

INSPECTION REPORT

HILLSBOROUGH PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107082

Headteacher: Mr S Bell

Reporting inspector: Mr A Clark
21596

Dates of inspection: 20th – 23rd March 2000

Inspection number: 197965

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
School address:	Parkside Road Sheffield
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Waldren
Date of previous inspection:	6 th October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Mr A Clark Registered Inspector	Design and technology	The school's results and pupils' achievements Leadership and management
Mrs R Watkins Lay Inspector		How well the school cares for its pupils How well the school works in partnership with parents
Mrs J Furlong Team Inspector	Art Religious education Areas of learning for children under five	Staffing, accommodation and learning resources
Mrs J Greer Team Inspector	Science Music	The curricular and other opportunities offered to pupils Provision for pupils' spiritual, moral, social and cultural development Equal opportunities
Mrs J Clayphan Team Inspector	Information technology Geography	Provision for pupils with special educational needs
Mrs D Gale Team Inspector	English History	Pupils' attitudes values and personal development
Miss P Jackson Team Inspector	Mathematics Physical education English as an additional language	How well pupils are taught

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hillsborough Primary School is in the north of Sheffield. It caters for pupils aged 3 to 11 years. It is much larger than average, with 324 pupils on roll, and 78 pupils attending part-time in the nursery. Almost a third of pupils are eligible for free school meals, and this is above the national average. There are high levels of unemployment in the area. A very small percentage of pupils are from ethnic minorities, and less than one per cent are from homes where English is not the first language, which is well below average. Approximately 40 per cent of pupils are on the school's register of special educational needs which is significantly above the national average. Pupils' attainment on entry to the school is, generally, below average.

HOW GOOD THE SCHOOL IS

Hillsborough is an effective school. The quality of teaching is good and this leads to good progress in English and mathematics, although, standards are below average overall. Standards at the end of Key Stage 2 are in line with similar schools, and improving. Behaviour is good and effectively managed. The school gives satisfactory value for money, and the headteacher, senior staff, and governors, work well together to continue to develop the school.

What the school does well

- Pupils' are well behaved and have positive attitudes to work. There are very good procedures to promote behaviour.
- The quality of teaching is good, particularly in literacy and numeracy.
- The teaching and management of pupils with special educational needs is good.
- The headteacher and senior staff establish a clear focus for improvement based on careful monitoring of teaching.
- There are very good procedures to encourage pupils' personal development and moral and social development are good.

What could be improved

- Standards in writing, and speaking and listening.
- Pupils use of their mathematical skills and knowledge in other subjects.
- Standards in information technology.
- Assessment procedures for monitoring pupils' academic performance.
- Opportunities to develop pupils' spiritual awareness.

The areas for improvement will form the basis of the governors' action plan which will be sent to all parents and carers of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. It was found to have serious weaknesses in several important areas. Overall, improvement has been good and most weaknesses have been addressed. Standards of attainment in English and mathematics have improved. Pupils' overall progress is good in these subjects through the school. There are effective policies and schemes of work in place for English and mathematics and there is a consistent approach to handwriting. The quality of teaching is good overall and very much better than at the time of the last inspection. Senior staff monitor teaching and learning effectively and this has led to many of the improvements made. There is now a very good behaviour policy, and good procedures to monitor and promote better attendance. The school has provided good training opportunities for teachers. There is still a need to create more planned opportunities for pupils to use writing and mathematical skills in other subjects. There is now a whole-school assessment policy but it has not yet been implemented.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	E	D	C	B	well above average A above average B average C below average D well below average E
Mathematics	D	E	D	C	
Science	D	E	D	C	

There has been a significant improvement in standards in English since 1996. Standards in mathematics have also improved, although not as consistently as in English. In both subjects, standards have improved faster than they have nationally. Brighter pupils also achieve well. This is a direct result of the good teaching and planning in these subjects. However, pupils' skills in writing, and some aspects of mathematics, are not as high as they could be because opportunities are missed to practise their skills in all subjects. Standards in science are improving steadily and are in line with those of similar schools. Standards in information technology are below expected levels, and there is no suitable planning in place to ensure standards rise.

The standards are lower in English for pupils currently in Year 6, because of a large proportion of pupils with special educational needs relating to language development, but their progress is good. The targets set for them are challenging and they are on course to achieve them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy their lessons and are often enthusiastic to join in discussions and talk about their work.
Behaviour, in and out of classrooms	Behaviour is good throughout the school.
Personal development and relationships	This is satisfactory. Pupils take responsibility as they progress through school and show their initiative in collecting for charities. Some pupils find it difficult to share and work in groups.
Attendance	Satisfactory. Good steps are taken to monitor attendance.

Pupils' behaviour has improved significantly since the last inspection through the rigorous application of the behaviour policy. Attitudes throughout the school are positive, and pupils are motivated to learn. Attendance has steadily improved and pupils respond well to rewards for good attendance.

TEACHING AND LEARNING

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

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

Teaching was satisfactory, or better, in 94 per cent of lessons observed. It was good or better in 63 per cent of lessons. In around a quarter of all lessons, teaching was very good. The unsatisfactory lessons were taught by supply teachers who were not familiar enough with the ability of the pupils in their classes.

Teaching of literacy is good throughout the school. Teaching of numeracy is good in Key Stage 2, and satisfactory in Key Stage 1. The management of pupils is very good. Lesson planning is good for literacy and numeracy, but is inconsistent in other subjects. Teachers do not use homework well to raise standards.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced. The strategies for teaching literacy and numeracy are good.
Provision for pupils with special educational needs	Pupils with special educational needs are accurately identified from the nursery onwards. They are supported well throughout the school, both when withdrawn for specialist help, and in their classes, and they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual development is unsatisfactory and there are not enough opportunities for reflection. Pupils' moral development is very good and they are clearly taught right from wrong. Provision for social development is good. There is satisfactory provision for cultural development.
How well the school cares for its pupils	There are very good procedures to promote good behaviour and attendance, and to provide support and care for personal development. However, assessment procedures are not yet in place to monitor pupils' academic achievement other than in English.

The school has a satisfactory partnership with parents. The curriculum is broad and well planned for literacy and numeracy. However, not enough time is given to teaching religious education and some aspects of music. There is a very caring attitude to the pupils and this helps to promote good behaviour. Spiritual learning is underdeveloped, and collective acts of worship do not fully meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, deputy headteacher, and subject co-ordinators, provide good leadership and set a clear direction for continued improvement.
How well the governors fulfil their responsibilities	The governors provide satisfactory support to the school. They are well informed and debate issues vigorously.
The school's evaluation of its performance	The school uses a good range of data, including the evaluation of quality of teaching, to measure its progress.
The strategic use of resources	The governors make good use of its own monitoring to ensure teachers and resources are effectively matched to the pupils' needs.

There are adequate and suitably qualified teachers and support staff who are used effectively. The accommodation is satisfactory and well-maintained. There are suitable learning resources overall. The strengths of the leadership lie in the good quality of monitoring and the focus on improving standards. The school seeks best value in all aspects of its work.

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 enjoy school.• They make satisfactory progress.• The school is welcoming and concerns are listened to.	<ul style="list-style-type: none">• The school could work more closely with parents.• Homework.

The evidence from inspection supports the positive views of the parents. The school encourages parents to become more involved in the school and to support their children, particularly in reading. Progress for all pupils is, at least, satisfactory. However, it is constantly seeking new initiatives to involve parents. With the exception of provision for pupils in Year 6, homework does not have a significant impact on pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English and mathematics have improved significantly since the last inspection in 1997. The serious weaknesses identified in achievement and provision in these subjects have largely been addressed.
2. Children's attainment by the age of five is below the expectations of the Desirable Learning Outcomes¹ for language and literacy, and mathematics. They enter the school with attainment which is well below that typically found for both areas, particularly speaking and listening. By the age of five, they have made good progress in language skills, although standards for the majority of pupils are below average. Standards in mathematics are also below expected levels for the majority of pupils, however, they generally make satisfactory progress. The overall quality of teaching is good for English and mathematics, but it is better in the nursery than in the reception class, as work is matched more closely to the needs of the more able children and the pace of teaching is more challenging. Children's achievement in personal and social development, knowledge and understanding of the world, and creative and physical development is good, and reflects the good quality of teaching. They attain standards in these areas of learning which are close to those expected for their age.
3. There has been a significant improvement in National Curriculum test results for 11-year-old pupils over the last three years, in mathematics and science, but, particularly, in English. In English, the 1999 National Curriculum results were in line with the national average and above average when compared to similar schools. Improvements have been well above the national trend and this reflects the good quality of English teaching, and the high priority given to the subject through the school. The school has largely addressed the weaknesses identified in the last inspection. Standards for the present 11-year-old pupils are below those of 1999 which is due to the significant percentage of these pupils having special educational needs relating to difficulties with reading and writing. However, good support is given to these pupils through booster classes and good, and some times very good, teaching at Year 6, and the pupils are on line to achieve the challenging targets set for them. The school has used the National Literacy Strategy very effectively to improve standards in English and in the quality of teaching overall.
4. In the 1999 National Curriculum test results for pupils at the end of Key Stage 1, standards were well below the national average in reading, writing and mathematics. This largely relates to the pupils' below average achievement on entry to the school, and the high proportion of pupils with special educational needs, however, there has been a decline in test results for reading. This was particularly apparent in 1999, when over fifty per cent of the class were on the special needs register for language-related difficulties. The pupils attaining the lowest levels in the national tests were all identified with special educational needs. The school has provided additional support for them in Year 3. However, in 1998 standards were in line with the national average. Current standards are still below average, but above those of 1999. The quality of teaching is good and there are well-structured systems for teaching reading, and the early stages of writing, and this ensures pupils make suitable progress. There is no evidence of unsatisfactory progress made by any groups of pupils, and standards are on line to improve in the National Curriculum tests.
5. Achievement in reading is good in both key stages, and pupils progress well through the school to attain standards close to the national average. They develop sound word-making skills and read with increasing fluency. Pupils make satisfactory progress in speaking and

¹ The nationally agreed goals for learning for children by the time they enter compulsory schooling at the age of five.

listening, learning to concentrate on what the teachers are saying in lessons and respond appropriately. However, at the end of Key Stage 1, the speech of many pupils is immature and this limits their achievement in other subjects. By the end of Key Stage 2, standards of speaking and listening have continued to improve but many pupils lack the confidence to express their ideas clearly and use only a limited vocabulary. This leads to a lack of refinement in improving their own work, through discussion and self-criticism, and affects the quality of some pupils' work in subjects such as design and technology. Teachers are providing good opportunities for pupils to develop speaking and listening skills in literacy lessons and in other subjects. They support this by generally asking probing questions to encourage pupils to think and explore their language and this has a positive impact. The school is well aware that improvements in speaking and listening are essential to raising standards in many subjects, and there are indications of improvement since the last inspection. Pupils' achievement in writing is good overall, although standards are below average by the end of both key stages. They make good progress with relation to their earlier learning. However, many opportunities are missed in English, and other subjects, to extend and develop writing skills. Although, many pupils write in print with little fluidity, handwriting has improved since the last inspection and there are some good examples of a mature cursive style by the end of Year 6.

6. At Key Stage 2, the trend of improvement in National Curriculum results for mathematics gives a similar picture to that of English, although it has not been as strong over time. Standards in 1999 were below the national average, but in line with those of similar schools. Attainment is higher than it was at the time of the last inspection and improvement has been faster than the national trend. Again, the good quality teaching and effective use of the National Numeracy Strategy have had a positive impact on standards.
7. By the end of Key Stage 1 in 1999, standards were well below the national average and below those of similar schools. The trend of improvement has not been as strong as that found nationally. However, there is evidence that pupils have made satisfactory progress against their earlier achievement. Standards are higher for the pupils currently in Year 2, although still below average. The majority of pupils attain Level 2 in the tests but, largely, the lower Level 2C, rather than the expected Level 2B. The overall quality of teaching, and the effective focus on improving pupils' mental computation, has a positive impact on their progress and standards.
8. Overall, achievement in mathematics is sound. Progress is satisfactory in Key Stage 1, and good in Key Stage 2. Pupils are making effective progress in mathematics lessons, in mental calculations, and generally respond with appropriate speed. They are beginning to formulate their own questions and, by Year 6, pupils apply appropriate mathematics. However, opportunities are missed for pupils to make progress in all areas through the use of mathematical skills in other subjects. They make sound progress in handling data and understanding shape and measure. Pupils do not make sufficient use of information and communications technology in mathematics.
9. In both English and mathematics, the brighter pupils are suitably challenged. In English, the percentage of pupils attaining the higher levels in National Curriculum tests was below the national average, but above average for similar schools. In mathematics, it was in line with similar schools.
10. Overall, the emphasis that the school has given to improving standards in English and mathematics, by the end of Key Stage 2, has had a good effect. Targets set for future attainment are based on an increasingly good use of available data and are carefully considered by staff and governors. Current targets are appropriately challenging, and teaching and additional support is focused effectively on pupils who most need it. The local education authority has provided good support and guidance, through monitoring and support, for literacy and numeracy. There is still along way to go to improve standards at Key Stage 1, but there are positive indications of improvement.

11. Standards in science are in line with those of similar schools, although below the national average by the end of Key Stage 2. Standards have improved slightly faster than the national trend. By the end of Key Stage 1, standards are below the national average, but a higher percentage of pupils than average attained the higher Level 3 in the 1999 assessments. Overall, improvements since the last inspection have been good. The quality of teaching in both key stages is never less than satisfactory, and often good, and this has had a positive impact on standards. Science has not been as high a priority for the school as English and mathematics, and the overall improvement is not as strong. Nevertheless, the significant improvement in the quality of teaching in all subjects since the last inspection has had a positive impact on standards.
12. Pupils' standards in information technology are below national expectations, and below the levels found at the time of the last inspection. This is, largely, because there has been no systematic planning in place to ensure skills are developed consistently. A good scheme of work is beginning to be implemented. Pupils have experience of all aspects of the curriculum and by Year 6 they use edit functions on a word-processor to change fonts and add colour to text. They use data programs to produce graphs, have some experience of spread sheets, and make use of CD ROMs to find information. However, the quality of work, and confidence in the use of information and communications technology, is below expectations at the end of both key stages.
13. The achievement of pupils with special educational needs is good. Clear targets are set for pupils and work is closely planned for their needs, particularly in English and numeracy. Lessons are often challenging. For example, in a Year 6 lesson involving a high proportion of pupils with special educational needs, pupils responded quickly, and increasingly confidently, to oral work based on complex multiplication tables.
14. There are no significant differences between the achievement of boys and girls overall, although there are some slight variations in different subjects and age groups. There is a very small proportion of pupils whose first language is not English. They do not receive additional tuition but make appropriate progress.
15. Pupils' achievement in other subjects is satisfactory. In religious education, pupils achieve appropriate standards for their age. They develop a satisfactory knowledge and understanding of Christianity and other major religions required by the Local Agreed Syllabus, namely Islam and Judaism. However, pupils' understanding of the religious beliefs that underlie religious practices, is less reliable. Standards have been maintained since the last inspection.
16. Pupils' standards and progress have improved in geography and history since the last inspection and are typical for their age. Standards and progress in art and design and technology are satisfactory and have been maintained since the last inspection. In physical education, pupils work at standards below those expected for their age at the end of Key Stage 2, but progress is satisfactory. Standards in music are below expectations by the end of both key stages and this is a decline since the last inspection. Pupils sing well by the end of Key Stage 1, but do not develop their skills fully through Key Stage 2. Opportunities are missed for pupils to develop their appreciation and listening skills, and not enough time is given to music. This is because of the additional time and priority devoted to improving standards in English and mathematics.
17. The clear focus on raising standards in English and mathematics, and careful management of change by the headteacher and senior management team has made a significant contribution to improvement since the last inspection. The governing body has given full support to ensuring appropriate good quality resources are in place. The use of the National Literacy Strategy to raise the quality of teaching has been instrumental in the improvements made. The school is well placed to meet its targets and to continue to develop standards.

Pupils' attitudes, values and personal development

18. Pupils' attitudes and behaviour are good. This is an improvement since the previous inspection, when pupils' attitudes and behaviour were judged to be variable, and the management of behaviour inconsistent. The improvement is the direct result of the school's effective strategies for behaviour management. The development of an effective behaviour policy, which is consistently implemented by all staff, is making a positive impact on pupils' behaviour.
19. Pupils in both key stages have good attitudes to learning, and this has a positive impact on pupils' progress. In the majority of lessons seen, pupils' response to teaching was good. Pupils enjoy school and, when stimulated, they settle to their tasks quickly. Many of them talk eagerly of the range of experiences the school provides. Younger pupils enjoy demonstrating their reading skills, and older pupils talk eagerly of the historical visits they have enjoyed.
20. Pupils with special educational needs respond well to their class teachers. In specialist groups they are alert and enthusiastic, concentrate for considerable periods, and enjoy their lessons.
21. The majority of pupils demonstrate good behaviour in lessons. They listen attentively to the teacher and often become thoroughly absorbed in a task. On the rare occasions when teachers do not provide sufficient challenge, and the pace of lessons is slow, pupils begin to fidget and become restless, but behaviour remains acceptable. In the playground, around the school and in the dining hall, behaviour is good. Pupils are well supervised. Most abide by the rules of the school and understand the consequences of poor behaviour. The rewards and sanctions available in the behaviour policy are consistently, and effectively, used to reinforce the expectations the school has for its pupils. No instances of bullying were observed, and pupils know the point of contact, should it occur, and that it will be dealt with appropriately. Behaviour is carefully monitored and concise records are kept. These records clearly show the decrease in the number of incidents and the number of times that parents have had to be consulted. There have been no fixed-term or permanent exclusions during the past year, nor in the school year prior to inspection.
22. Pupils are presented with many opportunities to develop socially, for example, by being given responsibility as monitors, and in doing jobs for their teachers. The allocation of further responsibilities is also an effective part of the reward system. Pupils enjoy the sense of achievement this brings. Pupils of all ages, but particularly those in Key Stage 2, understand the working of the school council and are eager to participate as class representatives. Through the council, pupils begin to voice concerns and suggestions to staff, and agree on rules. They successfully put together their, 'Rules for a Happy School'.
23. Pupils' relationships with adults and other pupils are satisfactory. Teachers set a good example in their attitude towards pupils. They treat pupils with respect and courtesy and this is reflected in pupils' response to teachers, and their welcome and helpfulness to visitors. Pupils work together well, in pairs or groups, in lessons which are carefully structured. For example, they co-operate well in shared aspects of literacy, and many work diligently on unsupervised tasks. However, there are occasions when a minority of pupils find it difficult to share and discuss ideas. They frequently display self-centredness, and are not consistently aware of the impact of their actions on others. In physical education, they need direction and encouragement to work together with partners or in groups which they have not chosen themselves. However, pupils are learning to respect and understand each others' views through the issues raised in assemblies, history, religious education, and the school's programme for personal, social, moral and health education. There are examples of positive care and support for others, including those with special educational needs. This was exemplified by a group of pupils in Year 6, who sensitively, and unobtrusively, helped a

pupil with reading difficulties during the unsupervised reading and acting of the text of a play.

24. Attendance has improved since the previous inspection and is now satisfactory, though it is still a little below the national average. Most pupils are brought to school regularly, by their parents, arriving happily and ready to learn. Lateness is also less of a problem now, although a few pupils still miss the first activities of the school day.

HOW WELL ARE PUPILS TAUGHT?

25. The quality of teaching throughout the school has improved significantly since the last inspection when a high proportion lessons seen were unsatisfactory at both key stages. During the inspection, 94 per cent of lessons seen were satisfactory or better. In the majority of lessons, 63 per cent, teaching was good, and nearly a quarter, 23 per cent, was very good. The six per cent of unsatisfactory teaching related to the work of temporary supply teachers and, where possible, the school was supporting these teachers by providing opportunities to observe literacy and numeracy lessons.
26. Pupils' learning is very closely linked to the quality of teaching, and is good overall. Pupils' acquisition of skills and knowledge is often good. For example, lower-attaining pupils in Year 6 significantly improved their understanding of the six times table through stimulating use of the computer, and the teacher's quick-fire challenging questions. In a mathematics lesson in reception, more able pupils did not make the expected progress in an oral session because questions were focused on pupils of average ability and this did not challenge them sufficiently, although work throughout most of the lesson did.
27. High quality teaching was seen in all years, particularly in English, mathematics, and science and this is beginning to impact on, and improve, pupils' standards of achievement. It is clear that teachers are increasingly confident, and competent in what they are teaching, especially in these three core subjects and, consequently, pupils make significant gains in their knowledge, skills and understanding. However, teachers' knowledge and understanding of other subjects is variable. For instance, in design technology, it is sometimes less confident, whilst the games aspect of physical education in Year 2 is very good.
28. Teachers are becoming increasingly aware of the importance of including basic literacy and numeracy skills in all subjects but, as yet, most of them are not including this effectively in their planning and teaching. Occasionally, specific vocabulary is introduced, for example, during a Year 6 music lesson where pupils learned the differences between, 'beat' and 'rhythm', and 'crochets' and 'quavers'. Examples of numeracy were rarely seen, except in science.
29. By following the format of the National Literacy and Numeracy Strategies, teachers, especially those in Key Stage 2, are planning English, mathematics and science lessons very well. Detailed plans show clearly what is to be taught and how this will be achieved. However, in other subjects exactly what it is they want the pupils to learn is sometimes too vague, and pupils' learning in these lessons is not as good as it could be. In a Year 3 physical education lesson, for instance, the objective was simply to 'change direction, using a variety of movements'. In lessons where planning is insufficiently specific, pupils' learning was rarely more than satisfactory.
30. At the start of lessons, teachers usually share with their pupils what they hope will be achieved, many of them displaying a written copy which is read with the pupils. At the end of lessons they do not, as yet, rigorously check what has actually been achieved. Where teachers do discuss whether targets have been met, pupils enjoy the sense of achievement and know where they need to improve. This was evident in a very good Year 4 mathematics lesson where the teacher explained clearly that they would be "*recognising and extending number sequences by counting from any number in steps of constant size,*

(in say threes, or fives), and extending beyond zero if counting back". At the end of the lesson, the pupils were made aware that they really had improved their skills as stated in the lesson objective. They were delighted, and obviously keen, to further extend their learning. Similarly, in a very good Year 2 games lesson, the teacher asked "Do you think your catching is improving?" Again this was met with an enthusiastic response.

31. Teachers have realistic expectations of what pupils can and cannot do, and consequently most work is appropriately challenging. The occasional instances of insufficient challenge mostly occurred in lessons taught by supply staff, as happened in a Year 3 literacy lesson. In a Year 3 mathematics lesson, the prices of gifts pupils were 'buying' were carefully marked differently for each group in order to be matched to their abilities and previous learning. Pupils are particularly well challenged in Key Stage 2 science lessons, for example in a Year 6 lesson on investigating how materials separate, careful specific questioning extended their understanding.
32. Throughout the school, most lessons have a good balance of whole-class, individual, and small group teaching. Many pupils have relatively short concentration spans for their age and teachers are extremely adept at maintaining pupils' interest and concentration by keeping activities short and well focused. Teachers are also aware that a significant number of pupils find working in small groups difficult. They plan carefully to develop pupils' relationship skills, as seen in a Year 5 netball lesson. Tasks are mostly explained well, such as in a Year 3 science lesson on sound vibration, and pupils settle quickly and sensibly to their work. Good opportunities are provided for pupils to explain their strategies and thinking, and this is particularly emphasised in mental mathematics.
33. The management of pupils is now a particular strength throughout the school. In the majority of lessons pupils respond well to their teachers, are relatively keen to answer questions, and work hard. Only very rarely was inattentive behaviour seen and, when it was, the teacher dealt with it quickly and effectively, as in a Year 1 music lesson when a pupil was preventing others learning, so the teacher appropriately applied the school's behaviour policy.
34. Lessons are mostly brisk with very little time wasted, either by too much teacher talk, or by inattentive pupil behaviour. Pupils are frequently set time targets, such as "You only have ten minutes to do this", instilling an appropriate sense of urgency, but not at the expense of quality. Work was usually completed as planned. In one or two lessons the pace slowed and led to fidgety and inattentive behaviour. Teachers' good use of resources enhances pupils' learning, with the exception of information technology, which is under used. The use of support staff is very good, especially in Years 5 and 6, where additional booster groups for Literacy and mathematics enable pupils of similar ability to work in smaller groups. This is beginning to improve standards.
35. Pupils with special educational needs are accurately identified from the nursery onwards. More than one quarter of the pupils in the school have been identified as being in need of some specialist education. There is close liaison between class teachers and specialists. The pupils are well supported throughout the school, both when withdrawn for specialist help and in their classes. Additional help is provided in reading and writing for all years, and in mathematics in Year 6. Specialists are skilled at setting tasks well suited to pupils' needs, and the pupils work confidently and make good progress. These tasks are closely related to work being done by the rest of the class so that teachers are able to ensure that pupils with special educational needs take a full part in whole-class lessons.
36. The specialist teachers of pupils from the classes specially targeted for extra support, this year in Years 3 and 6, are particularly successful in instilling enthusiasm and teaching basic knowledge during the 'booster' sessions.
37. During lessons, most teachers move round their classes well, asking probing questions to assess understanding and extend pupils' thinking. However, the marking of written work is

not so good. Although a few teachers write useful, pertinent comments, pupils rarely respond and the school's marking policy is not consistently applied. In many classes, pupils are expected to read at home; some teachers set spellings to be learnt, and one or two teachers encourage the practising of mathematical strategies. In Year 6, homework is set regularly and teachers give their own time to run a revision club to prepare pupils for national tests. Overall, however, provision for homework is inconsistent.

38. In summary, the quality of teaching has improved significantly since the last inspection through good use of national strategies and careful monitoring and training by senior management, and the local education authority, and this has had a significant impact on pupils' standards and achievements.

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

39. Curriculum provision is satisfactory. It meets the statutory requirements, including provision for religious education. It is broad and balanced overall, although the time allocated for some subjects, such as music and information technology, is limited. There is an appropriate curriculum for children under the age of five. The curriculum takes account of the National Literacy and Numeracy Strategies. There has been a significant improvement, since the last inspection, in the quality of planning and the development of the core subjects.
40. Effective arrangements have been implemented recently which provide a good overview of the whole curriculum. Subject co-ordinators take an active role in monitoring and evaluating the curriculum. However, the long- and medium-term plans do not always refer to the attainment targets or the levels at which pupils will learn. There is insufficient planned use of information technology and writing in all subjects, but links with other subjects in the curriculum are acknowledged.
41. Pupils with special educational needs have full access to the curriculum. When they are withdrawn from lessons to receive extra help, the work that they do is of good quality and is closely related to that provided for the rest of the class. Pupils from the year groups judged to be in most need of extra support, are given specialist help for three lessons a week during a year. The school conforms fully to the Code of Practice and a staged referral system is in place with appropriate procedures for identification and assessment from when children enter the nursery. Individual education plans identify specific targets and are regularly analysed, and updated, so as to track pupils' progress. The school encourages parents to be involved at all stages.
42. At present, there is no system for identifying gifted or talented pupils. There is appropriate provision made for pupils with English as an additional language.
43. Some extra-curricular activities are provided, particularly for sports, through after-school clubs. Sound use is made of resources within the community; visits and other activities are planned to contribute to pupils' learning.
44. Pupils' personal, moral and social development is promoted through opportunities for them to take responsibility and exercise initiative. All classes have monitors. Older pupils undertake regular tasks around school. In Year 6, pupils recently volunteered to organise a Blue Peter Bring and Buy sale. There is very good provision for pupils to learn the difference between right and wrong and how to behave well; all classes have a weekly lesson in which personal development is the focus. The recently introduced behaviour report scheme is an excellent initiative for promoting personal development. There is appropriate provision for health education, sex education and awareness of drugs misuse.
45. There are satisfactory opportunities for pupils to learn about their own cultural traditions, and the diversity and richness of those of others. In Key Stage 1, pupils learn about the Chinese New Year festivities and enjoy producing the costumes and artefacts for their own

festival, which includes listening to Chinese music. In Key Stage 2, pupils learn about African music and instruments and about the Arab way of life when studying Islam in religious education. Pupils in Key Stage 2 learn about their own culture through art, music and drama. Particularly notable is the recent theatre workshop experience of Shakespeare's, 'As You Like It', and the planned opera workshop initiative. Opportunities are missed at the beginning and end of assemblies for planned listening to music, and learning about the style, the work, and the composer.

46. There are not enough opportunities for pupils to develop their spiritual awareness in lessons. Chances are missed for pupils to appreciate the natural beauty of the world, for example, through art and music. Acts of collective worship, whilst always including a short period of reflection, do not always include a prayer, or time for reflection, which overtly acknowledges the existence of a deity or supreme being. The curriculum ensures equality of access and opportunity for all pupils including those with special educational needs.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The very good provision for pupils' personal development and management of their behaviour are strengths of this caring school. Good attention is given to pupils' welfare. In contrast, procedures for marking and using assessments of pupils' work are underdeveloped and unsatisfactory.
48. Staff understand the individual needs of pupils well. This understanding is reflected in the quality of personal guidance pupils receive, especially with regard to their behaviour and interactions with others. Well-structured, very successful routines for managing behaviour have been put in place since the previous inspection. Expectations of behaviour are now upheld, firmly and effectively, both in lessons and around the school. Awards and words of encouragement are very well employed to bolster good behaviour and good efforts with work. Sanctions are used well, to help pupils understand when they have, 'let themselves down'. Regular, detailed behaviour reports reinforce pupils' understanding of how they should behave, and provide a very good record for teachers to track individual improvements. Pupils who gain a good score on these reports wear the badges they gain with pride. Standards of behaviour are also helped by the way pupils, themselves, can make suggestions for improving behaviour through the school council. They have helped to produce appropriate simple 'rules for a happy school'.
49. A few pupils with particular behavioural difficulties receive appropriate additional support from a visiting specialist teacher.
50. Procedures for assessment of academic performance are unsatisfactory. The school is aware that there is much work to be done. Assessment is included in the priorities for development. Procedures are now in place for assessing English, and they are under development for mathematics.
51. Useful analysis of test results has been undertaken to assess progress over time and for identifying pupils for booster classes and for the setting arrangements. Analysis to see whether there are common weaknesses is not yet in place. This information is needed to help raise standards by modifying the curriculum to overcome them. There are no whole-school agreed procedures in other subjects. Some teachers have their own procedures for some subjects, for instance, for science in Year 4. Pilot strategies for recording work pupils have covered in all subjects are being tried, but these do not always adequately monitor pupils' knowledge and understanding against specific criteria, or the acquisition of specific practical skills. There is an awareness among subject co-ordinators that agreed criteria are needed for ongoing assessment which can ensure appropriate curriculum and lesson planning. When these are in place it will be possible to set targets according to the needs of each pupil. A procedure for tracking progress over time is in its infancy. When fully developed, it will be a useful tool for monitoring whether pupils make appropriate progress from entry, through Key Stage 1, to the end of Key Stage 2.

52. Pupils with special educational needs are very well cared for by the school. They are identified systematically from an early age, and the school is well supported by appropriate experts and advisors where necessary. The targets in the individual education plans are appropriate, and the pupils are well respected by adults and their classmates.
53. Procedures for monitoring and recording pupils' personal and social development are very good. The individual record sheets include pupils' behaviour. These procedures have had a significant impact over a very short time so that no incidents of disruptive behaviour were observed during the inspection.
54. Good steps are taken to monitor and improve attendance. Letters are sent home promptly about any pupil with unexplained absence or frequent lateness. The certificates awarded to them encourage pupils and classes with excellent attendance. The school continues to explore ways of further improving attendance. There is good liaison with the education welfare officer about any pupil whose absence causes serious concern.
55. Good attention is given to pupils' welfare. They receive appropriate care if they become sick or injured in school. Good child protection procedures are in place and are carefully followed if the need arises. Health and safety procedures are satisfactory.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents support teachers' aims and expectations, and the school makes satisfactory efforts to encourage them to be actively involved in their children's learning. Parents come in good numbers to the consultation meetings offered with class teachers, and a significant minority also come to other meetings when these are offered, for instance, those held to inform parents about the literacy strategy.
57. Satisfactory efforts are made to inform and involve parents. A suitable home-school agreement is in use. Parents receive information about school events and routines in occasional newsletters, and the headteacher and other staff respond well to individual enquiries and problems. Parents have been informed about the new behaviour policy and appreciate its good effects. Good steps are taken to involve parents if there are serious lapses in their child's behaviour.
58. Despite these arrangements, a significant minority of parents would like the school to work more closely with them and the school recognises this as an area for development. Suitable efforts are being made to foster the interest of parents of the younger children. A home-school link worker, to work in Key Stage 1, recently joined the school. The nursery displays a helpful information sheet about the current topic being studied. In addition, with help from parents themselves, nursery staff recently sent home a well-presented information sheet about the rhymes and songs they teach, so that the family could practice these with the child at home. In classes for older pupils, there are, as yet, no arrangements to send home advance explanations about the work to be tackled. Parents have been invited to comment about homework and a draft homework policy has been produced. However, parents have not yet been sent this policy, and do not have guidance about the purpose of homework, how long should be spent on it, or how they can help. Support from parents at home in terms of hearing their children read, or helping with other work, is variable and, on occasion, lacking, as not all parents recognise its value.
59. The autumn consultation meeting gives parents a good opportunity to discuss their child's progress and level of performance. There is a good routine for them to look again at their child's annual report at this meeting, and to agree targets for English, mathematics, and science. Progress towards these targets is reviewed at a subsequent meeting. The annual reports sent home in the summer give, in tick-list form, a good amount of information about the child's attainment in every subject. This does not say what national expectations are, nor include any comparison with what others in the year group know or can do. In addition,

there is only a general indication of the child's rate of progress, without any detail to illustrate what he or she has actually learnt in the various subjects during the past year. A number of parents would like more information about their child's progress.

60. A few family members regularly give good support in school, aiding their children's learning through their help in lessons, and by hearing reading. Parents also contribute their own expertise when this is relevant, especially with regard to regular well-attended football coaching sessions. Many parents give good support for the fund raising fairs held twice during the year.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. Leadership and management is good and has continued to improve since the last inspection. There have been significant improvements to the monitoring and evaluation of teaching and this has improved the quality of teaching overall. For example, all teachers now ensure there is a good balance between teacher directed and independent work during lessons. There is a clear sense of direction and a strong desire amongst all staff to raise standards. This is evident in the work of teachers, co-ordinators and managers. The headteacher and new deputy headteacher work closely, and effectively, together to motivate staff by tackling problems head on. The thorough and imaginative methods to tackle behaviour problems, led by the deputy headteacher, have led to significant improvements allowing teaching to have the best possible impact. Teaching is monitored at several levels by the headteacher and subject co-ordinators and increasingly rigorous feedback is used to develop teachers' subject knowledge and professional skills.
62. Progressively more effective use is made of data from National Curriculum tests and other sources to target improvements. The local education authority presents a detailed analysis of the most recent results to all staff and governors who are then able to discuss the implications. This has enabled the school to carefully target pupils in need of booster classes and to recognise the success they have had so far in raising standards. Curriculum co-ordinators for English and mathematics are enthusiastic and actively involved in promoting their subjects. They have a clear idea as to the main aspects in need of development, and target training and resources accordingly. There are good lines of communication between staff and governors. Subject co-ordinators discuss the outcomes of their monitoring in detail. The headteacher sets a good example, through well-prepared reports to the governors, which maintain the focus on raising standards and enable the governors to monitor achievement in the school development plan. At present, the governors' role is largely passive in promoting the curriculum, but they ensure the headteacher and staff are supported in key areas. They have a good understanding of the strengths and weaknesses of the school and they share the commitment of the staff to raising standards.
63. The school's priorities for development are very appropriate and make good use of the last inspection report and subsequent objective monitoring. The priorities are developed into appropriate action plans which state a clear timescale and areas of responsibility.
64. Statutory requirements are met, except for collective acts of worship which are not mainly or wholly Christian in nature, although they support sound moral and social development.
65. The special educational needs co-ordinator is knowledgeable and well organised. She and the newly-appointed governor with responsibility for this aspect are enthusiastic and committed.
66. Financial planning is good. In consultation with the headteacher, governors make good spending decisions that are appropriate to the development needs of the school. Governors recognise the need to spend available funds to best effect and they have a clear focus on improving teaching and learning. They weigh and compare the possible advantages of spending options. They have responded well to the challenge posed by the

need to improve the curriculum. Through reports from co-ordinators, and through less formal contacts with the school, they monitor the results of their decisions effectively. For instance, they allocated funds for the 'reading recovery' programme and they know that previously poor readers have made good progress following from this decision. Spending on resources for literacy and numeracy is making a good contribution to the successful introduction of these programmes. A decision to increase the site supervisor's responsibilities for the maintenance of the premises, in order to reduce the use of outside contractors, is proving a cost-effective means of dealing with previous long-term neglect.

67. Specific funds are actively sought and employed for particular purposes. Extra funding obtained to improve the quality of teaching has been used with good results. A successful bid for Single Regeneration Budget funding has recently allowed the appointment of a home-school liaison worker, with the good aim of increasing the interest and involvement of pupils' families in their learning.
68. The school has an appropriate number of qualified and experienced teachers, an adequate level of accommodation, and a satisfactory range of resources overall to meet the requirements of the National Curriculum, religious education and the Desirable Learning Outcomes for children under five.
69. Teaching and support staff are more effectively deployed throughout the school than at the time of the last inspection. They effectively contribute to pupils' progress, including those with special educational needs. For example, in a literacy 'booster' group pupils were encouraged to use their previous knowledge of sounds to build their vocabulary further. Co-ordinators are clear about their roles to develop and support their subjects. Newly qualified teachers now experience a very good induction and monitoring process, which quickly raises confidence to become a full member of the staffing team. Overall, professional development makes a significant impact on the quality of teaching.
70. The main building and annex continue to be well maintained by the building supervisor. Play areas are clean and tidy. Buildings are enhanced by well-chosen displays, which celebrate pupils' achievements. Pupils realise their work is valued and this promotes good attitudes to learning. Due to the 'open-plan' arrangement of teaching classes in the annex, noise levels impede pupils' concentration and the pace of learning for some pupils. For example, in Year 4, pupils had difficulty hearing the gas escaping from balloons in their science lesson.
71. The number, use, and quality of resources, including books, materials and other equipment is good in the nursery and satisfactory, overall, in implementing the National Curriculum. The library has been re-organised and pupils now make satisfactory use of it. Targeted provision of resources to teach the National Literacy and Numeracy Strategies, and to develop the personal, social and health education programme of the school is good. These resources are well deployed to support teaching and learning and behaviour management. Shortages of resources at Key Stage 2 in English, science, and physical education, have been redressed. However, there are an unsatisfactory number of computers and software for information technology, and a lack of tuned percussion instruments for music.
72. Routines for financial management are sound. The school is responding well to the recent auditors' report, and there are no serious concerns about outstanding issues.
73. Funding has improved since the previous inspection, and is now in line with that expected for a school of this size and type. Given the good progress made since the last inspection, the fact that pupils' attainment, though below national expectations, matches the average seen in similar schools, and the way the school is satisfactorily poised to make further progress, it gives satisfactory value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to continue the improvement since the last inspection the headteacher, staff and governors should:

- θ Improve standards in English by:
 - providing more planned opportunities for pupils to make progress in all aspects of writing in English lessons, and in other subjects, (*paragraphs 5, 91, 92, 93, 117*);
 - ensure the opportunities for developing speaking and listening skills are not missed, (*paragraph 95*).
- θ Improve standards in mathematics by:
 - providing planned opportunities for pupils to use mathematical skills in other subjects, (*paragraphs 8, 101, 110, 117*).
- θ Improve standards in information technology by:
 - implementing a systematic programme for developing pupils' skills and understanding, (*paragraphs 131, 134, 135*);
 - making more use of information technology in other subjects, (*paragraphs 101, 118, 134*).
- θ Speed up the development and use of whole-school assessment procedures for all subjects, (*paragraphs 50, 111, 114, 119, 130*).
- θ Provide more opportunities for pupils to develop their spiritual awareness and understanding, (*paragraphs 46, 64, 148, 149*).

The following, less important issues, should also be considered for inclusion in the action plan:

- making more regular use of homework, (*paragraphs 38, 106*);
- ensuring collective acts of worship meet statutory requirements, (*paragraph 64*);
- improving the quality of marking, (*paragraph 94*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

83

Number of discussions with staff, governors, other adults and pupils

45

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	18	33	26	5	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)	39	324
Number of full-time pupils eligible for free school meals	0	105

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	13	128

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	44
Pupils who left the school other than at the usual time of leaving	42

Attendance

Authorised absence

	%
School data	93.8
National comparative data	94.1

Unauthorised absence

	%
School data	5.8
National comparative data	5.4

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	32	55

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	16	22
	Girls	25	23	27
	Total	39	39	49
Percentage of pupils at NC level 2 or above	School	71 (98)	71 (84)	89 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	22	17
	Girls	25	26	26
	Total	41	48	43
Percentage of pupils at NC level 2 or above	School	75 (89)	87 (84)	78 (89)
	National	82 (82)	86 (85)	87 (86)

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
	1999	27	29	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	16	21
	Girls	20	19	19
	Total	39	35	40
Percentage of pupils at NC level 4 or above	School	70 (61)	63 (48)	71 (43)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	19
	Girls	20	23	21
	Total	35	41	40
Percentage of pupils at NC level 4 or above	School	63 (-)	73 (-)	71 (-)
	National	68 (65)	69 (65)	75 (72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	16
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	302
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	20
Number of pupils per qualified teacher	24.2
Average class size	23.3

Education support staff: YR– Y6

Total number of education support staff	3
Total aggregate hours worked per week	60

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	4
Total aggregate hours worked per week	75

Number of pupils per FTE adult	7.8
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	659,053
Total expenditure	664,655
Expenditure per pupil	1,699
Balance brought forward from previous year	28,922
Balance carried forward to next year	28,161

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	324
Number of questionnaires returned	52
Percentage of questionnaires returned	16

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	40	8	2	0
My child is making good progress in school.	29	54	8	4	6
Behaviour in the school is good.	23	48	8	4	17
My child gets the right amount of work to do at home.	15	37	21	10	17
The teaching is good.	37	50	8	0	6
I am kept well informed about how my child is getting on.	29	38	21	8	4
I would feel comfortable about approaching the school with questions or a problem.	52	37	8	4	0
The school expects my child to work hard and achieve his or her best.	62	25	4	0	10
The school works closely with parents.	31	33	17	8	12
The school is well led and managed.	27	40	10	8	15
The school is helping my child become mature and responsible.	23	58	10	0	10
The school provides an interesting range of activities outside lessons.	10	40	19	12	19

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

75. Children are admitted to the 39-place nursery on a part time basis and spend three or four terms here before entering the full time reception class. Attainment on entry to the nursery is below average. Children's progress in the nursery, including those with special educational needs, is good overall. Progress through reception is satisfactory. The nursery has maintained its good quality education since the last inspection. The nursery serves other schools in the area and many of the higher attaining children do not go on to Hillsborough Primary School. As a result, by the age of five, children's attainment is below the nationally recognised Desirable Learning Outcomes for language and literacy and mathematics, despite the due emphasis placed on literacy and numeracy skills. Children's attainment meets expected outcomes in personal, social, creative, and physical development, and knowledge and understanding of the world.
76. Teaching and learning in the nursery is good, and satisfactory in reception. Teachers and support staff work effectively as a team in the nursery, promoting the good progress made by children. This is satisfactorily developed in the reception class. At present, there is a separation between the nursery and reception areas, which prevents a sharing of equipment and staffing.

Personal and social development

77. By the age of five, children's personal and social development has reached expected levels and progress is satisfactory. The grouping of children in the nursery creates a sense of belonging, and forms a strong basis for the school's training in social and moral values and responsibilities. This enables staff to develop close bonds with the children in their care. A significant number of children enter the nursery with poor social skills for their age. They make good progress in this area of learning, developing self-confidence as they learn to understand and comply with the routines of the nursery. This is built on successfully in the reception class, where increasingly structured activities prepare children for the demands of the National Curriculum, such as the literacy hour. All children are encouraged to take responsibility for their actions, for example, when offered a choice of activities, and in the need for them to take turns. For instance, when joining in the dressing-up, and singing of rhymes, most children understood that not everyone could have a turn on every occasion. The quality of teaching is good overall. Teachers carefully nurture and encourage children. Children with special educational needs receive good support and are well integrated. Children understand the difference between right and wrong. Teachers have high expectations of behaviour and there is friendly, but firm, control. Teachers make good use of praise to highlight good behaviour. Children in the nursery learn to share equipment, such as the climbing frame and slide, and sticky paper and glue when creating their own pictures, and they play with increasing co-operation.

Language and literacy

78. Children's attainment on entry in language and literacy is well below average. Children make good progress as a result of good teaching, and teachers place high priority on developing language and communication skills. By the age of five a minority of children have reached expected levels, but the majority are still below expected levels for this age. Although a few children can read simple books, mainly of a repetitive nature, form letters, and write their own names, most can only recognise and trace their name, as well as knowing a few sounds and words. A significant minority are unable to express their thoughts coherently to their teacher and to each other. Teaching is good overall. Teachers' skilful questioning keeps most children listening and attentive during discussion. Teachers use accurate vocabulary on all occasions, and encourage word-building, and the use of

sentences, when children respond to them. Effective use is made of praise, promoting good attitudes to learning. The literacy strategy is adapted appropriately as a foundation to the learning of literacy skills in the reception class.

Mathematics

79. Children attain levels in mathematics which are below those of most five-year-olds. Children make good progress in response to mainly good levels of teaching. Skills and understanding are developed through sorting and matching activities, water play, activities using shape, position, size and quantity, and through songs and rhymes. By the age of five, the attainment of the majority of children is still below the levels expected for their age. Few children are confident in using and applying numbers to ten in directed tasks, such as making multi-link rods to illustrate number bonds, although most can recognise and recreate patterns, such as putting the numbers on a clock face. Teachers make good use of opportunities to include number, such as giving out milk, lining up for play, and in using the correct names of shapes in art activities.

Knowledge and understanding of the world.

80. Teachers provide a wide range of experiences and activities to ensure that by the age of five the majority of children have reached the expected levels in knowledge and understanding of the world. The quality of teaching is good. In the nursery, children are encouraged to use correct vocabulary when using a magnifying lens, for example, to observe garden insects, plant their 'water bottle gardens' and learn the correct use of compost when planting their seeds. In the story 'The Hungry Caterpillar' opportunity was taken to explain how the pips were seeds which would grow into more apples in the future. Focused questioning on cause and effect stimulated children's interest. For instance, children learnt from experience why the water bottle lid had to be screwed tightly when it was turned on its side. Children have opportunity to use the computer and learn how to direct the mouse to move objects around. In reception, children discover that light and water are needed as conditions for the growth of their seeds. Good use is made of resources.

Physical development

81. By the age of five, most children have made good progress in physical development and achieve the expected levels. Access to outdoor play for children in the nursery is well planned, and good use is made of the secure playground, climbing apparatus and wheeled toys to encourage children to develop their physical dexterity, and to use space safely. Co-operative skills are well developed through outdoor play activities and children have good avoidance skills when using bikes and scooters. Many children run, jump, hop, climb, and balance confidently, showing a good use of space. Ball skills are satisfactorily developed. Teaching is mainly good, with good management of children and resources. A visiting pianist adds pace and stimulation to dance lessons and children respond well. Children in reception do not have access to the secure outdoor play area, or to wheeled vehicles, for independent and co-operative play. However, this is partly compensated for by increased time in the hall for physical activity.

Creative development

82. Most children make good progress and develop sound skills to achieve the expected levels of attainment by the age of five. Good use is made of musical instruments in the nursery. Most children follow the rhythm of songs, and of different instruments, and name the tambourine, bells, drums and chime bars accurately. A few children show good ability to understand the use of crotchets in notation. As was seen in the role-play area, which was set up for family breakfast time, children invented scenarios and showed good use of play to illustrate how to bottle-feed babies, and 'father' demonstrated with gusto how to get the wind up! Children use paints, glue, scissors and materials, to develop the skills of cutting,

gluing, drawing, colouring, and painting. 'Elmer the Patchwork Elephant', was a good focus for such work in reception. Teaching is good overall. Resources are managed well and questions are thought provoking and clear.

ENGLISH

83. In the 1999 National Curriculum tests, pupils achieved standards in line with the national average at the end of Key Stage 2. There has been a marked trend in improvement for pupils over the last three years and, in 1999, pupils' attainment was above average in comparison with similar schools. This is a significant improvement since the last inspection.
84. In 1999, pupils' attainment by the end of Key Stage 1 in the reading and writing tests was well below both the national average, and when compared with similar schools. This reflects the fact that over half of the pupils in that year group were on the school's register for special educational needs. In reading and writing, there has been a downward trend overall, over the last three years, but this has been erratic. In 1998, standards at Key Stage 1 were in line with the national average.
85. Inspection findings show that attainment for pupils currently in Year 6 is below last year's level in English, because of the high proportion of pupils with special educational needs. The targets set for the pupils are appropriate and based on their previous achievement. They are on course to attain them. Standards for pupils currently in Year 2 are below average, but have improved since 1999.

Speaking and listening

86. Pupils' attainment in speaking and listening at the end of Key Stage 1 is below the national average. Most pupils make gains through listening to teachers, and they pay close attention to what teachers are saying. They show confidence when speaking in front of the whole class, but their answers to teachers' questions are frequently in the form of one-word answers. There are examples of pupils demonstrating better speaking skills, as was shown by the higher-attaining pupils in Year 2, when discussing in detail their choice of reading. A good example of pupils making good progress in developing their speaking and listening skills, occurred in a Year 1 class when the teacher skilfully encouraged pupils to use new vocabulary whilst discussing the text of, 'We're going on a Bear Hunt'. Pupils demonstrated their knowledge of the new descriptive words they learnt, and used them appropriately. Pupils make at least satisfactory progress, and often better. However, overall, many pupils demonstrate immature speech.
87. At the end of Key Stage 2, attainment in speaking and listening is below the national average. The majority of pupils have difficulty in articulating their thoughts and ideas clearly. Pupils benefit from opportunities during the literacy hour to discuss the quality of texts, but the majority need much encouragement and stimulation in order to participate in discussion and debate at a worthwhile and enthusiastic level. This was exemplified in a Year 6 lesson, where the teacher worked hard using skilful questioning to develop a positive discussion, and useful responses from pupils. Pupils make correct use of the technical language they are acquiring, and use the correct terminology when, for example, discussing work in history or science.

Reading

88. By the end of Key Stage 1, pupils' attainment in reading is below the national average. As they progress through the key stage, pupils are acquiring a sound range of strategies, such as using the sounds at the beginning and ending of words, and the sense of the surrounding text to help them. Pupils make satisfactory and often good progress as they go through the planned programmes of work. A significant minority of higher-attaining pupils in Year 2 read with confidence, fluency, and understanding. They read aloud with expression, and talk about their favourite parts of the story, giving reasons for their likes and dislikes.

Lower-attaining pupils, and those with special education needs, receive good support and make good progress. Particularly effective support is provided through the 'reading recovery' programme, where pupils' good progress is carefully monitored.

89. By the end of Key Stage 2, pupils' attainment in reading is in line with the national average. The progress pupils make, although overall good, is variable between year groups and classes. In Year 3, some pupils show a lack of knowledge of the necessary strategies for reading. They are not consistently able to build words using the sounds they know, or the text, to help them decipher new words. Although clear and often evaluative records are kept of pupils' progress through the use of guided reading, occasionally, the content of some books for guided reading does not match the ability of the pupils. This was demonstrated by the books used by a group of pupils in Year 4 who had difficulty with a text that was too challenging for them. In Year 5, there are examples of good reading skills, but also of pupils reading with little or no expression, and some show confusion between fiction and non-fiction books. Pupils in Year 6, at the end of the key stage, are confident readers. They are familiar with a range of authors and, confidently, discuss the merits of different books they have read. They know how to select an information book and read effectively for information. As they move through the key stage pupils acquire satisfactory skills in locating the words and information they need, from dictionaries and other reference works. Pupils' progress is further developed through the benefits gained for groups who receive support from the additional literacy strategy. Where the shared reading strategy of the literacy hour is used most effectively, pupils are well motivated and develop a good understanding of text, such as recognising the use of alternative words and expressions to capture mood.

Writing

90. At the end of both key stages, standards in writing are below the national average, but progress is good when compared with pupils' earlier achievements. Through the literacy hour, pupils, systematically, develop their writing skills. In Year 1, pupils begin organising words they know from a story into sentences, and carefully write them in their books. By the age of seven, many pupils are able to write simple narrative pieces independently of their teacher. They spell a small number of common and simple words correctly, and are beginning to use full stops and capital letters to punctuate their work. Handwriting is systematically taught, and is improving, but is not yet consistently well formed with clear spacing.
91. At the end of Key Stage 2, most pupils know and understand points of grammar and punctuation, such as the use of speech marks and apostrophes. They thoughtfully consider the use of alternative vocabulary to enrich their writing, and understand the reason for different writing styles. However, they are not consistent in applying their knowledge to their own independent written work. For example, pupils need reminding of the correct use of capital letters whilst writing. They are generally accurate in the spelling of familiar words, but their use of more complex words is weak. They carefully re-draft their work, as was shown by their interesting writing on Anne Frank. Throughout the key stage, pupils are acquiring the necessary skills for writing. They carefully learn the strategies for spelling. These strategies are further consolidated in the additional literacy booster groups. Pupils in Year 4 have sound recall of spelling rules and patterns, and enjoy exploring new words. Overall, the opportunities for pupils to write independently and at length, are too few. This means that they do not have sufficient worthwhile chances to apply and practise the skills they are learning. There are some good examples of a neat, cursive style of handwriting developing, particularly in Year 6, but many pupils demonstrate an immature style. Pupils with special educational needs make good progress because of the effective support they are given.
92. Pupils' response to English is good overall at both key stages. It is particularly good when they are stimulated and motivated by teachers' effective strategies and enthusiasm. Many pupils in Key Stage 2 frequently linger at the end of a lesson to continue or discuss work.

When the pace of the lesson is slow, or pupils are not clear of what is expected of them, they became restless, and lose interest. Most work co-operatively in pairs or groups and are aware of expectations for behaviour when the teacher's focus is on other groups. They are particularly enthusiastic about reading, and are eager to demonstrate their skills and knowledge. Pupils involved in the reading recovery programme show increasingly positive self-esteem and pride in their achievement.

93. The quality of teaching is good overall. Forty per cent of the teaching is very good. Very little unsatisfactory teaching was observed during the inspection. Teachers have good expertise and knowledge in teaching the elements of the literacy strategy, and this ensures that pupils are learning the basic skills for reading and writing. Teachers plan their lessons effectively and use a range of strategies, to interest and motivate pupils. This means that lessons have a clear purpose so that pupils know what is expected of them and make good progress within the lessons, and over time. Skilful questioning is a good feature of many lessons. This encourages pupils to carefully consider, for example, the reading text they are sharing, or deepens their understanding of the use of language. The good relationships and enthusiastic teaching styles make pupils feel involved, and contribute effectively to firm class control. It results in an efficient use of time and opportunity for maximum learning. Where lessons are unsuccessful, it is usually because teachers fail to make their intentions clear to pupils, and the pace of the lesson is slow. This results in fidgety pupils, who show little desire to learn.
94. The use of assessment by teachers is variable. Where it is used effectively, what pupils are required to learn in a lesson is carefully matched to their needs and planning provides appropriate challenge. This means that pupils can successfully learn in line with their ability and interest. A particularly good feature of a Year 6 lesson was the constant oral evaluation and correcting of pupils' work. This enabled pupils to immediately recognise and rectify the mistakes in their writing. Where assessment is not used well, the learning objectives do not match the needs of all abilities within the class, and the methods used are not appropriate to maintain the interest and concentration of the pupils. This has a direct impact on what pupils learn and achieve. The marking of pupils' work acknowledges pupils' efforts and there are some examples of evaluative comments but this, and the homework given, is not consistent in contributing to raised standards.
95. The school has carefully and effectively established the National Literacy Strategy, and in doing so has greatly improved the teaching and learning in the subject since the previous inspection. The monitoring and evaluation of teaching has had a positive effect on teachers' confidence and expertise by improving the pace and structure of lessons. The co-ordinators are knowledgeable and strongly committed to raising standards and to the future positive development of literacy. The policy and scheme of work is comprehensive. A new handwriting scheme has been introduced and pupils are encouraged to take pride in their handwriting and the presentation of their work. The last report's concern regarding pupils' speaking and listening skills has been addressed, but the subject co-ordinators know there is more to be developed in this area, and have sought advice on this. During the literacy hour, where teaching is very good or good, teachers effectively encourage pupils to enter into discussion and to provide extended answers to questions. However on a day-to-day basis opportunities are frequently missed, by some teachers, to develop pupils' vocabulary and speaking skills further. The co-ordinators recognise the need to raise standards in writing, and to provide greater opportunities for a wider range of writing. The technical vocabulary of science is developed successfully and pupils write reports on their investigations satisfactorily. Pupils record their visits to places of interest in history with appropriate style, and there are examples of interesting historical writing in Year 6 but, overall, there are insufficient planned opportunities for pupils to develop their literacy skills, systematically, across the curriculum.
96. A range of tests are use for assessment procedures to determine pupils' attainment. The results of assessment have been used to set targets and to draw up booster groups. However, the results of assessment have yet to be effectively used to identify the areas of

weakness that limits pupils' progress across the key stage, in order to lead to step-by-step progression in raising standards.

97. There is a good range of material to support the literacy strategy, and this includes a selection of good fiction and non-fiction books. This is efficiently organised and accessible. A new range of attractive books for pupils to choose have recently been introduced to each classroom. Pupils have regular access to the library. Teachers use every opportunity to display guidelines for literacy around the classrooms, and pupils' work is appropriately celebrated through attractive displays.

MATHEMATICS

98. Standards of attainment are below average by the time pupils leave school. In 1999 the National Curriculum test results, showed that the standards reached by pupils in Year 6 were below the national average, but in line when compared with those of similar schools. Trends over time show that the rate of improvement is greater than the national rate. The pupils currently in Year 6 are reaching standards appropriate for their abilities, with most of them around the expected Level 4, but fewer than the national average reaching Level 5.
99. At the end of Key Stage 1, standards are below the national average. The majority of pupils are reaching the expected Level 2, but very few of these achieve the higher grades of Levels 2a or 3. At five years old, the majority of pupils entering the school are below, and many well below, the national average in numeracy skills, so pupils achievement through Key Stage 1 is at least satisfactory, and in some areas of mathematics it is good. This is a significant improvement since the last inspection when pupils' progress was unsatisfactory in both key stages.
100. In both key stages, there is particularly good attention paid to mental and oral mathematics, and pupils are encouraged to apply their own strategies when solving problems. In Year 1, pupils recognise odd and even numbers, and the higher achievers are able to pick out patterns of odd and even numbers on a grid. In Year 3, pupils confidently explain how they subtract, say, 25 from 100, by either taking two tens and then five, or taking 30 and adding five. By Year 6, many pupils are able to explain how to cancel fractions in order to reduce them to their simplest form, for example $\frac{4}{32}$ as $\frac{1}{8}$. The majority of pupils in Year 6 can recognise questions presented in different forms, and respond to them with reasonable speed.
101. Appropriate time and attention is paid to other areas of mathematics in most year groups, for example, in Year 2 pupils are beginning to handle data by creating block graphs and learning about solid shapes such as cones, cylinders, cubes and cuboids. They also learn to add and subtract money, using coins to £1. In Year 4, pupils handle money problems to £20, and learn about hexagons, and pentagons. By Year 5, many pupils are accurately measuring angles in degrees and learning facts about shapes, for example, that a triangle's angles total 180 degrees. There are not enough opportunities for pupils to make use of their mathematical skills in other subjects, such as science, and design and technology. There is insufficient use of information technology in all year groups.
102. Pupils with special educational needs are supported well and make appropriate progress on their earlier learning.
103. Overall, in the lessons seen, the teaching of mathematics was good, particularly throughout Key Stage 2, with the exception of unsatisfactory lessons taken by supply teachers. In Key Stage 1, it was never less than satisfactory, and there was one very good lesson in Year 2. This is a significant improvement since the last inspection when it was unsatisfactory at both key stages.
104. Teachers have a thorough knowledge and understanding of the National Numeracy Strategy and apply it well to plan and structure lessons. This ensures that pupils'

knowledge, skills and understanding are progressively taught. Teachers pay good attention to mathematical language, and are beginning to pay attention to reading skills when the opportunities arise. A good example of this was in a Year 4 lesson when pupils were expected to read together the aims for the lesson. In a Year 5 and 6 group, particular emphasis was put on the need for pupils to read questions carefully.

105. Teachers' expectations of what pupils can and cannot do are realistic, and the work is appropriately challenging. In Years 5 and 6, this is based on sound analysis of test results to 'set' pupils according to ability. In other years, pupils are grouped by ability within the class. In a very good Year 2 lesson, with over 50 per cent of the class on the special educational needs register, the group work was very well matched to pupils' previous learning. The highest ability group was adding two or three amounts of money, then working out the change from £1. The lowest ability group was grasping the fact that ten one pence coins could be exchanged for one ten pence coin.
106. Teachers manage their pupils well, and most very well. As a result, pupils are generally keen to learn about mathematics and their behaviour in lessons is good. Many of the pupils have short concentration spans and teachers successfully maintain interest by brisk, relevant whole class sessions and short, purposeful activities. Only occasionally do pupils lose concentration, and become fidgety and this is usually when the teacher allows the pace to slacken or keeps the pupils on one task for too long. Where help and support is available, it is used successfully to enhance pupils' learning. Parent-helpers are well prepared and understand their role. The use of homework is inconsistent and does not have a positive impact except in Year 6. Although some teachers encourage the learning of tables, there is no whole-school approach and pupils in Year 6 are inadequately prepared for secondary school.
107. Mathematics is clearly a high priority in the school. The two knowledgeable and enthusiastic co-ordinators have worked hard with colleagues to ensure the successful implementation of the National Numeracy Strategy. Teaching has been well monitored, resulting in significant improvement. Standards at the end of the key stages, and test results in year groups, have been analysed and used well to group pupils according to ability. Although plans are in hand, there has not, as yet, been sufficient analysis of individual achievements and trends over time.

SCIENCE

108. The 1999 National curriculum test results at the end of Key Stage 2, showed that pupils were below the national average, but in line when compared with similar schools. More able pupils achieve the higher level. By the end of Key Stage 1, more able pupils achieve above the national average, although, overall, pupils' attainment is below that expected for their age. The overall trend of improvement is close to that seen nationally.
109. In lessons, pupils show that they have the knowledge and understanding at the expected level. Limited language skills make it difficult for them to explain their knowledge well. This is a significant contributory factor in lower than expected test results.
110. No unsatisfactory lessons were observed during the inspection. Very few lessons were seen in Key Stage 1. In Key Stage 2, over half the lessons seen were good or better with nearly half very good. Most teachers have a good knowledge and understanding of the subject and teach pupils the correct technical vocabulary. They challenge pupils with good quality questions which helps them to understand and apply their knowledge. Teachers organise lessons well, varying activities to maintain pupils' interest and motivation so that they concentrate and learn well, for example, during a Year 3 lesson where pupils were engrossed in exploring sound vibrations, including seeing the waves produced by a sound sensor recorded on a computer screen. Teachers provide good opportunities for pupils to undertake practical tasks; older pupils have appropriate opportunities to plan their own investigations. For instance in the Year 6 lesson, when pupils were very carefully observing

a burning candle to note exactly what was happening, and explain why. In another Year 6 lesson, pupils were challenged to separate different mixtures of materials using knowledge gained in previous lessons. Pupils do not, however, make enough use of their mathematical skills in science. For example, there are too few opportunities to develop their skills in recording accurate measurements. Pupils behave well in lessons. Some pupils find it difficult to share and co-operate in group tasks, but most pupils do collaborate well and handle equipment carefully and safely.

111. The co-ordinators have recently reviewed and completely revised the curriculum so that there is now a well-balanced programme of progressive development through the school. It is too soon for this to significantly affect the test results this year. The current medium-term planning would benefit from identifying the level at which pupils are being taught in each topic. There are good opportunities for pupils' personal, social and health education. The co-ordinators have bought and organised sufficient resources for each topic, in each key stage, so that teachers have easy access to the equipment they need. There is a good range of books and information to help less confident teachers. The newly appointed Key Stage 2 co-ordinator has a good science background and is very clear about what still needs to be done to develop the subject further. She has begun to devise an assessment procedure, based on specific criteria which will, in future, provide the necessary information so that lessons can be planned to meet the needs of different groups of pupils, as well as monitoring individual pupils' progress in knowledge, understanding and skills as, previously, there has not been time to analyse test papers to identify specific weaknesses in pupils' answers.

ART

112. From the evidence of pupils' previous work, and the two lessons observed during the inspection, it is clear that pupils have maintained satisfactory progress in art throughout the key stages since the last inspection. The majority of pupils attain standards that are in line with those normally seen from pupils of similar ages. No judgement could be made on the quality of teaching in this inspection.
113. A good range of two- and three-dimensional work was seen on display in both key stages, showing evidence of the improved range of resources and media. For example, clay and textile work, in addition to paint, pastels and charcoal, positively illustrated the jungle theme for pupils in Year 3. Good use was made of artists, such as Monet, Rousseau, Van Gogh, and Matisse, to develop pupils' awareness of style and form, as well as their own observational skills. Pupils' learning is enhanced through links with other subjects. For example, in Year 4, weather scenes were illustrated by pupils, using a variety of media, and depicting accurate use of landscape and perspective.
114. The headteacher is managing the subject at present, due to the illness of the co-ordinator. A new local education authority scheme of work is about to be trialled, to further develop both the curriculum and the planning of the systematic acquisition of artistic skills and knowledge. The strategy of keeping sketchbooks throughout the key stages, to identify progression in drawing skills has a positive impact on pupils' learning. For example, in a Year 2 class, where pupils were drawing baking utensils, observation skills had clearly improved from the pupils' previous drawing of daffodils. Some pupils were able to improve their drawings further when prompted to remember shape and form. This promoted pupils' positive attitudes to the subject and pride in their completed work. However, monitoring and assessment procedures, to ensure teachers know the levels pupils are achieving and the progress they are making over all the elements of the art curriculum, are unsatisfactory.

DESIGN AND TECHNOLOGY

115. Only two lessons were observed during the inspection. Pupils make satisfactory progress through both key stages and attain standards close to expected levels. Standards and provision have been maintained since the last inspection. Pupils, particularly in Key Stage

2, are developing a sound approach to evaluating their work and making necessary changes. They use a technical vocabulary, such as, 'design brief', and 'evaluate', with appropriate understanding, but are sometimes vague about the names and properties of materials they are working with.

116. In Key Stage 1, pupils make a good range of products using card and fabrics. They are often linked to topic work and are generally of good quality. For example, in reception and Year 1, pupils produce attractive and carefully folded paper dragons to celebrate the Chinese New Year. They make exciting mask of jungle animals which are coloured neatly. In a Year 1, pupils evaluate their favourite old toys and described how they work. By the end of Key Stage 1, pupils understand the basic principles of the design process and apply them appropriately. Some activities, such as making Mother's Day cards, are too structured to allow the pupils opportunities for self-expression. Overall, standards are satisfactory at Key Stage 1, and pupils are enthusiastic about their work.
117. By the end of Key Stage 2, pupils have experience of a good range of tasks using wood, clay and fabrics. They generally understand the properties and limitations of the materials they are using. They make sound progress in using a range of techniques to join fabrics, but they are less secure in the use of wood. The quality of evaluation and design varies, and is a direct result of the expectations of the teacher. There are examples of well-designed slippers, made by pupils in Year 6, which involve careful sketches and drawings from different perspectives and accurate written descriptions. On the other hand, there are some designs which are rushed and show little understanding of the needs of the product. Pupils' attitudes are positive and pupils of all abilities contribute to discussions in lessons, and respond well to the teacher. They work well together and critically question each other to improve the standard of work. Opportunities are missed, however, for pupils to significantly develop their writing skills through the subject. There are a few good examples of measuring skills used in making activities but, overall, very little use is made of mathematics or information technology in the subject.
118. There is not enough evidence to give an overall judgement on the quality of teaching. However, in the lessons seen it was at least satisfactory and better. Lessons are interesting with a clear subject focus. Planning is appropriate and the objectives of the lesson are given to the pupils at the start. Pupils are well managed and good levels of safe working practice are successfully encouraged.
119. There is no subject co-ordinator at present because of long-term illness, but it is appropriately managed by the headteacher. The school is, currently, trialling a new scheme of work based on the government model and is monitoring its success. There are, however, no procedures to assess pupils' individual achievement in the subject.

GEOGRAPHY

120. Standards were judged to be unsatisfactory at both key stages in the previous inspection report. Improvement has now been made, and pupils attain the levels expected for pupils of their age. All pupils, including those with special educational needs, make satisfactory progress through the school in acquiring geographical skills. By the end of Key Stage 1, pupils understand how to construct and read a simple plan of their routes to school. They know about a range of vital jobs performed by people such as postmen and firemen. The pupils begin to recognise different styles of building around the school.
121. In Key Stage 2, pupils extend their skills to include knowledge of local and world weather, map work, and water and river cycles using information technology to find additional information. In Year 5, pupils study tropical rain forests and discuss how changes in the environment can cause problems. Pupils in Year 6 conduct traffic surveys and use information technology and mathematical skills to record their findings. In Year 4, pupils go on a field trip to the village of Eyam which provides them with valuable opportunities to contrast their city lives with life in a village. Pupils in Year 3 use their literacy skills,

effectively, to write sensitive poems about weather but, at present, opportunities to extend pupils' writing skills are often being missed.

122. Pupils develop an awareness of the wider world by discussing events from newspapers and television, such as the recent floods in Mozambique.
123. A limited number of lessons were observed during the inspection and there is, therefore, insufficient evidence to form a judgement on teaching overall. However, where lessons were seen, teaching was satisfactory or better. Teachers are confident in their subject knowledge, and learning objectives are clearly defined. They plan carefully to ensure that pupils in parallel classes cover the same topics. Teachers use questions skilfully so that pupils are encouraged to develop their listening and speaking skills. Activities are well matched to the abilities of all the pupils, and the classes are well managed. Pupils show positive attitudes to learning and respond enthusiastically to the tasks provided for them. Since the previous inspection, teaching at Key Stage 2 has improved to become satisfactory and, on occasion, good.
124. There are satisfactory resources for the subject. The co-ordinators are reviewing the scheme of work at present in order to streamline it further, taking care not to lose any vital aspects.

HISTORY

125. It was not possible to observe any lessons in Key Stage 2 during the inspection, and only one was observed in Key Stage 1. From a scrutiny of pupils' work, and discussions with pupils, it is possible to make judgements on what pupils know and the progress being made. It is not possible to make judgements on the overall quality of teaching.
126. In both key stages, pupils of all ability make satisfactory progress. This is an improvement since the last inspection when progress was judged to be unsatisfactory. In Key Stage 1, younger pupils learn about the passing of time and chronology through interesting strategies and activities. For example, they examine and discuss three teddy bears of different ages and arrange them in sequential order. Pupils in Year 2 know about significant events in history such as the Fire of London. Their understanding of chronology is further successfully developed through the consideration of how transport, such as trains, have changed through the years.
127. In Key Stage 2, pupils learn about life in different periods and cultures and have a sound factual knowledge. They know about primary and secondary sources of historical evidence. Older pupils discuss which eras they find most interesting, and base their opinions soundly on what they know. Many are able to link cause and effect successfully. This was particularly well demonstrated by pupils in Year 6, when discussing aspects of Britain since the 1930s. They effectively related events of the war years to conflicts in parts of the world today.
128. In Key Stage 1, pupils record their work appropriately, sequencing pictures and using words and pictures, to tell the stories they know. In Key Stage 2, there are weaknesses in the quality of pupils' recorded work in Years 3 and 4. Although there are interesting reports on visits to places of historical interest, there are insufficient good links with literacy. Teachers too often use worksheets, which present insufficient challenge. This aspect has not improved since the last inspection. However, in Year 6 there is evidence from pupils of thoughtful narrative, and the serious consideration of historical issues.
129. Pupils are interested in history. They are fascinated by events of the past. The good use of a range of visits has been particularly successful in capturing pupils' interest, and extending their historical knowledge and vocabulary. Teachers provide other interesting opportunities to enhance pupils' understanding: photographic evidence shows pupils enjoying a lively 'Greek Day'. Pupils, obviously, gain much benefit from these experiences, and talk

enthusiastically about what they have learned and observed. In the one lesson observed in Key Stage 1, teaching was good. The effective strategies used and skilful questioning ensured that pupils gained in new understanding from the lesson.

130. The policy and scheme of work provides satisfactory coverage of the required aspects. This is supported by the national scheme of work for history. The co-ordinator monitors the curriculum by looking at planning, but there is insufficient monitoring of pupils' work to ensure consistently good historical content, and opportunities for the further development of literacy skills, particularly writing.

INFORMATION TECHNOLOGY

131. The previous report judged standards in information technology to be satisfactory at the end of both key stages. These standards have not been maintained consistently across the school because of a lack of a satisfactory scheme of work, and old and unreliable computers. There are firm plans to install a computer suite, and to appoint a technician in order to carry the subject forward.
132. By the end of Key Stage 1, pupils understand the function of the mouse and have had experience in producing text and pictures, and in collecting data of the traffic in their home streets which is displayed in the form of graphs. The standard of work they produce varies between the parallel classes, and the amount is insufficient at present. They now need opportunities to develop basic skills in depth so that they can work with a greater degree of independence.
133. By the end of Key Stage 2, pupils have touched on all the required aspects of the subject, but their knowledge is superficial, and their skills are inadequately developed. In Year 3, pupils use the Internet to find information about weather. In Year 4, pupils present information about their class on spreadsheets, and as pie charts. Last year, pupils in Year 5 used information technology to control traffic lights. They edit their work using a variety of font and colour, as do pupils in Year 6 when writing biographies of Winston Churchill. In Year 6 pupils also practise control through the use of logo. All years have the opportunity to use a program to research information about topic work, and some practise solving computer-generated problems. The school has recently become connected to the Internet and pupils are now in regular communication with children in Cyprus. In Year 6, pupils are planning their own website. However, despite the high levels of enthusiasm shown by both staff and pupils, standards at the end of Key Stage 2 are below expectations due to the lack of opportunities in the recent past for pupils to build their skills systematically in all aspects of the subject.
134. From the limited number of lessons observed, teaching was at least satisfactory, with teachers giving clear demonstrations of procedures, ensuring that their pupils understood the objectives of the lessons, and made progress. The varying standard of work on display suggests that some teachers are more confident in the use of information technology than others. There is evidence that some teachers already use information technology effectively across the curriculum. For example in a science lesson it was used for experimenting with sound oscillations, in mathematics for practice in counting at speed, and in geography for investigating river systems and finding information about world weather. Overall, however, not enough consideration is given to the acquisition and the practice of information technology skills throughout the school day.
135. The co-ordinators are knowledgeable and enthusiastic. They are aware of the present level of standards and are keen to introduce strategies to improve them. The scheme of work which the school previously used did not match the levels of skills and resources available, and did not support good progress. A temporary scheme has been devised, following a review of standards and provision, which is specifically aimed at raising standards throughout the school. Resources in terms of computers and software are inadequate at present.

MUSIC

136. The quality of music has declined since that reported at the previous inspection. There is limited time available for the subject. Pupils in Key Stage 1 make good progress in singing. They learn to sing well with a good range of pitch and tone. They sing two-part rounds very well. In Key Stage 2, pupils sing enthusiastically, but do not pay sufficient attention to the words of songs and hymns in order that the singing matches the mood of the song.

137. Whilst some teachers provide good opportunities for pupils to listen to recorded music for beat and rhythm, such as in Year 1, and a Year 6 class, there are too few opportunities for pupils to listen critically to music of different styles and learn about different composers. Opportunities are missed at the beginning and end of assemblies for planned listening to music and learning about the style, the work and the composer.
138. Some teachers, for instance those in a Year 1 and a Year 6 class, give pupils good opportunities to compose soundscapes, using untuned percussion instruments. Pupils learn to do so well, incorporating several layers of rhythm, and devise their own symbols for writing it down. There are no opportunities for composing, using tuned instruments.
139. The school has adopted the very good curriculum planning document provided by the local education authority, but this is not being consistently followed by many teachers. There are not enough tuned percussion instruments. Music makes some contribution to pupils' knowledge and understanding of other cultures, this would be improved with better provision for listening and appraising music. Similarly, music does not contribute as it could to pupils' spiritual development.
140. The newly established Education Action Zone, whose focus is on the arts, should raise the profile of music so that pupils have better opportunities to develop their knowledge, understanding and skills in the subject.

PHYSICAL EDUCATION

141. At both key stages progress for all pupils, including those with special educational needs, is satisfactory and, since the last inspection, some improvements have been made in both provision and teaching.
142. The co-ordinator, despite long-term absence, has worked hard to produce a good scheme of work for games and gymnastics. This is just beginning to be implemented and gives teachers clear guidance for planning lessons. Skills and understanding have begun to be taught systematically and progressively but, as yet, there is no such scheme for dance. Pupils are taught to swim in Years 5 and 6, and the majority reach the expected national standard by the time they leave the school. Older pupils have some, limited, opportunities to participate in outdoor activities for science, and geography fieldwork visits to the Mayfield Centre, as well as the Year 6 annual residential trip.
143. In the lessons seen, the teaching was never less than satisfactory, and the games teaching in Year 2 was very good. In the good lessons, at both key stages, plans were detailed and clearly described the skills to be taught and the methods to be used to achieve this. Aims were shared with the pupils and how much had been achieved was discussed at the end. Most lessons progressed at a good pace and pupils responded enthusiastically and worked hard. The challenge of the activities was appropriately increased as pupils' skills improved. This was evident in a Year 2 lesson on throwing and catching, which started with bouncing and catching a ball once, bouncing and catching on the move, and then throwing in the air and catching, with the higher-achieving pupils clapping before catching. In a Year 5 netball skills lesson, the pupils progressed from practising different types of passes, then passing in small groups, to a simple, small-sided game. Most teachers are now encouraging pupils to evaluate their own performances and those of others, but this is not yet satisfactory in all lessons. At Key Stage 2, evaluation is better than reported at the last inspection when there was very little carried out.
144. Teachers manage the pupils well, many of them very well, resulting in good behaviour. The majority of pupils change quickly and sensibly, and are eager to do all physical education lessons. They respond well to the teachers and behaviour is good. Occasionally, and for very short periods, pupils in Years 5 and 6 waste time during outdoor games lessons, and have difficulty working in small teams without direct adult supervision, for instance, when

the teacher is working with another group. Most did, however, work well together in pairs during a gymnastics lesson.

145. There are no procedures for the systematic recording or assessment of pupils' achievements. Out of school activities, currently football, netball, and athletics for pupils in Key Stage 2, are well supported by pupils and enhance the curriculum.

RELIGIOUS EDUCATION

146. By the end of both key stages, the majority of pupils, including those with special educational needs, make satisfactory progress and attain standards which match the expectations of the required syllabus. This is a similar judgement to the previous inspection. Overall, teaching is sound across both key stages.
147. At Key Stage 1, pupils know some of the stories and festivals of Christianity. They name parts of a church, and describe the main features of a Christening ceremony, however, They do not fully understand the symbolism of such religious practices. They have positive attitudes to the subject and express their own ideas about God with confidence. They know that religions have different beliefs and show respect and sensitivity to those around them whose beliefs differ from their own. Teaching is effective when a good listening atmosphere is created in which pupils discuss personal values and identify things and places in life which are precious to them. Good behaviour management, and clear explanations, ensure a brisk pace to learning and completion of the tasks set. Moral teaching is good, but its basis in religious belief is not sufficiently focused to promote religious understanding.
148. At Key Stage 2, pupils' knowledge of Christianity, Judaism and Islam develops in accordance with the comprehensive scheme of work. The majority of pupils in Year 6 know the sequence of events from Palm Sunday, through to Jesus' resurrection, and express, with confidence, their own ideas about how characters, such as Jesus and Judas, are feeling and reacting to one another. Progress in a lesson increases when teachers ensure that connections are made with previous knowledge and skills, and topics are revisited at greater depth, such as in the teaching of Christian festivals. Teaching is good when a range of learning activities are used, which interest and involve pupils. For example, the use of the musical 'Jesus Christ Superstar' captivated pupils by its style and language, aiding their concentration and willingness to respond and question the religious knowledge the musical conveyed. Good use of artefacts in Years 3 and 4 also led to a good pace in learning, and positive attitudes to the subject by pupils. However, over time in the key stage, progress in pupils' understanding of the basic religious concepts of guidance, symbolism, belief, and religious lifestyle is unsatisfactory. Teachers' expertise is less certain in such areas.
149. Time for teaching religious education does not meet the recommended minimum. As a result, the scheme of work is not fully implemented and the curriculum pupils experience lacks breadth and balance. The progressive acquisition of religious skills, concepts and understanding is restricted. The range of learning activities is also limited by short lessons in some year groups. The co-ordinator is aware of the need for monitoring the curriculum and keeping a record of pupils' work in line with school policy. However, this is yet to be systematically achieved in order to improve standards in the subject. There is little evaluation of topics to inform the co-ordinator where improvements could be made in content, resources, and teacher expertise. Assessment procedures, to identify the level pupils are working at, and inform the planning of the subject, in order to aid pupils' learning, are unsatisfactory. Resources have improved with additional artefacts in Christianity, Judaism and Islam. These are already having a positive impact on teaching and learning.