

# INSPECTION REPORT

## **WHARNCLIFFE SIDE PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107059

Headteacher: Mr Colin Fleetwood

Reporting inspector: Miss V Rogers

Dates of inspection: 5 - 8 February 2001

Inspection number: 211176

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11years
Gender of pupils:	Mixed
School address:	Brightholmlee Lane Wharncliffe Side Sheffield
Postcode:	S35 0DD
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs Andrea Collinson
Date of previous inspection:	22 - 25 February 1999

## INFORMATION ABOUT THE INSPECTION TEAM

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22274	Vera Rogers	Registered inspector	Science Religious education	What sort of a school is it? How high are standards? a) The school's results and achievements How well are pupils taught?
11041	Marvyn Moore	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
21460	Rachael Andrew	Team inspector	Information and communication technology Special educational needs	How high are standards? b) Pupils' attitudes, values and personal development
7593	John Collier	Team inspector	English Geography History Music Equal opportunities	How good are curricular and other opportunities offered to pupils?
21038	Geof Timms	Team inspector	Mathematics Art Design and technology Physical education Foundation Stage	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Wharnccliffe Side Primary School is situated to the north of Sheffield, catering for children aged from three to eleven. There are currently 155 pupils on roll (76 boys and 79 girls) aged from four to seven and a further 46 pupils in the nursery, who attend part-time. Children are admitted to the reception class at the start of either the autumn or spring terms nearest to their fifth birthday. Most of the children live in the immediate locality. However some pupils from the neighbouring village of Oughtibridge and further afield attend the nursery and transfer to their local school for the Reception year. The school also has two Integrated Resource Units for children with special educational needs, one of these is attached to the nursery and the other is for pupils in Key Stages 1 and 2. These take pupils from the area to the north side of Sheffield.

When they start in the nursery pupils have a wide range of attainment but this is overall well below average, particularly in pupils' personal and social skills and in speaking and listening. The pupils come from a variety of backgrounds. Almost 10 per cent of pupils are entitled to receive a free school meal, which is broadly average for schools of its type across the country. There are no pupils with English as an additional language. The percentage of pupils with statements of special educational needs (8.9%) is well above the national average and the school has identified a further 47 pupils (26.4%) as requiring some additional support with learning and other needs, which is well above the national average.

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

Wharnccliffe Side Primary School is an improving school. Although standards in National Curriculum tests in 2000 were well below national averages, indications are that in comparison with their prior attainment the pupils made satisfactory progress in English and mathematics although progress in science was below average. The pupils enter school with attainment that is below average. They achieve satisfactorily and sometimes well as they move through the school. Indications are that the standards the pupils will achieve at the end of both key stages in current Years 2 and 6 are below average in English but in line with expectations in mathematics and science. The quality of teaching is good overall, with examples of some excellent teaching and no lessons that were unsatisfactory. The management of the school is satisfactory overall. The headteacher provides good leadership and is well supported by the senior management team and governors. Together they have worked hard to tackle the majority of the key issues from the previous inspection. The school has a higher than average income and currently provides satisfactory value for money.

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

- Provision for pupils in the Foundation Stage is very good.
- The headteacher provides good leadership. He is well supported by the deputy headteacher and the management team.
- The quality of teaching is good overall.
- The provision for pupils with special educational needs is very good.
- Pupils' attitudes to school are good and they behave well.
- The school makes good provision for the moral, social and cultural development of the pupils.
- The school cares for its pupils well; it has very good procedures for assessing pupils' attainment and progress.
- The school has implemented the numeracy strategy well. Pupils make good progress in mathematics and standards have improved since the previous inspection.
- Attendance is good.

#### **What could be improved**

- Standards in English and scientific enquiry.
- The achievement of more able pupils.
- The management role of the subject co-ordinators.
- Pupils do not have sufficient opportunities to take initiative and develop independence in their learning.
- The further involvement of parents in their children's learning.
- Enrichment of the curriculum by providing further opportunities for extra-curricular activities.
- Assemblies to include a daily act of collective worship.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

Following the inspection in February 1999 when the school was found to have serious weaknesses, an action plan was produced to tackle the key issues and other concerns raised in the report. The school has made good progress in meeting the majority of the key issues of the report. Although standards in English, mathematics and science were below those found nationally, there have been improvements in provision and pupils are now broadly meeting national expectations in mathematics and science, although standards in English remain below average, rather than well below average. Standards in information technology have improved considerably with the recent development of the information technology suite and improvements in teachers' expertise through additional training. Since the previous inspection the school has developed schemes of work for all subjects. These are largely based on national initiatives and set out clearly what pupils need to learn as they progress through the school. Good procedures for assessment and the monitoring of pupils' progress have been developed and these procedures are of good quality and used consistently to record pupils' progress. However, they are not yet used sufficiently in planning challenging work which meets the needs of all pupils, particularly the higher attainers in all subjects. The subject co-ordinators for English and mathematics have monitored teaching and learning in those subjects but this practice has not yet been developed across all subject areas; this area is still in need of further development. The school has reviewed the amount of taught time in Key Stage 2 to take account of DfEE recommendations and all statutory requirements in respect of the school prospectus and the governors' report are met. The majority of minor issues have been addressed. However, the opportunities for pupils to write at length and pupils' capacity for independent study have not yet been fully met. Overall, the progress made in most areas where concerns were noted previously is good, although the full effect of these initiatives in raising standards have yet to be realised.

## STANDARDS

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

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

**Key**

well above average    A

above average        B

Average                C

Below average        D

Well below average   E

very low                E\*

*\*Note: 'similar schools' is based on the number of free school meals.  
E\* indicates schools which are among the bottom 5 per cent nationally.*

Children start in the Nursery with standards of attainment that are well below average. They make good progress in the Foundation Stage but by the age of five most pupils are still achieving below other five-year olds nationally. Although the pupils make satisfactory progress through Key Stage 1 they attained standards in the Key Stage 1 assessments and tests that were well below average in reading, writing and mathematics when compared with both national averages and similar schools.

In 2000 end of Key Stage 2 assessments, the school's performance was well below the national average in English, mathematics and science; they were very low in English and science and well below average in mathematics when compared with similar schools. When compared with their earlier performance (at the end of Key Stage 1) pupils' achievements were in line with similar schools in English and mathematics and below average in science. These results are set against a much higher than average percentage of pupils with special educational needs. Results over the past five years show that the trend in average National Curriculum scores is below the national trend. Nevertheless the school has put in place measures to improve standards but these have not yet had sufficient time to fully improve pupils' performance. During the inspection inspectors found that standards of work in mathematics and science were similar to those found in other schools but crucially they were below average in English at the end of Key Stage 1 and Key Stage 2.

Standards in information and communication technology are improving as teaching has improved and good use is made of the computer suite; in some elements standards are in line with expectations. However, there are still gaps in pupils' skills and knowledge so that overall standards at the end of Key



Stage 2 remain below those of other eleven-year-olds. With the exception of singing and dance, where standards are above average, standards are in line with those expected in all other subjects.

Pupils with special educational needs are well supported and make good progress through the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have positive attitudes to learning and enjoy coming to school.
Behaviour, in and out of classrooms	Behaviour both in class and around school is good.
Personal development and relationships	Relationships are good. Pupils lack opportunities to develop their initiative and for independent learning.
Attendance	Attendance is good and the school have effective procedures for monitoring and improvement.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very 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 has improved and in the lessons seen it was good overall. In the lessons observed the quality of teaching was never less than satisfactory, with a small amount of excellent lessons. It was excellent in almost 5 per cent of lessons, very good in 22 per cent, good in almost 43 per cent and satisfactory in just over 30 per cent. Almost all the teaching of the children under five in the nursery was at least very good whilst in the reception class it was good overall. The teaching observed in Key Stage 1 was satisfactory overall whilst in Key Stage 2, the quality of teaching was good overall. The teaching of literacy is satisfactory whilst mathematics are well taught. Overall pupils make satisfactory progress in their learning from a low starting point. Teachers plan interesting and relevant lessons and pupils are keen to learn. They manage the pupils well and pupils respond well in their behaviour. Weaknesses in teaching are in the use of assessment by teachers to provide work that is appropriately matched to meet the needs of all pupils, particularly the high attaining pupils in subjects other than mathematics.

Among the other subjects the teaching of singing in both key stages and dance in Key Stage 2 are strengths. Good provision is made for pupils with special educational needs and teaching of these pupils is consistently good.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum that meets statutory requirements. However investigative skills in science are under developed. The curriculum provided for the children in the Foundation Stage is good. The curriculum is enriched with visits and visitors to school but does not provide enough extra-curricular activities.

Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good; pupils in the integrated resource units make good progress in literacy and mathematics and progress similar to that of other pupils in the other subjects. Other pupils with special educational needs make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is good. The provision for pupils' moral, social and cultural development is good; provision for spiritual development is satisfactory.
How well the school cares for its pupils	The school provides a high standard of care for its pupils. Procedures for monitoring pupils' academic progress are good.

The school has worked hard to involve parents in the education of the pupils and overall parents are supportive. However, a significant number of parents feel that the school does not work closely with them. Several parents and friends of the school give good support in class in a number of ways. The information provided for parents is good although parents would like more information about how their children are getting on. Parents are concerned about the quantity and quality of homework which they feel is uneven through the school. They feel that the school does not provide sufficient activities outside lessons.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and is well supported by the senior management team. Together they are strongly committed to developing and improving the school. Since the previous inspection they have implemented many changes and these are beginning to have a beneficial effect on the work of the school. However, there is scope for the further development of the subject co-ordinators.
How well the governors fulfil their responsibilities	The governing body provides sound support for the school. Statutory requirements are met and governors are beginning to develop their role in monitoring and evaluating the work of the school.
The school's evaluation of its performance	The school has made a sound start in evaluating its performance and is beginning to use this information to modify its provision.
The strategic use of resources	The school uses the resources available to it satisfactorily.

There are sufficient suitably qualified teachers with good support staff. Accommodation is generally good although the space for the pupils in Year 1 is cramped. Teaching resources are satisfactory overall although many of the books in the school's library need renewing.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Almost all parents believe that the teaching is good and their children make good progress.</li> <li>Their children like school.</li> <li>Pupils' behaviour is good.</li> <li>The school expects pupils to work hard and do their best.</li> <li>The school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>The amount of homework that the children are given.</li> <li>Information about how their children are getting on.</li> <li>The working relationship with parents.</li> <li>The provision of an interesting range of activities outside lessons.</li> </ul>

The inspection team agree with the parents' positive views of the school. The inspectors agree that the provision for homework is at present inadequate; although homework is given, this is uneven both in quantity and quality. The inspection findings suggest that information regarding how their children are getting on is sound. The school holds two parents' meetings each year and provides clear annual written reports. The information provided to parents about the school and events is good but the school does not do all that it could to make parents feel welcome. Although the school provides a range of visitors to school and visits including residential visits, the provision of extra-curricular activities is limited.

## **PART B: COMMENTARY**

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

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

1. Since the previous inspection the school has improved provision for mathematics and science and some aspects of English and evidence from the inspection suggests that these improvements are now beginning to have an effect on standards, especially in mathematics. Standards in mathematics and science were found to be broadly in line with those expected at the end of Key Stage 2.
2. When pupils enter the nursery the attainment of the majority of pupils is well below that expected of children in the age group, especially in personal and social development and in speaking and listening skills. Although they make good progress by the time they enter the reception class their attainment is below that expected particularly in communication language and literacy, mathematical development and their personal and independent learning skills. They continue to make good progress but by the time they leave the Foundation Stage they are still below the levels expected.
3. Children in the nursery integrated unit make the best possible progress as a result of the expertise of the nursery staff. Teachers have detailed knowledge of the needs of each child and ensure that what they provide enables the children to achieve the targets set for them.
4. The Key Stage 1 National Curriculum and assessment tests for 2000 show that although the pupils' attainments were well below the national average and those in similar schools in reading, writing and mathematics, the percentage of pupils attaining level 2 or above in mathematics was above the national average and in comparison with similar schools. They were below average in writing and well below average in reading both in comparison with the national average and similar schools. The percentages of pupils achieving level 3 in reading and mathematics were well below the national average and below average in writing. Inspection evidence does not fully support this. There have been improvements in the provision for mathematics and science and in some aspects of English. An analysis of pupils' work indicates that the pupils are in line to achieve national standards at the end of the key stage in science, slightly below average standards in mathematics and below average standards in English. However, the number of pupils in line to achieve the higher standards is below average. Trends over the five-year period from 1996 to 2000 indicate gradual improvement in all three subjects apart from last year when results dipped.
5. The National Curriculum tests for eleven year olds in 2000 show that pupils' attainments were well below average in comparison with the national average in English, mathematics and science. When compared with similar schools they were very low in English and science and well below average in mathematics. However when compared with their previous attainment their achievements were in line with other schools in English and mathematics but below average in science. The percentage of pupils achieving both levels 4 and 5 were well below both the national average and that of similar schools in English and mathematics and very low in science. These results were gained by a year group with a higher than average proportion of pupils with special educational needs in both key stages. In 2000 the school did not achieve its targets for English or mathematics in the statutory tests at the end of Key Stage 2. Targets set for this year anticipate a reduction from those set last year. Although standards were below average in each of the core subjects there are clear signs during the inspection that the pupils are gaining from the structures that have been provided by national initiatives and school planning and improvement in teaching. The school has now implemented clear strategies for monitoring pupils' attainment and is beginning to use this to set targets for all pupils. These demonstrate that the school is well placed to continue its improvement.
6. The headteacher and key staff analyse results of standardised tests and National Curriculum tests in an attempt to improve standards. Together they have now amassed a substantial bank of data on pupil performance over time. However, although the school has started to tackle identified weaknesses there has been insufficient time for these measures to fully raise pupils' achievements. Good procedures for assessment have been introduced in English, mathematics and science but assessment is not generally used sufficiently to inform the next stages of learning to meet individual pupils' needs.

7. The previous report stated that standards in English were well below national standards in both key stages. Since then the school has focused on improving attainment in reading in Key Stage 1 and also on improving teachers' expertise through the introduction of the National Literacy Strategy. This has not yet had sufficient effect on attainment: findings during the inspection indicate that by the end of both key stages standards in English remain below average.
8. In both key stages standards of speaking are below those found nationally, whilst listening skills are satisfactory. In Key Stage 1 many pupils lack confidence in speaking and have a very limited vocabulary. By the end of Key Stage 2 most pupils listen attentively. Several are reluctant to contribute to class discussions and lack confidence in speaking.
9. Pupils make satisfactory progress in reading although standards in both key stages are below average. By the age of seven the higher attaining pupils read accurately and fluently and with understanding; the average pupils read simple texts accurately and know the sounds of individual letters and below average pupils recognise a reasonable number of simple basic words. In Key Stage 2 the older above average readers generally read with fluency and accuracy though with little expression. Pupils of average ability read accurately but without expression; the below average readers lack confidence in reading and lack sufficient strategies to help them when meeting new words. The standards in pupils' writing in Key Stage 1 are well below average; they are below average in Key Stage 2. Pupils enter the school with poorly developed skills in writing, they make satisfactory progress through Key Stage 1 but attainment is well below average at the end of the key stage. They make better progress across Key Stage 2 so that at the end of the key stage standards are below rather than well below average. Pupils have too few opportunities to practise their skills in a range of extended writing activities. Both in reading and writing potentially high achieving pupils are not always given hard enough work and some are not achieving as quickly as they could. Standards of presentation and handwriting have improved since the last inspection and are satisfactory.
10. Pupils make good progress in mathematics and standards have improved since the previous inspection. Although they are still slightly below average in Key Stage 1, standards by the end of Key Stage 2 are now broadly average. However, there are too few pupils working at an above average level. By the end of Key Stage 1 most pupils work with numbers below 100 and use doubling skills in working out problems in money. They have a sound understanding of simple capacity and use non-standard measures when measuring objects. By the end of Key Stage 2 pupils use negative numbers when exploring co-ordinates. They show a good understanding of the relationships between fractions, decimals and percentages. The pupils are making sound progress in measurement and data handling. The introduction of the Numeracy Strategy and the teacher training which supported this has resulted in improved teaching alongside the analyses of tests which has enabled teachers to identify and target areas of weakness.
11. Pupils with special educational needs in the integrated units make good progress towards the targets set for them in English, particularly reading, and in mathematics. The quality of the teaching and the individual and small group help, enable the pupils to make good gains in the development of basic skills. When they work within their classes in other subjects of the curriculum, pupils with special educational needs make similar progress to other pupils in the class. The support they receive enables them to overcome the difficulties they encounter.
12. The attainment of pupils in science is broadly average in both key stages, although there are weaknesses in the development of scientific enquiry. By the age of seven, pupils have an understanding of the properties of materials and the difference between living and non-living things and the elements necessary to maintain a healthy lifestyle. They are beginning to understand the need for fair testing when carrying out investigations. By the end of Key Stage 2 pupils revisit and develop their knowledge of the properties of materials and apply their previous knowledge adequately in order to raise the levels of their understanding. They understand how to apply the concept of a fair test. They develop their knowledge and understanding of physical processes. In both key stages standards in the development of scientific enquiry are below that expected. The provision for science has improved since the last inspection and this is now beginning to raise standards. However, assessment is not used effectively to match the work to the different abilities of the pupils.
13. Standards in information and communication technology have improved considerably since the last inspection largely as a result of improvements in provision and teachers' expertise. However, although pupils achieve well when compared with their previous knowledge, overall standards are

below average at the end of both key stages. This is largely due to the gaps in pupils' knowledge which the school is now tackling. The systematic use of the new computer suite provides opportunities for all pupils to develop their skills and knowledge. However, this is a relatively recent development and as yet the full effect of the school's planned provision has yet to be realised.

14. The pupils attain satisfactory standards in religious education at the end of both key stages. They make satisfactory progress in achieving the expectations of the Agreed Syllabus for Sheffield across both key stages. By the age of seven and eleven, pupils are developing their knowledge of Christianity, Judaism and Islam and the common elements found in these religions. Pupils' achievements in art and design are broadly in line with those expected in both key stages although there is little evidence of the use of the work of famous artists. Standards in design and technology are broadly average, particularly in the "making" element. Standards in both geography and history are average and pupils make satisfactory progress as they move through the school. This represents an improvement in geography since the last inspection, largely due to more regular opportunities for pupils to learn the subject and the provision of a suitable programme of work. Standards in music are in line with expectations at the end of both key stages. The standard in singing is good throughout the school; their achievements in singing are improved by the support given by a visiting pianist who comes into school on a voluntary basis. Standards in physical education are broadly in line with those expected in both key stages, with good achievements in dance. Pupils achieve satisfactory standards in swimming.

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

15. Pupils have positive attitudes to school. They are happy to come to school and interested in their learning. Where the work in lessons is particularly demanding and teachers have high levels of expertise, for example in dance, pupils show high levels of commitment in improving their skills. They are enthusiastic about their work in information and communication technology. This is as a result of recent, significant improvements in provision in the computer suite and the increasing opportunities these provide for their learning in many subjects of the curriculum. Pupils are keen to participate in opportunities outside lessons, for example to represent their class on the school council and to dramatise themes in the school's act of worship. They are excited about the possibilities offered in the forthcoming residential visit. When they talk about their interests, they express disappointment that they are unable to pursue these in after school clubs, as there are few opportunities for them to do so at present.
16. Pupils behave well in lessons. Teachers are clear about how they expect pupils to behave and apply rewards and sanctions fairly. They take pupils to one side, when the need arises, to explain the effect of their behaviour on others and why it is unacceptable. This has a positive effect on pupils. In a few lessons, particularly at Key Stage1 pupils call out without putting up their hands and this hinders orderly discussions. In these lessons, teachers are not sufficiently insistent about checking this behaviour or in drawing in those pupils who become restless when their concentration wavers.
17. Pupils know and adhere to the rules that apply at play times. The rules ensure that those who want to play organised games and those that prefer to talk can do so without harm or hindrance. Pupils generally play well together- boys and girls and pupils from different classes and ethnic backgrounds. Older pupils volunteer to help to care for younger ones and teach them games at morning playtime. The equipment provided by the parents' association is used well and occupies the pupils in constructive play. Pupils eat their lunches sensibly although they are noisy. This prevents them from enjoying the pleasure of conversation. There is no evidence of aggressive, threatening or racist behaviour and there have been no recent exclusions. Parents agree that behaviour is generally good.
18. Pupils with special educational needs throughout the school show interest in the activities provided for them and good levels of concentration when they are involved in group and individual tasks. They take a pride in their achievements. They enjoy coming to school, support one another well and form good relationships within small teaching groups. They get on well with other pupils in their class and in the school and mix well at play times.
19. Pupils' personal development and relationships are good. They co-operate well in shared tasks, for example in mathematics and science. They volunteer readily for school duties such as stacking chairs after lunch. They are not especially aware of what needs to be done without being told and rarely take the initiative in this. Opportunities to take on more substantial responsibilities,

for example as a representative on the school council, are few but pupils respond well to those that are offered. Pupils develop adequate levels of confidence and maturity for the next stage of their school lives. The residential visits provide worthwhile opportunities that develop growing independence and self-reliance. There are few examples within the curriculum, however, of pupils being required to work independently, following up an interest in the library or computer suite, devising their own investigations or making decisions about how to record their work.

20. Attendance has improved and is now good. Registers are taken quickly and efficiently in all classes and there is no problem with latecomers.

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

21. The overall quality of teaching observed during the inspection was good. Teaching was satisfactory or better in 100 per cent of lessons; of these it was satisfactory in just over 30 per cent, good in almost 43 per cent, very good in 22 per cent and excellent in almost 5 per cent. This represents an improvement from the findings of the last inspection.
22. The quality of teaching of the pupils in the Foundation Stage is very good with some examples of excellent teaching in the nursery. As a result pupils make good progress in their learning from a low starting point particularly in developing their social and co-operative skills. The teachers and staff work well together as a team and provide a challenging curriculum for children in the Foundation Stage. They monitor the children's progress well and use their assessment to provide activities and experiences that are both appropriate and challenging.
23. The teaching in the nursery integrated unit for pupils with special educational needs is very good. Teachers, including support staff, are skilled at communicating with the children. They bring an infectious enthusiasm to their work which inspires the children to do the best they can. They encourage the children to overcome their difficulties and show remarkable patience. The warmth of their relationships with the children develops excellent levels of trust and confidence. The children's achievements, however small, are greeted with praise and delight so that they renew their efforts and learn to take a pride in what they can do. Excellent use is made of assessment information in planning activities that challenge individual children and underpin gains in learning. Basic skills, for example, "good listening", are developed very well and constantly strengthened during story time. As a result the children join in with the actions of the characters in the stories they hear and older children pick out repeating phrases in the text. There are well-established routines for developing the children's independence.
24. The quality of teaching in Key Stage 1 is overall satisfactory with a substantial number of good and very good lessons. Evidence from the pupils' previous work indicates that the quality of teaching over time, although satisfactory overall, has some weaknesses. These are in the low standard of marking and the lack of provision of tasks that are closely matched to the needs of the ability levels of pupils in subjects such as science, religious education, history and geography. The overall quality of teaching in mathematics is good and has improved since the previous inspection. Similar improvements have been made in the teaching of information technology.
25. The quality of teaching in Key Stage 2 is good overall with a greater proportion of very good and excellent teaching. The overall quality of teaching in mathematics, information technology, physical education and music is good, which represents improvement. In the best lessons teachers subject knowledge is secure, expectations of the pupils are high, activities and tasks are appropriate and the pace of the lessons is good so that pupils do not become bored. The teachers ask searching questions to test pupils' prior learning and to arouse interest with the result that pupils make very good improvements in their learning. However, as in Key Stage 1, there are weaknesses in some lessons in matching tasks to the differing needs of all pupils, particularly those who are the high attainers and pupils of below average ability. Marking is generally carried out regularly and in two classes it is good with appropriate suggestions to improve pupils' learning but there are weaknesses in teachers' marking in a few classes as pupils are not given enough precise advice about aspects they could improve. The use of homework lacks quality and consistency across the key stage.
26. In both key stages the quality of teachers' planning in identifying clear learning objectives is good; however, in some science and foundation subject lessons, assessment is not used adequately to

plan tasks that are matched to the needs of all pupils. As a result the higher attaining pupils and those of below average attainment do not always make the progress that they should. Most teachers use a range of methods and strategies that engage the interest of the pupils and they manage pupils well. They use resources such as large books, mathematics and scientific equipment well. Relationships are good. Where teaching is of the very highest quality, teachers listen to children very carefully and, through skilful use of questioning, encourage pupils to talk; they use discussion well to challenge pupils and take their learning forward. Good use is made of the plenary sessions as both a period of reflection on what has been learned and also to take pupils' learning further. All teachers ensure that other adults who work with them are well briefed and deployed well. This is particularly effective in the information technology suite where the support assistant has received good training and provides very good support and also in the support given to pupils who have special educational needs.

27. In both key stages the teaching of English is satisfactory overall. The recommendations of the National Literacy Strategy are not always used as effectively as they might be as some teachers do not include all elements regularly over time. The activities that teachers use to develop pupils' basic skills of phonics and word structure are inconsistent and opportunities for older pupils to write at length have not been developed. The teaching of mathematics is good overall with examples of very good teaching in Key Stage 2. Teachers use the recommendations of the Numeracy Strategy well and have higher expectations of the pupils with tasks generally more closely matched to pupils' prior attainment.
28. The teaching in the integrated units for special educational needs pupils in Key Stages 1 and 2 in English and mathematics is good. Relationships between adults and pupils are excellent and contribute substantially to the effort the pupils apply to their tasks. The teacher's lively and encouraging manner engages pupils' interest and develops good levels of concentration. The teacher has a very good understanding of the pupils' needs and plans work that enables them to make good progress towards the targets set for them. Pupils make particularly good progress in the development of reading skills as a result of skilful teaching and the use of shared texts. For example, the pupils are developing a good understanding of characters and how adjectives provide information about them. Support staff provide effective help for individuals and small groups and enable pupils to overcome difficulties. There is a strong emphasis on thinking before starting a task and checking work at the end. The ends of lessons are used very well to go over what pupils have learnt and to deal with misconceptions. The errors pupils make in forming letters, are not always picked up when they write, however, and these persist, hindering cursive writing.
29. Since the previous inspection the school has developed good procedures to assess the work of pupils, particularly in English, mathematics and science. Satisfactory day-to-day assessment of pupils' work takes place in most classes through questioning during lessons and regular marking. Pupils' progress is monitored through more formal testing at the end of key stages and through the use of optional statutory assessments. However, the teachers do not always use assessment to help them decide what the pupils are to learn next. The results of assessment are therefore not used clearly in planning to define clear aims for each group of pupils, based on a detailed assessment of what the pupils already know and can do. This then leads to a lack of appropriate work for some pupils and challenge for the higher attaining pupils, once they have finished their initial activities.
30. Pupils' learning, in general, is good overall. In broad terms their achievement goes from being well below expectations when they enter the nursery, below average on entering school, to being broadly average in most subjects by the time they are eleven. It is slower in English and information technology. The rate of learning is good in the Foundation Stage, satisfactory in Key Stage 1 and satisfactory through Key Stage 2 although learning accelerates towards the end of the key stage.

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

31. There has been significant improvement in the management and organisation of the curriculum since the last inspection when there were found to be serious weaknesses. The curriculum is now broad and balanced and planning is based on suitable programmes of work that have been drawn up for all subjects, though it is acknowledged that some need refinement, for example music and geography. Planning is thorough, particularly in the way in which teachers draw up the work to be



covered over the year. This ensures that knowledge is progressively acquired. Repetition is avoided in subjects like history and geography by having a two-year cycle of topics in Key Stage 1 and a four-year cycle in Key Stage 2. Work in these subjects, in design and technology and controversially in religious education in upper Key Stage 2 is planned in blocks of time so that there are no long gaps between study units. This addresses the issue raised in the last report about the irregular appearance of geography on the timetable. There are however still some deficiencies. There is still too little time devoted in English for pupils to write freely and at length and, though all aspects of mathematics are now covered soundly, there is too little emphasis on developing investigative skills in science. The school has made good progress towards fulfilling the requirements of the curriculum for information and communication technology and all elements are present in teachers' plans. Sufficient time is now devoted to the curriculum throughout the school each week and religious education continues to be planned in accordance with the Sheffield Agreed Syllabus.

32. In contrast to the Numeracy Strategy, which is proving effective in raising standards, the Literacy Strategy is less effective. Not all elements of the literacy hour are included regularly in every lesson. For example, during the activity time, pupils are often given the same task instead of having work in their groups that addresses their particular needs and enables them to make steady progress. Work in other subjects, however, does contribute satisfactorily to the development of literacy and numeracy skills and work on computers soundly promotes learning in English and mathematics.
33. The curriculum for children in the Foundation Stage is well planned and ensures that they make good progress, particularly in the nursery. Planning is effective and teachers provide exciting activities that inspire children to give of their best in striving to achieve the early learning goals before they enter Year 1. Not all are expected to achieve these goals but this is due to the low level of skills that they bring on entry to the nursery.
34. The school provides a curriculum in which pupils enjoy a high degree of equality and opportunity. The inclusion of all pupils, particularly those with special educational needs and those in the integrated resource unit, has a high priority in the school and contributes significantly to the social development of all pupils. Nevertheless, steps are taken to meet their particular needs in English and mathematics and the arrangement whereby some are taught in a separate class is enabling them to make good progress.
35. There is very good provision for pupils with statements of special educational needs in the integrated units and for other pupils with special educational needs throughout the school. Young children and older pupils have carefully formulated individual education plans that state clearly what they need to learn to make progress. The targets are realistic and achievable and progress is checked regularly. There are very good links with a wide range of experts in the local education and health authorities, who provide valuable support for the school's work. Liaison arrangements are effective when decisions need to be made about the next stage of the pupils' education. Parents express strong support for the school and confidence in the effectiveness of the work in the units.
36. The provision of extra-curricular activities is unsatisfactory. There are few regular clubs that pupils can join and those that operate are seasonal and often dependent on outside bodies some of whom charge for their services. Members of the school council and parents voice particular concerns about this and the lack of opportunities to socialise in out of school activities, including competitive sports matches, is detrimental to pupils' social development. However there is a good programme of educational visits, including residential visits, which enrich the curriculum and promote enthusiasm for school work. In addition, some Year 6 pupils are given support after school to improve their literacy and numeracy skills in 'booster' classes.
37. The taking of school pupils into the community helps the pupils to learn positively and enriches their curriculum. The school has good links with the Wharnccliffe Side Old People's Association and helps to raise funds for their annual Christmas Party, which takes place in school. Some of the pupils also provide the entertainment.
38. The school funds the appointment of the local "Lollypop Lady" by selling waste paper to the local paper mill. The annual Wharnccliffe Side Community Gala is held in the school grounds and the school takes a full and active part. In the year 2000 the school led the procession and contributed in performances in line-dancing and folk dancing displays.

39. The inaugural meeting of the Wharnccliffe Side Community Action Group was held in school during the summer of 2000 and this group, which was started by parents, has very close links with the school. They are currently trying to raise funds to develop a community playground on the grassed area at the front of the school.
40. The programme of work for pupils' personal development is currently under review but proper attention is given to sex education and to teaching pupils about the dangers of misusing drugs. Weekly 'circle time' discussions allow pupils to explore other issues of concern to them. In Year 3, for example, the importance of exercise and healthy eating is usefully explored with everyone contributing something to the discussion.
41. Provision for pupils' spiritual, moral, social and cultural education is good, as at the previous inspection. Provision for pupils' spiritual development is satisfactory overall. Teachers encourage pupils to respect the values, beliefs and feelings of each other. In an English lesson, for example, the qualities of kindness and bravery shown by Little Red Riding Hood were considered. Year 2 pupils reflect on 'warm' words that express love within a family and the teacher mounts a colourful display to give them importance. A sense of wonder is well promoted in the nursery when daily letters from the Big Bad Wolf intrigue the children who cannot quite work out how or why he moves every morning from one pig's house to another. Assemblies however do not always offer times for reflection and three out of the four seen during the inspection did not contain an act of collective worship as required by law. No time was allowed for reflection or prayer. One assembly, however, that fascinated pupils through a dramatic consideration of what constitutes a good neighbour, encouraged them to reflect on the issues and contained a prayer asking for help to be sympathetic to the needs of others.
42. Provision for pupils' moral development is good. The school code of conduct is displayed in every room and pupils have a clear understanding of right and wrong realising how correct behaviour and effort are rewarded and the sanctions that are applied for inappropriate behaviour. Teachers employ a variety of reward systems and a weekly 'merit' assembly acknowledges pupils' achievements with the award of a certificate. Midday supervisors have not yet been trained to administer the code of conduct but this lack of a consistent approach is not having a serious effect since behaviour at lunch-time is good. In their lessons, pupils sometimes consider moral issues. The oldest, for example, are looking at the arguments for and against capital and corporal punishment and forceful views are expressed and respected. Assemblies generally focus on moral issues such as the importance of being generous in defeat, particularly in sports matches.
43. The school makes good provision for pupils' social development. As at the previous inspection, all pupils and staff continue to benefit from the inclusion in all activities of pupils from the integrated resource unit and those with a wide range of special educational needs. Good relationships are promoted and all are encouraged to live harmoniously together. The tradition of charity collections continues and a useful link has been established with an orphanage in Bosnia. The work there has been supported from the proceeds of last year's harvest festival. As outlined above, educational visits give opportunities for social interaction outside the school setting and the residential experiences for pupils in Years 2 and 6 offer challenges that require co-operation and team-work. A school council meets regularly. Elections are held to choose three pupils from each year group who are charged with voicing matters of concern. They have been instrumental in choosing the colour to paint the toilets. Pupils are given good opportunities to work together in lessons, particularly in mathematics and science and they undertake class and school responsibilities conscientiously.
44. Provision for pupils' cultural development is good. They become aware of other faiths and traditions through their religious education lessons and a variety of festivals are celebrated, besides the Christian ones. Displays around the school, for example, highlight Divali and Chinese New Year. In music, Key Stage 2 pupils learn a number of songs from the Caribbean and Islamic patterns inspire art-work. A visiting artist has also inspired impressive mosaics that are displayed in the library quadrangle. In other lessons, pupils become aware of the history and traditions that have fashioned their way of life. Through a study of the Victorian era they trace how our education system has developed. A successful production of 'Oliver' promotes an appreciation of Charles Dickens so much so that a Year 2 pupil quoted him as her favourite author. Local studies in geography promote an awareness of how the village has developed.

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

45. The school has good procedures for monitoring and promoting child protection and ensuring pupils' welfare. The named Child Protection Officer is well aware of her responsibilities and the school has adopted the Local Authority guidelines and procedures on child protection. All staff are aware of her role and report to her any items of concern that they may have. The Child Protection Officer has full and effective liaison between staff members and the statutory agencies. Full and accurate records are kept.
46. Health and safety procedures are monitored by a named member of the Governing Body and an annual health and safety audit is carried out, with recommendations acted upon. The fire alarm is tested on a regular basis. The school has one person qualified in first aid who has received up-to-date training and two additional staff members who are to have their training upgraded and validated.
47. The school has very effective procedures for the monitoring and improving of attendance and attendance at 96%, in the week prior to the inspection, is very good. Registers are marked regularly and are neat, accurate and fully comply with legislation. The school has good procedures for the monitoring and promoting of good behaviour and the eliminating of oppressive behaviour. The school has an effective sanctions system, which is based on the Home/School Agreement and most pupils are aware of the few school rules and abide by them. During the inspection week no incidents of bullying or unacceptable behaviour were observed.
48. The school has worked hard to improve the procedures for assessing pupils' attainment and progress, particularly in English, mathematics and science which are very good. In addition to the national tests at seven and eleven, optional testing is carried out in Key Stage 2 to cover aspects of English and mathematics. Other more informal assessments are made at regular intervals. For example, a piece of written work for each pupil is assessed every half-term so that a file of examples accumulates and provides a useful record of achievement. Teachers also track pupils' reading progress by keeping sound records when they conduct regular group reading sessions. Assessment is starting to be developed in other subject areas with teachers taking a particular unit of work and assessing the extent to which pupils have learnt what was intended. This is a significant improvement since the last inspection when the school was required to overhaul its systems. All teachers now complete regular assessments in line with the very clear policy guidelines.
49. Assessment data in English, mathematics and, to a lesser extent, in science is analysed carefully. It is used effectively to monitor pupils' academic progress from their entry into school. This enables individual targets for improvement to be set and predictions made for the likely results of national tests at eleven. The use of assessment information to guide curriculum planning is satisfactory. It is in the early stages of development but already areas of weakness have been identified and included in the School Development Plan. In English, for example, spelling has been picked out as an area of weakness.
50. Procedures for monitoring and supporting pupils' personal development however are less formal and, although satisfactory, the school should ensure that information is written down rather than passed from staff to staff orally.
51. The adults in the nursery integrated resource unit go to extraordinary lengths to ensure the well being of the children in their care. The levels of security and confidence this inspires amongst the children are key factors in the achievements they make. The assessment of pupils' needs and the monitoring of their progress also contribute very well to their gains in learning. The on-going assessment and the monitoring and review of the progress of pupils with special educational needs in Key Stages 1 and 2 is an important factor in raising pupils' achievements.
52. The good standards mentioned in the previous reports regarding support, guidance and welfare of its pupils have been maintained.

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

53. The majority of parents who responded to the questionnaire expressed positive views of the school, but a significant minority of parents said that the school does not communicate with them and the school does not provide an interesting range of activities outside lessons.
54. Information provided by the school about the school activities and pupils' progress is satisfactory. The school has produced a good illustrated brochure, which is well presented and produced in parent friendly fashion. The brochure gives full information about the school and the omissions in the previous report regarding the giving of statutory information, referring to sex education, and acts of collective worship, have been rectified.
55. In addition the school produces regular newsletters giving detailed information about activities which the school is promoting. There is a recently formed Parent Teachers Association, which meets regularly and provides funds for the school. Parents are welcome to come into school to help and some do so, particularly in Nursery and Key Stage 1. The school introduced a Partnership Agreement in September 1999 between parents and the school with a commitment to an open door policy. However the school does not do all that it could to make parents feel welcome when bringing children to school or collecting them. The school has a limited range of activities outside lessons with few extra-curricular activities or clubs.
56. A number of parents evenings are arranged during the year which have been organised after consultation with parents by questionnaire and discussion and information evenings have been recently introduced to provide information for parents at the beginning of each new year.
57. In addition to the school prospectus, the school has produced a parent handbook, which provides valuable, additional information about the activities in the school and how parents can become involved. The school provides regular reports to parents on pupils' progress but the reports, in some cases, are too general and do not state what pupils cannot do, or provide targets for improvement.
58. The contribution of parents to their children's learning at the school and at home are satisfactory overall.
59. There are excellent links with parents of pupils with special educational needs. These are especially effective for those pupils with statements. Parents support pupils well at home and work constructively with the school to ensure that these pupils make good progress. The diary system allows a free flow of information between school and home and this provides further support for pupils' learning. It is used particularly well and effectively in the nursery where many of the children are unable to relay information themselves.

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

60. The leadership of the headteacher and key staff is good. There is a very clear focus on improving standards. The headteacher has formed a clear educational direction for the school and this is now resulting in the improving standards evident in the core subjects. In addition, most of the major issues raised at the last inspection have been successfully tackled. The management of the school is satisfactory. A high turnover of staff recently has resulted in unavoidable changes to staff roles and responsibilities. However, the structures are now in place to enable the school to continue to improve.
61. The senior management team meets regularly and discusses an agenda based on needs and priorities from the school development plan. Staff meetings are held and cover both business and curricular issues. In addition, and where it is appropriate, support staff are included in the meetings and this is an important factor in the creation of the good teamwork which exists. Liaison between staff in each key stage is also effective in providing well planned and resourced work. Particularly in the nursery, the strong team and the effective management by the coordinator are having a very positive effect on the provision for children under five.
62. The mission statement and aims for the school are clear and based on the over-riding wish to help each child to 'succeed'. The aims were arrived at through a process of discussion with staff and governors. The evidence of the inspection is that the work of the school is now more clearly focused on addressing these aims, but there is still some way to go, particularly with regard to raising pupils' attainment.

63. The school development plan is a good, well organised and effective document which contains clear action plans with appropriate success criteria. Although governors are not yet involved at an early stage they have an opportunity to discuss and modify the plan. In addition, it contains a detailed section on how governors are going to monitor the school's work. The plan has a three-year time scale, which is useful in setting possible objectives for longer term improvement.
64. The governing body has had a number of recent changes of membership and currently has four places unfilled. In addition, some governors have new responsibilities, including the Chair, and they are still unfamiliar with the requirements of their roles. However, governors are very supportive of the work of the school and have a sound knowledge of the school's strengths and weaknesses. All statutory requirements are met. Appropriate training has been undertaken by key members of the governing body and they are in a sound position for extending their role in holding the school to account. The work of the governing body is based around at least one full meeting a term, but a lot of detailed work is done by the three committees, and by those governors who liaise with co-ordinators for a particular subject or area of the school's work such as special educational needs or child protection. In particular, they recognise the need to improve standards and see this as a focus for the direction of the school. The governing body is aware of the requirements of performance management and a useful draft policy has been drawn up to address this. A number of the governors visit the school regularly and have also undertaken some more formal visits to classrooms as part of their monitoring role. All staff have had professional discussions with the headteacher regarding their roles but this has not yet resulted in detailed and up-to-date job descriptions which make it clear what is expected of individual staff.
65. The role of subject co-ordinators is under-developed. Staff are in need of training to ensure that they can fulfil the role effectively and spread existing good practice. Not enough procedures for monitoring and evaluating the teaching and learning are evident and there are not sufficient opportunities for co-ordinators to work alongside colleagues. The changes in staffing have required recent alterations to teachers' subject responsibilities and the school has recognised the need to improve further the influence co-ordinators have on their subjects. The good work evident in the management of mathematics and the Foundation Stage, and the subsequent improvements in standards provide effective models for other areas. The induction of staff new to the school, whether newly qualified or more experienced, is effectively carried out.
66. The management of special educational needs throughout the school is very effective in maintaining very good levels of provision for these pupils. Communication between staff and the efficient teamwork that has developed underpin the work. Procedures are systematic, organisation is thorough and records maintained well. There is good support from the nominated governor.
67. The financial management of the school is carried out carefully. The headteacher and finance committee use expert guidance from the local authority to help track spending and regular reports are received and monitored. The budgeting process is systematic and decisions are based on appropriate priorities. For example, the recent carpeting of much of the school was the result of an assessment of how to reduce noise levels and this has clearly been a success, as well as improving the environment for staff and pupils. Spending is based on the priorities in the school development plan and the governors ensure best value through their monitoring and decision-making process. Specific grants, such as those for ICT spending and the large budget received for pupils with special educational needs, are used effectively to improve the provision in those areas. The spending on new computers is already having a return in the improved standards evident in that subject.
68. The school has an adequate match of teachers and support staff to the demands of the curriculum. Staffing arrangements work well in both the Nursery and both key stages and where teachers have job share arrangements, they work and plan well together.
69. Under teacher guidance, the classroom assistants work well throughout the school and the new appointment of two teaching assistants is assisting progress that the pupils are making, particularly in mathematics and science. Accommodation in most areas of the school is good. The school has been built in the open plan fashion and is bright, well maintained and in good order. The school has a hall which is well used for PE and other activities, a music room, and mostly good classroom accommodation. The accommodation, however, in the reception / class 1

area, is poorly arranged and pupils coming through their classes to go to their own lessons often disturb both classes.

70. The school has extensive outdoor grounds with two hard play areas, a football pitch, large areas of grass and a wild life conservation area known as "The Jungle". A problem regarding drainage, however, in the grassed area, prevents use of this area for some period of time.
71. The school has adequate resources in English, although the resources in the library are unsatisfactory: the reading books that go home are well worn and the library needs an injection of new, modern, non-fiction books. The school has recognised this as a priority for development. Resources are good in music and satisfactory in other subjects although there is not sufficient gymnasium apparatus for younger pupils or sufficient mats for larger classes.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

- Raise standards in English by:
  - a) ensuring that group work that provides suitably difficult work to meet the needs of all pupils, particularly the above average;
  - b) implementing a planned programme of work to improve pupils' confidence and competence in their speaking skills;
  - c) providing time each week, for pupils to develop their writing skills, in original and non-fiction forms during extended writing activities;
  - d) offering opportunities for pupils to develop i) expressive reading, ii) the ability to predict the plot of stories, iii) research and personal study skills through use of the library.  
(paragraphs: 4-9,27,30,31-32,82-90,92)
- Improve standards in scientific enquiry by providing more opportunities for pupils to devise and plan their own investigations.  
(paragraphs: 12,31,103-105,107)
- Raise the achievements of the more able pupils by using the information gained from assessment more effectively so that the work provided is more difficult and meets their needs more closely.  
(paragraphs: 6,9,12,24-26,29,49,51,101,106)
- Develop the roles of subject co-ordinators in managing their subjects, to include the monitoring of teaching and pupils' learning;  
(paragraphs: 65,102,123,144)
- Encourage initiative and independence in pupils throughout the school by:
  - a) providing pupils with opportunities to take greater responsibility for their own learning;
  - b) giving pupils planned opportunities to apply their knowledge and skills,
  - c) monitoring pupils' personal development.  
(paragraphs: 19,50,92,105,122)
- Generate ways to involve parents more extensively in their children's learning  
(paragraphs: 53,55,57,90)

**The following should also be considered for inclusion in the action plan:**

- Provide more opportunities to enrich the curriculum by the provision of a regular and wider range of extra-curricular activities.  
*(paragraphs: 15,36,133,139)*
- Ensure that all statutory requirements are met with regard to the provision of a daily act of collective worship in all assemblies.  
*(paragraph: 41)*
- Providing more reference books and using the library as an effective learning resource to develop pupils' reading skills, especially for higher attainers.  
*(paragraphs: 71,87)*
- Ensuring that the school's marking policy is implemented consistently throughout the school.  
*(paragraphs: 24,25,101)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	66
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4.7	22.2	42.9	30.2	0	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)	23	155
Number of full-time pupils known to be eligible for free school meals		15

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	5	11
Number of pupils on the school's special educational needs register	8	39

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.6
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.2
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	11	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	10	12
	Girls	9	10	11
	Total	18	20	23
Percentage of pupils at NC level 2 or above	School	75 (83)	83 (72)	96 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	12
	Girls	10	11	11
	Total	20	23	23
Percentage of pupils at NC level 2 or above	School	83 (72)	96 (90)	96 (90)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	9	17	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	15	14	15
Percentage of pupils at NC level 4 or above	School	58 (62)	54 (57)	58 (57)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	16	17	17
Percentage of pupils at NC level 4 or above	School	62 (62)	65 (57)	65 (57)
	National	70 (68)	72 (69)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	154
Any other minority ethnic group	1

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

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	7.8
Number of pupils per qualified teacher	19.8
Average class size	25.5

#### **Education support staff: YR – Y6**

Total number of education support staff	6
Total aggregate hours worked per week	108

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	23

Total number of education support staff	3
Total aggregate hours worked per week	65

Number of pupils per FTE adult	9
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	453752
Total expenditure	445459
Expenditure per pupil	2092
Balance brought forward from previous year	8408
Balance carried forward to next year	16701

## Results of the survey of parents and carers

Questionnaire return rate: 65.2%

Number of questionnaires sent out

207

Number of questionnaires returned

135

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	34	1	1	1
My child is making good progress in school.	49	42	7	2	1
Behaviour in the school is good.	41	53	1	2	5
My child gets the right amount of work to do at home.	27	45	19	5	5
The teaching is good.	49	43	4	2	2
I am kept well informed about how my child is getting on.	26	48	15	9	2
I would feel comfortable about approaching the school with questions or a problem.	53	34	6	5	1
The school expects my child to work hard and achieve his or her best.	51	45	2	0	2
The school works closely with parents.	23	54	10	10	3
The school is well led and managed.	29	48	8	8	7
The school is helping my child become mature and responsible.	43	48	2	2	5
The school provides an interesting range of activities outside lessons.	16	38	23	10	14

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

72. The provision for pupils under five is very good and has improved since the last inspection. The new Foundation Stage curriculum has been introduced in the nursery and reception classes, and the stated aim of providing a 'seamless' quality of education for the children is being worked towards successfully. The teachers and support staff, together with the staff from the integrated resource unit, plan together effectively and demonstrate the level of flexibility needed for the youngest pupils. For example, in the nursery staff extend pupils' story experiences into nursery rhymes with actions. In reception, the numeracy strategy has been adapted well to suit the age of the children. There are good home-school links and parents are welcomed into the school at the start and end of the day, and a friendly and supportive atmosphere has been established.
73. The attainment of many of the children on entry to the nursery is well below that expected for their age, especially in their personal and social development and their speaking and listening skills. The baseline assessment of children shortly after entry to the reception class shows that although they make good progress in the nursery, especially in their levels of maturity, their literacy and numeracy skills, and their personal and independent learning skills are still below those of pupils in similar schools. This has a slowing effect on the progress children make throughout the school and requires more effort to be put into raising expectations of teachers and parents.
74. The quality of teaching in the nursery, and the attached integrated resource unit, is mostly very good with occasional examples of excellent teaching. The staff, although with a number of recently appointed teaching and non teaching members, have quickly formed an effective team. In reception the teaching is good overall, and between the two classes an appropriately challenging curriculum for children in the Foundation Stage is being developed.
75. Resources are good overall, but there are shortages in the large apparatus suitable for reception outdoor play and for physical activities in the hall. The accommodation is very good, with bright and spacious classrooms with appropriate facilities and withdrawal areas, and very good outdoor areas, both hard and grass surfaced, with good adventure play apparatus. However, the undercover outdoor space is small. The reception children are too often distracted by Year 1 pupils who share the same area but whose work is not sufficiently synchronised with the reception to ensure they are not doing noisy activities at different times.

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

76. The children are making good progress throughout the Foundation Stage, but there are still weaknesses in their skills when they enter statutory schooling. The assessments made when they enter reception show that their social and independent learning skills are well below those expected for their ages. In the nursery and reception many opportunities are provided to enable children to work and play together. They often share activities as, for example, when they role-play as Red Riding Hood, Grandma and the wolf. However, their attention span is often very short. Staff provide a range of opportunities for pupils to work in small or in large groups. At times they are able to join other classes for singing and assemblies. The majority of the children are happy at school, and the youngest, who are sometimes reluctant to leave their carers, are soon involved in activities through the understanding and sympathetic treatment they receive from staff. In reception, children are given very good opportunities to work together. For example in mathematics they worked in pairs, discussing and deciding how to sort a selection of coins.

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

77. Although there is good teaching and good progress is made from the time they start school, by the time children leave the reception year they are still below the level expected in their literacy skills, and especially in speaking. However, teachers take every opportunity to encourage children to talk about their work. In the nursery, specific activities are designed to encourage speaking and listening. In addition, the imaginative teaching also encourages children to appreciate the need for reading and writing. For example, the excellent work planned around the three little pigs fairy tale, which involved the children receiving a letter from the pigs detailing their problems and asking for

help, led to children rushing enthusiastically to write, letter in reply, to read as much of the letter themselves as they could and to discuss the events with other children and adults. In reception, the National Literacy Strategy has been appropriately adapted for the age of the pupils, with regard to content and time. Phonic skills are being taught in a more structured way than in the past and this is already of benefit, as is shown by higher attaining pupils' confidence in sounding out their letters and building unknown words. Good use was made of the nursery rhyme of Little Bo Peep to introduce the 'ee' sound.

### **Mathematical development**

78. In the nursery, children meet a typical range of activities designed to develop their counting and early number skills. They learn to sort, play with apparatus in the water tray and every opportunity is taken to introduce counting into other activities, such as calling the register. Children learn the names of common two-dimensional shapes and of colours. However, their skills are still below average when they begin the reception year. In reception children are able to count backwards from 10 and they are beginning to do so from 20. They have a growing understanding of the meaning of coins and of ways in which they can be sorted. The teaching has very good pace and the National Numeracy Strategy has been well adapted for the ages and abilities of the children. Very good use is made of practical activities to reinforce learning. For example, one group used money in a café role play, in which a class assistant acted as waitress, which enabled her to ensure that the play was purposeful and helped consolidate the children's understanding of money.

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

79. In the nursery, children learn about different materials through their work on the three houses built by the pigs. They use straw to bundle and build with. Large construction toys are used very effectively on a 'building site' role-play area, to build the house of bricks. This is very well resourced and includes hard hats and fluorescent jackets. Although computers are available, few pupils choose activities using them. In the reception class, the school's computer suite is used for a lesson using an art program. Children use the mouse confidently and are able to change the functions of the cursor to achieve the results they require. Although they make good progress throughout the Foundation Stage, by the time they start statutory schooling most children are still below the level expected for their age.

### **Physical development**

80. In the nursery, there are many opportunities provided for children to develop their skills using pencils, crayons, scissors and other tools. For example, they use small broken tiles which they manipulate carefully to create a brick pattern for a house. A good range of activities such as water play, jigsaws and construction kits also help develop children's physical skills. The school has a very good outdoor play area with climbing frames and bicycles. However, reception children have less access to large play equipment. They controlled their bodies well during a good dance lesson, showing that they can follow instructions and move appropriately and with awareness of others. Overall, children make good progress and by the time they start school their skills are broadly in line with those expected for their ages.

### **Creative development**

81. Staff work hard in both the nursery and the reception class to develop pupils' creative skills. In the nursery, their imagination is stimulated by work such as that on the Three Little Pigs. This leads to some creative thinking and problem solving, and drawing and art work, as well as imaginative play. For example, one role-play corner was set up as Granny's cottage, so children acted out the story of Red Riding Hood. In the reception class, children's skills are further developed through dance, music and art activities. In one lesson children were learning to sew, while another group worked on fabric collages. By the time they begin statutory schooling most pupils are still below the level expected although they have made good progress since they started school.

## ENGLISH

82. In the national tests for seven-year-olds in 2000, pupils recorded results in reading and writing that were well below average when compared with both national figures and with results in similar schools. Standards have not improved since the last inspection. In the three years from 1997 results in reading were improving but in 2000 so few pupils achieved the higher level of attainment (level 3) that the overall average fell. Inspection evidence suggests that current standards in reading in Year 2 are below the national average rather than well below because slightly more pupils are achieving the higher level. There is now a proper emphasis on group reading that is raising standards. Except for a marked improvement between 1997 and 1998, standards in writing over the years have remained stubbornly well below average. No pupils achieved the higher level of attainment in 2000. The school is predicting marginally better results this year but standards at present are well below average.
83. A similar picture emerges for the attainment for 11-year-olds. Results in 2000 were well below average against national figures and very low when compared with similar schools. This again was caused by the very small number of pupils gaining the higher level of attainment (level 5) and represents a fall in standards since the last inspection. The school failed to meet the target it set for achievement in 2000 but is likely to do so this year, having set a reduced target. Inspection evidence suggests that pupils are now working at below rather than well below average levels in reading and writing. Handwriting is much improved since the previous inspection. Due attention is now being given to spelling and words are sent home each week to be learnt. This is having some effect though spelling remains a problem for many pupils.
84. The Literacy Strategy is not as effective as it might be because some teachers do not include all elements regularly over time. In the lessons observed, one did not contain any reference to a text and another contained only limited attention to work with words. More seriously, several did not contain suitable work to meet the different needs of the pupils when they settled to tasks in groups. This was also evident from a scrutiny of work which revealed that many pupils are given the same work despite their different needs. There is, however, proper attention given outside the literacy hour to the development of reading, handwriting and spelling though the issue from the last inspection - requiring more time for older pupils to write at length - has not been tackled. This remains an issue. Pupils need extra time to practise their writing skills in poems, letters, reports and particularly in imaginative stories. Year 6 pupils express the wish to write more stories and say they have only written two or three since September. Work in other subjects, particularly history and religious education, is contributing satisfactorily to the development of literacy skills. For example, as part of a study of Victorians, older pupils wrote impressive stories about what it must have been like to be sent to the workhouse. Similarly, information and communication technology is used effectively to support work in English. Year 2 pupils write their thoughts about a residential visit on to the computer and add to it on subsequent days until their account is complete.
85. Standards of speaking are below those found in the majority of schools for seven and 11-year-olds. Listening skills are better developed and most pupils concentrate well during class discussions. Most enter school with poorly developed speaking skills and they make steady progress throughout the school. Many seven-year-olds lack confidence in speaking and find it difficult to answer questions at length. They all try to join in when reading a 'Big Book' together but some remain passive during discussions and are not often obliged to contribute. Some 11-year-olds are also reluctant to contribute and lack confidence in speaking. There is no planned programme of work to improve skills and teachers often miss opportunities for development. Year 3 pupils, for example, when asked to talk about the personality of Red Riding Hood, gave one word-answers such as *kind* and the teacher gave the reason "*because she wanted to visit her grandmother*" instead of requiring an extended answer from the pupil. Similarly, in Year 6, pupils looking at the pros and cons of corporal punishment needed to debate the issues before writing about them.
86. Standards of reading for seven and 11-year-olds are below average. However, because most pupils enter school with underdeveloped skills, they achieve satisfactorily. A small number of above average Year 2 pupils read accurately and fluently with good understanding. One girl identified straightaway the key characteristics of the bear in her story. Average pupils also read simpler texts accurately and they know the sounds of individual letters. A few use this knowledge to look at the first sound of an unknown word and have a go at saying it. Below average pupils, who form a substantial proportion of the year-group, have a reasonable bank of basic words that

they recognise by sight and a fair knowledge of single letter sounds. There is now a renewed emphasis on the teaching of phonic skills. The work sample does not contain evidence of the regular phonic work that is found in most schools but teachers have now developed a bank of resources to enable them to teach systematically. The teacher in Year 2 begins her literacy lesson with a warm-up activity where pupils write the first sound of a word on a white-board and hold it up. She has acquired various games for them to play that promote their learning. Teachers throughout the school have group reading times so that each pupil is heard at least once a week. Teachers choose a focus for development – perhaps understanding or expressive reading – and make notes about the achievement of each pupil. Some of the notes do not diagnose clearly enough what the pupil needs to do to improve. However this strategy is slowly raising standards.

87. Junior pupils in general do not express a great love of reading and their 'book-talk' is impoverished. Many find it difficult to quote a favourite author and those who do generally mention Roald Dahl but cannot talk knowledgeably about any of his books. Their range of reading is narrow, usually confined to stories and to the books that are available in school. They do experience a wide range of texts in their literacy lessons – poetry, stories and non-fiction texts – but the stock of home reading books, as opposed to the group readers, is not satisfactory. Many books are of poor quality and are old. Though most pupils regularly take books home, their reading diaries are not checked by all teachers and the quality is dependant on the conscientiousness of pupils and/or parents. Hardly any pupils have properly developed library skills. Those in Year 4 cannot locate a book in the library using the classification system and they need reminders about how an index is set out in alphabetical order to locate a specific topic in a reference book. There are plans to reorganise and re-stock the library and this is vital in order to develop the pupils' reference and study skills.
88. The small number of above average 11-year-olds generally read with fluency and accuracy though with little expression. Books are suitably challenging and unknown words are properly split into syllables and built up again using phonic skills. Some words are not understood even from the context – a word such as *bodily* – but most pupils re-tell the story accurately. Powers of prediction are not well developed. Average pupils tend to read without expression and there is no response to the humour in a book as one girl reads. However, reading is accurate and most pupils have appropriate books. Below average pupils are not confident readers and are reluctant to attempt unknown words. With help, one girl can build up *off-end-ing* but does not know what it means. This leads to hesitant reading and a lack of understanding.
89. The standards of writing of seven-year-olds overall is well below average but, because pupils enter school with poorly developed skills, progress in Key Stage 1 is satisfactory. Handwriting is satisfactory and nearly all pupils space out words when writing. Above average pupils demarcate sentences correctly and, though vocabulary is interesting rather than imaginative, spelling of basic words is usually accurate. Average pupils do not always use full-stops correctly and need help with spellings – writing *gose* (goes) and *lvs* (lives), for example. Below average pupils struggle to write sentences and some use capital letters in the wrong places. They can only manage two or three lines of writing at a time and have difficulty spelling basic words, for example, writing *was* for *was*. In the work sample, it was difficult to find examples of continuous writing by which to judge attainment. Much of the work is unmarked and the untidy nature of some of it is therefore allowed to continue. Work, particularly by the below average, is often unfinished and the volume of work from the above average is unsatisfactory.
90. By eleven, standards of writing are below, rather than well below, average. Progress in Key Stage 2 is good considering that these pupils achieved low results in the Key Stage 1 writing tests in 1997. Pupils in Year 6 use ink pens and produce a fluent, joined, legible script. Writing is technically competent from the above average pupils, with correct use of paragraphs and punctuation to demarcate speech. Work is sometimes redrafted and improved with spellings such as *berried* corrected to *buried*. However, sentences tend to be short and vocabulary is not often adventurous. Average pupils find it difficult to write at length, though when interest is awakened, for example in the work about corporal punishment, writing can be lively and thoughtful if somewhat inhibited by lack of expertise with spelling. Below average pupils do not always join their letters and sentences run on with only the use of *and* to sustain them. As in Key Stage 1, it was often difficult to judge attainment from the work sample because of the lack of continuous pieces of writing. However, work in Key Stage 2 is regularly marked and some teachers provide useful comments to guide pupils on what they should do to improve, such as '*only put capital letters where you need them*'. This is helpful in focussing pupils on their own learning. Homework is not consistently used to support work in English and Year 6 pupils do not get enough to

prepare them for the homework regime in the secondary school. Apart from reading at home, which most of them do, they say they only have spellings to learn each week.

91. The school makes very good provision for pupils with special educational needs and for those in the integrated resource unit. In each key stage, a number of them form a separate class for literacy and receive good and sometimes very good support from an experienced teacher who has a lively and enthusiastic approach. She conducts brisk lessons with a good variety of activities to sustain interest. These pupils are therefore making good progress.
92. Teaching in all lessons was at least satisfactory but, while the majority of lessons observed in Key Stage 2 were good, taken with the scrutiny of work, teaching is judged as satisfactory overall in both key stages. Teachers are clear about what they want pupils to learn and some, but not all, share these intentions with the pupils and return to them at the end of the lesson to evaluate whether they have been achieved. When this happens, it helps to focus pupils on their learning. In the better lessons, teachers structure their lessons, take them at a brisk pace and provide a good mix of activities. They convey their own enthusiasm to the pupils employing simple strategies such as a mixture of voices when reading *Little Red Riding Hood* with a class of Year 3 and 4 pupils. Some teachers however fail to let pupils use their own initiative and do things for themselves. In a Year 2 lesson, for example, the teacher reads out pupils' work instead of letting them do it. However, all teachers have a positive relationship with pupils and effectively use classroom assistants (who are a great asset) to promote learning, particularly during group work. Pupils have a positive approach to literacy and enjoy their lessons. However, an above average Year 6 pupil says that she would be able to cope with harder work if her teacher gave it and this is a matter of concern – that these pupils are not being sufficiently challenged with work that is specifically planned to meet their needs and extend their learning.
93. The co-ordinator has a heavy workload overseeing other important areas of the school's work besides literacy but she has a satisfactory understanding of what needs to be done to raise standards. The governor who oversees literacy is also aware of the strengths and weaknesses and is planning to offer assistance in the redevelopment of the library. Resources to support work in the Literacy Hour are good and there has been an impressive improvement in the assessment system since the last inspection. Attainment is now assessed through a variety of standardised tests and regular teacher assessments of reading and writing. The data enables trends to be observed and targets to be set for improvement. An analysis of results is enabling the identification of areas of weakness, such as spelling, so that action can be taken to raise standards.

## **MATHEMATICS**

94. Standards attained by pupils who are eleven are now broadly in line with the national average and more pupils are working at a higher than expected level. This represents an improvement since the last inspection and confirms the findings of a recent HMI interim report, which found that standards were still below average but improving. The test results since 1996 show that not only have standards risen but they have done so at a faster rate than that found nationally and much of the work now meets the required standard. However, the test results for 2000 show that too many pupils remained at a below average level, and that too few pupils reached levels higher than those expected. When this is converted into a points score, it shows that standards were still well below average, overall. This is also true when their results are compared with those of schools with similar pupils. However, when their attainment is compared to their attainment at the age of seven, this shows that the pupils made satisfactory progress.
95. Standards attained by seven-year-olds are still below those expected for their age. This has also improved since the last inspection when they were well below average. In 2000, almost all pupils reached the expected level, (Level 2), but too many of them only reached the lower end of this level and not enough reached the higher levels for the school to reach the expected standard as shown by the points score. When compared with pupils from similar schools they were well below average.
96. There are no significant differences between the attainment of boys and girls. Pupils with special educational needs make very good progress against their prior attainment, due to the very good provision throughout the school.



97. The evident improvements have come about as the result of the successful introduction of the National Numeracy Strategy, with better training for teachers, which has improved the quality of teaching, and the better match of work to pupils' prior abilities. In addition, recent analyses of the tests and the results obtained has enabled staff to target areas of weakness more specifically. For example, in one example of good practice, Year 2 pupils have a few minutes on a very regular basis to practise and revise the reading of a variety of scales, clocks and dials, very well resourced by the teacher, as a result of recognised weaknesses in the 2000 national tests.
98. By the age of seven most pupils are able to subtract 20 from higher two digit numbers and the 30 per cent who are higher attainers do so very accurately. One child quickly recognises that this can be reversed into an addition sum. The less able can add and subtract 10 from two digit numbers fairly accurately. They are able to use doubling skills in money problems, to distinguish between odd and even numbers. Practical work shows early knowledge and understanding of simple fractions. In Year 1, pupils use money in some well-prepared activities. They use a 'sweet-shop' to give and change money to 10p, and in a café, with some adult support, they use money up to 20p. The scrutiny of pupils' books shows that they have a sound understanding of simple capacity of liquids and can use cubes to measure the length of things.
99. By the age of eleven, pupils are exploring coordinates in all four quadrants, which requires the use of negative numbers. This work is at a level ahead of expectations and demonstrates how standards have risen recently. Seventy per cent of the class, including a few Year 5 pupils, are able to do this work successfully. In addition they know the names for parts of circles, and can work out differences between decimals to two places. They show a good understanding of the relationships between fractions, decimals and percentages. Year 5 pupils are able to use simple coordinates and the higher attaining pupils can multiply 3 digit numbers by 2 digits. They can work out the probability of events accurately and less able pupils use estimation and measure using centimetres and metres. In Year 4, pupils are able to use kilograms and grams in calculations. The higher attainers are able to solve problems with weights, by finding three which make an exact target figure. They are beginning to use negative numbers in measuring temperature. Less able pupils can estimate and measure real life distances, and work out areas and perimeters by counting squares. In Year 3 pupils demonstrate a sound knowledge and understanding of multiples of 10, which they can then use in calculations and extend to work out near multiples, such as those of 9 by adding 10 and subtracting 1. Higher attainers can work from a pizza menu to work out a variety of costs ending in 99p.
100. The pupils' attitudes towards mathematics are very good. In discussions with them, it was often mentioned as their favourite subject. In lessons they are enthusiastic but well behaved, joining in with mental sessions and showing enjoyment in their work. These attitudes are having a positive impact on the pupils' raised standards. Pupils also respond to challenge very positively as, for example, in Year 4 when they are set problems to solve using weights.
101. The overall quality of teaching is good throughout the school and has improved since the last inspection. There are examples of very good teaching in the junior classes. In Year 2 the higher attaining pupils are being effectively challenged with some extension work and this is resulting in higher standards than were achieved last year with the possibility of a higher proportion of pupils reaching the higher levels in the national tests. Staff have worked hard to successfully introduce the National Numeracy Strategy. Teachers' expectations are higher and there is more evidence in lessons of tasks being better matched to pupils' prior attainment. However, this is less evident in the scrutiny of pupils' work and is an area in need of further monitoring to ensure that it happens enough. The marking of pupils' work varies unacceptably from teacher to teacher. In some classes work is ticked and there is little indication of what the child has done well or what needs to be improved. Lower down the school work is not always annotated or dated, which makes it difficult for the teacher and others to monitor progress over time. Most lessons contain a good mental session before the main teaching is done, and they also finish with some form of recap of the objectives, although not always enough time is left for this. Resources are well used. For example, in one Year 5 and 6 lesson good use was made of the text book to support the teaching, and in Year 3 and 4 a good teacher-made resource helped pupils develop their money and calculation skills.
102. The subject coordinator is professional, knowledgeable and hard-working, and she has put much effort into raising standards. Her influence is now felt around the school. However, there is not enough monitoring and evaluation of the quality of teaching and learning to ensure the necessary consistency in provision throughout the school. Teachers' plans and children's work are not

scrutinised enough and there is little opportunity for her to work alongside, monitor and support colleagues. The school has recognised this and it is addressed in the school development plan. A good deal of in-depth training has taken place and this has improved staff subject knowledge and expertise as well as their confidence in the subject. Resources are good and have improved since the last inspection.

## SCIENCE

103. In the 2000 National Curriculum tests at the end of Key Stage 2 the performance of pupils was well below the national average and very low when compared with similar schools. The percentages of pupils achieving both level 4 and level 5 or above were very low when compared with the national averages and similar schools. In relation to their prior attainment pupils' performance was below average. Trends in average results over the past five years indicate a sharp decline in standards from 1996 to 1998 followed by a sharp rise in 1999 and a slight fall in 2000, with results consistently well below the average. There was no significant difference in the attainment of boys and girls. However, the high proportion of pupils on the special educational needs register was significant. In the teacher assessments at the end of Key Stage 1, the percentage of pupils achieving Level 2 or above was above the national average and when compared with similar schools. The percentage achieving level 3 or above was below average both in comparison with the national average and when compared with similar schools. Inspection evidence suggests that standards in Key Stage 2 are improving although there are too few pupils achieving the higher levels. Standards in both key stages are broadly in line with national standards, except for scientific enquiry which is below standard. Since the last inspection provision for the subject has improved and this is now beginning to have an impact on standards in both key stages. There remain some weaknesses, particularly in the pupils' skills in scientific enquiry, which the school has recognised; science is an area identified for further development in its development plan.
104. Standards in the current Year 2 class are in line with those expected. In their work about materials pupils investigated the changes that can be made by freezing or by applying heat. Through observation of an investigation about changes that can be made to chocolate and butter when heated, they understood that some solids can be changed and that some of these changes are permanent; the higher attaining pupils understand that some changes can be reversed and are therefore "temporary". Several pupils can talk about fair testing. Pupils make satisfactory gains in their learning during this lesson because of the level of discussion about the properties of materials which provides opportunities for them to apply their knowledge to predict what will happen during their investigation. However, there is little further challenge on completion of the experiment in extending what knowledge the pupils have already gained. Pupils understand the differences between living and non-living things and the essential ingredients necessary to maintain a healthy lifestyle, including the differences between drugs that are good such as in medicines and the safety factors in connection with medicines. An analysis of pupils' previous work indicates that pupils achieve satisfactorily as they move through the key stage taking account of their attainment on intake, although progress made in the development of the skills of scientific enquiry is slower. They have opportunities to record their work in a range of ways including simple charts and tables as well as written accounts and although many have limited recording skills, they can explain their work satisfactorily in discussion.
105. Standards in Year 6 indicate that pupils are in line to achieve national standards. In their lesson about solids, gases and liquids pupils used their previous knowledge well in discussion about the changes in molecular formation when materials are changed from solids to liquids and then reversed. They have a good understanding of scientific vocabulary and the importance of carrying out fair testing in their investigations, which they carry out appropriately, handling instruments such as the thermometers sensibly. However, this experimental work is closely directed and supported by the teacher with additional classroom support for those pupils who have special educational needs. Pupils' previous work indicates that they understand and record clearly the position of the earth, sun and moon in relation to other planets and they measure the changes in shadows during the course of a day. They understand that the seasons change as a result of the earth's movement around the sun. In their work about electricity pupils understand how to make a simple circuit so that a bulb will light and a buzzer, buzz. They understand changes in state such as evaporation and condensation. However the pupils do not have opportunities to devise their own experiments to test out their theories. There is an improving picture in the Year 3/4 class where pupils are taught how to plan an experiment, including how to make a prediction about the

outcome. They handle the pipettes appropriately when carrying out their investigation about the absorbency of tissues and understand what is meant by a fair test. Overall progress through the key stage is satisfactory except in the opportunities for pupils to devise their own investigations. Pupils are encouraged to record their findings in a range of ways including tables, charts, graphs and written reports. The progress of the low attaining pupils and those with special educational needs is similar in terms of the acquisition of knowledge and understanding although they do not always have work sufficiently well matched to their needs.

106. The quality of teaching is satisfactory overall. It varies from very good to satisfactory with very good teaching in Year 3/4. In the best teaching, the pupils are highly motivated by the opportunities to plan and carry out their own investigations and as a result good progress is made. Within all lessons observed, the teachers have good management skills and positive relationships with the pupils. They plan their lessons satisfactorily with clear learning objectives and use an appropriate range of teaching methods and activities, which interest the pupils and as a result a good working atmosphere is generated and sound progress is made. Teachers revisit prior learning before moving to new learning through skilful questioning and discussion. However, teachers' planning does not indicate how the work is matched to the range of abilities within the class, with all pupils usually carrying out the same tasks. There are good procedures in place for assessing pupils' learning and monitoring their progress although on a day-to-day basis some work is not regularly marked. There are some instances of very good marking which is both evaluative and useful in suggesting to the pupils what needs to be done to improve. The quality of assessment represents an improvement since the last inspection. In most lessons, resources are prepared and used well although as yet, there is insufficient use of information technology for recording, measuring or researching information.
107. The headteacher has recently taken over the role of co-ordinator following the resignation of the previous co-ordinator. He has monitored standards, introduced the new scheme of work based on the QCA recommendations and developed procedures for assessment. This is a marked improvement since the last inspection although the changes have yet to fully impact on pupils' attainment, particularly in Years 5/6. The school has recognised the need for further training and development of the subject, particularly the need to develop the teachers' knowledge of scientific enquiry and this is included in the current development plan. Resources are of sound quality and well organised.

## **ART AND DESIGN**

108. The standards demonstrated by seven-year-olds and by eleven-year-olds are broadly in line with those expected. This level of attainment has been maintained since the previous inspection. Only two lessons were observed in the juniors, and only part of a lesson in the infants. However, discussions with staff and pupils and scrutiny of pupils' work clearly support the judgements about attainment.
109. Year 1 pupils can use felt materials to cut out and stick into a house shape, based on paintings completed earlier. This work, supported by a volunteer helper, demonstrates imagination and helps develop early cutting and sticking skills. In Year 2, pupils have created coil pots from clay and they use paint and thin brushes to decorate them with a range of patterns and effects. They have also created plaques, which they then decorated by pressing shapes into the clay.
110. Younger junior pupils have created some very imaginative and detailed pencil drawings of mythical creatures, following work on the legend of the Minotaur. Some of these drawings were then repeated in colour and finally, in a good lesson observed during the inspection, larger versions of their drawings were turned into collages using a variety of brightly coloured paper. In another on-going project Year 5 and 6 pupils have worked on observational drawings and paintings of poultry, producing very careful and detailed work, which clearly demonstrates the importance of observational work by comparing their first attempts at drawing from memory with the final, well-painted pictures. There is little evidence of any three-dimensional work in the juniors, although pupils remember using clay to make egg holders and decorated tiles in Years 3 and 4. During a good project with a local artist pupils decorated stepping stones with tile mosaic as part of the refurbishment of one of the school courtyards.
111. Pupils' attitudes towards the subject are good. The younger children work with concentration and demonstrate real pride in their work. Older pupils also work very hard to produce work of which

they are proud and that they are willing to share and discuss with others. The quality of teaching in the juniors is good; not enough was observed in the infants to make a secure judgement. The resources are appropriate and well-prepared and pupils' work is satisfactorily displayed.

112. Pupils' cultural development is helped through links with religious education and some effective and complex pattern work has been based on Muslim and Hindi patterns and festivals. For example infant pupils have decorated and cut out hand shapes with Mendhi patterns, while older pupils have designed and painted patterns based on Islamic prayer mats. However, there is little evidence of the use of other artists as inspiration, although there are plans to do some of this at other times in the year. The school does not make use of sketchbooks at present and this is an important weakness of which the coordinator is aware and has plans to address.

## **DESIGN AND TECHNOLOGY**

113. It was only possible to observe one lesson during the inspection. However, from this evidence and a scrutiny of pupils' work, displays and discussions with pupils it is clear that standards are broadly in line with those expected for seven and eleven-year-olds. This has been maintained since the previous inspection.
114. All pupils have a book for the subject in which they draw and design models they are studying, evaluating or making. In Year 1 pupils designed puppets which they later made from felt. A good record of this work was kept through photographs of the finished product. They can name different parts of houses and record different types of buildings in a table. In Year 2, pupils have almost completed a long project designing and making good Tudor style houses for a Fire of London display. They used paper to create beams to finish off the previously completed houses. Some pupils had designed doors to open. All showed a good awareness of how they had made the houses and the materials used. In earlier lessons they explored a variety of ways of joining card.
115. In the juniors pupils in Year 6 have evaluated the results of a project on cooking tea cakes and soda bread. They worked in pairs to build fairground rides powered by a motor. This work showed sound development and a growing understanding of how oil enables moving parts to run more smoothly and efficiently. Younger juniors completed a project evaluating and studying torches, following which in a link with their science work they created circuits and models to build their own torches. More able pupils wrote good evaluations of their work and explained how they improved it in the light of trials.
116. The pupils' attitudes to their work in the lesson observed were good. They are keen to show and discuss their work and very proud of the finished product. They work fairly independently, accessing the materials and tools they need. The quality of the teaching was also good, as it enabled good progress to be made and had clearly improved pupils' knowledge and understanding about the historical aspects of the work as well as the technological skills needed to build the models.
117. The co-ordinator has devised a very good planning and recording sheet that lists objectives and expectations for the work covered, and when fully in place this will ensure good coverage of the curriculum and a better understanding of the requirements. Not enough use is made of construction kits, especially among the older pupils.

## **GEOGRAPHY AND HISTORY**

118. Standards in both subjects are average for the seven and 11-year-olds and progress is satisfactory. This is a similar picture in history to that found at the time of the last inspection but is an improvement in geography. Blocks of time during the year are allocated for topics and during this inspection the focus in Key Stage 1 was history and in Key Stage 2 it was geography. Work in pupils' books provides satisfactory evidence of previous work and planning documents provide evidence to show that there is reasonable coverage of the curriculum over a year. A spreadsheet for each year's work enables teachers to schedule the regular topics in history and geography. This represents an improvement in geography since the last inspection when the long gaps between topics was criticised and cited as the major cause of unsatisfactory progress. Geography has further been improved in that there is now a suitable programme of work setting out the areas of study in a two-year cycle for the infant classes and a four-year cycle for the

juniors. This ensures that work is not repeated though it is acknowledged that some refinement is still needed. There is a suitable programme of work for history.

119. The seven-year-olds have a secure understanding that history is the study of things long ago. In their current work, they have acquired a good understanding of the causes and effects of the Great Fire of London and, in the only lesson seen in this key stage during the inspection, they came to understand that we know about this event because of important sources of evidence such as Samuel Pepys' diary and newspaper reports of the time. Their interest in the topic has been enhanced by work in design and technology where they have made their own houses and mounted an impressive tableau showing the fire raging through the streets. The teacher motivated the pupils effectively and conducted a sound lesson using good resources some of which she has downloaded from the Internet – extracts from Pepys' diary, for example. She introduces historical terms such as *evidence* and *primary sources* so that pupils become familiar with them. During the activity session she received good support from a classroom assistant who particularly helps a group of pupils with special educational needs enabling them to make satisfactory progress.
120. Key Stage 2 pupils have studied features of the Victorian period last term and have a sound knowledge of the basic events of Queen Victoria's life and of the conditions of her subjects, both rich and poor. Census information, photographs and artefacts have all been used well to find information and the Internet has been productively used to enable biographies to be written about famous Victorians such as Lord Shaftesbury. These biographies and other written work effectively support the development of literacy skills. Pupils say they enjoyed the topic and, in particular, a visit to the Elsecar Heritage Museum where they experienced 'Christmas in the Workhouse'. Visits and use of the local area are instrumental in creating interest in both subjects. In geography, the village environment is the particular focus of work this year for all pupils.
121. In their geography topic last term Key Stage 1 pupils have plotted Sheffield on a map of the British Isles and found where Skegness is. They have explored features of a seaside place as opposed to their village environment and have considered the reasons for going to the seaside. Key Stage 2 pupils have begun work on maps and there is suitably different work in the books of pupils from the various year-groups. For example, Year 3 pupils create plans showing the arrangement of tables in the classroom. On a plan of the school, they plotted a route from their classroom to the hall. Year 4 pupils draw a plan of the local park and create a key that identifies various features. They plot a more complicated route showing how they get to school from home. This has led into this term's local study where aspects of the village are being explored. Pupils in the Year 4 and 5 class are conducting surveys to discover how often the local shop is visited and why people go to Stocksbridge. Year 6 pupils are studying the development of the village by discovering when various housing developments were built. In both cases, data is entered on to the computer and the graphs that are produced enable pupils to analyse the findings, for example to discover in which decade most building took place and why. The practice that they have in reading graphs satisfactorily supports work in mathematics and proper use is made of information and communication technology to promote learning in geography.
122. In the two geography lessons seen, the teaching was sound in one lesson and good in the other. The better lesson was characterised by a realisation from the initial discussion that pupils were not sure about the interpretation of the graphs and needed to take things more slowly than was planned. The teacher therefore changed the activity to accommodate this, demonstrating good practice in meeting pupils' needs. Subsequently she showed a willingness to let pupils explore data for themselves before offering guidance. This contrasted with the satisfactory lesson where the opportunities to let pupils draw their own chart and enter data were missed and the teacher drew it for them. Many of the pupils, particularly the above average, could have worked it out for themselves and would have welcomed the challenge.
123. The co-ordinator manages the subjects satisfactorily and ensures that resources to teach the curriculum are adequate. He has not observed any lessons but plans work with his colleagues in Key Stage 2 and therefore knows what is being covered. Teachers are considering the best way to assess each pupils' work in both subjects; some are trying out a method recording the level which each pupil has achieved in a particular piece of learning. This represents an improvement since the previous inspection.

## INFORMATION AND COMMUNICATION TECHNOLOGY

124. At the time of the last inspection, standards were low throughout the school. There was no scheme of work to guide teachers' planning and pupils were not being taught the full curriculum. Teachers lacked confidence and expertise and resources were inadequate. There were no systems to assess pupils' attainment or to check progress. The school has come a long way since then and improvements have been substantial in all areas of weakness. Grant funding, for example through the National Grid for Learning has been used well to upgrade resources and to improve teaching skills. There is now a modern computer suite that can accommodate a whole class, working two to a computer. Teachers and support staff have received effective training so that they are now competent to teach the required curriculum. Training is on-going to ensure that the school keeps up with continuous developments. The headteacher takes personal charge of the subject and his expertise has ensured the success of these improvements. He monitors teaching and learning on a regular basis, talking to pupils about their work and assessing their understanding.
125. Standards are now much higher. In some areas of the curriculum, pupils at the end of both key stages are achieving broadly average standards, for example in presenting and editing information in the form of text and graphics, and entering, retrieving and interrogating data. At the end of Key Stage 1 pupils use their word processing skills to write stories. They use clip art to drop in pictures to illustrate their work. Experiments with a graphics program have led to some interesting geometric designs. They are beginning to explore the Internet as a source of information. Pupils in Years 4 and 5 use their word processing skills well to draft and edit their poems. They change font size and colour and make decisions about which they prefer. Pupils in Year 6 use sensors to measure temperature and light: they record and interpret results. Some weaknesses remain as a result of the low starting points. Older pupils, in particular, have gaps in their knowledge. They are not yet sufficiently skilled in communicating in a wide range of ways such as composing tunes and combining sound, text and graphics. Pupils have not yet had sufficient opportunities to become skilled in writing instructions to control movement or to use electronic mail. Overall, standards remain below average at the end of both key stages but taking pupils' previous attainment into consideration achievement is good. The school has effective plans to improve provision further and to raise standards to average levels and beyond. Curriculum plans indicate that all areas will be covered by the end of the academic year.
126. Teachers at both key stages have responded well to training opportunities and the quality of teaching is now good. This ensures that pupils make good progress in lessons. Teachers use the large teaching screen effectively and give clear explanations about new work. A very good lesson on data handling was observed at Key Stage 2. The whole-class teaching revised the work so far and checked pupils' understanding. The next task was explained skilfully and pupils were able to get on quickly, as a result. They made substantial gains in learning. Computer skills are taught well and teachers' planning ensures that good links are made with topics being studied in other subjects. For example, pupils are using the information they have gathered in a geography topic about the local area to investigate trends in house building, work patterns and leisure pursuits. They have gathered their own information, entered it carefully and presented their findings in graphs and charts. They interpret these accurately and higher attaining pupils are beginning to respond to more demanding tasks by making complex comparisons.
127. The enthusiasm of both teachers and pupils is obvious and contributes to lessons that hold pupils' interest. Pupils concentrate well, as a result, and put a lot of effort into their work. They co-operate well in pairs, discussing the way forward and overcoming problems. They take a pride in their completed work.
128. The appointment of a skilled teaching assistant is having a considerable impact on the quality of teaching and learning. As well as being technically competent in solving hardware and software problems, she gives expert advice to teachers and pupils, taking charge of teaching a small group at Key Stage 2. Computers and listening stations are used well to support pupils with special educational needs. In lessons in the suite and in the special educational needs room support staff provide effective additional help for pupils, enabling them to make good progress.
129. An effective system for assessing pupils' skills has been introduced. It is providing useful information about those pupils who require more help in particular areas, those who are ready to move on and those who need more challenging work. This information, not previously available, is contributing to the quality of teachers' planning for different groups within the class.

## MUSIC

130. Pupils throughout the school attain the standards expected for their age and this is a similar finding to the last inspection. Pupils in Year 6 however have not developed all the expected skills due to gaps in their learning in earlier years. They find it difficult, for example, to identify which one of two notes is higher and, even though they know the sol-fa notation, cannot identify 'me' after 'doh' has been played. Many cannot pitch a note correctly when singing. However, when they join with other junior-age pupils to sing, the overall tunefulness is good. Singing throughout the school is impressive. Pupils display huge enjoyment and are very well supported by a visiting pianist who comes every fortnight on a voluntary basis. Pupils know a good range of songs and quickly learn new ones. They sing enthusiastically with proper attention to mood, singing more reflective songs with softer tones. Year 2 pupils practise this by singing 'London's Burning' in a tired, happy, and then an angry way. Singing is rhythmical, particularly of the Caribbean songs that are being learnt by the juniors. Those who are chosen to support the singing by playing maracas or tambourines sustain a steady rhythm. The work makes a good contribution to pupils' cultural development because the teacher correctly draws attention to the unusual words of the song – 'Me donkey instead of My donkey – and discusses the influence of the Creole language.
131. Most pupils, including those with special educational needs, achieve satisfactorily throughout the school. Year 1 pupils listen to *Peter and the Wolf* identifying the instruments and the link to characters. They then interpret the music impressively in their dance lesson. Year 2 pupils listen to Chopin's *Raindrops* and watch a video of winter scenes overlaid by Vivaldi's *Winter* music. They choose various instruments to represent different aspects of weather and play them to build a picture of a rainstorm. Pupils carefully follow the conductor who is chosen from amongst them. Pupils in Years 3 and 4 sustain a two-part rhythmical pattern successfully using percussion instruments. The oldest pupils write tunes to accompany their *Haiku* poems using the five notes of the pentatonic scale.
132. Teachers are supported in their planning by a satisfactory programme of work that is being considered for revision so that it gives them more help. Despite expressing some concerns about their lack of expertise, most teachers display confidence and enthusiasm in teaching their lessons. All were at least satisfactory and two-thirds were good. This represents an improvement since the last inspection. Singing lessons are taken at a brisk pace and class lessons contain a good range of activities that cover all aspects of music – listening, appraising, composing and performing. Teachers use resources well and the school is particularly fortunate in having a separate room for music and a good range of instruments. Pupils have the opportunity to learn the violin and the guitar and are making good progress in reading music. Three violinists display sound technique in their playing of a French folk-song during an assembly and a trio of guitarists also perform well in their lesson with their teacher supplying the chords to accompany them as they pick out a difficult tune.
133. The headteacher is overseeing music as a temporary measure but has plans to appoint a permanent co-ordinator. As at the previous inspection, there are still no out-of-school music clubs and limited involvement in the community. Some pupils took part in the memorial concert in the village hall and the Bradfield music festival. The recent production of *Oliver* has obviously been a great success with parents and a forthcoming visit by a music group, who will offer workshops for the pupils, has just been confirmed thereby enriching the curriculum.

## **PHYSICAL EDUCATION**

134. The majority of the lessons observed during the inspection, in both key stages, consisted of dance. In these lessons pupils are reaching good standards by the time they are seven and by the time they are eleven. In swimming, standards are satisfactory and the majority of those who take part attain the expected National Curriculum level by the time they are eleven. From a small number of lessons in gymnastics and games it is possible to say that the standards attained by the time pupils are eleven are broadly in line with those expected. In addition, good residential provision enables older pupils to take part in some outdoor and adventurous activities, as well as effectively developing their social and personal skills. However, the higher attainers are not given sufficient opportunities to develop their skills to a high enough level. Standards at the time of the last inspection have been largely maintained although in dance they have improved.
135. In dance lessons pupils in the infants created imaginative movements based on the story and music from 'Peter and the Wolf'. The very good teaching gave them opportunities to take a variety of parts and to develop their ideas into a performance. They were very active and had nearly an hour of almost constant movement. Older infants worked with partners to create a sequence of movements on the floor. They worked well together and their efforts were extended through teacher suggestions about possible improvements to starting positions and endings.
136. Junior pupils also reach a good level of attainment in dance. The younger ones created a dance based on movements of clowns. They matched their movements very effectively to the appropriate music provided and built up a three part sequence in response to the changes in the music. Older pupils worked on strong movements with the music from 'Mars' in the Planets Suite. During the lesson very good improvements to all pupils' performances were made. Pupils in Years 5 and 6 demonstrate satisfactory ball control skills, with a small proportion showing very good control.
137. Pupils clearly enjoy the subject. This is evident, especially in the well taught dance lessons, from the enthusiasm with which they approach their tasks, and the pride they take in their work. They co-operate well in pairs and in small groups, and even when the hall was full with a lot of movement and noise behaviour was good and pupils worked sensibly. Discussion with pupils indicates that they would respond enthusiastically to opportunities to extend their skills through more extra curricular activities.
138. The quality of teaching is good in dance and satisfactory for other aspects of the subject. Lessons always contained an appropriate warm up session, but not enough discussion of the beneficial effects of exercise was observed. Teachers' planning is appropriate and, even when lessons are changed at the last minute due to the weather, as in Years 5 and 6, resources are always used appropriately. Most teachers dressed appropriately and all showed a good concern for the safety and well being of pupils.
139. The school makes satisfactory use of outside expertise through the use of local football and basketball teams, who do a small amount of work with pupils each year. However, during the inspection there were no extra curricular activities available to pupils and this represents a missed opportunity to extend pupils' skills and experiences in a variety of sports. There are no teams that play against other schools on a regular basis. The provision of gymnastic apparatus suitable for younger pupils and those with special educational needs is barely satisfactory, and there are not enough gymnastic mats for the larger classes.

## **RELIGIOUS EDUCATION**

140. Standards in religious education meet the requirements of the locally Agreed Syllabus by the end of both key stages. This is similar to the findings of the previous inspection.
141. The pupils in Key Stage1 are introduced to New Testament stories such as the birth of Jesus and some of the parables. They develop their knowledge of other faiths such as Islam and understand that the Qu'ran is a special book for the Muslims. They discuss the Muslim way of life and the importance of living by rules and are beginning to make links between Christianity, Judaism and Islamic faiths.
142. By the end of Key Stage 2 pupils consider stories from the Old Testament such as the story of Jonah. They learn about the physical characteristics of the lands of the Bible. They have a



satisfactory knowledge of the Christian faith and its relevance to modern life. They understand why events such as the visit of the wise men happened as they did, using the Bible to answer questions. Pupils make satisfactory progress in developing their knowledge of Islam although there is little evidence of the study of other faiths.

143. The quality of teaching is satisfactory overall. Judgements are based on only one lesson in Key Stage 2 and two lessons in Key Stage 1, together with the analysis of pupils' previous work. Teaching involves pupils in a good level of discussion, for example when discussing the Moslem faith in Year 2 and the story of The Good Samaritan in Year 5/6. In these lessons teachers make good use of pupils' own experiences and feelings. Discussions about Islam in Year 2 take place with reverence for the practices. These lessons help pupils to develop their speaking and listening very well, because they want to share what they feel and are interested in what their friends have to say. Evidence from previous work indicates that pupils make satisfactory progress overall. Teachers are consistent in expecting pupils to record their learning either in pictures or in writing, but not all work is marked and the same activities are planned for pupils of all abilities. This means that the pupils with below average attainment and special educational needs have difficulty in recording their work. Classroom assistants provide good support to pupils of low ability or those with special educational needs. Teachers' planning follows the Agreed Syllabus alongside suggestions of the QCA recommendations. Since the last inspection most year groups have improved coverage of other religions than Christianity although in some classes this is not yet sufficiently developed. As at the time of the last inspection there are no agreed procedures for assessing pupils' knowledge and understanding or recording pupils' work.
144. The co-ordinator monitors pupils' work informally but there are no procedures for monitoring teachers' planning or the quality of teaching and learning. Resources for the subject are improving but there is still insufficient to cover all the religions adequately.