils usually progress at a similar rate to other pupils. The exception is in writing in the second half of the key stage when they have insufficient level 3 work. There is no significant difference in the rate of progress of boys and girls.

2 The significant improvement in the quality of teaching since the last inspection has led to better progress. The school’s effective use of the new literacy and numeracy strategies is also improving progress in English, mathematics and science. Progress in information and communication technology is also improving as a result of teachers’ improved knowledge and confidence. In religious education the school maintains good progress through effective cross-curricular work, and use of artefacts and visits.

17 **Attitudes, behaviour and personal development**

3 The previous inspection report outlined areas in this aspect as good. Since then the school has improved this standard and it is now very good, overall. This is because of the very good relationships throughout the school.

4 By the age of five, children have made good progress in their personal and social development. They quickly gain independence and move confidently round the school, for example when changing and going to the hall for physical education. They concentrate on their activities and are keen to finish their work. They develop good listening skills and respond well to teachers’ questions. In their classrooms they are polite, helpful, confident and secure. They show care for materials, an awareness of other children’s needs, and sometimes help each other.

5 All pupils, including those with special educational needs, have good attitudes to their work. They like coming to school, are keen to learn and enjoy challenging activities. They are interested in the tasks set and work enthusiastically. They are keen to answer questions, as seen in literacy lessons when they respond fully with ideas for stories. They work well together as seen in science lessons where they co-operated in discussion on the texture and uses of materials. Pupils with special educational needs respond well to work that takes account of their levels of attainment. They also respond well to the additional support provided by the school and local education authority.

6 Behaviour in and around school is very good. Pupils understand the school’s behaviour policy, and comply willingly with the school’s expectations. They play energetically, but there is little deliberate aggression. They know that the staff deal firmly and promptly with any inappropriate behaviour. There were no exclusions at the time of the inspection. Pupils respond very well to praise, and a positive approach by adults. They are very polite and courteous to the adults and visitors in the school. They greet visitors cheerfully, willingly opening doors or stepping aside to let them pass. Pupils show respect for the materials and equipment they use. Relationships at all levels are very good and this is a strength of the school. The staff are very good role models for pupils to follow. They quietly demonstrate care and consideration for all in the school.

- 7 The quality of personal development is good. Pupils take responsibility for themselves, and after a very short time in the school are able to follow school routines willingly. Through assemblies and religious education pupils are learning an understanding of the beliefs of others. They are learning to reflect on their own behaviour and feelings. They know right from wrong. Throughout the school pupils are involved in daily routines. They take registers to the office, and in turn take on the role of monitor for duties within the classroom and in the dining hall. Most pupils try to be valued members of the school community. This has a significant effect on their progress.

22 **Attendance**

8 Attendance at the school is unsatisfactory and is below the national average. The attendance of pupils with special educational needs is similar to the attendance for all pupils, although there is a greater incidence of late arrival at school. The school regularly seeks parental support to improve attendance and avoid lateness. The school is doing all it can to improve. It realises that good levels of attendance and punctuality are essential as this makes an effective contribution to the progress of pupils.

23

QUALITY OF EDUCATION PROVIDED

23 **Teaching**

9 The quality of teaching is good overall with significant amounts of very good and excellent teaching that have a positive effect on pupils' attainment and progress. Teaching is satisfactory or better in 97 per cent of lessons, with 49 per cent good, 21 per cent very good and three per cent excellent. Three per cent of teaching is unsatisfactory. Teaching quality is better than at the time of the last inspection when 10 per cent was unsatisfactory. Good quality teaching throughout the school enables all pupils to improve, some of them very well. However the good teaching is not able to fully make up by the time they leave the school for the low starting point of many of the pupils.

10 The quality of teaching for children under five varies between satisfactory and excellent, and is good overall. The Desirable Learning Outcomes form the basis for clear, effective planning. As a result children have purposeful activities which clearly match individual needs. Teachers' skilled questioning and leadership of discussion enable all children to offer answers and ideas. The good pace, resourcing and timing of lessons hold the children's interest and develop their early powers of concentration. Teachers, classroom assistants and voluntary helpers support all children effectively in their learning, giving special help to hesitant ones. All pupils are encouraged at all times to give of their best in work, behaviour and relationships with others.

11 At Key Stage 1 the quality of teaching is good, but ranges from poor to excellent. One in five lessons is very good or excellent. This is commendable. The quality of teaching is good in English, mathematics, science, information and communication technology, design and technology, religious education and physical education. In art and music the quality of teaching is satisfactory. There was insufficient evidence to judge the quality of teaching in history.

12 Pupils with special educational needs are taught well. Work is carefully organised so that it challenges pupils but is also not too difficult for them. Pupils' individual education plans are carefully prepared by teachers, in conjunction with the special needs co-ordinator. These are used to form the basis of pupils' work, mainly in English.

13 Throughout the school, teachers are conscientious and committed. They work hard to plan and prepare lessons and to provide the best resources. Plans nearly always show how and what pupils are to learn. In a small number of lessons, plans outline pupils' work but do not show the point of the activities. Teachers check pupils' progress carefully so as to match their next work to their understanding. They use a full range of methods which meet pupils' varied needs and sustain their interest and efforts. These include class teaching, group, pair and one to one work. Lessons may also include practical, investigative and problem-solving activities. Teachers set high standards of concentration. They also deal immediately and effectively with any children who "switch off". As a result pupils are attentive in whole class work. Teachers use artefacts effectively to strengthen learning, for example in religious education and history. This enables pupils to learn well from direct experience. A range of colourful puppet characters makes a significant contribution to learning in music and literacy! Teachers good knowledge of the National Curriculum leads to confident instruction and learning. The school makes good use of the new methods of teaching English and

mathematics. A strength of the teaching is the very skilful management of classes, based on very good relationships between staff and pupils. The small amount of unsatisfactory teaching in religious education and history lessons results from unclear planning and slow pace in lessons. This causes pupils to lose interest and progress is therefore limited. The overall quality of teachers' response to pupils' work is satisfactory. In the best practice, teachers talk with each pupil individually about the work. They praise achievement and make the next step of learning clear. Teachers give regular homework which improves progress in reading and spelling. Teachers work hard to help parents help their children at home.

28

The curriculum and assessment

- 14 The curriculum for children under five is good: it is satisfactory for pupils at Key Stage 1. The curriculum promotes pupils' intellectual, physical and personal development and prepares them appropriately for the next stage of education. The curriculum provides good equality of access and opportunity for all pupils. In response to criticism following the last inspection, the school has developed and implemented schemes of work and curricular guidance documents. They vary in quality but overall provide satisfactory guidance. The curriculum has improved since the last inspection. The school's curriculum and assessment procedures enhance pupils' progress and attainment.
- 15 The school provides a broad curriculum that includes all the subjects of the National Curriculum and the local education authority's agreed syllabus for religious education. The school provides an implicit programme of personal, social and health education; lessons about drugs awareness are addressed in limited but appropriate depth. The governing body has an agreed policy that sex education should not be taught. Parents are pleased with the curriculum offered to their children. Their positive views are supported by the inspection's findings.
- 16 The curriculum meets statutory requirements in all subjects and a satisfactory balance of time for subjects has been established across the timetable. The time allocated to nearly all subjects is adequate, reflecting the current national priorities of improving pupils' literacy and numeracy. However, pupils have insufficient time to explore scientific understanding, and art is given higher priority. This has a negative impact and standards of work in science are below average. The National Literacy Strategy and Numeracy Strategy have been well implemented and pupils' skills are appropriately reinforced in other subjects. The school week is shorter than the national average. However, this is not having a negative impact, as pupils are well challenged during the school day and are tired at the end of it. The school's curriculum is enhanced by trips to places of interest locally and further away, such as Cleethorpes. These opportunities make a significant contribution to the progress pupils make and to their knowledge of the world. The quality and range of extra-curricular activities is unsatisfactory.
- 17 The curriculum for children under five in the reception classes is good. It is carefully planned to give them a full range of activities taking account both of their nursery experiences and well below average speech development. The curriculum addresses all the areas of learning for children under five effectively. Children meet simplified forms of the numeracy and literacy hours each morning. As a result they make an early start on basic skills and have a good preparation for the National Curriculum. Afternoon sessions balance out their daily programme with more practical activities which develop well the children's physical and creative abilities, as well as their knowledge and understanding of the world.
- 18 The curriculum for pupils in Years 1 and 2 is adequately planned. Pupils build effectively on previous knowledge, skills and understanding. Termly planning identifies what pupils are to learn and it is clear how planning relates to the National Curriculum. Learning targets for pupils are usually clear and are reflected in teachers' lesson plans. Teachers rely on their experience and knowledge of each other's practices to fill in the missing details from some schemes of work and some termly plans, such as for geography and design and technology. Pupils do not benefit from the latest national advice on

subjects other than literacy and numeracy.

- 19 The provision made for pupils with special educational needs is good and fully reflects the recommendations of the government's 'Code of Practice'. A number of successful initiatives enhance pupils' opportunities for success, such as the 'reading recovery' programme. Work is well matched to pupils' needs. Pupils with special needs are effectively supported and this enables them to make good progress in relation to their past learning and the targets set for them. Individual education plans are in place for pupils who need them and they are of good quality. They identify broad learning targets that are broken down into smaller steps by teachers. These targets are measurable in terms of gains in knowledge, skills and understanding. Targets are reviewed termly and statutory requirements for the pupil with a statement of special educational need are fully met.
- 20 The curriculum for pupils from different ethnic backgrounds is the same of all other pupils. They are appropriately challenged with the work they are given. However, at the time of the inspection no extra provision was available for pupils for whom English is an additional language.
- 21 Assessment procedures are satisfactory overall. Assessment procedures in English, mathematics and science allow teachers to monitor pupils' progress in relation to their past learning. This is an improvement since the last report. Procedures for formally assessing and recording what pupils know, understand and can do in other subjects remain limited. Teachers, however, know their pupils well and rely on their individual systems to record assessments in many subjects. The use of results of assessments by teachers to inform their planning is good in English, mathematics and science and adequate in other subjects.
- 22 Teachers' day-to-day assessments include the use of questioning to test pupils' understanding, marking of pupils' work and monitoring of pupils' responses to tasks. This information is successfully used to match work to the needs of individuals and groups of pupils, as well as to group pupils by levels of attainment. Pupils capable of higher attainment are appropriately challenged by a significant amount of the work they are set. Annual reports about pupils' attainment and progress are satisfactory, but reports do not include formal targets for pupils to achieve in the coming year. There are sufficient opportunities across the year for parents to discuss their children's progress with teachers.

37 **Pupils' spiritual, moral, social and cultural development**

- 23 Provision for pupils' spiritual, moral, social and cultural development is good and has improved since the last inspection. Provision for pupils' spiritual development is good. Through their religious education lessons pupils gain a sound knowledge and understanding of Christian beliefs and those of other religions. Collective worship is well planned and meets legal requirements. The school provides pupils with time for reflection and an insight into values and beliefs. For example, in a school assembly the story of a child running away from home was linked to the parable of the prodigal son and the importance of caring. These assemblies support the very strong ethos of the school as a community based on caring and sharing. Pupils are encouraged to reflect on the beauty of the natural world. The school's strong links with local churches focus well on Christian values and beliefs and enhance this area of pupils' spiritual development. Ministers of local churches regularly visit the school and lead effective assemblies. Each year the school holds its harvest festival in Church. Last year the annual Christmas nativity was also held in Church.
- 24 Provision for pupils' moral development is good. All adults in school work hard to ensure that pupils are aware of, and behave according to, clear rules. Pupils respond well to the firm but fair ethos which is well established in school. They understand that sharing ideas and resources is important. For example, in Year 2 pupils share their ideas when fixing wheels to a model vehicle. They wait patiently to use new tools. Pupils have a good understanding of right and wrong and this is consistently reinforced by the teachers and all support staff in school. Pupils are encouraged to respect

other people and property. Pupils' ideas are valued by their teachers and they are encouraged and supported when sharing these in class and in collective worship.

25 Provision for pupils' social development is very good and is a strength of the school. There is a strong emphasis on positive relationships and caring for the community. Pupils are polite and respond well to the high expectations of the school. For example, they hold the door open for adults, smile and say good morning to visitors and talk to others politely. This is reflected in many aspects of school life and the example shown by all adults in school is very good. For example, the staff did a sponsored walk to support cancer research, and told pupils about this in assembly. Pupils' responsibilities to others are constantly reinforced by their teachers. Opportunities are provided for involvement in local community activities. For example, pupils are encouraged to support the local hospice, the old people's home, Newspapers for the Blind and the RSPCA. Pupils are encouraged to take responsibility. For example, children in reception take the register to the school secretary and pupils are responsible for tidying up at the end of sessions. Pupils are encouraged to co-operate with each other. For example, children in Year 1 work together outside the classroom in the sand tray to recreate scenes from stories. Teachers encourage higher attaining pupils to help those who are less confident. Pupils are praised, in classrooms and in assemblies, for their willingness to help others, their good manners and for keeping the corridors and other areas around school tidy. The school records such responsible conduct in a good deeds book and pupils receive a certificate when they have achieved three good deeds.

26 Provision for pupils' cultural development is good and has improved since the last inspection. The school provides a positive image of the local community and culture through community links and local visits. For example, commercial links have been formed with local shops and supermarkets. Pupils visit Clifton Park Museum, Conisbrough Castle, The Herdings Living Museum and Twycross Zoo to support their school work. The school arranged for a puppet group to visit in order to enhance drama and music work with a performance of "Peter and the Wolf". Pupils gain an understanding of other cultures. For example, they visit an African shop, as part of an African project to observe musical instruments, carvings and paintings. There is a wide range of African instruments in school for pupils to use in music, art, physical education and collective worship. Mothers of ethnic minority pupils help in school. One helper used her bilingual skills to support a pupil with special educational needs who had no understanding of English. Teachers have built good relationships with ethnic minority families. For example, two teachers were invited to a Muslim wedding. The bride came into school in her dress and one of the staff wore her own wedding dress for pupils to compare. Asian mothers come in to work with the pupils in food technology and prepare Indian and Pakistani dishes. They also help when pupils go out on visits.

41

Support, guidance and pupils' welfare

27 Since the last inspection report, the school has maintained and improved its care and support for pupils. This is now a strength of the school. Concern for pupils' welfare is central to the school's aims and has a high priority in its life. The very good relationships between staff, governors and pupils enable the school to provide effective pastoral care. Staff know the children and their families well and this contributes positively to the level of support and guidance they provide. The monitoring of pupils' academic progress is satisfactory. The monitoring of personal development and behaviour is very good. These systems ensure that appropriate support is available for all pupils. The procedures for monitoring attendance are very good. The school ensures that appropriate procedures are in place. Staff carefully monitor punctuality and signs of unsatisfactory attendance are promptly recorded so as to meet statutory requirements.

28 The school has very effective measures to promote discipline and good behaviour and these are well monitored. Policies provide guidance for all staff. They are well understood and practice is consistent throughout the school. The school does all it can to ensure that pupils feel secure and happy within the school environment. Pupils have the confidence to go to staff if they feel something is wrong, and staff are always willing to listen. This consistent practice contributes positively to pupils' personal

development and ensures they have a positive atmosphere in which to learn.

- 29 Procedures for child protection, security and first aid are all very good. Staff are experienced and vigilant. Since the last inspection the school has made every effort to ensure that all matters related to health and safety are dealt with to a high standard. However, there is an urgent need for attention to be given to window frames throughout the building. These are rotting with pieces failing off and are a potential hazard. Similarly external parts of the building are in need of pointing to prevent the ingress of water which damages the internal environment of the school. These health and safety issues call for prompt action in order that pupils have a safe as well as stimulating place in which to learn. Staff consistently work hard to make children feel valued in the school community where their well-being is paramount.

44 **Partnership with parents and the community**

- 30 At the time of the last inspection report this aspect was judged to be good. Since then the partnership has improved and this aspect is now very good and a strength of the school. The questionnaires returned by parents showed that a very high percentage of parents agreed that the school encourages them to play an active part in its life. Over 95 per cent of the parents felt it would be easy to approach the school if they had any problems. The evidence of the inspection supports this.

- 31 The quality of information for parents is very good. Parents appreciate the information they receive. Letters to parents, the school prospectus and the governors' annual report to parents all provide a clear understanding of the work of the school. Parents appreciated the information they receive at consultation evenings, and from their children's reports. The school notice board and daily informal conversations with teachers all help to keep parents fully informed about the life of the school.

- 32 The school invites the parents of pupils with special educational needs to review their children's progress on a regular basis. The school's prospectus provides clear information for parents about the process of identifying pupils with special educational needs.

- 33 Parental involvement in children's learning is very good especially in the shared reading activity. This takes place once each week. Forty eight parents came into school on the Tuesday morning of the inspection to read with groups of children. Parents and younger family members enjoy this opportunity to be involved in the life of the school. The majority of parents respond very well to help with homework and contribute to reading diaries. Family involvement is further extended by the Family Literacy project. Thirteen families are involved in this course which is led by very experienced staff. Children are able to work with parents on a "Read and Write with Me" activity. The project has a positive effect on pupils' learning.

- 34 The school's work is enriched by its very good links with the community. The three schools on the campus work well with each other, ensuring continuity for all pupils. The church plays a big part in the life of the school with visiting clergy taking an active role in school assemblies. The school supports several charities especially the local hospice, and children develop an awareness of the needs of others. The school uses the community well and local business and commerce help the school to extend pupils' education. Visitors are welcomed into school and many share their skills and expertise. Pupils have the opportunity to participate in visits to museums, tropical gardens, zoos and castles. The governing body and staff work hard to maintain a positive role within the community, extending pupils' education and broadening their understanding of the wider world.

49 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

49 **Leadership and management**

- 35 The headteacher provides good leadership which gives a sure direction to the work of the school. As a result all staff share a clear sense of purpose. The headteacher and her deputy worked well together to develop the school's response to the key issues from the last inspection. As a result the school has improved the quality of assessment and recording and now provides more opportunities to challenge higher attaining pupils. A strong feature of the headteacher's management is effective communication at all levels. Open lines of communication account for the good working relationships in and around the school. These involve staff, governors, parents and pupils, but also include the many outside agencies with which the school is involved. Care in meeting the school's changing needs has resulted in reading recovery work, a family literacy group and extra support for music. It is the school's policy to identify pupils with special educational needs at a young age so that they receive extra help when needed. Since the last inspection, the school has developed useful criteria to help identify pupils with special educational needs. Provision has improved. Special needs provision is well managed. The co-ordinator ensures that the various initiatives operating within the school, such as through the local education authority's Learning Support Service, are used to best effect. As the co-ordinator receives limited amounts of time to carry out her duties during the school week, the headteacher effectively shares some of the duties for co-ordinating the provision. The identified priorities in the school development plan, which include extra attention for pupils' levels of hand control, are appropriate.
- 36 All permanent teachers have responsibilities for the management of subjects and clear job descriptions. They are appropriately in touch with developments in their subjects, through training and scrutiny of planning and pupils' work. The conscientious and intelligent management of literacy, numeracy and information and communication technology are raising standards. The school has closely monitored the teaching of literacy and numeracy. However, co-ordinators' monitoring of the remainder of the curriculum remains an area for further development.
- 37 The governing body makes a good contribution to the leadership and management of the school and holds a strategic view of the school's needs. The chair and vice-chair work very closely with the headteacher, and make significant contributions to the school's effectiveness. The governing body meets nearly all its statutory obligations. However the annual report to parents does not describe the school's special educational needs provision. Governors have developed their role of monitoring as well as supporting the school's work. This is a significant improvement since the last inspection. Particularly through the chair and vice-chair, governors are closely involved in the production of the school development plan. They also keep a close watch on its implementation and progress. For example, governors set up, guided and achieved a staged programme of improvements to the premises. Governors have now begun to monitor lessons, particularly in literacy and numeracy.
- 38 The school development planning process involves all concerned well. The plan is of good general quality and an effective tool for school improvement. The identified priorities in the school development plan for pupils with special educational needs, which include extra attention for pupils' levels of hand control (fine motor-skills), are appropriate. However some targets, timings and costings in the school development plan lack precision. The plan links staff development well to emerging needs.
- 39 The school achieves its clear and appropriate aims very well in its daily work. These nicely balance its need to support and encourage all children fully, with a real concern to raise standards. For example, the school's first three present priorities are concerned with full implementation of national initiatives to improve attainment.
- 40 The school sustains a very positive ethos in an area of significant and increasing social disadvantage. Parents continue rightly to value highly the quality of its work in the community it serves.

Staffing, accommodation and learning resources

- 41 The school is well staffed by an appropriate number of suitably qualified and experienced teachers. The teachers are deployed effectively to meet the demands of the curriculum including those for children under five and pupils with special educational needs. Job descriptions are in place and staff have a clear awareness of their specific responsibilities. Their knowledge of the subjects they co-ordinate is good. Present priorities do not allow the co-ordinators of many subjects enough time to monitor the development of and provision for their subject throughout the school. The co-ordinator for pupils with special educational needs has time each term to monitor their progress. The English co-ordinator monitored the use of whole class big book work throughout the school. The well qualified support staff are used effectively within the school. They make a significant contribution to all pupils' learning, particularly those with special educational needs.
- 42 The arrangements for the professional development of staff are sound and are linked to the needs of the school. These needs are identified through the school's appraisal arrangements and development planning. All staff appraisal is focussed on one curriculum area for two years. For example, this approach to training produced good progress and staff confidence in information and communication technology. The present focus is on the use of group reading within the Literacy hour. Induction procedures for temporary teachers are in place and good monitoring is provided by the headteacher with support from all teaching staff.
- 43 The school benefits from having a group of parents, retired teachers, governors, Trident students from Rawmarsh and Wickersley and other volunteers who help in school. They support well the teaching in numeracy, creative activities, food technology, assemblies and help pupils when reading and working on the computer.
- 44 The overall range and quality of learning resources are satisfactory. Resources are good for pupils with special educational needs, mathematics and art, and satisfactory in the remaining curriculum areas. In information and communication technology, computers in Years 1 and 2 are of better quality than those in both reception classes. The accommodation for pupils with special educational needs is good. Separate rooms are used for the various initiatives to support pupils' learning needs. The library offers a quiet, pleasant environment and has an appropriate range of books. The use of the library to encourage independent learning has increased since the last inspection. For example the pupils in Year 2 went to find more information about pheasants during an art lesson. 'Books for Schools' vouchers provided an extra 253 books and additional books have been bought to extend the more able pupils since the last inspection.
- 45 Resources outside the school, such as the Clifton Museum loan service, are used very effectively throughout the school to enhance the curriculum.
- 46 The school building is in need of considerable maintenance especially to the window frames which in some areas may be dangerous. Although the roof has been repaired, the brickwork requires pointing to ensure the building is waterproof.
- 47 Despite these problems the staff work hard to provide pupils with a stimulating and interesting place to work. The school environment is greatly enhanced by the very good use of displays which effectively celebrate pupils' achievements.
- 48 All classrooms are of a suitable size for the number and age of the pupils. All available space is used effectively, for example the reception class cloakroom has a clear space for children to work with the programmable floor robot. A new dining hall has been built on the campus for the use of both the Infant and Junior school. This has meant that the school hall can be used all day for teaching.

49 Outside the school there are two hard surface play areas. The grass areas are used for outdoor physical education in the summer and sports days.

64 **The efficiency of the school**

50 The efficiency of the school is good. Financial forward planning is satisfactory. Appropriate use is made of available information from the local education authority. The school monitors the numbers of children in the nearby nursery effectively, so that predictions can be made about future funding levels. However, the school does not have likely budgets for two or three years ahead so that it can predict with a degree of certainty the school's financial position in the future, and plan accordingly.

51 The school's finances are well managed. Purchasing arrangements are secure and the school administrator carries out her many duties very efficiently. Funding for pupils with special educational needs is also well managed and is directed appropriately towards meeting the needs of pupils. The school supplements the special needs budget from the main school budget. There are no extra funds for pupils for whom English is a second language. The governors are well involved in the longer-term strategic management of the school. For example, they meet regularly to discuss different aspects of the school prior to making any decisions. The finance committee wisely keeps a contingency fund to meet any unexpected difficulties, such as a decline in pupil numbers or an unexpected building cost. This financial year, the under-spend is four per cent of the budget, which is within reasonable limits. Matters raised in the most recent audit report have been carried out successfully.

52 The daily running of the school is smooth and allows teachers to concentrate on teaching. Clear daily routines and procedures are understood and carried out effectively by staff and pupils. Teaching and non-teaching staff are well deployed and managed, which has a positive impact on pupils' learning. Additional staff to support pupils with special educational needs are well deployed to help them effectively. Educational developments within the school are well supported. For example, money has been used to buy resources to support the National Numeracy Strategy and these are already having a positive effect on pupils' attainment and progress. Sufficient amounts are spent on subjects that are not a focus for attention in the school development plan. Funds for training are effectively spent, mostly on new initiatives.

53 Very good use is made of the accommodation to promote learning. All parts of the school are put to good use. Effective use is made of co-ordinators and the staff works closely together. Teachers audit resources and ensure they are used efficiently. There are also some opportunities for the literacy co-ordinator to work alongside colleagues, sharing expertise and monitoring the quality of teaching.

54 The efficiency of the school has been maintained since the last inspection. Pupils' attainment on entry to the school is well below average. Pupils achieve below average standards at the end of Key Stage 1 but they make good progress. The quality of teaching is good and pupils respond well and have positive attitudes to work. There is good provision for pupils' social, moral, spiritual and cultural development and there is a very good ethos in the school. The cost to educate pupils is average. The school continues to provide good value for money.

69

PART B: CURRICULUM AREAS AND SUBJECTS

69 **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

55 At the time of the inspection sixteen of the children were under five and had been in school for five weeks. Children are admitted to the reception class at the beginning of each school term. When

children start school, their overall attainment is well below the levels expected of four year olds, particularly in their language, mathematical and scientific skills. Children make good progress towards the Desirable Learning Outcomes, but, by the age of five, children are below the Desirable Learning Outcomes in language and mathematics. Their attainment in physical development, knowledge and understanding of the world and in creative activities is satisfactory. The development of their personal and social skills is good. There is no significant difference between the attainment of boys and girls. Two pupils speak English as a second language. When children start school, they are assessed using the local authority's assessments. Good records are kept of children's literary and mathematical progress. The overall quality of teaching is good and varies between satisfactory and excellent. Clear planning based on the Desirable Learning Outcomes for learning results in purposeful activities for the children. Teachers match activities well to each child's needs. Skilled questioning and class discussion enable all children to offer answers and ideas. Good pace, resourcing and timing, develop children's powers of concentration. All staff support the children well, giving special help to the hesitant ones. Staff encourage them to give of their best in work, behaviour and relationships.

- 56 Children make good progress in the development of their speaking and listening skills. They build up a limited range of vocabulary with confident but not always clear speech skills. Children listen carefully to their teachers, following instructions to complete an activity. They answer questions such as "What happened when?", predict what happens next in a story and talk about the characters. Children make satisfactory overall progression in reading and writing. They follow the story line in their 'big book' during the literacy hour and are beginning to read some simple words. They recognise rhymes and join in reading them. All the children enjoy books, using them carefully and looking at the pictures to help them to recognise words during reading. Lower attaining children tell the story in their books by using just pictures. They are slowly developing recognition of initial sounds and are all willing to guess if unsure. Children recognise their names on word cards and match simple words. For example, during the inspection, five children successfully matched simple words on a lotto board. Writing skills are developing slowly. Children write over or under their teacher's writing appropriately. When writing, very few children use recognisable letter shapes in their names.
- 57 Children make good progress in developing numeracy skills. They count up to and back from ten, linking this to other areas of their learning. For example, one Asian girl counted the nine candles on a picture in her reading book. Children are developing the early stages of addition well and add on 'one more' using numbers to ten. They sort and identify simple shapes. For example, during the inspection, four children sorted squares and circles correctly. They identify objects which are 'shorter than' and 'longer than'. They look at a ruler and are all able to make a shape shorter than the ruler using construction kits. Teachers question children very effectively to promote the positive development of children's mental arithmetic. Children make good progress because teachers provide a wide range of resources, carefully planned activities and good support. Many opportunities are used well to reinforce children's learning. For example, during registration, the class count on from the number having dinners to add the children who have sandwiches,. The children sing songs and use charts to help them to count to ten; for example, in the song 'One elephant went out to play', an elephant is added to the chart as each verse is sung.
- 58 Progress in personal and social development is good. Children settle into school life quickly and are secure and confident. They develop positive relationships with staff and the majority of children work well together. As the children had only been in school for five weeks, they were experiencing the school's role play areas for the first time at the time of inspection. For example, the bakers' shop and the café were beginning to be used well. Children entered into their roles as the baker, shop assistant and customer more easily and changed roles when prompted. They asked for cakes and make choices. They used coins and asked for change and a bill. Hesitant children are well supported by adults to take their turn. They take responsibility for clearing away when they have completed their task. Children have quickly become independent. For example, they dress and undress for physical education, only needing help with shoelaces and awkward fastenings. They manage their own book bags, sandwich boxes, dinner & biscuit money each Monday morning and change their library book. Children express their own ideas when working in the sand and water. They accept school rules and are able to control their feelings. They treat living things with care. For example, a spider was found in the classroom, although most children were hesitant, one child carefully picked it up and put it in a container.

- 59 Satisfactory progress is made in knowledge and understanding of the world around them. Children gain confidence in using the computer. They use an overlay keyboard to link pictures with text. When using a programmable floor robot, half the children give accurate instructions in sequence to move it forwards and backwards. For example, with the aid of picture cards showing the route of the Gingerbread Man, they direct the robot to the hill, river or valley. They use the listening station to hear stories. Children know their way around school. They re-create scenes from stories in the sand tray including hills, valleys and the river. Children label these and tell you what they are on the model. They make a castle and boat using boxes, masking tape and glue. They talk about their choice of materials; for example, when asked why they used a plastic tray, the response was ‘ so that the top will not get wet.’ They develop scientific skills by observing spiders, planting seeds and watching them grow.
- 60 Children make satisfactory progress in developing their creative skills. Some children arrive at school having had opportunities for creative activities at home, but for the majority this experience is very limited. A wide-ranging selection of materials is regularly made available for them to select and use. They explore colour, texture, shape and form through painting, crayon, pastels, collage and model making with collectable materials. They select appropriate materials; for example during the inspection, they used orange fur fabric to make a fabric collage of the fox in their story.
- 61 Children enjoy singing and join in enthusiastically. They know the words for action songs and rhymes, clap simple rhythms and understand “loud” and “soft” Children are gaining confidence when moving to music; for example, they ran when Miss Muffet was running away from the spider. They are developing their ability to express their feelings through their singing
- 62 Children’s physical development is sound and they make good progress. They develop their fine motor skills through the use of pencils, brushes and construction kits. They learn to move confidently and imaginatively, listen well and respond well to instructions. They work well as individuals and show an awareness of others as they move around the hall. The children make circle shapes using different parts of their bodies. They are developing their awareness of space. For example, they find a space and make wide, tall and small shapes when playing the bean game. They jump, walk on their tiptoes, skip and hop. The children clearly understand all the teacher’s instructions.

77

ENGLISH, MATHEMATICS AND SCIENCE

77 English

- 63 In the 1999 National Curriculum tests writing standards were below the national average by the end of the key stage. Reading standards were well below average. Teachers’ assessments showed standards in speaking and listening were also well below the national average. The proportions of pupils reaching the standard above that expected for seven-year-olds were also well below national averages. The tests showed a significant improvement in the standards achieved in 1998. Teachers’ assessments of standards agreed closely with the tests in both years. Writing standards were in line with those achieved by similar schools and reading standards below. Attainment in English in the tests declined between 1996 and 1998 in relation to rising national standards, but rose in the 1999 tests.
- 64 Inspection evidence from a wider range of pupils’ work and from lessons shows that present standards are higher than those seen in the tests. Standards in reading, writing, speaking and listening are still below the national expectation by the end of the key stage. There are no significant differences between the standards of boys and girls. The increasing effect of the literacy hour, the provision of an additional Year 2 class so as to reduce class sizes and improved teaching quality are the main reason for the difference between present standards and those seen in tests in the last two years.

- 65 A majority of children do not reach the expected learning goals for five-year-olds in language. The standard of pupils' speech is well below average at this age. Significant proportions of pupils have special educational needs in language: for about a tenth English is an additional language. As a result the number of words pupils know and use at the beginning of Year 1 is well below average.
- 66 By the end of the key stage, pupils listen well but standards of speech are below the nationally expected level. Average and lower attaining pupils speak confidently but use below average ranges of words. Missed sounds at the end of words often make meaning unclear. As pupils commonly write as they speak, poor speech holds back spelling and writing development. Pupils listen intently to teachers' explanations and questions as they explore text together. Pupils of all abilities suggest titles for books, and words such as "cross" or "angry" for "mad". Higher attaining pupils ask questions such as "What does 'amusing' mean?". The gap between speaking and listening skills noted at the last inspection remains.
- 67 By the end of the key stage reading standards are below national expectations. The literacy hour gives pupils a sound understanding of the parts of books and helps them to use the library. It is increasing their interest in books, but poor speech delays understanding of letter sounds and memory of words in print. High attaining pupils read their "scheme" books by themselves with appropriate understanding. Year 2 pupils of all abilities improved reading expression well when they read aloud different parts in the class reader. Pupils read simple dictionaries to check spellings and meanings. Slow development in learning sounds limits pupils' capacity to read, check and improve their own writing. Average and higher attaining pupils use indexes to find information. They read text on screen and worksheets to guide learning in most subjects. Pupils for whom English is an additional language read accurately, but sometimes with limited understanding.
- 68 By the end of the key stage, writing standards are below average. Pupils write in a satisfactory range of forms, for example, book reviews, accounts of stories, news and visits. Higher attaining and average pupils use sentences well, with capital letters and full stops. Pupils form letters carefully when practising, but not always in their work. Poor spelling and below average use of words limit writing standards. Teachers use other subjects effectively to develop pupils' attainments in literacy. Pupils begin to use writing effectively to record observations and new learning in science, religious education and history; for example, pupils write words such as "spiky" and "floppy" to describe different materials. In religious education pupils write simple prayers.
- 69 Nearly all pupils, including those with special educational needs, make good progress in relation to their prior attainment. The literacy hour is improving understanding of both meaning and language. Higher attaining pupils make better progress, because teachers now give them more challenging work. Pupils with special educational needs make good progress because teachers match tasks well to their individual targets. Pupils for whom English is an additional language make good progress when supported. Their overall progress is satisfactory but slow, since most do not speak English out of school. As a result, they do not retain new words and ideas. Those beginning to learn English did not have bilingual support at the time of the inspection. Those pupils with special educational needs involved in the family literacy and reading recovery programmes, and the learning support initiative make good progress. The school's weekly shared reading sessions improve reading progress for nearly 50 pupils involved. Some lack of parental support delays reading progress for a significant number of pupils.
- 70 Pupils show a good response to their English lessons. They are interested in finding out about meaning and language use in literacy hour work. Concentration in whole class sessions is good, but Reception and Year 1 pupils often lose their concentration when they do not have the support of an adult. Pupils evidently enjoy early reading and writing activities as a result of teachers' enthusiasm and skilled guidance. Pupils of all abilities are at home with books and writing.
- 71 Teaching is good. There is no unsatisfactory teaching. During the inspection, teaching was at least good in over three-quarters of lessons with very good or excellent teaching in one lesson in eight. The standard in the remaining fifth of lessons was satisfactory. Training in the use of the literacy hour has

enhanced teachers' considerable skill and experience in teaching pupils to read and write. In the good lessons teachers ensure strong concentration at the start. They provide interesting resources, keep up a good pace and guide groups and individuals well. As a result pupils keep concentrating and make good progress. For example, a Year 2 teacher used two minutes at the end of the literacy hour for a quick class test on the week's key words. In these lessons, the teachers' enthusiasm makes learning enjoyable and therefore easy. Sound use of the National Literacy Strategy planning system helps to sustain pupils' progress. Lessons are less effective when pupils have to do more listening than joining in. Slow pace reduces the challenge in activities at times as a result. Interest and progress are less and teachers have to use more time in redirecting pupils.

- 72 The school's successful use of the National Literacy Strategy is improving progress in reading and writing. The curriculum meets legal requirements. Good leadership and management of monitoring and assessment support a range of effective initiatives which are improving the quality of learning. Shared reading, family literacy work, reading recovery, home-school reading and the learning support initiative are improving progress. Sound assessment information gives the school a secure basis from which to develop individual targets. Despite the school's best efforts, significant numbers of parents do not give enough support to their children's language development.

87

Mathematics

- 73 The results of National Curriculum Tests in 1999 indicated that the performance of pupils was well below the national average. In comparison with similar schools, pupils' performances were below average. Over three years, from 1996 to 1998, standards have remained well below national averages but National Curriculum Test results for 1999 indicated that standards have improved slightly. There is a small but significant improvement in the number of pupils achieving the benchmark level 2 standard. Pupils currently in Year 2 are on course to attain standards below national averages by the time they reach the end of the key stage. The National Numeracy Strategy is already having a beneficial effect on pupils' numeracy standards. The school now challenges pupils with more difficult work and it reports that the emphasis on understanding ('using and applying') mathematics is having a positive effect on standards.
- 74 A significant proportion of pupils does not attain the Desirable Learning Outcome in mathematics by the time they are five. However, boys and girls, including those with special educational needs and those from different ethnic backgrounds, make good progress. Variations in the performance of year groups over time are explained by the proportions of pupils with special educational needs each year.
- 75 Higher attainers in the present Year 2 know when to use centimetres or metres to measure things. They record successfully the properties of shapes, such as the number of faces and corners. They add numbers such as 7 and 8 quickly in their heads. Average and higher attaining pupils recognise the number of tens in 17, 57 and 91. Average pupils group shapes according to the number of sides they have, such as 'six sides' or 'not six sides.' Pupils know that a pencil is shorter than a metre and a ruler is longer than a centimetre. Lower attaining pupils label shapes, such as 'cube' and 'pyramid' successfully and use the terms 'shorter' and 'longer' appropriately. Pupils count to 10 using apparatus to help them.
- 76 Year 1 pupils sequence numbers from 1 to 12 correctly. They understand the positions first, second, third and fourth when sequencing events. They count in twos to 20 in whole class lessons and add 1 to 7 correctly. Higher attaining pupils use counting apparatus to add 9 to 8 correctly and order numbers successfully to thirty. Pupils with special educational needs recognise numbers up to five. Typically, average pupils understand the ideas of 'more' and 'less' than.
- 77 At the end of Year 2, higher attaining pupils understand the difference between odd and even numbers. They use single letter and single number co-ordinates to find things on maps. Pupils identify lines of symmetry in basic shapes and name shapes such as hexagon, square and semi-circle

correctly. Pupils answer simple problems and record their answers in words. They calculate 87 minus 34 and 39 minus 28 correctly. They know most clock times. Average pupils find patterns in answers to their five and ten multiplication tables and use the correct coins to pay for objects up to 10 pence. They measure their own heights in centimetres and correctly locate the missing numbers on a number line. They draw repeating patterns of five objects, and when telling the time they know quarter past the hour. Lower attaining pupils with special educational needs know that 14 can be made up of 10 plus 4. They add single digit numbers and know that six halves make three whole ones. Many pupils struggle with telling the time beyond whole hours.

78 Pupils make good progress, overall. They develop competence in the use of numbers, they learn how to make patterns repeat and to understand how to measure length, capacity and weight. They learn to tell the time, to recognise shapes and they discuss their work using basic mathematical terms. Pupils learn to be self-sufficient and to gather what they need when they need it. Higher attaining pupils on occasions check their work.

79 Pupils use numeracy and other mathematical skills well in work in other subjects. For example, in science pupils record their findings on simple graphs, having counted carefully what they are looking at. In food technology, pupils use weighing skills to measure ingredients for making biscuits. In music, pupils count beats and clap in time. In geography, pupils work with letter and number co-ordinates. In history, pupils use dates to label time.

80 Pupils respond well to mathematics. They show good levels of interest and in particular enjoy answering questions during mental arithmetic lessons. Pupils are enthusiastic and they respond well to teachers' good preparations that make lessons interesting and educative. Pupils are capable of concentrating on mental activities for thirty minutes. Many pupils are pleased to see their classmates give correct answers.

81 The teaching is good, overall. It is good in three-quarters of lessons and it is never less than satisfactory. Teachers have a good secure knowledge of the requirements of the National Numeracy Strategy and the training they have received is put to good use. Teachers maintain good order, and planning fully reflects the current requirements. The good resources are well used. Teachers find many ways to revise basic facts about number and other aspects of mathematics. This process of repetition and frequent revision allows pupils to make good progress in the acquisition of knowledge and skills. The pace of lessons is always satisfactory and is often good. Work is well prepared so that pupils of differing levels of attainment can achieve appropriately. Pupils are well challenged by the work they are set. Staff are adept at making appropriate work-sheets. Some very good mathematics teaching was observed. Such lessons have a very busy atmosphere and additional adult support is put to very good use to help pupils concentrate and to challenge their thinking.

82 The subject is well co-ordinated by two teachers. There is an appropriate breadth and balance in the curriculum and the school uses the National Numeracy Strategy in full. The records the school keeps of pupils' attainments and progress are good and teachers make use of this information to group pupils sensitively so that they are well challenged. Resources are good and statutory requirements are met. The school spends a sufficient amount of time on teaching mathematics each day.

97 **Science**

83 The results of teachers' assessments in 1998 and 1999 indicated that the performance of pupils was below the national average. A significant proportion of pupils does not attain the Desirable Learning Outcomes in science by the time they are five. Inspection findings indicate that many pupils currently in Year 2 are on course to attain the national average by the end of the key stage, but standards of work overall are below average. Lesson observations, scrutiny of teachers' records and the records of individual pupils indicate that boys and girls, including those with special educational needs and those from different ethnic backgrounds, make good progress. Standards are lower than at the time of the

- last report. At times, there is insufficient focus on science when teachers present the subject within broad general topics. Also, science receives less time than is typical in many schools and there is insufficient emphasis on pupils' carrying out experimental and investigative work. However, pupils are well challenged by most of the work they are set. Overall, pupils have sustained good progress in science.
- 84 Pupils in Year 1 learn about the properties of materials. Higher attainers link the characteristics of wood and metal to their uses. Average pupils decide which objects hold liquid successfully and which do not from a list given to them. Lower attainers and pupils with special educational needs decide whether objects they are given are flexible or not. Pupils make a survey of materials around the school and test whether they are soft, hard, rough or smooth. They know that steam is an indication of heat and that insulation makes a difference to the rate of the cooling of liquids.
- 85 Pupils in Year 2, in whole class lessons, learn about the properties of materials in greater detail. They use words such as "rough, hard, spiky, rigid and floppy," to describe materials. They know that rubber is good for keeping water out and that objects with holes in them will allow water in. They recognise similarities and differences between materials and label them using the correct terms.
- 86 At the end of the key stage, all pupils have studied a similar range of science lessons. Higher attaining pupils understand the processes that keep living things alive. They compare the characteristics of spiders, ants, bees and lady-birds. Pupils have carried out some experiments, such as one concerned with the properties of six materials and whether light passes through them. Average attaining pupils have concentrated on matters such as the life cycle of ducks and they have classified insects into those with wings and those without. Lower attaining pupils and those who have special educational needs have planted seeds and have tested the amount of sound that a rubber makes when it is dropped on varied surfaces.
- 87 Pupils make good progress, overall. They record findings effectively, often in picture form, and learn to interpret what they mean. Pupils learn many facts, such as about the characteristics of living creatures and similarities and differences between environments. They learn that living things need certain conditions to grow and that different materials are good for different situations. Pupils make satisfactory progress with experimental and investigative skills. They begin to understand that some tests are more fair than others.
- 88 Pupils' response is good. They are interested in the tasks and activities they are set. They are keen to take part in practical activities. Pupils listen attentively to the teacher and generally follow instructions well. They concentrate on tasks and complete them as required. Pupils work well in pairs; they support each other during group work and work independently according to the task. Pupils understand and respond appropriately to class rules and conventions. They behave safely when necessary. They begin to take ideas shared during discussions and expand them further. Pupils use resources appropriately. They generally take good care in the presentation of their work.
- 89 The teaching is good. Teachers have good knowledge and understanding of the subject. They plan an adequate range of activities to support learning, which enable pupils to build effectively on past learning. Science does not receive sufficient time during the week and art, for example, receives more time. At times there is not a clear focus on the science aspect of broad general topics. Teachers provide opportunities for pupils to experiment. However, insufficient amounts of time are set aside for pupils to try their own ideas. These factors have a negative effect on standards. Expectations of learning are nevertheless realistic and are informed by the results of accurate assessments. Teachers' planning is good overall and lesson organisation, such as the grouping of pupils by attainment, the support offered by adults and the range of activities provided, enables effective learning to take place. The use of time and resources, particularly the use of non-teaching assistants is good. Assessment is well planned, consistently implemented and the results used effectively to plan work.
- 90 The National Curriculum Programmes of Study are well integrated into the school's plans. The good

scheme of work helps teachers to develop pupils' potential from reception to the end of the key stage. It ensures pupils' learning is continuous. Learning targets are identified clearly in the scheme of work and these are effectively translated into tasks and activities in teachers' lesson planning. The curriculum meets statutory requirements.

105 **OTHER SUBJECTS OR COURSES**

105 **Information and communication technology**

91 Pupils' attainment in information and communication technology is satisfactory for children under five and is in line with national expectations by the end of Key Stage 1. At the time of the last inspection, information and communication technology was the focus for whole school staff development. This has resulted in an increase in teachers' knowledge and confidence which has led to pupils making satisfactory progress. During the inspection pupils in all year groups were observed using computers. Children under five work with a programmable floor robot, using instructions for forward and backward. They use an overlay keyboard to sequence text, for example in the story of "Humpty Dumpty". The children use the listening station to listen to a story. In Year one pupils are developing confidence in using the mouse. They use a drawing package to draw a house using the pencil and brush tool. Pupils are beginning to use "edit" and "delete" to correct mistakes. They select the appropriate instruction on the computer to draw a pattern and colour it in. In Year 2, pupils created pictures, observational drawings and patterns using a drawing program. They used word processing to create stories. The pupils are developing an understanding of the use of arrow keys to locate the cursor and are able to add full stops and capital letters using the shift key. In mathematics, they are developing skills to produce graphs and format a list of instructions.

92 Pupils enjoy using the computers. They listen carefully, follow instructions and work enthusiastically. Pupils respond well, offering answers and suggesting changes. They sustain concentration well, complete the tasks set and share sensibly when working together. They work independently with minimal supervision.

93 The teaching is good. Teachers use available time well, using whole class teaching at times in all year groups. In these lessons instructions to the pupils are clear. Good questioning skills are used to ensure that pupils understand the work they are to do. Teachers have a good understanding of the skills they wish pupils to gain. Support is given to pairs working on the computers by students, support staff and teachers. All pupils, including children under five, those for whom English is an additional language and pupils with special educational needs have equal access.

94 The co-ordinator provides good leadership and management but has insufficient time to monitor pupils' progress in lessons and support staff development. A good policy is in place and schemes of work are well developed to ensure that activities are planned in an appropriate sequence that builds upon pupils' previous experience and skills. The co-ordinator has a good overview of the subject and is aware that information from assessment is not used enough in planning further work.

109 **Religious education**

95 The school maintains the satisfactory standards reported at the last inspection. By the end of the key stage, pupils have an appropriate understanding of God and religion. Their attainment meets the requirements of the locally agreed syllabus for learning both about and from religions. The school maintains the coherent structure noted at the time of the last inspection to promote pupils' religious knowledge and understanding. To meet the agreed syllabus aim "to promote spiritual, moral and cultural development" the school develops religious education in lessons, visits, celebrations and assemblies. Visitors from Christian churches and other religious faiths re-enforce and deepen pupils' religious understanding.

96 By the age of seven, pupils know about Christianity, Judaism and Islam. For example they know the names of the holy books, the Bible, Torah and Koran. They understand some of the reasons for the main celebrations in these faiths. Pupils know the importance of rituals such as washing the hands before touching the Koran. Pupils appreciate the moral teaching of Bible stories and parables. They

begin to be aware of differences in belief between faith communities. Visits to local churches enable them to see why objects such as the altar and font are special. Through role play and observation they appreciate simply the spiritual import of ceremonies such as baptism and marriage.

97 All pupils, including those with special educational needs and those for whom English is an additional language, make good progress. This is because teachers make effective use of stories, and lead pupils to link religious teaching to their own lives. For example, Reception children linked a parable to their need to be kind and to share. Key Stage 1 pupils saw the link between “The Prodigal Son” and the story of a boy who ran away from home. Year 2 pupils related the story of “David and Goliath” to the theme of bullying. At times the limited ranges of words pupils know delay such progress in understanding.

98 Pupils show a good response in their work. They listen very well to stories and explanations from teachers and visitors. As a result, they use their imaginations, and also link the great teachings to events in their own lives. They value opportunities for creative responses, for example through art and writing. Year 2 pupils painted a series of pictures to show Jesus in the tempest. Year 1 pupils wrote simple prayers of thanks. In lessons pupils often ask questions and comment thoughtfully.

99 The quality of teaching is good overall. In the most effective lessons teachers create a fine atmosphere for learning. Story telling engages interest well. Teachers have sound knowledge of the scriptures and pupils’ understanding. As a result teachers question and open up discussion well using simple words to ensure all pupils follow. Teachers successfully link religious knowledge to pupils’ daily experiences. In less effective lessons, slow pace and unclear aims reduce pupils’ concentration and understanding.

100 The religious education programme fulfils the requirements of the Agreed Syllabus and makes an important contribution to pupils’ spiritual, moral, social and cultural development.

115

115 **Art**

101 By the end of the key stage, pupils’ knowledge, understanding and skills in art are as expected for seven-year olds.

102 Children under five use a wide range of materials to express their ideas and feelings. For example, they create nursery rhyme pictures and pictures of spiders using crayon, pastels, paint and fabric. Teachers encourage children to mix powder paint and give them opportunities to explore paint through patterns and their own pictures. In Year 1, using texture, pupils create fabric pictures of animals. For example, following a visit to Twycross Zoo they made collage pictures of animals using wool, fur and fabric. They are aware of backgrounds and foregrounds for pictures using paint as a wash, applied with larger brushes and sponges. Pupils observe carefully and draw detailed sketches of homes using pencil. Their observations are recorded by using a computer drawing programme to produce a coloured print of their house. They use a wide range of materials including clay to create the texture seen on the roof of a house. The pupils in Year 2 extend their colour mixing skills and their use of different pencils to create light and shade. They use these effectively when observing natural things. For example, they create pictures of flowers and berries. Work on display indicates that they use colour effectively to explore shape and texture using a variety of materials to create patterns. There was little evidence of pupils observing the work of other artists to extend their own work in art.

103 Progress for children under five is good and is satisfactory at Key Stage 1. All pupils have plenty of opportunities to develop their artistic skills. Where there are high expectations in pupils’ art lessons responses are satisfactory. They are enthusiastic and enjoy opportunities for practical work.

104 The quality of teaching is good for children under five and satisfactory at Key Stage 1. The good teaching is seen where there is enthusiasm, good planning and organisation and where teachers are clear about what they wish pupils to learn. Pupils do not always find enough challenge in the tasks set. At times they do not have enough opportunities to develop detail using paint in the same way that they achieve this using pencils.

105 The co-ordinator for art has a very good overview of the subject and the school is concerned to maintain the place of the arts in the curriculum. The staff are supported in their planning by a good quality scheme which is improving pupils' progress. This will be used to form a scheme of work for the school. Pupils' work is valued and displayed well by all teachers. Artefacts are included in the displays to enrich the environment and the opportunities for learning. There is a collection of pictures to support the art work within topics but little evidence to show pupils the work of other artists

120 **Design and technology**

106 By the end of Key Stage 1 pupils are working at a level that is expected for their age. They make good progress in design and technology. In Year 1, pupils drew a house both on paper and the computer screen. They also made a house from a cardboard box. The pupils cut out windows and doors, though four pupils needed support with cutting tissue and card. They selected appropriate material to cover the windows. For example, one pupil wrote " Net makes a good window. I can see through it." Their choice was based on previous work looking at transparent and opaque materials. In Year 2 pupils extended their knowledge of materials by using more rigid materials such as wood and tins. The pupils designed a vehicle with wheels. In pairs, they made the vehicle using boxes, wood and containers. The pupils covered the models with newsprint to create a good surface for paint. Ten pupils successfully attached wheels using drills to make holes for axles, card strips for axle holders and saws to cut the wood dowel. Working in pairs, pupils made wheeled vehicles using construction kits. They identified and talked about the problems they had had, how they overcame these and what they would do next.

107 Pupils' progress is good. This has improved since the last inspection. They have many opportunities to practice and improve their skills. They develop their fine motor skills steadily and use previous knowledge in new situations. All pupils widen their use of simple tools and materials. For example, Year 2 use bench hooks, hacksaws and drills. They make good progress in lessons where they are given choice and opportunities to be creative.

108 The teaching in Key Stage 1 is good. Teachers are aware of how pupils need to progress, both in the use of tools and equipment and in the range of materials they provide. Pupils receive opportunities to express their own ideas in their practical work and in discussion. Year 2 children are particularly well challenged, both by the tasks set and the high expectations of the teacher.

109 There is a policy for design and technology in place. Insufficient emphasis is placed on encouraging pupils to design models before making them. The links with information technology for designing are not yet developed.

124 **Geography**

110 During the inspection only one lesson was observed. Boys and girls, including those with special educational needs and those from other ethnic backgrounds, make satisfactory progress. Scrutiny of work, teachers' plans and conversation with pupils show that standards have been maintained since the last inspection.

111 In Year 1, pupils understand differences between types of land-use. They use the terms 'city,'

'mountain' and 'river' correctly. They make hills and valleys in their sand-pits. Pupils have visited a wood to see how different its features are in comparison with a town. Pupils study the features of houses and draw similarities and differences between them. They express likes and dislikes appropriately. After a visit to a zoo, pupils coloured a plan of it, showing places they visited.

112 At the end of Year 2, pupils learn the names of the four countries of the United Kingdom and locate famous places such as London, Rotherham and Cleethorpes. Pupils know where Grace Darling lived. They draw picture maps of the route to school showing places of interest on the way. Average and higher attaining pupils mark their way to school using a town on a map.

113 Pupils learn to use appropriate geographical vocabulary and to distinguish which characteristics of an area make it unique. Pupils learn to draw maps using increasing degrees of accuracy and to classify different types of land-use. For example, they classify housing, shops and parks. Pupils learn to find objects on maps using simple co-ordinates, and to work out how to find the school using a town map.

114 Pupils respond well to geography. From the past work observed and the one lesson inspected, pupils show interest and record their ideas well. Their early attempts to draw maps and to explain their ideas show they have concentrated well.

115 In the one lesson seen, the quality of teaching was good. Pupils' work shows that teachers have a good knowledge of geography and teach the necessary skills and knowledge effectively. Teachers make good use of the school's limited guidance and adequate termly plans. The curriculum is satisfactory. The co-ordinator does not at present have opportunities to read teachers' planning. A strength of the teaching is the use of a good range of visits to interesting places. These include a safari park and other contrasting areas. The school successfully broadens pupils' horizons, which has a positive impact on their geographical attainment and knowledge of the world. The school's resources are adequate.

130 **History**

116 Pupils continue to make satisfactory progress, as reported in the previous inspection. They have appropriate levels of understanding of the past for seven-year-olds by the end of the key stage. All pupils, including those for whom English is an additional language, and those with special educational needs, gain a satisfactory understanding of chronology and differences between past and present.

117 Year 2 pupils understand how work, family life and school were different in Victorian times. They draw and label inventions from Victorian times such as the post box, aeroplane, bicycle, vacuum cleaner and stamp. They know key differences between the lives of rich and poor families. Pupils make accurate observational drawings of old kitchen objects such as the washing dolly. They understand the importance of famous people from the past such as Florence Nightingale.

118 Year 1 pupils identify and compare old and new buildings in the local area. They discover changes in streets through looking at pictures of the same London street in work on the Great Fire. Reception children begin to develop an appropriate understanding through work on stories and changes in their own and their families lives.

119 There was insufficient evidence during the inspection to judge the overall quality of teaching and pupils' responses in lessons. Teachers continue to make good use of artefacts, display and visits to place such as Conisborough castle and Clifton Park museum to enliven pupils' experience of history.

134

Music

- 120 Pupils continue to make satisfactory progress in music, as reported in the previous inspection. Progress in composition has improved since the last inspection and is now also satisfactory. All pupils have a weekly music and singing lesson in year groups with a specialist music teacher. They also learn music in class lessons and through topic work. Assemblies widen their experience of music through singing together, and hearing famous classical works such as Grieg's "Morning".
- 121 By the end of the key stage pupils know an appropriate range of songs and rhymes for seven-year-olds. They recognise rhythm, volume and rests in scores. Pupils follow basic notation in clapping, singing and in playing percussion instruments to accompany songs. They begin to describe the feelings arising from the music they hear. However, poor vocabulary restricts the development of appraising music for a majority of pupils. All pupils sing expressively when reminded. For example, reception pupils emphasised the word "fall" in "Humpty Dumpty" and showed Little Miss Muffet's fear of the spider. The music programme helps in these ways to strengthen listening skills and concentration. Singing lessons contribute significantly to speech development, but poor expression reduces the quality of performance at times.
- 122 Pupils enjoy singing, action rhymes, accompanying and learning to play percussion. Good resources and careful timing hold interest and encourage full participation in most lessons. Pupils are keen to perform in front of the class. They then follow scores and directions carefully. There is sometimes restlessness in weekly singing practices when pupils perform songs they have often sung before.
- 123 The overall quality of teaching in lessons and practices is satisfactory. Piano accompaniments and the expertise of a part-time music specialist significantly improve the quality of teaching and progress. In the good lessons, teachers plan, time and organise musical activities well. As a result, pupils maintain good standards of listening. Extra resources such as puppets enable pupils to make good progress in rhythm and expression. Teachers have satisfactory knowledge of music and have improved their expertise in the use of notation. As a result pupils are making better progress in composition. Teaching is less effective in some parts of whole year lessons, as opportunities for pupils to play instruments are limited.

138

Physical education

- 124 Boys and girls, including those with special educational needs and those from other ethnic backgrounds, make good progress. Standards of work are similar to those found at the last inspection, and as expected for pupils' ages.
- 125 In Year 1 lessons, pupils move in various ways but keep one part of their bodies still. They 'sink' into the floor and try to 'disappear' by making themselves very low and small. Pupils balance and slide using their hands and land in a variety of ways. They curl, roll, jump high and hop. Higher attaining pupils somersault off a bench. Most pupils perform controlled forward rolls. Pupils throw and catch a ball to a standard typical for their age. They throw accurately, even when using rugby balls. At the end of Year 2, pupils work safely and plan and perform simple skills and short sequences of movements successfully. They make simple judgements and discuss with their partners what they have done.
- 126 Pupils learn to move safely and to control sequences of actions in gymnastics. They learn to refine their skills and work with a partner successfully, for example, when catching and throwing. Pupils learn to follow rules and to exercise safely. In some classes, pupils made very good progress with the evaluation of their work and of other groups' work.
- 127 Pupils have good attitudes to work and enjoy lessons. Pupils persevere with tasks and show that they think about, for example, the quality of their movements. In some lessons, pupils show delight in what they achieve. They wait patiently for directions and listen well to teachers. Pupils behave well and enter and leave the hall in an orderly manner. They work well in pairs and often try very hard to

invent something new, such as moving on two hands and one foot in a way that no one else has.

- 128 The teaching is good. Teachers give clear instructions and there is usually good pace in lessons. Relationships with pupils are good and they are well managed. Good attention is paid to health and safety matters and pupils exercise safely. Some teachers show considerable expertise. They challenge pupils with finely graded series of activities that allow pupils to make good progress. In the best lessons, pupils are invited to evaluate their work. Lessons are well prepared but teachers' assessments and records of what pupils can do are limited. There are no extra-curricular activities.
- 129 The school benefits from a small field and hard playing areas. The hall provides a good flat space for indoor work. Small equipment, such as bats and balls and large equipment are satisfactory. The co-ordinator has recently completed a good policy and a satisfactory scheme of work for teachers to follow.

144 **PART C: INSPECTION DATA**

144 **SUMMARY OF INSPECTION EVIDENCE**

11 Four inspectors, including a lay inspector, spent a total of 16 inspector days in the school gathering first hand information.

- 1• 72 lessons were observed. The time spent including observation of lessons, sampling and scrutinising pupils' work and hearing pupils read, was over 54.31 hours.
- 1• In addition to the above assemblies were attended; the registration of pupils was observed; interviews were held with staff, governors and others; pupils were observed in the playground and around the school and inspectors took lunch with pupils.
- 1• Reports on pupils, teachers' records and teachers' assessments were examined.
- 1• Statements of special educational needs, individual education plans and attendance registers were also scrutinised.
- 1• All documentation, including policies and the school development plan provided by the school in advance of the inspection, was read and analysed both before and during the inspection.
- 1• The previous Inspection Report on the school was read and analysed.
- 1• Budget figures were scrutinised and discussed.
- 1• The registered inspector held a meeting for parents before the inspection, also meeting with staff and governors in separate meetings.
- 1• Questionnaires were issued to parents and the returns analysed, the data being recorded in the report.

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y2	216	1	35	89

Teachers and classes

Qualified teachers (YR – Y2)

Total number of qualified teachers (full-time equivalent):	10.3
Number of pupils per qualified teacher:	20.97

Education support staff (YR – Y2)

Total number of education support staff:	4
Total aggregate hours worked each week:	77
Average class size:	24

Financial data

Financial year:	1998
	£
Total Income	424,370
Total Expenditure	418,914
Expenditure per pupil	1,528.88
Balance brought forward from previous year	8,468
Balance carried forward to next year	13,924

PARENTAL SURVEY

Number of questionnaires sent out: 216

Number of questionnaires returned: 67

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	39	55	3	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	43	53	1	3	0
The school handles complaints from parents well	22	61	14	3	0
The school gives me a clear understanding of what is taught	24	61	6	9	0
The school keeps me well informed about my child(ren)'s progress	34	54	6	6	0
The school enables my child(ren) to achieve a good standard of work	38	54	8	0	0
The school encourages children to get involved in more than just their daily lessons	30	45	18	7	0
I am satisfied with the work that my child(ren) is/are expected to do at home	43	51	3	3	0
The school's values and attitudes have a positive effect on my child(ren)	42	50	2	6	0
The school achieves high standards of good behaviour	33	51	9	7	0
My child(ren) like(s) school	65	34	1	0	0

Other issues raised by parents

None.