

INSPECTION REPORT

FLANDERWELL PRIMARY SCHOOL

Flanderwell, Rotherham

LEA area: Rotherham

Unique reference number: 106924

Headteacher: Mrs M. Gambles

Reporting inspector: Mr G.R. Logan
11810

Dates of inspection: 25th – 28th June 2001

Inspection number: 196032

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Greenfield Court
Flanderwell
Rotherham

Postcode: S66 2JF

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Appropriate authority: The Governing Body

Name of chair of governors: Mr C. Elliott

Date of previous inspection: 30th June – 3rd July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
11810	Mr G.R. Logan	Registered inspector	Design and technology; Music; Equal opportunities	Characteristics of the school; The school's results and achievements; How well are pupils taught?; How well is the school led and managed?
10965	Mrs P. Edwards	Lay inspector		Pupils' attitudes, behaviour and personal development; How well the school cares for its pupils; How well does the school work in partnership with parents?
22182	Miss F. Robinson	Team inspector	English; Areas of learning for children in the Foundation Stage; English as an additional language.	
20007	Mr T. Neat	Team inspector	Science; Information and communication technology; Physical education	Spiritual, moral, social and cultural development
14814	Dr J. Turnock	Team inspector	Art; Geography; History; Special educational needs	
28686	Mrs E. Walker	Team inspector	Mathematics; religious education	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Flanderwell Primary School is a community primary school with 225 pupils in the main school; 107 boys and 118 girls. In addition, there are 39 part-time pupils, 26 boys and 13 girls, in the nursery. Pupils' attainment on entry to the nursery is below average, with particular weaknesses in language development and personal and social development. Sixty-four pupils have special educational needs, and two of these have statements. These figures are broadly in line with the national average. A very small number of pupils are from minority ethnic groups, none of whom speak English as an additional language. Twenty-six per cent of pupils are eligible for free school meals. This is above the national average. Pupil mobility is not a significant factor, with just under ten per cent of pupils leaving or joining the school, other than at the end of the year. The school has recently had additional staffing provided through the Excellence in Cities initiative.

HOW GOOD THE SCHOOL IS

The recently-appointed headteacher is providing clear leadership, with a commitment to effecting change and raising standards in the school. She is well supported by the staff and governing body. The quality of teaching is good in the Foundation Stage. It is satisfactory in the rest of the school, with a significant amount of good or very good teaching. The good teaching in the Foundation Stage gives children a good start when they enter school. Pupils' attitudes and behaviour are almost always good and relationships in the school are good. The sharp focus on literacy and numeracy, and the improved teaching, are raising pupils' achievements in these areas. Pupils' progress is at least satisfactory. However, the curriculum is not fully balanced at present. Some subjects receive insufficient teaching time and standards are unsatisfactory as a result. This is a significant weakness. Teachers' planning does not consistently identify the needs of the full range of pupils. Overall, however, there is good support for pupils with special educational needs, and the school is actively identifying gifted and talented pupils for support. There are good care arrangements. Parents are kept well informed about their child's progress. The school receives funding at a level significantly above the average. However, the school's emerging strengths just outweigh its remaining areas of weakness. It currently provides value for money which is broadly satisfactory, and is on track to do even better when improvements currently being implemented have time to impact on standards.

What the school does well

- The provision for children in the Foundation Stage is good.
- The provision for pupils with special educational needs is good, and they make good progress.
- Pupils' attitudes and behaviour are almost always good; relationships in the school are good. This has a positive effect on pupils' learning.
- The provision for pupils' social and moral development is good.
- The recently-appointed headteacher is providing a new direction for the school and improvements have already taken place at a brisk pace.

What could be improved

- The curriculum is insufficiently balanced and this is leading to too little time being available for effective teaching and learning in some subjects.
- Standards are not high enough in science, information and communication technology, design and technology, geography, history and religious education.
- There are weaknesses in the use of assessment information to plan future work for some pupils.
- The role of subject manager is underdeveloped in some subjects.
- Attendance is below the national average, mainly because of holidays being taken during term time.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997. Satisfactory progress has been made in tackling the issues, but much remains still to be done if standards are to improve overall. A number of weaknesses were identified at that time. The central finding was that standards were not high enough.

There has been progress since 1997, although most of it has occurred in the current year, since the new headteacher took up her appointment. The school was asked to clarify its strategic objectives for raising attainment. This has now occurred and there is a clear strategic plan to raise attainment across the curriculum, now that the literacy and numeracy strategies are more fully embedded in the curriculum. A school development planning process has been implemented, although the involvement of subject managers in evaluating the curriculum remains a weakness. A whole-school curriculum plan was developed at the beginning of the current year and there is a clear overview of what should be taught and when. The national schemes-of-work have been adopted. These require further work so that they meet the particular needs of the school. Teachers now have a clear understanding of learning objectives and identify these routinely in their planning and in lessons. Some progress has been made in identifying assessment procedures in English and mathematics, but not in the remaining subjects. The use of assessment information remains a weakness. All statutory requirements are fully met. Standards are moving forward. The test results in 2000 in English and mathematics, while not high enough, were the best ever achieved in the school. The school is beginning to target pupils' achievements more precisely.

STANDARDS

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

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	E	E*	D	C
Mathematics	E*	E	D	C
Science	E*	E	E*	E

Key

Well above average A

above average B

Average C

below average D

Well below average E

The national test results for 11 year olds in 2000 were below average in English and mathematics and very low in science in relation to what is being achieved in schools nationally. Standards were average in English and mathematics and well below average in science when compared to similar schools¹. Although still below the level where they should be, standards have risen steadily over a five year period, and results in English and mathematics in 2000 were the highest ever achieved by the school. Inspection evidence indicates that standards in English and mathematics in Year 6 in 2001 are unlikely to show an improvement on the 2000 results. This is because there is a high proportion of pupils with special educational needs in that year group. However, the benefits of the school's focus on literacy and numeracy are very evident in the improved standards in other year groups. There has been a significant improvement in test results in science, largely because of effective targeted revision during Year 6. Pupils' work shows that the attainment of 11 year olds matches that expected nationally in art and design, physical education and music, but not in geography, history, religious education and design and technology. This is largely the result of the curriculum lacking balance, with too little time given to teaching these subjects. Many children enter the school with below average levels of prior attainment. Provision in the Foundation Stage is good, giving children a good start. Almost all pupils are making at least steady progress in literacy and numeracy. The school is now working to ensure more even progress in subjects across the curriculum. Pupils with special educational needs are supported well and make good progress overall.

¹ Similar schools are schools with a similar proportion of pupils known to be entitled to free school meals.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school. They concentrate, listen well in lessons and show interest in their work.
Behaviour, in and out of classrooms	Good. Pupils behave well in and around the school. They are polite and courteous and show considerable interest in visitors. There has been one recent exclusion.
Personal development and relationships	Good. Pupils willingly accept responsibility. Relationships are good. Pupils work and play well together.
Attendance	Attendance is below the national average. A significant minority of families continue to take their annual holidays during term time. The level of unauthorised absence is above the national average. Where attendance is unsatisfactory, pupils' attainment is affected adversely.

TEACHING AND LEARNING

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

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

While teaching was sound overall at the last inspection, there were a number of weaknesses. The quality of teaching has now significantly improved. Ninety-seven per cent of teaching is satisfactory or better, 36 per cent is good and eight per cent is very good. Three per cent is unsatisfactory (two lessons, one in each key stage). Teaching in the Foundation Stage is good overall, with almost two-thirds of the teaching being good or better. Teaching is satisfactory in the main school; there is less good or very good teaching than in the Foundation Stage. However, the improved quality of teaching is having a positive effect upon pupils' attitudes to learning and is producing significantly better progress in mathematics and English. The lack of time given to some subjects affects attainment in those areas. Teachers do not consistently provide for the full range of pupils, particularly in the non-core subjects. Opportunities to extend literacy, numeracy and information and communication technology skills across the curriculum are underdeveloped. The best teaching sustains a brisk pace and builds upon pupils' enthusiasm and interests. This promotes pupils' learning well. Questioning is used effectively in some lessons – for example, in the Foundation Stage. Almost all staff manage their classes well, and relationships with pupils are consistently good. The use of assessment information to help pupils to improve their work is a weakness; this has a negative effect on pupils' learning. The good support provided by learning support staff has a positive effect on the quality of pupils' learning, particularly those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Unsatisfactory overall. The curriculum for children in the Foundation Stage is good. However, the curriculum for 5 to 11-year-olds is unbalanced. The bulk of time is given to literacy and numeracy and while this is having a positive effect on standards in those subjects, too little time is left to teach other areas of the curriculum properly. This limits pupils' learning opportunities and is the main reason why standards in some subjects are unsatisfactory.

Provision for pupils with special educational needs	Good. Pupils are supported well and they make good progress towards the targets set for them. The school has recently introduced a programme for the identification and support of gifted and talented pupils.
Provision for pupils' personal, spiritual, moral, social and cultural development	Satisfactory overall. There is good provision for social and moral development. Pupils have a clear understanding of the difference between right and wrong. The provision for spiritual development is satisfactory. However, provision for cultural development is unsatisfactory.
How well the school cares for its pupils	Good. The school provides good support and cares well for its pupils. Procedures for ensuring pupils' welfare are securely in place. However, there are some shortcomings in monitoring attendance.

The school's partnership with parents is good. Parents value the work of the school. They receive good quality information about school activities and how their children are getting on. The quality of care is good. The identified shortcomings in the curriculum represent the fundamental weakness in the school's work. Nonetheless, this can be quickly resolved and a better balance of experience provided.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher is providing a clear direction for the school. Appropriate priorities have been identified and progress is being made in dealing with some longstanding weaknesses. The strategic decision to secure standards in literacy and numeracy is proving to be effective. The role of subject co-ordinators in leading improvement, other than those for literacy and numeracy, is weak.
How well the governors fulfil their responsibilities	Good. The governors are very committed to the success of the school and actively support its work. Legal requirements are met.
The school's evaluation of its performance	There is a clear understanding of the school's strengths and weaknesses and these are clearly reflected in the school development plan.
The strategic use of resources	Satisfactory; educational priorities are supported through the school's effective use of the resources made available to it. The school's application of the principles of best value is broadly satisfactory, with some room for improvement .

The overall quality of the accommodation is barely satisfactory for the delivery of the curriculum, particularly for the older pupils. Several classrooms are extremely cramped and spare space is limited. The nursery accommodation is good. Staffing levels are satisfactory. The level of resourcing is unsatisfactory. A number of subjects, including science, religious education, information and communication technology, physical education, history and geography have insufficient resources and this is affecting the quality of pupils' learning. Resources for literacy have improved significantly.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The school expects children to work hard.• Children are making good progress.• The teaching is good.• They feel comfortable in approaching the school.• The school is helping children to mature.	<ul style="list-style-type: none">• The amount of homework given to children.• The limited range of extra-curricular activities.

Inspectors agree with parents' positive views of the school and with their concern about the inconsistent amount of homework given across the school. However, the range of activities provided outside lessons is similar to that available in many primary schools and offers pupils opportunities to take part in musical and sporting clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2000 national tests for pupils aged seven, standards were average in mathematics and well below average in reading and writing. In comparison with similar schools, standards of attainment were above average in mathematics, but below average in reading and writing. Standards have improved steadily in the last four years, although they still fall well short, especially in language, of what is being achieved nationally, particularly at the higher attainment levels. Boys perform slightly less well than girls.
2. Inspection evidence indicates that the standards currently attained by pupils aged seven are broadly the same in reading and writing and below average in mathematics when compared to the 2000 national tests. This reflects the particular characteristics of a Year 2 cohort, which was below average on entry to reception and has a significant proportion of pupils with special educational needs. Overall, the introduction of the National Literacy and Numeracy Strategies, and their consolidation into the curriculum in the current year, is having a positive effect on improving standards by the age of seven. The quality of teaching and learning is at least satisfactory in lessons.
3. The majority of the youngest children have below average levels of attainment when they enter the school. Almost always, there are significant deficits in language and personal and social skills when children enter the nursery. Children benefit from the good start provided in the nursery, and some are approaching the expected level in most areas of learning when they enter reception. This is confirmed by the initial assessments that are undertaken by teachers, using the local education authority's baseline scheme. By the time the reception children are ready to start in Year 1, a significant number of them attain the Early Learning Goals² in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development, creative development and personal, social and emotional development. Although standards are still low by the age of seven in the current year, this group had significant weaknesses upon entry and their current attainment does not adequately reflect the amount of progress which pupils have made.
4. In the 2000 national tests, standards for pupils aged 11 were below average in mathematics and English and very low in science. In comparison with similar schools, standards were average in English and mathematics and well below average in science. In the four years since the last inspection standards have shown a steady improvement, at a rate broadly in line with that found nationally. The percentages at Key Stage 2 in 2000 were the highest ever achieved by the school and reflect the determination to pull up standards very quickly. Even so, they remain some way below average, particularly in science. The school's results in science placed the school among the bottom five per cent nationally. The school achieved its realistic targets by the age of 11 in 2000, and is likely to do so in 2001.
5. Inspection evidence indicates that standards in English and mathematics by the age of 11 remain below average. Early indications are, however, that test results in science for 2001 will show a significant increase in the number of pupils achieving the expected level 4. While pupils currently in Year 6 are unlikely to improve significantly upon what was achieved in 2000 in English and mathematics, although standards in reading have improved in Year 6, they are nonetheless making at least satisfactory progress from a low baseline. Analysis of the progress made by pupils between Key Stage 1 and the Key Stage 2 tests in 2000 indicate that the majority made at least average progress in English and mathematics in relation to their prior attainment. The improved planning for literacy and numeracy across the school, which

² Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning.

has only been in place for a short time, is having a positive effect upon attainment in these areas across the school. Inspection evidence confirms that pupils are reaching the expected levels in English in Years 1, 3, 4 and 5. None of these year groups have the same proportion of pupils with special educational needs as the current Years 2 and 6 (around one-third). Progress over time in a number of other subjects, on the evidence of the analysis of pupils' work, is, however, less secure.

6. Pupils' attainment in information and communication technology is below the expected level by the ages of seven and 11. The subject has limited priority at present. There are too few computers and staff lack confidence in teaching the subject. This means that pupils make too little progress as they move through the school.
7. Standards in religious education are below those recommended in the locally agreed syllabus. Pupils aged seven and 11 attain in line with national expectations in art and design, physical education and music, and below national expectations in history, geography and design and technology. The raising of standards is a key concern of the headteacher, who continues to work for further improvement.
8. The provision for pupils with special educational needs is good. Since the last inspection there has been an improvement in provision. Pupils in the Foundation Stage and across the main school now make good progress towards the targets in their individual education plans. There is clear identification of pupils' needs, good individual education plans which provide a clear direction for improvement, and effective monitoring of the progress which pupils are making. Gifted and talented pupils have been identified in Year 4 and are making satisfactory progress towards the targets in their group and individual education plans, relating to mathematics and art. These pupils make good progress in the literacy and numeracy hours and are well supported by classroom assistants.
9. The recently appointed headteacher is assembling a wide range of information on pupils' prior attainment and is beginning to undertake comprehensive target-setting for individuals across the school. Targets are set appropriately for the standards pupils are expected to attain in the end of key stage national tests in 2001 and 2002.

Pupils' attitudes, values and personal development

10. Pupils have positive attitudes to their work. This is in line with the findings of the previous report. The majority of the pupils respond well and show interest in the activities provided. They sustain good levels of concentration. For instance in a Year 5 and 6 swimming lesson pupils were well-motivated and responded well to instructions. Pupils enjoy coming to school and talk about their work with enthusiasm. Pupils work hard in lessons and try to do their best, as seen in a Year 5 and 6 numeracy lesson where pupils were measuring with increasing accuracy. Parents express strong agreement with the positive attitudes and values promoted by the school. The majority of parents agree that their children like school.
11. During the inspection, pupils' behaviour in lessons and around the school was good. They listen well to staff and to one another. This contributes positively to their learning. Playtimes and lunch times are pleasant social occasions when pupils play well together. They demonstrate their acceptance of a clear moral code and show care for one another, their belongings and school property. No incidents of bullying were seen during the inspection. Pupils develop personal and social skills well, and are clearly motivated by the reward of Golden Time. The school has high expectations of pupils' behaviour. Parents are very pleased about this. There has been one exclusion in the last year.
12. Pupils with special educational needs show a keenness to learn and they form good relationships with one another and the adults who support them in lessons. Pupils with educational behavioural difficulties respond well to praise and clearly understand the code of conduct in the classroom. They respect the views of others in class lessons. Pupils' personal development is reinforced by the good links between home and school. The adult Learning Mentors provide very good support for these pupils through the 'Excellent in Cities' initiative.

13. Relationships between all members of the school community are good. Overall the majority of pupils know that all adults want what is best for them. This has a positive effect on the way the pupils treat other people. They willingly accept responsibilities when given the opportunity and enjoy helping with the routines of class and school, such as collecting team points and assisting at lunchtimes. There are, however, too few opportunities for pupils to use their own initiative and take responsibility for their own learning in lessons.
14. The level of attendance is well below the national average as a significant minority of families take their annual holiday in term time. This is adversely affecting attendance figures. Punctuality is broadly satisfactory, with the majority of pupils arriving within the time allowed for registration.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. At the last inspection, teaching was considered to be of sound quality overall. It was good in the Foundation Stage, but there were significant weaknesses at Key Stage 2, mainly in relation to the quality of planning. Almost one fifth of the teaching observed was unsatisfactory. Strengths included the very good working relationships which existed, the good subject knowledge evident in some lessons and good management skills. The weaknesses included an excess of teacher direction and over-control, the lack of clear learning objectives in planning, a lack of planning for the range of pupils in the class and weaknesses in day-to-day assessment. A key issue for action was the need to identify learning objectives clearly in planning.
16. The school has made erratic but steady progress since that time, and the quality of teaching has improved, although traces of some of those earlier concerns are still evident. The staffing of the school has been relatively stable since 1997. Inspection evidence indicates that there has been a considerable improvement in teaching quality. This is now satisfactory overall, but with a significant amount of good or occasionally very good teaching which is having a positive effect on pupils' attainment and progress. Across the school, teaching is satisfactory or better in 97 per cent of lessons. It is very good or excellent in eight per cent, good in 36 per cent and satisfactory in 53 per cent. Three per cent of teaching, one-sixth of the previous figure, is unsatisfactory.
17. The quality of teaching is best in the Foundation Stage where it is good overall. The teaching in over three-fifths of the lessons observed in the nursery and reception classes was good or better. In both classes, the quality and range of learning opportunities is good. Assessment is used well to help staff to plan the next stages of learning. There are high, but realistic, expectations of what children can achieve and the stimulating approach encourages young children to be curious and to learn well. There is good teamwork within and between both classes and the good quality provision enables children to make good gains in their learning and to have a consistent and cohesive experience in their first two years in school.
18. The quality of teaching is satisfactory in the main school. The percentage of good or very good teaching is very similar in both key stages (just under two-fifths). There is a general consistency of teaching quality across the year groups, with no year group significantly weaker than the others. The highest percentage of good teaching occurs in Year 3, where half the teaching was good or better. Consistent teaching is having a positive effect upon pupils' attitudes, behaviour and learning. However, the proportion of very good teaching remains modest and the school now has the challenge of building further upon current achievements. Two lessons observed, one in each key stage, were unsatisfactory.
19. Teachers' subject knowledge is generally secure, but there are minor weaknesses in design and technology, religious education and information and communication technology. However, the extent of teachers' knowledge in some areas is obscured by the infrequency with which the subjects are taught. Where subjects have had a high profile, such as English and mathematics, then the confidence of teachers and the quality of teaching have improved. The implementation of the literacy and numeracy strategies have provided a tight framework for teaching and learning, as well as clear guidance for teachers, and the benefits are beginning to come through. There has been a focus on the planning structure in the school. Planning for

literacy and numeracy is of good quality. In the non-core subjects, however, planning structures are less secure. Short-term planning is less rigorous. Weaknesses in assessment and planning for specific groups of pupils mean that work is not sharply matched to pupils' needs. Higher attaining pupils are not always planned for appropriately. Although learning objectives are now identified, short-term planning in the non-core subjects remains inconsistent. The teaching of basic skills has improved and there is some good practice in literacy and numeracy, but weaknesses in provision for information and communication technology. In general, the development of writing is inhibited because there is insufficient planning for writing opportunities across the curriculum. Numeracy skills are not used sufficiently in other subjects.

20. Assessment procedures, although developing, are not yet effective in subjects other than English and mathematics. Information is not used consistently to ensure that activities match pupils' varying needs and prior attainment. The quality of the marking of pupils' work is inconsistent and often weak. The better practice places emphasis on what pupils need to do to improve their work further. Too often, however, work is superficially marked, with few pointers for improvement and some work is not marked at all. The lack of secure assessment systems seriously affects the quality of pupils' learning and the progress that they make. The school is beginning to set targets for individual pupils in mathematics and literacy. Homework procedures are broadly effective across the school, although this varies between classes.
21. A key strength of teaching is the very positive way in which the staff manage pupils, and there is a good consistency of approach through the school. Staff have high expectations of behaviour, and the quality of relationships is very good. Teachers use a range of appropriate teaching methods. These include whole-class teaching, group and individual work. In the best lessons, teachers give clear explanations and ask incisive questions to test pupils' understanding. Support staff make a good contribution to pupils' learning and progress. The pace at which pupils are expected to learn varies. In some year groups – for example, Year 6 – the pace is often brisk and this motivates pupils well. Elsewhere the pace can be slower. The teacher is over-directive and pupils have too few opportunities to show initiative. This affects learning significantly. When a good pace is set and work of quality is expected, pupils are likely to complete sufficient work and extend their learning further.
22. Teaching for pupils with special educational needs is satisfactory. Early identification of pupils' special educational needs ensures that they have a good start to school. They make good progress because of challenging targets in their individual education plans and good teaching. Teachers' lesson plans in literacy and numeracy lessons ensure that planned work meets the needs of the different ability groups, including the more able. Planning in the foundation subjects is weaker, and account is not taken of individual pupil targets. Teachers and support staff work very closely together when planning activities to support pupils with special educational needs. Teachers have high expectations for good behaviour and their good questioning skills challenge pupils to think. Gifted and talented pupils in Year 4 now benefit, as part of the 'Excellence in Cities' initiative, from a weekly session of specialist teaching.
23. The following are examples of how good teaching positively affects pupils' learning:
 - In a very good numeracy lesson in Year 6, focusing on standard methods of long multiplication, the teacher had adjusted her detailed planning to take account of some slippage earlier in the week. The oral session, on decimal place values, was managed briskly, with rapid questioning and a range of challenging activities. Subject knowledge was good. When revising the methodology of grid and standard method multiplication, she stopped frequently to check their understanding of the procedures. The group activities were very closely matched to pupils' needs. The teacher worked closely with the higher attainers, to give them the skills to be able to work independently in subsequent lessons. The others worked independently, maintaining good levels of concentration. The quality of relationships was very high. The pupils responded maturely and were appreciative of each other's efforts. Overall, the quality of pupils' learning was very good and there was evidence of very good progress made by almost all pupils.

- A numeracy lesson in the Reception class focused initially on the recognition of two-dimensional shapes, followed by number activities. The strengths of the lesson lay in the very good relationships between the teacher and the children, the very effective use of a 'feely' bag to initiate children's interest in the hidden shapes, followed by very good use of questioning to test children's knowledge and understanding. There were high expectations of behaviour to which the children responded well. Children maintained good levels of concentration in the well-planned group activities, subsequently making very good progress when ordering numbers in a hundred-square. The closing minutes of the lesson were used effectively to reinforce children's understanding as they sang number songs and were given the opportunity to explain how they had arrived at their answers earlier. Overall, the strong management skills of the teacher, her very good subject knowledge and her very good understanding of the children contributed strongly to pupils' very good learning in this lesson.

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

24. Some weaknesses in the curriculum were identified when the school was last inspected. There was no overall curriculum plan and few schemes or guidelines. The amount of teaching time at Key Stage 2 fell below the minimum recommended time. There were significant weaknesses in teachers' planning. The school has resolved, or is working towards a resolution of, most of these shortcomings, mainly in the course of the current year. National guidelines have been incorporated into an overall curriculum map. This provides clear guidance to enable the school to implement a broad and relevant curriculum and satisfies the requirements of the locally agreed syllabus for religious education. However, the implementation of the curriculum is a significant weakness at present. There has been a strategic decision to focus on the implementation of literacy and numeracy strategies in the current year, with a view to raising standards in these critical areas. This is boosting attainment, but it means that insufficient time has been devoted to science, information and communication technology and a number of the non-core subjects. Standards in some of these areas are too low. The school now needs to redress the balance of the curriculum, in order to secure standards across the curriculum.
25. The quality and range of activities provided for pupils in the Foundation Stage is good. The curriculum covers all the six areas of learning recommended for young children., achieves a good balance of provision across the areas, and prepares children well for the National Curriculum and the next stages of learning.
26. The National Numeracy and Literacy strategies have been implemented fully and the main thrust of all teaching is embedded in the strategies. The school has prioritised these areas because standards at the end of both key stages have been a cause for concern. The emphasis on the teaching of literacy and numeracy is having a positive effect on standards and the progress pupils make. The generous amounts of time given to these subjects is, however restricting the time available for others, in particular science, religious education and design and technology. Opportunities for pupils to use the skills they have learnt in literacy and numeracy are not sufficiently developed. The lack of cohesion and the duplication of learning objectives in, for example, religious education, do not enable pupils to broaden their experience. The limited coverage of some subjects does not ensure consistent development of key skills and concepts. The lack of effective monitoring of the taught curriculum means there are repetitions, with similar work being repeated in different year groups. This limits the progress which pupils make.
27. Across the school, literacy and numeracy teaching follows the guidance of the national strategies. It is effective because teachers plan according to the strategies and are secure in delivering the teaching objectives competently and well. Short-term planning procedures in mathematics and English are satisfactory. However, tasks are sometimes insufficiently challenging to enable higher attaining groups of pupils to make sufficient progress. Planning for other subjects is less secure. It is not always clear what is to be taught.

28. Teaching and learning are much more effective when planning is linked to explicit statements about what is to be taught and makes clear links with other subjects – for example, identifying when literacy, numeracy or ICT skills might be deployed, to extend pupils' learning. While equality of access and opportunity is satisfactory overall, there is still insufficiently detailed planning to meet the needs of all pupils in mixed age classes.
29. Provision for health, sex and drugs education is satisfactory and provides a framework for the school's effective programme for pupils' personal and social development. There is a policy on sex education. Pupils are taught about citizenship at both key stages. Links with other agencies, such as the police and the local authority's anti-bullying team, help to support the school's work in this aspect of the curriculum.
30. The curriculum is enriched by a satisfactory range of activities that pupils attend outside lessons. For example, there are clubs that cater for pupils' sporting interests, as well as recorder and choir groups. Older pupils take part in a residential visit and use this opportunity to develop both their geographical and their social skills effectively.
31. The curriculum for special educational needs is good. Pupils with special educational needs are provided with a wide range of worthwhile experiences to meet their needs. For example, in Year 6, pupils work in groups for extended periods of time when accessing information from non-fiction text about the frost, dew and ice. Pupils with special educational needs receive a broad and balanced curriculum apart from some aspects of information technology, design technology, history and geography. The Code of Practice³ is fully implemented. Good use is made of support staff; they are well organised and provide effective support.
32. There are satisfactory links between the school and partner institutions. There are strong links between this school and the local secondary school. The school is part of the 'Excellence in Cities' initiative which provides specialist support for more able pupils in Year 4 to develop their thinking skills. Community links are good and relationships with parents and local residents are strong. The school takes part in community initiatives. Younger pupils visit the local church and the parish worker visits the school to take assembly from time to time.
33. The school makes satisfactory arrangements to promote pupils' personal development. Inspection findings reflect the views of the great majority of parents who believe that their children are helped to become mature and responsible.
34. The provision made for spiritual development is satisfactory. Suitable opportunities for reflection, often through prayers during collective acts of worship, raise pupils' spiritual awareness effectively. This was done in a particularly relevant way in an assembly for juniors seen during the inspection, in which the leader composed a prayer especially to fit the theme the pupils were considering. Social and moral development are fostered well. The school allocates time for all pupils to work regularly with their teachers in "Circle Time" to discuss social and moral matters. For example, in an English lesson for Year 3, pupils were involved in discussing classroom rules. Such opportunities reinforce the school's common-sense code of conduct and help to ensure that the pupils clearly understand right from wrong. The promotion of pupils' cultural awareness is unsatisfactory. Appropriate measures are in place, overall, to help pupils to know and understand their own heritage. For example, visits are received from people who contribute well to pupils' learning – one arrived recently claiming to be a Viking - and visits are made to places such as Eyam in Derbyshire. However, not enough work is done to increase awareness and appreciation of the diversity of cultural life in modern British society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has maintained the caring environment and good support for pupils, which were found at the previous inspection. The teachers know their pupils well, taking care of their

³ Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

individual needs. Parents are happy with the support and guidance offered to their children and value the caring ethos of the school.

36. The agreed behaviour policy is effective in promoting good behaviour. It is applied evenly and consistently by staff and pupils value their Golden Time. Incidents of reported bullying are dealt with promptly and effectively by the staff. The Youth Service is currently providing a useful course for pupils on how to combat bullying.
37. The school monitors attendance regularly. The education welfare officer visits school weekly and works closely with staff where there is perceived to be a problem with attendance. However registers are not always called at the beginning of each session and not always marked in ink. They are not stored in a safe central location.
38. All staff are aware of the procedures relating to child protection and the policy fully complies with that laid down by the area child protection committee. Pupils' health, safety and general wellbeing are effectively looked after. Lessons on sex education and drug awareness form part of the school's health education programme. All staff have received first aid training and all requirements are met. The school maintains an accident book for recording incidents. First aid boxes are appropriately sited and stocked and parents are informed of accidents involving their children and of any treatment given. The school governors have approved a comprehensive health and safety policy and all checks on equipment are up to date. Reasonable attention is being given to health and safety following the recent risk assessment.
39. Appropriate procedures have been identified for assessing pupils' attainment and progress in English and mathematics. These arrangements meet statutory requirements and contribute to the raising of standards. Those for assessing and recording pupils' writing skills have been implemented well. However, in science and the other subjects, the school has yet to put such arrangements into practice. Consequently, teachers cannot be sure that they can keep track of how well pupils are learning. There is some evidence that teachers are beginning to make appropriate use of the information they gain from their assessments of pupils' attainment and progress in English and mathematics to change their planning as needed. This is not the case in other subjects. As a result, teachers cannot always be sure that they are setting tasks for pupils that match their learning needs well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school continues to have good links with parents. The quality of information provided by the school is good. Parents feel that the school's regular newsletter keeps them well informed about developments. Consultation meetings for parents are held each term. Parents feel that they are given a clear picture of what is happening in the school and how their children are progressing. Annual progress reports for pupils in Key Stage 2 and children in the Foundation Stage of their education are clear and informative about their achievements and highlight areas for development. However, progress reports for pupils in Key Stage 1 are not consistent. Some are brief and contain little information useful to parents. The school is aware of this and the format of reports is being changed. The school prospectus provides a useful practical guide to the school. However, the national test results were omitted from the current publication.
41. Parents were able to attend a mathematics workshop and a meeting to discuss National Curriculum tests. The school does all it can to encourage parents to help in school, and a minority help in class with reading, needlework and art. Courses for parents have been organised to enable them to act as reading partners. This help is much appreciated by staff. Many parents enjoy sharing books with their children on arrival at school each Wednesday morning. The school homework policy is based on government guidelines and supported by the home-school agreement. However it is not used consistently across the school and inspection findings support parents' views that homework is not well used in all classes. The Friends' Association is open to all and is active in raising considerable funds to assist resource the school. Parents willingly offer support to the activities organised for the benefit of their children's learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. When the school was inspected in 1997, the pastoral aspects of management were considered to be satisfactory. The governing body was very supportive of the school and made a significant contribution to the identification of areas for development. However, aspects of management, such as the oversight of curriculum organisation and planning and the management of the development planning process, were weak. There was insufficient focus on developing strategies to enable academic standards to be raised. Although standards had moved forward in the period to 2000, the progress made in dealing with the other significant weaknesses identified has largely occurred in the last year, following the appointment of the new headteacher.
43. The headteacher and key staff are providing the school with purposeful leadership and management. The headteacher has a clear view of what needs to be done if the school is to move forward. She is well supported by the deputy headteacher, who has contributed well to the progress made by the school recently, but is restricted in her role by a full-time teaching commitment. The headteacher, in her first year, judged that considerable work was needed in order to secure the structure and effectiveness of implementation of the literacy and numeracy strategies across the school. This decision has been vindicated in that almost all pupils are now making at least satisfactory progress in these crucial areas. However, the time allocated to these subjects has given rise to some imbalance in the remainder of the curriculum. This has had a consequent effect upon standards achieved in a number of subjects. The school now has a clear view of what needs to be achieved across the curriculum and is well-placed to redress these weaknesses and to move forward.
44. The monitoring of teaching has improved significantly in the past year and there are sound and effective systems in place. The proportion of unsatisfactory teaching has been significantly reduced and although aspects of planning, particularly for the non-core subjects, still require improvement, the quality of planning for literacy and numeracy is now good across the school.
45. A key management weakness lies in the role and effectiveness of subject managers. Few of these, other than in literacy and numeracy, have been empowered sufficiently. Staff do not have a clear view of what subject managers ought to be doing. They lack opportunities to observe good practice in other settings, both within their own authority and more widely, and have insufficient opportunity to influence practice within the school. The shortcomings in the wider curriculum link directly to these weaknesses in middle management.
46. The school has explicit aims, with an appropriate focus on the raising of attainment. The values promoted by the school are strong. The social dimensions of the community and the very positive attitudes of the pupils are a strength. Parents are supportive of the school's work, and some of them provide good practical support.
47. The governing body, under the strong leadership of the chair, are very supportive of their new headteacher and the improvements evident in the school. Governors are increasingly well-informed about the work of the school and confident in judging its quality. They are still reliant to some extent on the information provided by the headteacher, particularly in relation to the curriculum and the standards being achieved. The role of 'link' governors is now well-established and several governors visit the school regularly. They fulfil their roles very effectively and are enthusiastic about their work in the school and the progress which they feel it is making. Committees are well-established and work effectively, giving due attention to their particular responsibilities. Legal requirements are met. Sound performance management systems have been implemented. The school development plan reflects the key priorities identified by the new headteacher when she took up post. These priorities are well-judged and appropriate. All staff and governors are to be involved in subsequent school development planning.
48. The headteacher and co-ordinator provide good leadership for special educational needs provision. The designated governor, who is newly appointed, shows an active interest in monitoring the progress which pupils make towards their targets. Resources, including classroom assistants and parent helpers, are well used to support pupils' learning and have a

positive effect upon the standards which they achieve. Statutory requirements of the Code of Practice for Special Educational Needs have high priority in the school development plan. There are good management systems in place. Individual education plans are of good quality and are reviewed regularly. All staff are kept informed of pupils' targets, but there is inconsistent evidence in planning of enough account being taken of these in subjects other than literacy and numeracy. The school receives good support from outside agencies.

49. The school has a comprehensive and informed plan on which to base its financial decisions. There are clear procedures to ensure that the financial resources are used effectively and targeted toward the priorities the school has identified. There is an established cycle of financial planning, which is now more closely linked to the school development plan. The monitoring of expenditure is secure and the school has worked hard to improve its procedures and target resources appropriately. Financial resources are targeted directly to benefit pupils' attainment and progress by maintaining staffing levels and tackling the resourcing issues in the school. The school has used significant resources to make sure the site is safe and secure and is now prioritising the improvement of curriculum resources to raise standards, particularly in English and maths. Although the funds the school has available to it are significantly higher than the national average for primary schools, standards are now more secure in the targeted areas of literacy and numeracy where almost all pupils are making at least satisfactory progress. Staff are well-established and committed. The school currently provides broadly satisfactory value for money. This is likely to be better when improvements being implemented have the time to have a positive effect on standards.
50. Planned financial reserves are acceptable. The governors, who are now fully involved through the appropriate committee, are advised by the headteacher on how to allocate funds so that the school can benefit from all available grants and initiatives. The school has recently been successful in attracting funds through the 'Excellence in Cities' initiative and these funds are supporting the development of provision for an identified group of gifted and talented pupils, so enabling them to make greater progress. Expenditure has been targeted directly to benefit pupils' attainment. The specific funds identified for the support of pupils with special educational needs is likewise well-focused and has a positive effect on the quality of learning provision for these pupils.
51. Governors are enthusiastic and involved in all aspects of the school. Although still reliant upon information provided by the headteacher, those governors who are directly involved in financial matters are developing their own knowledge and awareness of school and financial planning. Their input into the decision-making is now more focused and they are committed to ensuring that standards improve and the school has effective strategies to succeed. They should continue to ensure that they are taking a wider view and seek advice from a range of sources.
52. Day to day administration is effective and there are clear lines of responsibility for all spending decisions. Effective use is made of the information available from the computerised management system for monitoring. There are secure financial and administrative procedures in place. The school applies the principles of best value to its spending decisions in a satisfactory way; this ensures that the school receives good quality at the best price available. Governors are increasingly aware of the need to challenge what the school is doing, in order to judge its effectiveness. The most recent audit report has been received and its recommendations are being considered and acted upon. The school receives advice from the local education authority, which assists in the management of its finances.
53. Staffing levels are satisfactory. Class sizes are kept as small as possible. The need for mixed-age classes, arising in part from the significant variation in numbers from year to year, complicates the structuring of classes. Additional learning support staff are provided where possible. They work closely with class teachers, are effectively deployed and make a significant contribution to children's learning. Learning Mentors, provided through the 'Excellence in Cities' initiative, are making a significant contribution to the integration and social development of a number of pupils. Teachers are appropriately qualified with a suitable range of teaching experience. The provision of in-service development opportunities for staff is satisfactory.

54. The classroom provision is satisfactory overall for the delivery of the curriculum. However, some classrooms are extremely cramped and are not always well ventilated. Space is very limited and this restricts the activities which can be undertaken. As mentioned in the last inspection report, noise intrusion between linked units continues to be a distraction. There is no suitable area in which to establish a computer suite, to enable specialist teaching to take place. The impression made by some displays on pupils and visitors is muted because of the dark interior areas. The decorative state of the building is satisfactory. There is a separate nursery unit, with a secure play area, which provides pleasant accommodation for the youngest children. There are extensive hard play areas outside, although these lack seating or quiet areas, together with a large grassed playing field.
55. The inspection report of 1997 indicated that there were some shortages in resourcing. This remains the case. There has been considerable, and necessary, investment in literacy and numeracy, but significant weaknesses remain in a range of subjects, including science, information and communication technology, religious education, physical education, geography, history and art.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. While maintaining the progress currently being made in literacy and numeracy, and the focus on improving standards at 11 years in English and mathematics, the school now needs to raise standards in science, information and communication technology and a number of the non-core subjects. These include design and technology, history, geography and religious education.

Raise standards in each of these subjects by:

- Defining exactly what is to be taught and allocating sufficient time to ensure that pupils make the necessary progress;
- Increasing the effectiveness of subject managers in the monitoring of:-
 - (i) Planning
 - (ii) Standards
 - (iii) The quality of teaching and learning
- Improving the effectiveness of short-term planning in meeting the needs of groups and individuals, especially the higher attaining pupils;
- Ensuring consistent implementation of assessment procedures and their use to inform planning;
- Improving the effectiveness of teachers' marking in helping pupils to improve their work.

(paragraphs: 4; 6; 7; 19; 20; 24; 26-28; 39; 43; 45; 89; 91-97; 99; 102/3; 104-108; 109-115; 116-122; 123-126; 131; 137; 138-144)

The Governing Body should also take account of the minor issues identified in the report and include these in their action plan.

- The level of pupils' attendance remains below the national average.
- Pupils' cultural development, particularly in relation to their multicultural awareness, is unsatisfactory.
- Some weaknesses in resourcing remain, particularly in science, history, religious education and physical education.
- There is insufficient use of ICT to support learning across the curriculum.
- The implementation of tracking procedures, to support target-setting for individual pupils, is of crucial importance if progress across the curriculum is to be improved..

(paragraphs: 14 & 37; 34 & 140; 55, 92, 103, 115, 12102, 123, 141 & 144; 28, 29, 125, 130 & 137; 88)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	59
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	8	36	53	3	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20	225
Number of full-time pupils known to be eligible for free school meals	0	60

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	64

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.13
National comparative data	5.4

Unauthorised absence

	%
School data	1.69
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	17	15	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	13	13
	Girls	13	13	13
	Total	25	26	26
Percentage of pupils at NC level 2 or above	School	78 (72)	81 (66)	81 (75)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	12	13
	Girls	13	13	13
	Total	26	25	26
Percentage of pupils at NC level 2 or above	School	81 (75)	78 (78)	81 (81)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	18	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	7
	Girls	14	10	10
	Total	21	20	17
Percentage of pupils at NC level 4 or above	School	68 (39)	65 (45)	55 (45)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	6	6
	Girls	13	10	9
	Total	20	16	15
Percentage of pupils at NC level 4 or above	School	65 (16)	52 (23)	48 (23)
	National	70 (68)	72 (69)	79 (75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	196
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25
Average class size	28.1

Education support staff: YR – Y6

Total number of education support staff	4.5
Total aggregate hours worked per week	135

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20

Total number of education support staff	1
Total aggregate hours worked per week	33

Number of pupils per FTE adult	10
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
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	£
Total income	481244
Total expenditure	474074
Expenditure per pupil	2009
Balance brought forward from previous year	4028
Balance carried forward to next year	11198

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

264

Number of questionnaires returned

54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	39	4	0	2
My child is making good progress in school.	54	44	2	0	0
Behaviour in the school is good.	35	46	15	2	2
My child gets the right amount of work to do at home.	17	52	17	6	9
The teaching is good.	59	37	2	2	0
I am kept well informed about how my child is getting on.	43	44	11	0	2
I would feel comfortable about approaching the school with questions or a problem.	56	37	2	2	4
The school expects my child to work hard and achieve his or her best.	61	35	2	0	2
The school works closely with parents.	31	54	13	0	2
The school is well led and managed.	48	43	6	2	2
The school is helping my child become mature and responsible.	44	50	4	0	2
The school provides an interesting range of activities outside lessons.	24	31	19	11	15

Other issues raised by parents

Only a small number of written comments were included with the questionnaires returned. These included comments as to the recent improvements evident in the school; concerns included variable practice in relation to homework, the behaviour of a few pupils and site security.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. Children enter the nursery at the beginning of the term following their third birthday. They attend the nursery part-time for either morning or afternoon sessions. At the time of the inspection there were 21 children on roll for the morning session and 18 for the afternoon session. At the moment, they are admitted to the reception class at the beginning of the term in which they have their fifth birthday. There are currently 27 children in the reception year, of whom five are still under five. Most of these children are working within Key Stage 1 of the national curriculum. From September 2001, there will be two admissions to nursery and reception, in the autumn and spring terms respectively.
58. Children enter the nursery with below average attainment. Many begin with low skills in speaking and listening and personal independence. Since the previous inspection, language development, outdoor play and provision for the children in the Foundation Stage have been a focus, and these areas have improved. The nursery staff complete initial assessments, which gives them an overview of the ability of the children. They use the information well to provide a broad, balanced and relevant programme, which meets the needs of each individual. Overall provision in the Foundation Stage is good with children taking part in a wide range of activities. There are good planned opportunities for the children to spend time with teachers, support staff or other adults. During the first six weeks in reception, baseline assessments take place. By the end of the Foundation Stage, most children are likely to achieve the Early Learning Goals in communication, language and literacy, mathematical, creative, physical development, most aspects of knowledge and understanding of the world and in the personal, social and emotional areas of learning.
59. The quality of teaching and learning is good overall in the nursery and reception classes, ranging from satisfactory to very good. The adults working in both nursery and reception work closely together as a team and there is good teamwork between the nursery and reception classes. This helps to ensure continuity of teaching and learning. Effective learning takes place and children are assessed regularly. Outcomes from assessment are used well to identify individual needs and to inform planning. Learning resources are good to support the six areas of learning, are well-organised and easily accessible to adults and children. They support learning well.

Personal, social and emotional development

60. Children enter the nursery with limited skills in personal and social development. By the time they leave the reception class they are achieving the Early Learning Goals in this area. This shows good progress and reflects the good teaching in both the nursery and reception classes. Children are constantly encouraged to feel confident about what they can achieve. In nursery they share toys and resources well, for example when using the large outdoor wheeled toys and when playing together with the model caravans and swings. They take turns and tidy away equipment. They are independent, for example when using the toilet and washing their hands. Most children concentrate well and persevere with tasks set. They help one another and show concern for each other. For example, in role-play in the Post Office, the postman co-operated well with the postmaster as they filled the sack full of mail.
61. The quality of teaching in this area is good in both classes, enabling all children to make good gains in their learning. The adults have high expectations of how children should behave towards each other. These are reinforced and praise is used well to enhance children's self esteem. Good manners are promoted well; for example, in the nursery, children know they must wait their turn when offered fruit and biscuits and say 'thank you' afterwards. The adults create a warm and secure environment where children learn to respect and show consideration for each other. Opportunities are provided for children to select resources and activities independently and they are encouraged to take responsibility for tidying away resources at the end of each session.

Communication, language and literacy

62. Children enter nursery with low levels of communication, language and literacy skills. The quality of teaching and learning in this area is good and this helps children to make good progress. By the end of the Foundation Stage most children are likely to achieve the early learning goals. Speaking and listening skills are built upon well in nursery and in the reception class. There are many opportunities for children to engage in conversation and extend their speaking skills. For example, in nursery, there was animated role-play as children re-enacted the story of the 'Three Little Pigs' with glove puppets. When questioning children, adults encourage them to extend their vocabulary and sentence structure. Their skills are developed well through literacy work. Teachers and support staff plan the main activities well and this has a good effect on learning. They have high expectations of children's attainment and behaviour and make good use of questions to encourage a response: for example 'What happens to water when we put it into the freezer?'. Children listen attentively to each other and are keen to respond. They enjoy listening to stories such as 'The Three Bears' and use letter sounds to identify simple words in nursery. They enjoy looking at books and understand how books are organised. They are beginning to understand that print conveys meaning and books are taken home regularly to share with parents. Children in the nursery help to write books based on their work, such as 'Our Caravan Book'.
63. Children are given good opportunities in nursery and reception to practise writing their names and letters. Good use is made of name cards for children to copy. There are good examples of mark making as the children write letters to mums and dads. This is extended in reception where children have many opportunities to write letters during free play. Speaking and listening through structured role-play is well developed in reception. Books are prominent in the classroom and children enjoy books. They understand that the books they choose have a story and most children are able to predict what might happen from looking at the illustrations on the page. In reception children take reading scheme books home. This enables parents to share in effective learning activities with their children. Reading also takes place in the guided reading sessions. All children including those with special educational needs make good progress.

Mathematical development

64. When children enter the nursery class their attainment in mathematics is lower than that of children of a similar age. Both the provision for the development and awareness of mathematical language and the teaching are good. This helps children learn and make good progress. Mathematics is well taught. By the end of the Foundation Stage most of the children are likely to achieve the Early Learning Goals through practical activities. These include counting the candles on the birthday cake, the numbers of bones the dog has in the ICT program 'Give a dog a bone' and singing and counting rhymes such as 'Five Currant Buns in a baker's shop'. The most able children in nursery can count to ten and beyond and recognise the numerals. They have a secure understanding of shape, colour and size. This knowledge is built on and extended well in the reception class where children are grouped according to ability. These children follow the numeracy strategy and the analysis of work indicates there has been good progress since September. Basic counting skills are taught well to the higher attaining children who are now able to count to 100. The middle ability count well to 20 and are using 'bigger than', 'smaller than', 'heavier than' and 'lighter than' in their work. The least able children are extending their numbers to 20. The quality of teaching is good in the nursery and very good in the reception class. Good planning and organisation and involvement of support staff in children's learning help all children to make good gains in their knowledge, skills and understanding. Tasks are matched well to ability and children with special educational needs are well supported.

Knowledge and understanding of the world

65. Children's knowledge and understanding of the world is below average when they start in nursery and they make good gains in learning during the nursery and reception classes. Most are likely to achieve the Early Learning Goals by the end of the Foundation Stage. In the nursery, children learn about planting seeds and how seeds need water and sun in order to

grow. They grow cress and flowers and make a simple garden. They use construction bricks and join these together to make a range of models. They enjoy practising their cutting, joining and sticking skills when making collage pictures and they enjoy dressing up as children from other countries. They have a good understanding of which appliances use, and do not use, electricity. They look at maps to find out where their homes are and enjoy using magnifying lenses to look at spiders and stick insects. They make good progress with their computer skills and show confidence when programming the floor robot. In the reception class, children develop their skills well in cutting and sticking and older pupils use scissors confidently and cut shapes accurately. They show increasing awareness of festivals and events in the year such as Christmas and Easter. They extend their knowledge of Bible stories such as the Nativity. Most children show good control of the mouse when using the computer.

66. The quality of teaching is good overall in the nursery and reception classes. Teachers' knowledge and understanding is good and effective use is made of resources to support children's learning. A good balance of directed and free choice activities promotes independence in building, joining, sticking and cutting for a range of purposes.

Physical development

67. Teaching is good and children of all abilities make good progress in the nursery and reception. By the age of five years, most children are likely to achieve the Early Learning Goals. The large, well maintained, secure outside play area is a very good feature of the nursery and helps all children to become aware of themselves as individuals. Nursery children can ride their wheeled vehicles well and try to follow one another around the painted routes on the playground. They show a growing awareness of space and play safely. Children's dexterity is developed well through threading, working in sand and water, rolling and cutting. In nursery, children piece together jigsaws and learn to work out things for themselves. In reception, children make good progress in developing skills with construction kits. Children demonstrate satisfactory control over a range of tools for writing and painting. Scissors are used with skill and most control the mouse well when using the computer. Good support enables those children with special educational needs to achieve as well as other children. Reception children change independently for physical education and use the hall with increasing awareness of space and safety. Basic routines are reinforced well by the teacher and skills of jumping, hopping and skipping are carefully taught. Most children run, jump, skip and hop with the expected level of competence and they balance with good control and co-ordination.

Creative development

68. This area of learning is well taught and most children will have achieved the Early Learning Goals by the end of the Foundation Stage. Children enter school with below average brush control. However, they make good progress and the pictures on display in their art gallery show increasing maturity when using paint. Teaching is good and the nursery and reception children learn about colour, pattern and texture. They enjoy expressing their own ideas in painting and most control paint so that it does not drip. The children enjoy singing nursery rhymes, joining in enthusiastically and responding well to actions. Children in nursery are beginning to appreciate loud, quiet, fast and slow music. Reception children follow instructions well and learn to handle simple percussion instruments correctly in music lessons. When creating their own models from junk materials the more able children are able to explain what they have created and why. Nursery children make good progress with imaginative play as they play with diggers and lorries in the sand and pack a suitcase ready to go on a holiday. Dialogue is developed well in the Post Office corner in reception. Throughout the Foundation Stage good teaching results in the children making good gains in learning.

ENGLISH

69. The previous report indicated that standards in English were below average in most aspects of English and literacy. The quality of teaching was sound at Key Stage 1, but unsatisfactory at Key Stage 2. There was a lack of effective strategies for reading and many pupils, particularly the middle and less able groups, lacked confidence and enthusiasm for English.

70. Standards in English have improved for 11 year olds, and across the school, since the last inspection. Results in the 2000 national tests show that standards for 11 year olds, although well below average in relation to schools nationally, were in line with those in similar schools, with boys performing less well in reading than girls. For seven year olds they were below average in reading and writing, when compared to similar schools, but well below in reading and below in writing when compared to all schools. Test results have shown a reasonable improvement over the past four years at Key Stage 2 and the school did well to reach its demanding targets for 2000. Inspection findings reflect the test results at Key Stage 2. By the age of seven, there has been an improvement in reading, which is below average, however standards in writing remain stubbornly low at well below average.
71. There are many factors that affect pupils' achievements, especially at the age of seven. There is a high proportion of pupils with special educational needs in both Year 2 and Year 6, where over a third of the year groups have special educational needs. There is good support for these pupils and all pupils in these year groups are making satisfactory progress in relation to their prior achievement. The quality of teaching and learning has improved significantly since the introduction of the literacy strategy, especially at Key Stage 2, where the quality of learning is now good in lessons. Teachers work hard to promote the literacy skills of all pupils, especially in reading and writing, although there are some missed opportunities in subjects such as geography.
72. In the current year, the school has prioritised the raising of standards in literacy. The school has made many improvements and standards have risen across the school. Standards in reception, Year 1, Year 3, Year 4 and Year 5 are now in line with those expected of pupils of a similar age. These improved results are associated with the successful implementation of the National Literacy Strategy, better monitoring of planning and teaching and detailed tracking of pupils' progress. There has been an intense focus on developing reading in guided reading groups and writing.
73. Children make good progress in the Foundation Stage and standards are now average when they start in Year 1. Most children are on target to achieve the Early Learning Goals by the age of five. Progress is at least satisfactory in Key Stages 1 and 2 because of good teaching in literacy lessons. Pupils often make good progress and their skills and knowledge of reading and writing are being steadily built upon. Pupils with special educational needs make good progress in relation to their prior attainment.
74. Standards in speaking and listening are below average in Years 2 and 6. Pupils' listening skills are generally better than their speaking skills and are often good at Key Stage 1. Better opportunities are now provided for pupils to listen and speak in a variety of situations. Good opportunities are given to pupils to listen and speak in assemblies, particularly when they are encouraged to show and talk about good pieces of work. In most classes pupils listen carefully to instructions and, as a result of established routines and well organised classrooms, know what they have to do. At Key Stage 1, most pupils listen well and respond thoughtfully to adults' questions. They are keen to answer, especially in the literacy hour - for example, when Year 2 pupils recall the words 'vicar', 'font', 'pulpit' and 'bible' following a visit to a local church. They make their meaning clear and speak with growing confidence. The teacher effectively models their answers into correct sentences and helps to extend pupils' ideas.
75. By the age of 11 many pupils listen well and build on other pupils' contributions. They are given suitable opportunities to talk in front of the class and in small groups and pairs. For example, older pupils confidently talk about a text on 'Cyclones'. This is a good strategy to encourage all to take part in the discussion. In Years 3 and 4, pupils are developing greater competency with the spoken word and are keen to discuss plot and characters in a story and predict what is going to happen next. In Years 5 and 6 they clearly express their points of view. Throughout the school the use of standard English is encouraged by teachers, who act as good role models and who guide learning in a sensitive way.
76. By the age of seven, progress is good in reading and standards have improved but overall are still below average. Pupils are benefiting from the introduction of the literacy hour throughout

the school. Their responses to books have improved, but there have been limited opportunities to develop their reading skills across the curriculum. Teachers organise the shared text sessions well and pupils in Year 1 know the difference between fiction and non-fiction. They are effectively introduced to the contents page and index and most pupils have a good understanding of the role of the author and illustrators. More able pupils' dictionary skills are developing well and lower attaining pupils correctly match letters and pictures. Pupils are reading simple texts with increasing fluency and show, in discussion, that they understand them. Pupils read their books confidently and with enjoyment. They take books home on a regular basis and most pupils have someone at home who hears them read.

77. By the age of 11, standards are still below average in reading, with a few pupils in Years 5 and 6 beginning to attain the higher levels. Use of the library has improved since the last inspection. Pupils have a secure knowledge of terms such as index, contents and glossary and are aware of the classification system. The library is underused for research purposes. Higher attaining Year 6 pupils read from a good range of well-known texts during lessons and use contextual clues to gain information about characters, using inference and deduction. Insufficient use is made of reading skills across the curriculum, although dictionaries and CD ROMs are used to find information about topics in Years 5 and 6. However, computers are not used extensively to support learning.
78. Standards of writing are well below average at the age of seven. Average and higher attaining pupils write accounts of a visit to St. Albans Church using simple sentences. Lower attaining pupils communicate their ideas through very simple phrases and words. Pupils are taught to use capital letters and full stops in their work. Pupils write instructions, labels, book reviews, poems and stories, however there are only limited opportunities to write in other subjects. Some pupils are beginning to use a cursive style of handwriting by the end of Year 2; however the lower attaining pupils still print, some letters are uneven and writing lacks fluency.
79. Attainment in writing by the age of 11 is below average because of the high number of pupils with special educational needs in Year 6. They have not had the full benefit of the Literacy Strategy throughout their time at school. Progress is satisfactory across the key stage with some good progress in lessons and by pupils with special educational needs. Evidence was found of letters, introductions, stories, poems and science reports. In Years 5 and 6 there are good quality displays on how to make a cheese sandwich and a wide range of advertisements illustrating the use of persuasive language. There are good examples of Year 5 and 6 pupils' writing on display. For example, a Year 6 pupil writes 'Slippers are a type of indoor footwear which anybody can wear' to accompany a good detailed observational drawing. Older pupils have a sound understanding of the basic skills but sometimes lack the ability to use interesting language. Punctuation and spelling are below average for some pupils, but above average pupils have a secure understanding of the parts of speech and paragraphs. The presentation of work is usually neat throughout the key stage.
80. Overall, teaching of English is good. There has been an improvement in the quality of teaching and learning throughout the school and especially at Key Stage 2. Teachers are confident in delivering the National Literacy Strategy. Learning is built upon and developed steadily because there is a consistency in the management of lessons. There are many planned opportunities to develop speaking, listening, reading and writing skills and the effectiveness of the planning is good. Objectives are clear and tasks are matched well to pupils' ability. Teachers check what pupils understand on a daily basis and satisfactory use is made of assessment so that attainment and progress are monitored successfully. Marking is carried out regularly and there is consistent use of individual target setting for pupils. Pupils are well motivated and keen to learn in lessons. They work well together and enjoy discussions. Good use is made of support staff, especially to guide the learning of pupils with special educational needs.
81. The co-ordinator is highly motivated and knowledgeable. She is committed to raising achievement in literacy in the school and provides clear educational direction for the subject. She is aware of the effectiveness of teaching, planning and learning throughout the school and there is a good, shared commitment to the improvement of this area. She is also aware of the need to develop literacy skills across the curriculum, especially writing.

MATHEMATICS

82. In the 2000 national tests for 11 year olds, standards in mathematics were below those achieved by most schools. The percentage of pupils reaching the higher levels was well below the national average. In the years since the last inspection, performance in mathematics has fluctuated, although the results in 2000 were the highest ever achieved. Standards were average in relation to those achieved in similar schools. The 2000 test results for seven-year-olds also indicated a considerable improvement. Standards were in line with those achieved nationally and above those achieved in similar schools. The school has identified the need to raise standards in both key stages and is keen to meet the challenging targets (more than three-quarters of pupils achieving the expected standard in mathematics) set for 2002.
83. Inspection findings show that attainment is currently below average at both key stages, although pupils are, overall, making steady progress. In Key Stage 1, the high priority given to number work is affecting standards in other areas of the mathematics curriculum. Pupils are not given sufficiently interesting opportunities to apply the skills they have learnt. The attainment of pupils in Year 2 is below average, although they have made at least satisfactory progress, given their low level of attainment when they entered the school. The majority of pupils have difficulty in counting numbers beyond 50. However they can recognise number patterns based on 5's and 10's and perform simple addition and subtraction using numbers less than ten. A number of higher attaining pupils in a Year 2 lesson based on giving change by counting on or counting back from fifty were able to complete the task easily. However, because the session was based on materials for the whole class they did not extend their knowledge and worked within the limits for lower attaining pupils. More able pupils have difficulty in counting correctly both forwards and backwards from 200 in 2's, 5's and 10's. Pupils with special educational needs make more progress because the tasks they are given are relevant to their needs.
84. It is a similar picture in Key Stage 2. Again, there is an emphasis on number work and whilst shape and measurement are evident in pupils' work, they often have little relevance when applying mathematical skills. Data handling and using and applying mathematics are not sufficiently in place to broaden pupils' mathematical thinking. This restricts the progress made over time.
85. Overall, however, pupils in Key Stage 2 are now making better progress than in the last few years and their achievement overall is satisfactory, given their attainment when they were in Year 2. However, attainment at 11 years is still below that expected for pupils of this age. Pupils in Year 4 are beginning to recognise the equivalence of fractions, to divide a whole by four, eight and sixteen and to recognise the relationship between the fractions. Pupils in Year 6 generally respond well to the good teaching in numeracy lessons. They have a range of skills and methods to compute numbers of two and three digits and can respond quickly to various number problems using a variety of methods to work out and check their results. Less able pupils can, for example, compute two and three digit numbers by ten and multiples of ten. However, although their skills are below those expected for pupils of this age, they are at an acceptable level.
86. Teaching is satisfactory overall, with better and some very good teaching in Key Stage 2. When teaching is good or better teachers have very concise learning objectives and their planning reflects appropriate tasks for different groups of pupils. There are strategically placed information boards and pupils are reminded of different points as the lesson proceeds. All lessons began with a lively mental arithmetic session which made pupils think and work hard; in most lessons teachers challenged pupils who were used to responding to the questions and enjoyed sharing their answers either orally or on a whiteboard. The pace of these sessions was brisk and in most lessons pupils made good progress. However, when pupils had to listen to protracted explanations they tended to lose concentration.

87. In most lessons, pupils worked hard and made good progress. In a Year 4 and 5 lesson, pupils had previously worked out the perimeter of various regular and irregular shapes. They then had to apply their knowledge to work out the area of the irregular shapes. They used cues effectively and recognised how to use multiplication and addition to work out the area. The lesson was well prepared and many pupils made very good progress, identifying new formulas to calculate the areas of irregular shapes.
88. Pupils' behaviour in lessons is always good. They work well both individually and with partners. They discuss their ideas and consider each other's points of view. Teachers' expectations are sometimes too low and do not extend pupils' thinking. When challenges arise, in the better lessons, the excitement of discovering new methods is shared and praised. Time is used effectively, especially in the mental number sessions. However, in Key Stage 1, some lessons are long and pupils lose concentration. Assessment information is not used sufficiently to plan teaching for particular groups of pupils. Targets are being developed for groups of pupils but are not yet sufficiently precise to improve attainment.
89. A weaker aspect of teaching is the lack of marking of pupils' work and the lack of guidance given to pupils. Often work is on sheets which are then filed without comment and pupils are unaware of the progress they have made. The lack of short-term assessment means that teachers are not always aware of the gaps in pupils' knowledge or where to target support and attention. For example, a Year 2 lesson on counting on and counting back relied on pupils understanding where to begin and finish. Pupils were not confident in using the number boards and so did not understand what they were being asked to do. ICT is not used sufficiently to support the teaching of mathematics. Pupils at the end of Key Stage 2 were not aware of programs that would help them to analyse data in the form of spreadsheets or graphs.
90. Since the last inspection the school has adopted the National Numeracy Strategy and now has in place a detailed scheme and guidelines for the teaching of mathematics. The mathematics co-ordinator has worked hard to improve both teachers' knowledge of how to teach mathematics and to improve resources. However, there is a over-reliance on published materials which do not consistently extend or improve pupils' skills and too few resources to provide opportunities for pupils to apply their skills. There are missed opportunities to develop the use of mathematics in other subjects of the curriculum.

SCIENCE

91. The teacher assessments of pupils aged seven in 2000 showed that attainment in science was well below the national average. The percentages of pupils achieving both the expected level 2 and the more difficult level 3 were well below average. The national tests taken at 11 in 2000 indicated that attainment was very low compared to the national average for all schools and well below the average for similar schools. The percentages of pupils reaching both the expected level 4 and the more challenging level 5 were very low. Over the period 1996 to 2000 the school's results have not improved as quickly as in most other schools. However, initial indications of the results of the 2001 national tests suggest that the standards achieved by pupils aged 11 have risen significantly. Inspection evidence reflects the results of the national tests.
92. Overall, pupils have not been making satisfactory progress at either key stage. The scrutiny of pupils' past work and discussions with them show that they could achieve more. The main reasons for this are: [1] not enough time is given to teaching science, [2] the investigative aspects of the subject are not taught well, [3] the marking of pupils' work is unsatisfactory, [4] learning resources are poor and [5] the role of the co-ordinator in checking what is happening in science is not developed strongly enough.
93. Most schools give far more time to the teaching of science than Flanderwell. For example, most pupils in Year 6 would have ten per cent of the week given over to science, whereas at this school only six per cent is allocated. Some teachers lack confidence in, and knowledge about, teaching pupils how to carry out tests and investigations. As a result, pupils do not gain skills of investigation well enough as they pass through the school. Although teachers discuss

pupils' work with them, the marking of written work often consists of ticks. Little use is made of constructive comments that show pupils how to improve. The quantity and range of science apparatus to support teaching and learning are poor. Preparatory work has been done to ensure that the co-ordinator's role is strengthened. His work in supporting colleagues is valuable and his good subject knowledge helps this. However, the lack of monitoring of standards, planning and classroom practice, restricts the effect that he has in raising standards.

94. Infant pupils do not do enough of their work through investigation. They learn about the changes that happen to water when the temperature is low, but do not learn enough about how to investigate and gather scientific information. They know much about the needs of humans, the way in which we grow and the differences between individuals. They spend a great deal of time studying diet, and so their understanding is good for pupils of their age. For example, they realise that carbohydrates give us energy. However, they do not do enough work on plants. As a result they do not recognise that different creatures are found in different habitats; nor do they use simple classifications to sort living things into categories. They know that substances are either naturally occurring or are manufactured, and can sort materials according to what they are made from. However, they do not discuss the properties and uses of materials sufficiently. Pupils know about the dangers of electricity. They name types of equipment that use this form of energy, but do not make circuits. They do not learn enough about sound and light.
95. Junior pupils do not develop appropriately as 'young scientists.' The amount of time they spend experimenting rather than simply learning facts varies as they pass through the junior classes, but most investigation is done in Year 4. By the time they reach Year 6, their ability to carry out investigations is markedly lower than in most other schools. For example, they do not explain what they intend to find out, they do not predict what might happen, and do not always identify what they have found out as a result of investigations. There is no clear indication that they understand that scientific ideas are based on evidence. For example, they do not explain how they make such tests that they carry out, fair. Much of the other work that junior pupils do is appropriately challenging, and occasionally is above the level expected for their age. This is true of some of the activities that pupils in Year 4 undertake concerning physical processes. Generally, though, junior pupils do not cover enough ground because time is short.
96. Teachers are better at identifying exactly what pupils are intended to learn in lessons than at the time of the last inspection, and teaching is based more securely on what has already been taught, thanks to the adoption of national planning guidance. However, the school still has not implemented effective assessment procedures, although plans to do this are well advanced.
97. The quality of teaching was satisfactory, overall, in the lessons observed in both infant and junior classes. The teachers' good management skills result in pupils concentrating effectively. The positive relationships that exist in most classrooms promote the good attitudes that pupils have towards this subject. This is clear from the care they take with their written work, which is often beautifully presented. The clear explanations that teachers give, and the good quality of their questioning, ensure that pupils understand what to do. Consequently, they apply themselves to their tasks and work at an appropriate rate. However, the scrutiny of pupils' past work shows that some teachers do not know enough about teaching parts of the programme of study for science, especially the investigative aspects. This results in them not making enough demands on pupils. The teachers' short-term planning does not consistently identify how the needs of groups and individuals, such as those with special educational needs and higher attaining pupils, will be met. Also, assessment information, gathered informally and not recorded systematically, is not used effectively to adapt the planning of lessons. Stronger leadership is needed, with closer monitoring of standards and practice, if the subject is to be moved forward.

ART AND DESIGN

98. Since the last inspection standards in art and design have been maintained and are broadly in line with national expectations by the ages of seven and 11. Some pupils' close observational

work is above the level expected. Children in the nursery enter the school with below average ability in creative work. The weaknesses identified in the last inspection relating to an inconsistency in the level and quality of work achieved and the lack of work produced involving drawing and fabrics has been fully resolved. However, there is still little evidence of three-dimensional work. The staff are now more confident in teaching the subject.

99. No lessons were timetabled during the inspection week in Key Stage 1 and a very limited number of lessons in Key Stage 2. However, judgements are based on teaching in Key Stage 2, discussions with teachers, talking to pupils and the analysis of artwork in folders and on display in classrooms and in corridors. This indicates that pupils' art is rarely annotated and therefore they are not given sufficient guidance to enable them to improve the standard of their work.
100. In Year 1 pupils make three-dimensional models of houses using recycled materials. However, clay work is currently under-represented across the school. Pupils in Year 2 paint seagulls and in Year 3 they use painting techniques to represent sunflowers based on the work of Van Gogh. They use fabrics to reflect the texture of the thick oil paint in Van Gogh's work and computer graphics to draw sunflowers. Guidance on close observational work is a strong feature of the teaching. However, there are no sketchbooks to show the progression pupils make in skills and techniques. Pupils in Years 3 and 4 print different fruits and vegetables and good observational sketches of different styles of 'Trainers' are evident in Years 5 and 6.
101. The quality of teaching in Key Stage 2 is good in the majority of lessons. Teachers are effective in modelling art techniques. For example, they demonstrate how pupils can combine movement in their drawings by manipulating the limbs of a cut out figure. Pupils are developing good observational skills and are able to compare the influence of other artists from ancient Greece when discussing works of art based on the first Olympic Games. Teachers have high expectations for learning and behaviour and as a result pupils have good attitudes to learning. Pupils with special educational needs make good progress in lessons.
102. The curriculum is broad and balanced apart from restricted opportunities to develop painting skills in Key Stage 1 and a dearth of three-dimensional work across the school. Assessment procedures are unsatisfactory overall. There is no portfolio of work to show standards expected of pupils as they progress through the school. There is a policy in place and a scheme of work in Key Stage 1 to underpin medium term planning. However, there is no scheme to support teachers' planning in Key Stage 2. Short term planning is unsatisfactory overall.
103. The subject has not been a priority in the school development plan and there is no whole school approach to the continuing professional development of teachers or planning the curriculum. Resources are barely adequate to support learning. The co-ordinator samples artwork on display and evaluates pupils' work during assembly. However, there are currently no opportunities to monitor teachers' planning or the teaching of the subject.

DESIGN AND TECHNOLOGY

104. Two lessons were observed during the inspection. Additional evidence was drawn from the scrutiny of pupils' work, artefacts displayed around the school, a detailed analysis of teachers' planning and discussions with staff. Standards in design and technology are below the standard expected nationally both at age seven and 11. This is a similar picture to that reported in the previous inspection. The progress made since that time, even allowing for the changed priorities in the curriculum, has been unsatisfactory.
105. By the age of seven, pupils have undertaken a number of tasks. In Year 1, they have used construction kits, built three-dimensional box models of houses, developed construction prototypes and have designed and made fruit salad. This represents a good range of opportunities, in line with the curriculum defined by the school, and enables pupils to make steady progress. This experience is not built upon appropriately in Year 2. Although pupils

undertake a number of activities, such as sewing or preparing a design for Joseph's coat, these are not the design and technology tasks assigned to this year group. Pupils do not, in consequence, build upon the good start they have had in Year 1 and their progress by the end of Year 2 is unsatisfactory. Opportunities to build upon pupils' literacy skills through detailed design work and the evaluation of what they have done are not developed appropriately.

106. There is a similar picture for the older pupils. Provision in Year 3 is good. Here, they have designed, made and evaluated moving vehicles, with pneumatics. They have studied packaging and developed their own containers. They have undertaken a food technology unit and, during the inspection, were making and consuming sandwiches which they had previously designed. This was a successful lesson, although pupils had limited opportunities to show initiative and the pace was slow, overall. In the middle of the key stage, the pattern of provision is very confused. There is no clear plan for dealing with the various mixed age classes, or a decision as to which year plan will be followed. This affects particularly the pupils in Years 4 and 5. Few Year 4 pupils appear to have undertaken any of the tasks assigned to that year group, although they have completed some craft activities more properly belonging to art and design. No pupils appear to have followed the Year 5 programme, but have covered some assignments from the Year 6 curriculum. These include a construction task where a number of pupils designed and made a large-scale wartime shelter. Immediately prior to the inspection, pupils had produced design sheets and prototypes for slippers. Overall, pupils' experience of design and technology is spasmodic at present. This is a consequence of the high proportion of the timetable given to literacy and numeracy. Standards by the age of 11 are unsatisfactory because the planned curriculum has not been fully implemented. Much input on basic craft techniques, as well as to design and evaluative skills, is now necessary if pupils are to achieve higher standards by the age of 11.
107. The quality of teaching was sound overall in the lessons observed. However, planning does not fully take into account pupils' previous knowledge and the extent to which they are ready to build on their existing skills. Pupils need greater challenge – for example, through rigorous questioning – if they are to deepen their understanding of design and construction techniques and if their learning is to be improved.
108. The management of the subject is unsatisfactory at present. The subject has a low profile in the curriculum and there has been little development work recently. While good guidance and good resources are available to staff, there has been insufficient time to teach the subject regularly. There are no assessment procedures to provide staff with information that would guide their future planning.

GEOGRAPHY

109. Since the last inspection standards have remained below national expectations at both seven and 11 years. Improvements have been made in the pace of pupils' work in lessons and teachers now take account of the different ability groups when planning lessons. Pupils with special educational needs now make good progress in lessons. There is an agreed scheme of work which makes clear which aspects of geography are to be taught, but the curriculum still lacks coherence and insufficient time is given to the subject to ensure that the curriculum is sufficiently balanced. Teaching was unsatisfactory in the last inspection but has improved and is now satisfactory overall. No teaching was observed in Key Stage 1. Pupils now take more responsibility to plan and pursue their own research.
110. No lessons were timetabled during the inspection week in Key Stage 1 as much of the geography curriculum is taught in blocks of time in the autumn and spring terms. However, judgements are based on teaching in Key Stage 2, discussions with teachers, talking to pupils and the analysis of pupils' work. From evidence in the scrutiny of work, pupils' writing is often not marked and therefore pupils do not improve the standard of their work. The standard of work is unsatisfactory overall, apart from some pieces of good work in Years 3, 4 and 5. There are missed opportunities to promote literacy skills through geography. Lesson plans do not always make it clear what is to be taught.
111. The quality of teaching observed in Key Stage 2 during the inspection was good. Teachers

have effective questioning techniques that challenge pupils to think. Teachers have high expectations for learning and behaviour and as a result pupils have good attitudes to learning. However, the quality of teaching over time has been less secure. Pupils with special educational needs make good progress due to well-matched work.

112. Fieldwork is a good feature of provision in the Foundation Stage. In Year 1 pupils draw a bungalow and house and draw a map of their journey to school. There was no evidence of work in Year 2. From the very limited work completed by pupils over the academic year standards are below what might be expected.
113. Pupils in Year 3 label a map of the school and compare Rotherham with a seaside resort. They use a key to identify fruits from around the world and use their numeracy skills to make a tally of holiday transport and translate the data into a block graph. In Year 4 pupils make a map of the local area with a key and Ordnance Survey symbols. Pupils are able to mark on a world map the Indian sub-continent. In Year 5 pupils study rivers and label water filtration beds, using appropriate vocabulary such as 'sieve' and 'mud sink'. In Year 6 pupils understand the rain cycle. They compare aerial photographs with a map of Rotherham and can identify man-made and physical features. Fieldwork is used well to support pupils' learning. For example, pupils attend residential visits in Derbyshire, study coastal features at Filey and visit the 'Earth Centre'. However, overall, pupils' knowledge and understanding about human and physical features are weak. Their use of geographical vocabulary is limited and by the time they reach the age of 11 standards are below those expected.
114. The curriculum is currently insufficiently balanced and assessment procedures are unsatisfactory overall. The time devoted to geography is insufficient and opportunities to teach the subject through the literacy hour are missed. There is a policy in place and a scheme of work to underpin medium-term planning. However, there is no strategy to ensure that sufficient time is given to the subject. Short-term planning needs to reflect the good practice seen in planning for the literacy and numeracy hours.
115. The subject has not been a priority in the school development plan and there is no whole-school approach to planning the curriculum. Resources are insufficient overall to support learning. The co-ordinator samples work and manages the subject satisfactorily. However, there is currently no monitoring of planning or teaching.

HISTORY

116. Since the last inspection standards have remained below national expectations at both seven and 11. Pupils still have little knowledge about famous people in history and past events. Their research skills and awareness of different interpretations of historical evidence and their progress in learning about history are unsatisfactory. Improvements have been made in the provision for pupils with special educational needs. A whole-school approach to planning the history curriculum was needed, taking into account the development of the knowledge, understanding and skills of history. Some progress has been made in this issue, although short-term planning remains a weakness.
117. No lessons were timetabled during the inspection week as much of the curriculum is taught in the autumn and spring terms. However, judgements are based on discussions with teachers, talking to pupils and the analysis of written work. From the scrutiny of work, it is clear that pupils' writing is often not marked and therefore pupils are not given sufficient guidance to help them to improve the standard of their work. The development of their literacy skills through extended pieces of writing is unsatisfactory. Previous lesson plans do not make it clear what was to be taught.
118. Pupils in Key Stage 1 know the name of Queen Victoria and that her husband died while she was Queen. Pupils in Year 2 remember some facts about St Alban following a visit to the church. However, although pupils are beginning to answer questions about the past they have limited understanding of how the past can be represented and why people acted in different ways. Insufficient time is devoted to the teaching of history and opportunities to teach the subject through the literacy hour are missed. From the very limited evidence of work

completed by pupils during the academic year, standards are below those expected for pupils of this age.

119. Pupils in Year 3 plot the journey of the Vikings and indicate on a map where they settled in different countries. They use their literacy skills when writing an account of the life of a Viking. Pupils use the computer to write a letter of thanks to the visiting artist who led a 'Viking Workshop'. Older pupils visit Eden Camp as part of a Second World War topic. Pupils are able to talk about rationing and living conditions in 1939. Pupils build an Anderson Shelter, write accounts and make posters about how to act in an air raid. Pupils identify Saxon and Viking place names using an Ordnance Survey map and produce time lines based on the wives of Henry V111. However, although there are some good examples of work early in Key Stage 2, insufficient time is given to the subject and pupils have limited understanding about the way the past can be represented. Pupils' sense of chronology is also weak.
120. The curriculum is currently insufficiently balanced and assessment procedures are unsatisfactory. There is a policy in place and a scheme of work to guide planning. However, planning needs to be updated to take full account of 'Curriculum 2000'.
121. The subject is managed satisfactorily by the co-ordinator. However, history has not been a priority and there is no whole school approach to the continuing professional development of teachers or planning the curriculum. Resources to support learning, particularly historical artefacts, are poor. The co-ordinator monitors teachers' planning and samples work. However, there is currently no monitoring of teaching.

INFORMATION AND COMMUNICATION TECHNOLOGY

122. The standards achieved by pupils at seven and 11 are below those expected. The chief reasons are that there are not enough computers and some teachers lack confidence in teaching the subject.
123. Although the quality and range of computer equipment have improved since the last inspection, there are still not enough machines to ensure that pupils get sufficient time to develop and practise their skills. The number of pupils who must share the use of each computer is much higher than in most other schools. Discussions with pupils showed that they do not work on computers often enough. Some teachers have undertaken appropriate training for teaching information and communication technology [ICT] skills, but overall not enough has been done. The knowledgeable subject co-ordinator provides support for colleagues, but this is not enough to ensure that teachers confidently provide opportunities for pupils to learn in as many lessons as they should, and in all the aspects of the subject. For example, although equipment for teaching pupils about how computers can make things happen and monitor external events has been acquired, no one knows how to use it. As a result of these shortcomings, pupils' learning is affected and they do not make enough progress as they pass through the school. Inspection evidence confirms that computers are underused to support pupils' learning across the curriculum.
124. Infant pupils use an art program to produce drawings of subjects, such as their recent visit to the local church, and many pupils gain experience of giving instructions to a programmable toy. They develop word-processing skills by compiling shopping lists and writing about stories such as "Jack and the Beanstalk". However, they do too little independent work by the time they are seven. In the junior classes, some have used the Internet and can do so independently. The school's use of the world-wide-web has been hindered by problems with its Internet Service Provider. This delayed the implementation of such activities for a significant time. In discussions the pupils said that they had used computers to produce text for study purposes, such as writing about volcanoes, or to compose stories for work in English. However, they lack experience of other aspects of the programme of study, including putting together tables of information.
125. No lessons of ICT were seen during the inspection, and so no judgement is made of the quality of teaching and learning. The subject is not explicitly identified on weekly class timetables. Those pupils spoken to had very positive attitudes to working with computers. The

co-ordinator's role is underdeveloped in checking the effectiveness of planning, teaching, learning and the standards that pupils achieve. Not enough work is done in other subjects to help develop pupils' ICT skills.

MUSIC

126. At the last inspection, both strengths and weaknesses were identified in the provision for music. Attainment was below the level expected by the age of 11 because not all elements of the curriculum, particularly performing and composing, were developed fully. The quality of singing was good across the school. Pupils responded well. However, the school lacked guidance to ensure that all aspects of the curriculum were taught. There were too few resources to support listening and appraising activities and a lack of instruments from other cultures. Most of these issues have been overcome and satisfactory progress has been made. Pupils attain the standards expected for their age at both seven and 11.
127. Pupils in Year 2 enjoyed a lively lesson led by the subject co-ordinator. They sang familiar songs with gusto and undertook some composition work, reflecting aspects of weather using simple un-tuned percussion instruments. They are familiar with timbre, tempo and dynamics. They can sustain a rhythm well and sing in tune, enthusiastically. They can suggest instruments likely to produce particular effects and demonstrate how they should be used. They have a secure knowledge of a number of technical terms, such as forte, fortissimo, allegro, andante, pianissimo and crescendo.
128. Two lessons were observed in Key Stage 2. In one lesson, there was a strong focus on the elements of music, particularly pulse and rhythm. Pupils clap pulses and create rhythmic ostinati. They understand the terms and their meanings and can interpret simple musical notation, recognising different note values. They sing well, with a good awareness of pitch and can hold the tune successfully when singing two or three part rounds. At this stage, pupils are achieving well in line with what is expected. Year 5 pupils listened to 'With a Little Help from my Friends' and later analysed the lyrics for changes in mood. They clap the rhythm accurately.
129. The quality of teaching and learning is satisfactory in both key stages. The subject knowledge of the teachers observed is always satisfactory and often good and enables them to teach basic musical skills and knowledge, while providing challenge for pupils' creative abilities. All staff are now following the new national guidelines for music. This provides a clear theme for each term. In many cases, however, the planning to support these activities is thin. There is little evidence as to the quality of the opportunities for imaginative progression of composition skills as pupils get older. Limited use is made of information technology to support pupils' learning. There is a strong focus on the development of correct musical vocabulary throughout the school.
130. The well-established co-ordinator provides sound educational direction for this subject. However, there are no opportunities to monitor teachers' planning, teaching or learning on a regular basis. There are no short-term assessment procedures. The co-ordinator focuses well on raising standards at Key Stage 1, but has less effect at Key Stage 2. The time available to the subject is limited. A small number of pupils learn brass instruments and a few learn recorder in school. There is a well-supported choir, building on the strengths in singing evident in class lessons.

PHYSICAL EDUCATION

131. Pupils aged seven and 11 achieve standards that are in line with those expected nationally. They make satisfactory progress in those aspects of physical education seen during the inspection. Pupils achieve well in swimming. Nearly all pupils are able to swim 25 metres unaided by the time they leave. Standards in physical education have improved since the last inspection when they were judged unsatisfactory.
132. The deficiencies in teachers' planning identified at the last inspection have been resolved successfully. The learning intentions for lessons are set out clearly and as a result pupils know

what skills the teacher wants them to acquire or improve. Overall, pupils now get enough guidance about how to get better, but there is still not enough advice for pupils about what to look for when they watch others perform.

133. The satisfactory achievements of pupils are due to the consistently sound quality of teaching. Infant pupils practise attack and defence skills in games activities with suitable control and understanding. Those seen in a lesson for Year 2 were competent in throwing underarm and aiming bean bags to land in hoops. Pupils using hockey sticks did so with good levels of control. However, they were erratic when they moved further away from their partners.
134. Junior pupils achieved good gains in fitness when they were observed doing 'circuit training'. They understood the effect of doing a series of different exercises on their heart rates. They checked their pulses after each activity and handled equipment responsibly. Pupils in Year 6 identify different kinds of running when joining in athletics lessons. Their own running shows fluency and balance. Because teachers do not place appropriate demands on them they do not, however, understand enough about how to evaluate the performance of other pupils.
135. Teachers place suitable importance on warming up, and so pupils realise the benefits of stretching before exercising. They expect good standards of discipline and, as a result, their classes behave well and an appropriate pace is maintained in lessons. Teachers also ensure that pupils know what they are intended to learn, and pupils can then concentrate effectively. Pupils show good levels of interest because teachers explain things clearly and use examples from the children's own experience to illustrate important points. Pupils' good attitudes to physical education are boosted when teachers join in the warm up exercises. However, teachers do not demonstrate good practice in providing 'cooling down' activities after pupils have undertaken strenuous exercises, and pupils unable to take an active part in the lessons are not involved as fully as they could be in evaluating performance and recording the outcomes of activities.
136. The resources for this subject are unsatisfactory, overall. There is good provision of climbing apparatus in gymnastic lessons, but not enough equipment to allow pupils to travel in different ways at medium or high level. There are too few gymnastic mats to ensure that all pupils can work safely. A dearth of athletics equipment reduces the range of activities the school can offer. The school has plans to correct this. At the moment, the co-ordinator does not do enough to check the standards that pupils achieve or the quality of planning and teaching and the management of the subject is unsatisfactory. Overall, the assessment of pupils' attainment and progress does not contribute effectively to raising standards.

RELIGIOUS EDUCATION

137. Pupils' attainment in religious education is below the level expected in the locally agreed syllabus. A limited number of lessons were observed during the inspection. Judgements are based additionally on the analysis of a limited amount of pupils' written work and on the display around the school. There has been little development of the subject since the last inspection. The school does not fully use the guidance available and relies on teachers' planning which is based on concepts and ideas from a variety of sources, which are not always in line with the agreed syllabus. Religious education is not a high priority for the school and therefore the resources and time for development have not been made available to improve either subject knowledge or the quality of teaching. Too little curriculum time is given to the subject to enable standards to be raised.
138. By the age of seven, pupils have an awareness of major Christian festivals but little knowledge of their meaning or relevance to themselves. They understand that Christmas is a time to give or receive presents but do not recognise the significance within a Christian context. Pupils have recently visited a local church and are able to describe in some detail the major features of the building and how various symbols relate to the life and death of Jesus. More able pupils recognise and understand at a simplistic level the significance of Good Friday and Easter Sunday. The teachers' use of perceptive questions about celebrations enables pupils to relate their knowledge from the visit to developing their understanding of Christianity.

139. By the age of 11, pupils have not extended sufficiently their knowledge and understanding about religion. There is limited coverage of the syllabus. Pupils in Year 4 know a little about Islam and Sikhism but have no depth of understanding or how the beliefs are similar or different. There is considerable repetition of content. The Easter story is covered in all year groups without any significant variation. Pupils in Year 5 learn in further detail some of the major Islamic festivals and make Eid cards. They recognise the use of Rangoli patterns in the Hindu faith and how they are used to celebrate particular events and celebrations.
140. The teaching of religious education is satisfactory but there is no recognition of the age or ability of pupils in Year 3 when teachers expect them to understand the difficult story about Abraham. Pupils listened to the story and responded well to the factual questions based on what they had heard. They made some comparison between how people of Old Testament times had their idols and how they recognised modern day heroes as people who were leaders. There are insufficient resources available to teach religious education with only limited artefacts and books. Teachers' planning is limited to the content that is to be covered and there is limited marking or guidance in books or on worksheets to help pupils to move forward.
141. All pupils, including those with special educational needs, make limited progress and there are some areas of provision that need attention. The use of circle time is a positive feature within the provision for religious education, but there is insufficient time allocated to the teaching of religious education. There are few opportunities for extended writing.
142. Pupils have positive attitudes to learning. They want to know and are eager to volunteer information and find out more, but are limited both by time and the lack of resources.
143. The co-ordinator has had no opportunity to monitor the subject or develop the resources. A start has been made but the subject continues to have insufficient status in the curriculum.