

INSPECTION REPORT

LOUND JUNIOR SCHOOL

Chapelton, Sheffield

LEA area: Sheffield

Unique reference number: 107053

Headteacher: Deb Halliday-Bell

Reporting inspector: Bernice Magson
18143

Dates of inspection: 3rd to 6th March 2003

Inspection number: 246645

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	Loundside Chapelton Sheffield
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Appropriate authority:	The Governing Body
Name of chair of governors:	Heather Eyre
Date of previous inspection:	26 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18143	Bernice Magson	Registered inspector	English as an additional language English Art and design Music	What should the school do to improve further The school's results and achievements How well is the school led and managed
13526	Richard Barnard	Lay inspector		How well does the school care for its pupils Pupils' attitudes, values and personal development How well does the school work in partnership with parents
23566	John Iles	Team inspector	Mathematics Geography History Physical education	How good are curricular and other opportunities offered to pupils
17454	Brian Aldridge	Team inspector	Special educational needs Science Information and communication technology (ICT) Design and technology Religious education	How well are pupils taught

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This average sized primary school is situated in Chapeltown and serves an area of mainly private housing on the northern side of the city of Sheffield. There are 246 pupils on roll, which is an increase since the last inspection. There are significant differences in the numbers of boys and girls in some year groups. There is little movement of families in the area. Most families are of white British origin. A small number are of mixed race, but none speak English as an additional language. Since the last inspection the number of pupils with special educational needs (SEN) has increased to 16 per cent, still a below average figure. Two pupils have statements for their special needs. Fewer pupils than average are eligible for free school meals. On entry to school in Year 3 attainment is above average, apart from writing which is average. Seven of the nine members of staff were appointed during the last two years, including members of the senior management team. After a rapid succession of permanent and temporary headteachers, the present post holder took up her appointment last term.

HOW GOOD THE SCHOOL IS

This is an improving school, which is providing a satisfactory quality of education for its pupils. The school has experienced difficulties in its leadership and management during the long-term absence of the headteacher and standards have fallen. Under the very good leadership and management of the new headteacher the school has started to improve the academic standards. Currently these are below average in English, mathematics, science and ICT and at expected levels in all other subjects. Teaching is satisfactory overall with some good features, and is improving rapidly as the recently appointed teachers settle into school. The school gives satisfactory value for money.

What the school does well

- The very good leadership and management of the headteacher in focusing successfully on raising standards
- Children like coming to school, enjoy activities which challenge them and their attendance levels are very high
- Procedures to ensure pupils' welfare, safety and protection are very good
- Links with parents, community and local schools are good

What could be improved

- Standards in English, mathematics, science and ICT
- The quality and consistency of teaching
- The use of assessment
- Provision for pupils with special educational needs

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1998 the rate of improvement in the school has been unsatisfactory. Serious weaknesses in provision inhibited pupils' rates of improvement until the current year when improved systems of management and teaching have begun to increase pupils' achievement levels. The key issues of the last inspection are now being addressed under the firm direction of the headteacher and with good support from a committed governing body. A consistent system of planning and assessment and tracking of pupils' progress have been successfully introduced. A curriculum plan for the whole school follows nationally recommended guidelines, giving a sound structure to the learning of knowledge and skills and the promotion of personal and social education. As the full computer suite is now operational and the training of teachers and teaching assistants has been completed the statutory

curriculum in ICT is being delivered this year. An extensive programme has begun to monitor teaching and learning. Throughout school the teachers are now giving greater attention to accelerating pupils' learning and providing additional support where necessary. The school has a good capacity to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	D	E	E
mathematics	C	E	E	E
science	D	E	D	D

Key

well above average A

above average B

average C

below average D

well below average E

Standards have fallen over time in English, mathematics and science, and are lower than at the time of time of the last inspection. The trend of improvement in all subjects in national tests is below the national trend. However, the school is now receiving strong leadership and standards are beginning to rise. Staff changes, new initiatives and good systems of monitoring teaching and learning are having a good effect and pupils' achievements are improving. Standards in Year 6 are now below average in English, mathematics and science. These improvements have yet to show in Year 6 national test results, though last year's performance was adversely affected by a higher than average proportion of pupils on the special educational needs register. The 2002 results indicate a significant gender difference in English, which is greater than that nationally, but with differences between the number of boys and girls meaningful comparisons are difficult.

During the current school year the rate of improvement has accelerated rapidly for all pupils. The average standards maintained by the current Year 3 since their start in September 2002 is evidence that new strategies are effective in maintaining standards. In all other year groups pupils are now making satisfactory progress in English, mathematics and science. This includes pupils with special educational needs and those identified recently as gifted and talented. It is anticipated that for the current Year 6 predicted targets will be achieved, including those for pupils with special educational needs. Only for a small minority of Year 6 pupils do earlier bad work habits still persist, restricting their rates of progress. Although standards in ICT are unsatisfactory new resources and training are improving them rapidly. In all other subjects progress is satisfactory and standards are in line with nationally expected levels. The recent identification of pupils as gifted and talented is ensuring that their needs are met and appropriate work is provided.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and show good interest in all activities.
Behaviour, in and out of classrooms	Satisfactory. Most pupils behave well in lessons, apart from a small minority of older boys. Pupils are sometimes disorderly in moving around

	the school.
Personal development and relationships	Good. Relationships are good. Pupils take on a good range of responsibilities, and show initiative and independence when working in groups.
Attendance	Very good and well above the national average. Pupils arrive punctually at school

Positive relationships between pupils and their teachers create a pleasant and enjoyable learning atmosphere. As a result most pupils have positive attitudes to learning, especially in Year 3.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Satisfactory

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

The quality of teaching is satisfactory overall with some good features. Since the last inspection teaching has improved. With the arrival of the new team of teachers pupils' learning is improving rapidly, because teachers are employing an interesting range of teaching methods. Satisfactory subject knowledge is evident from their lesson plans. With the introduction of good systems of monitoring, strengths and weaknesses in teaching and learning are identified and strategies introduced to improve pupil performance. For example, positive strategies to manage behaviour have led to good responses among pupils and they are eager to learn. During the inspection the quality of teaching was good in three out of five lessons reflecting the upward trend of improvement. In the good and very good lessons instructions were precise and explicit, the pace was rapid and pupils were expected to succeed. As a result pupils worked hard, rose to the challenge and asked pertinent questions that extended their learning. At the conclusion of better lessons teachers skilfully revisited teaching points and suggested the next steps in learning. The literacy strategy has been fully introduced this year and the learning of basic skills is improving. The weakest aspect of teaching is marking and day-to-day assessment. Marking is often limited to simple ticks or one or two word comments and pupils continue to make common errors because they are not advised about how they can improve. For the majority of pupils, apart from those with special educational needs, teachers do not involve them in setting targets for themselves. Consequently, pupils are unaware of what they need to do to improve beyond the current lesson. When teaching is less successful the challenge in learning tasks are insufficient for pupils of all abilities and the pace of learning is slow. Additionally the use of teaching assistants to support teachers is sometimes insufficient.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and meets statutory requirements. There is a satisfactory range of activities and clubs. History and geography are not taught regularly enough
Provision for pupils with special educational needs	Satisfactory. There are weaknesses in pupils' individual education plans, which hinder progress as learning targets are often too broad.
Provision for pupils' personal, including spiritual,	Satisfactory overall with good provision for the social and moral development of pupils. Good attention is given to developing pupils'

moral, social and cultural development	understanding of citizenship, although insufficient emphasis is placed on preparing pupils for life in a culturally diverse society.
How well the school cares for its pupils	Pupils are cared for very well. Monitoring and supporting pupils' personal development is good. New systems of assessment and tracking of pupil progress are embedding effectively in the school

The school has a good link with the local community and neighbouring schools, which brings good benefits to the curriculum. The partnership with parents is satisfactory. Limited information is passed on to parents about the curriculum or pupils' progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership and management of the headteacher are providing a clear vision and firm direction of how to improve standards. The deputy headteacher and senior management team are developing their roles well.
How well the governors fulfil their responsibilities	Satisfactory. The governors fulfil their statutory duties well and are becoming more knowledgeable and supportive of the school.
The school's evaluation of its performance	Good. School improvement is both challenging and effective. A keen interest is taken in the effectiveness of recent initiatives. The school analyses its information well.
The strategic use of resources	Satisfactory. Teachers are deployed successfully, but greater use could be made of teaching assistants. Governors consider the principles of best value when purchasing supplies and services.

Staffing, accommodation and learning resources are satisfactory overall. However parts of the building are in need of an upgrade and renovation, and provision of resources in many subjects are unsatisfactory hindering pupils' rates of progress. For example the library is sparsely stocked, restricting pupils' opportunities for independent research or discovery.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> Parents feel comfortable about approaching the school with questions and concerns Children enjoy school The school expects children to work hard and achieve their best The school is well led and managed 	<ul style="list-style-type: none"> Standards for pupils in the current Year 6 Information about children's progress Better challenge and match in homework tasks Extra-curricular activities

Inspection findings endorse parents' positive views about the school. Inspectors judge that progress has been unsatisfactory for pupils in Year 6 and, taking into account their attainment on entry, standards are too low. Information to parents about the curriculum and pupils' progress is satisfactory overall, but aspects of it could be improved. Inspectors judge homework to be satisfactory, but agree that it could provide a better challenge for pupils of differing abilities. Provision for extra-curricular activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

- 1 Inspection findings show standards to be below average in English, mathematics and science in Year 6. In the national test results in 2002 standards were well below the national average in English and mathematics, and below average in science. Comparing the 2002 test results with those schools who have similar numbers of pupils entitled to free school meals the picture is the same. Taking into account their above average attainment on entry in Year 3, pupils' progress has been unsatisfactory. Following an initial improvement in standards after the last inspection, school test results in English and mathematics fell for the next three years. In English they are now at a lower level than at the last inspection but in mathematics they are slightly higher than previously. Only in science have test results shown good improvement over time, so that they are now just below average. The trend of improvement over time for all core subjects is below the national trend. Because of the long-term absence of the headteacher resulting in a lack of direction in leadership and management, the school has been slow to respond to these falling standards. However, in 2001 with the advice and support of the local authority and associate headteachers, a process of improvement began. Learning has accelerated rapidly on the appointment of the new headteacher. In all year groups pupils including those with special educational needs are now making satisfactory progress in the core subjects. However, earlier bad work habits of some pupils still persist, especially for a small minority in the current Year 6. Until recently there has been insufficient support for pupils with special educational needs.
- 2 Assessment information to track pupils' progress has been introduced since 2001 and pupils are now achieving predicted targets. Previously there has been a lack of rigour in tracking pupils' performance. The school recognizes the wider use of assessment information as a key issue for further development. The school is likely to attain the 2003 targets set for Year 6 pupils, as published in the annual governors' report. This includes increased numbers of pupils anticipated to achieve nationally expected levels in mathematics and science. Because the majority of teachers are new to the school with higher expectations and a good understanding of nationally expected levels, greater demands are made on pupils to achieve lesson targets. For example, pupils in Year 4 are involved in tracking their own learning using group and individual targets to predict and monitor their learning over several weeks. Teacher monitoring shows that this more rigorous assessment is having a good impact and standards are rising.
- 3 Achievement in English is currently satisfactory. Better teaching and the wider implementation of the literacy strategy are giving a greater structure to learning in reading and writing. For pupils in Year 6 smaller ability groups are creating an increased intensity to the learning because of more frequent opportunities for adult and pupil interaction. In all lessons some opportunities are provided for the development of speaking and listening skills but there is no whole school policy to ensure activities are planned regularly or skills developed systematically. Similarly there is no whole school policy for the teaching of more advanced skills in reading and writing and, because assessment information has been weak, there has been no consistency in learning. In contrast teachers now have good knowledge of pupils' standards and progress is measured regularly. However, much of the assessment information is cumbersome and teachers are set to refine their systems. This will allow easier identification on a day-to-day basis of strengths and weaknesses in learning. In reading diaries, for instance, this would enable teachers to

share information with pupils and their parents on how to improve. The school has yet to address gender differences in English, as these are significantly greater than nationally.

- 4 Achievement in mathematics is satisfactory. Progress is enhanced through good use of mental strategies at the start of lessons. This encourages pupils to manipulate numbers confidently when solving problems or working on numeracy exercises. Mathematics has a high profile in the school and pupils enjoy lessons. The national strategy is providing a good framework for learning but tasks are not always adapted appropriately to challenge pupils of differing abilities. For example, extension activities are often further tests of what pupils already know rather than more complex work suitable to their needs. Good progress is evident in Year 3 where pupils have a good level of independence in their learning.
- 5 Achievement in science is satisfactory overall. Where practical investigations take place learning is more rapid. For example, in Year 3 pupils use previous learning in new situations to extend investigations, refine answers and learn independently. In other year groups, although pupils now carry out experiments, it is only recently that they have had opportunities to set up their own experiments. Teachers are working hard to make up for previous slow rates of progress and investigational science is now strong. Precise lesson targets enable pupils to focus on the important elements of the lesson. Limited resources sometimes restrict learning, as pupils wait to share available equipment.
- 6 In ICT pupils do not reach the expected level throughout the school and there is underachievement in skills development overall. However, through the installation of the computer suite in the autumn term and the recent training of teachers and teaching assistants there is now a much better breadth and balance of learning opportunities in this subject. All strands of the curriculum are planned although as yet they have not been taught to any depth. The standards of pupils in Years 3 are nearer to those expected and for all pupils progress is now more rapid. The good use of open-ended tasks enables higher attaining pupils to achieve at whatever level they can reach. Currently, insufficient use is made of ICT in a number of key subjects, such as mathematics, science or design and technology where pupils miss opportunities to make progress in using skills or translating data into graphs. However, in English word processing skills are developing as, for example, when Year 5 pupils drafted and refined a fable story during an English lesson.
- 7 In all other subjects progress is satisfactory and standards match expected levels in each year group. Skills are built up gradually through the school. There is a good emphasis on practical activities to make the learning more meaningful, such as the history visit to Kelham Island in Year 5 or the visit of the Viking warrior to school. Teachers plan lessons carefully to interest pupils and particular pupil interests are encouraged. In Year 3, for example, the daily diary adventures of "Carlos the Bear" provide a good vehicle for pupils to talk about local events and holiday adventures. Rates of progress are restricted because in most subjects there are unsatisfactory levels of resources. There are few non-fiction library books, for example, and as a result pupils have little opportunity to research for information independently.
- 8 Pupils with special educational needs make satisfactory progress towards the targets in their individual education plans. The targets are broad and do not take account of the small steps most of these pupils need to help them with their learning. In some lessons pupils cannot make enough progress because teachers do not prepare sufficient materials or set appropriate tasks and, therefore, pupils' learning is not as rapid or effective as it should be.

- 9 The school has recently identified a small number of gifted and talented pupils whose achievement so far is satisfactory. Group education plans have been developed to target their learning. Staff and governors have agreed a policy. Teachers are starting to make better provision for these and for higher attaining pupils, for example, extension materials are being purchased for their use. A link governor has been appointed and all governors are keen to see this project develop. Later this term an initial visit by a journalist is to culminate in the production of a school newspaper.

PUPILS' ATTITUDES, VALUES AND PERSONAL DEVELOPMENT

- 10 Pupils' good attitudes to school, improving standards of behaviour, good relationships with staff and each other and very good attendance levels are now having a positive impact on their achievements especially on their personal development. This shows an improvement over the standards described in the previous report in relation to attendance and personal development. Pupils and their parents and members of the local community talk about the improvement in standards since the appointment of the current headteacher especially in relation to behaviour which deteriorated considerably in the time following the previous inspection. Parents also say how much pupils enjoy coming to school and this is confirmed by the lively and keen interest they show in their work and the general life of the school. Many show a keen response to extra-curricular activities especially football, netball, basketball, recorders, choir and chess. Pupils are proud of their achievements.
- 11 Attitudes to learning are good overall. They are especially good in Year 3. They are less good and sometimes unsatisfactory in Year 6. This is due to the disruption and lack of consistency in teaching that these pupils have received in the previous three years. This still shows itself in some lessons as when some boys see Greek dancing as a joke in a physical education lesson. Most pupils show good attitudes towards work and enjoy learning. They respond well to their teachers and enjoy activities undertaken in many lessons. For example in a Year 6 English lesson they enjoy the fun of tongue twisters and are eager to perform individually and listen well to each other. They engage readily in discussions and give their opinions with confidence. This was seen in a Year 3 history lesson when pupils' very good attitudes throughout the lesson helps them develop their understanding of life in Tudor times when they recall in discussion a recent visit and link this well with research from books and photographs they have taken.
- 12 The behaviour of pupils is satisfactory overall. Most pupils behave well in lessons although a number of boys, especially in Year 6, do misbehave at times. Pupils are often rowdy and disorderly when moving around the school and returning from the playgrounds. Some aggressive behaviour occurs in the playground. There is some evidence of bullying but little racist or sexist behaviour and pupils and parents talk very positively about the improved behaviour in the school and in the playground since the arrival of the current Headteacher. Pupils feel the school rules are fair and most understand well why they exist and how their own behaviour impacts on others. There have been nine temporary exclusions involving three pupils and no permanent exclusions by the current headteacher, a figure below the national average. Pupils show a sound respect for the feelings and beliefs of others and show a genuine appreciation of the efforts of others.
- 13 Relationships throughout the school are good. Pupils and staff get on together well. Strong relationships were a feature in many lessons observed during the inspection, especially the interaction between teachers and pupils during lessons. This created a pleasant and enjoyable learning atmosphere during the inspection week. Pupils are friendly and show confidence when chatting to visitors. They work together well in pairs and groups evident, for example, in a Year 5 ICT lesson when pupils sensibly learnt in

pairs how to import photographs of a recent visit and adjust their size, crop them and add text.

- 14 Pupils' personal development is good. They are developing a good awareness of citizenship, a good example of which is their keen and responsible approach to being members of the school council. Members talk eagerly about their election in a secret ballot. They talk positively about how they use "circle time" to discuss issues and feed back to their classmates. They are especially pleased to have negotiated the provision of condiments with the meals staff. Pupils undertake a good range of duties such as providing support in the office at lunchtimes. They are developing a good awareness of moral and social issues. For example, in a Year 3 personal, social and health education lesson they discussed with good understanding communities and how peoples' jobs helped each other in the daytime and at night. Pupils often show initiative and independence when working. In group work many just get on with tasks set with little supervision.
- 15 Attendance rates are very good, being well above the national average for junior schools. Levels of unauthorised absences, holidays taken in term time and lateness are not significant.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

- 16 The quality of teaching is satisfactory overall with some significant variations between classes. Some very good teaching was seen. Teaching has improved since the last inspection; now there are more lessons taught well and very well, and far fewer in which teaching is unsatisfactory. There are some notable characteristic strengths in lessons and some weaknesses that should be addressed if learning is to continue the upward trend seen in this inspection. The improvement is relatively recent and some of the issues identified at the last inspection remain to be addressed.
- 17 Since that time there have been many changes to the teaching staff and procedures to monitor the quality of teaching have been developed significantly. Now teachers receive feedback about the quality of their planning and the teaching and learning in their lessons. Alongside the appointments that have been made, these systems are improving the quality of teaching and inspectors saw evidence of teachers altering their methods and organisation to good effect during the inspection.
- 18 Generally teachers have satisfactory subject knowledge, which helps them move pupils on to the next stage of learning. This subject knowledge rises to very good levels in lessons taught by specialists, for example, in physical education in Year 3 and ICT in Year 5, and in those lessons taught by visitors such as a religious education lesson in Year 6. Good subject knowledge is also evident in some teachers' plans. Where teachers have made accurate assessments of pupils' capabilities and set out clearly what pupils are expected to learn, rather than what activities they will undertake, planning is excellent and pupils learn very well.
- 19 The teaching of the basic skills of literacy, numeracy and ICT are satisfactory. Most teachers ensure that pupils have opportunities to practise their skills such as drawing graphs and reading scales in science and measuring length in design and technology. There are examples of pupils using literacy skills to good effect in ICT lessons. However, a common weakness is that generally teachers do not require pupils to answer questions by using well-constructed sentences. Where this does happen, for example, in a mathematics lesson in Year 4 the teacher insisted that pupils rephrased their answers. This had a beneficial effect on pupils' understanding because they had to use the correct

terms to explain what they understood. In turn this meant that they learned more effectively and could use their learning by applying their ideas in different situations. In those lessons where teachers accept one or two word answers, or do not continually emphasise subject terms, learning is weak.

- 20 Expectations of pupils are generally satisfactory and in some lessons there are examples of good challenges. In a physical education lesson in Year 3 inspectors saw a lesson which was full of challenge, had a rapid pace and pupils were expected to succeed. Learning in this lesson was very good. Very good learning was also observed in a Year 6 religious education lesson. Pupils were taught about Christian baptism and, because the expectations of the visitor and the teachers in the follow-up sessions were high, pupils rose to the occasion and asked pertinent questions, showing advanced levels of maturity. In a Year 5 ICT lesson the teacher gave pupils a great deal of information to remember at the beginning of the lesson. Because the teacher gave clear and precise learning instructions, learning was very good and pupils applied their new skills very well. In a few lessons pupils lack challenge and in particular higher attaining pupils are sometimes not given enough to do and learn. This is because teachers do not make accurate assessments of pupils' capabilities and, therefore, the work they plan is too easy.
- 21 Teachers use an interesting range of methods. Of note is the good quality of direct teaching; this is particularly the case at the end of some lessons. Teachers in these lessons draw the session to a conclusion by recapping and teaching the important points of the lesson. Instructions are direct and do not leave pupils in doubt about what they should be doing. Equally pupils' behaviour is generally managed well. Teachers do not accept unwanted behaviour in class. However, not enough attention is given to pupils who behave well and they receive too little praise for their attention to the lessons and their work. In some subjects there are insufficient opportunities for investigation and exploration. In science for example there are few opportunities for pupils to design their own experiments, or in art the opportunity to create pictures from a variety of mediums is restricted by shortages of resources. As a result imaginative and independent learning is restricted.
- 22 Some lessons are conducted at a very brisk pace. This is the case in lessons in ICT, science and mathematics in Year 5, a physical education lesson in Year 3 and a science lesson in Year 6. Because pupils are expected to work hard and complete a good quantity of work, pupils rise to this challenge and successfully complete their tasks. Pupils in a Year 4 class were given time targets to complete their tasks. With only minutes to spare, pupils are reminded of their remaining time and they all work hard to manage their time. This helps to promote pupils' independence while they work. The school lacks many of the basic resources to help pupils learn, such as books, equipment and artefacts; however, teachers use what they have to a reasonable extent. There is insufficient use made in classrooms of general teaching assistants, due to their limited understanding of their role and their lack of suitable subject knowledge. Homework is used satisfactorily to support learning in classrooms but it could be used more effectively to challenge pupils of differing abilities.
- 23 The weakest aspect of teaching is marking and day-to-day assessment. In too many classes marking is narrow and limited to simple ticks or one or two word comments. In classes where pupils' work is well marked, pupils make more progress because they know what to do to improve. Where work is lightly marked, pupils continue to make common errors, develop little understanding about what should be improved and do not see their work improving. This limits their confidence and hence the rate of progress they make. Teachers do not involve pupils in setting targets for themselves and consequently pupils do not see that they have to do to improve beyond the current lesson. Equally this

also means that if assessments are not accurate then the work set will lack challenge because it is not based sufficiently on what pupils already know, understand and can do.

- 24 The one exception is with pupils who have special educational needs where support staff help pupils and their parents to set targets. Teaching of pupils with SEN is satisfactory. Group targets are set for pupils; they are too broad and do not define in small steps what pupils should achieve. For example, one group's target was 'to improve their attainment in English and mathematics,' a target that could equally apply to all pupils in the school. In most lessons teaching assistants with specialist skills give good support, interacting sensitively with pupils with special needs but without interference in the learning process.

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

- 25 The school provides a broad and relevant curriculum. All subjects in the National Curriculum and religious education are taught. The school uses the locally agreed syllabus for religious education. Teaching time remains slightly below the recommended minimum for Years 3 to 6.
- 26 The quality of planning has improved since the previous inspection. The school follows the most recent national guidelines and has implemented these schemes of work across the curriculum. The agreed planning format ensures consistency in approach across year groups.
- 27 The school was criticized at the previous inspection for not meeting statutory requirements in ICT. The new computer suite and a classroom interactive whiteboard have improved provision. However classes do not have daily access to computers in the classroom and this limits their effectiveness in supporting learning. The excitement of using the new interactive whiteboard to teach aspects of the mathematics curriculum has stimulated enthusiasm for learning and this is raising standards.
- 28 History and geography are taught in blocked units of time with long gaps between learning. This results in pupils finding it hard to sustain their knowledge and important skills have to be revisited before new learning can take place. This slows the rate of progress in both subjects. Additionally, lessons in these subjects are too long for pupils to maintain concentration and maximize learning opportunities. This also results in a slowing down of rates of progress. The coordinators are aware of the need to review the allocation of time for history and geography.
- 29 The school, under the leadership of the new headteacher, has made good progress refining the curriculum. The literacy and numeracy strategies are now fully implemented. There have been many staff changes in the last two years. Staff are trained to deliver these new initiatives and the quality of provision has improved. The school has prioritized the development of basic skills. While this is having a positive impact on raising standards the school is aware that weaknesses remain in aspects such as speaking and listening. There are encouraging signs that the basic skills of reading, writing, mathematics and ICT technology are beginning to be applied across the curriculum. Links between subjects, such as history and English are evident, for example pupils in Year 6 wrote about life as an evacuee in the second world war.
- 30 Parents are pleased that the range of extra-curriculum opportunities has improved recently. Lunchtime and after school clubs enhance teaching and learning. Pupils talk enthusiastically of exciting experiences during educational visits. A strong sporting culture is being developed through the introduction of new and improved facilities. Boys

and girls enthusiastically take part in all events that the school offers. For example, the football training session attracts a significant proportion of older pupils. All pupils are fully included in the full range of school activities.

- 31 Pupils with special educational needs receive the same broad and balanced curriculum from which other pupils benefit. They are included in all aspects of the learning opportunities that the school provides. There are weaknesses in pupils' individual plans, which hinders progress. There are no specific programmes for pupils with special needs in literacy or numeracy. Some teachers do not prepare specifically for these pupils. However, learning is effective in the majority of classes where teachers respond well to pupils' individual needs and plan work matched to their individual learning targets.
- 32 The provision for personal, social and health education (PSHE) is satisfactory and prepares pupils to become good citizens. The coordinator is new to the school and is making good progress developing this area of the curriculum. The new school behaviour policy encourages pupils to show respect for others. Pupils' awareness of the needs of others is enhanced by the provision of a school council where issues such as the quality of school dinners are discussed. Pupils undertake responsibilities at lunchtimes to answer the telephone, to assist in the school office and deliver post to classrooms. Sex education and drug safety policies are part of the health education programme. The newly appointed school nurse provides support in the teaching of sex education with Year 5 pupils. Work in PSHE is helping to refine pupils' attitudes and heighten awareness of their responsibilities to each other. Links across the curriculum are being explored to make work in this area more relevant to pupils.
- 33 The school has a good partnership with the local community and neighbouring schools. The local policeman is a good friend to the school. He supports the teaching of drug misuse and children's safety. Relationships with the infant school are good and joint meetings help to develop a better understanding of curriculum continuity. The school has strong links with the local secondary school and is currently sharing a science project.
- 34 Provision for pupils' spiritual development is satisfactory. Assemblies are well planned and deliver messages to pupils about the wonder of the world and the beliefs of society. Time is given for pupils to reflect upon their experiences and the opportunities to interact with people through prayer and times of quiet. The provision for moral and social development is good. Pupils understand the school rules and pupils know they have choices to make to resolve conflict. This is an important aspect of the school's work, which is supporting well a small minority of older boys with challenging behaviour. Staff expect pupils to recognize the consequences of their decisions. Provision for pupils' social development is supported through work in PSHE and citizenship. They understand the importance of living harmoniously and sharing responsibilities to create a happy world. Cultural provision is satisfactory. Pupils have good awareness of their own culture but are not sufficiently aware of the potential demands of life in a culturally diverse society. New links with schools in the city are helping heighten pupils' awareness of the similarities and differences in life style of different community groups and to realize that there is much in common to celebrate. The school gives a very high priority to eradicating racist behaviour among its pupils and this aspect of provision is very effective. Overall, provision for spiritual, moral, social and cultural development is satisfactory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

- 35 The school provides good care for its pupils and has improved on the standards described in the previous report. The standard of care and social inclusion contributes

well towards pupils' positive attitudes to school. They and their parents feel that they are cared for and valued.

- 36 Health and safety monitoring and staff awareness of issues is very good. Potential issues are identified well and regular risk assessments are made. The school is secure and clean. First aid arrangements are good and sufficient members of staff are suitably trained. Child protection procedures and awareness are very good with potential issues handled with sensitivity but rigorously.
- 37 Pupils' personal development is monitored well. Most members of staff know their pupils and their backgrounds well thus providing good personal support that enables pupils to feel confident and enjoy school.
- 38 Good procedures for monitoring and promoting behaviour have been introduced recently. The emphasis on the use of rewards and praise is starting to have a positive impact on pupils' attitudes and behaviour. Pupils see the rewards system as fair and effective. Most members of staff are applying the policy well but on some occasions inappropriate correction of minor incidents was observed and in some lessons praise was not used sufficiently. The use of rewards, such as "Star of the Week" and "Marble Jar" is very effective in Year 3, for example. Supervision of pupils at lunchtime and in the playground is generally good but some rowdiness is ignored especially when moving around the school and in from the playgrounds. The school has worked hard to improve standards of behaviour during the current academic year.
- 39 Procedures to discourage and deal with bullying, racist or sexist behaviour are good and any potential racial incidents are monitored and recorded very rigorously. Parents and pupils feel that potential incidents are now dealt with quickly and fairly. The school makes good efforts to include all pupils including those with special needs.
- 40 Considerable improvements have been made to the way pupils' attainment is assessed and recorded. Pupils undertake statutory assessment and optional tests under the direction of an able co-ordinator. Teachers maintain good on-going records for all pupils in all subjects with English mathematics and science being correctly the most detailed. Also the school is collecting a great deal of data and information on every pupil through regular assessments and tests. This information is being used to record where pupils are, rather than being used to set realistic targets of what pupils should achieve, given their starting points. Therefore insufficient use is being made of the information by teachers to set challenging group and individual targets and regular monitoring against these targets by co-ordinators. Assessment and reviewing of pupils with special educational needs is satisfactory and follows statutory guidelines.
- 41 Procedures for monitoring and promoting attendance are good. Registers are well maintained and the regular monitoring and following up of absences ensures very good levels of attendance and gives parents' confidence in the care shown for their children.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

- 42 The partnership with parents is satisfactory; the headteacher is taking effective steps to improve relationships that fell considerably from those described in the previous inspection report as satisfactory. She has already won the confidence of the great majority of parents. This is shown in the good response from parents to the inspection survey, at the pre-inspection meeting and in discussions during the inspection. These all indicate that parents have mostly positive views about the school. Parents views about the school are summarised in the last section of the Parents' Summary.

- 43 Annual reports provide satisfactory detail on attainment and progress in relation to all subjects but information on targets for improvement are not used consistently or with sufficient detail to help parents become involved in their child's learning. Some are specific and helpful to parents but others are too general and do not indicate clearly specific areas for development. Newsletters give parents good information about the life of the school and also recently about work to be undertaken each term. The school is currently taking good steps to inform and involve parents further such as "curriculum afternoons" and "Internet week". It is too early to evaluate the success of these initiatives although indications from parents are all positive. The school is open to parents; staff are readily available for consultation especially at end of the day.
- 44 The contribution parents make to their children's learning at school and at home is satisfactory. They give help in the school for example in helping regularly in Year 3 and with visits and clubs such as netball. The parents' group provides good financial support. Parents are keen to attend pupils' performances in concerts and assemblies. The great majority of parents ensure their children come to school regularly and promptly.

HOW WELL IS THE SCHOOL LED AND MANAGED

- 45 Leadership and management overall are good. The leadership of the headteacher is very good. Since her appointment in 2002 she has exerted strong leadership in the school and has gained the full confidence of staff, governors, parents, community and local authority in support of her actions. The main characteristics of her strong leadership include:
- a clear vision of how to improve standards and learning in the school which are shared by the senior management team, staff and governors
 - clear identification of the school's strengths and weaknesses with well-conceived action plans to address immediate priorities
 - effective team work with a strong commitment to ensure pupils can reach their full potential in a happy caring safe and stimulating environment and
 - very good planning for the future to ensure all monies are spent for the benefit of the pupils and that as educational initiatives are brought into school they are incorporated efficiently into the curriculum.
- 46 The headteacher has established good monitoring systems involving all staff and governors to ensure that her strategies of early intervention to raise standards are effective. Through the school development plan key personnel are identified to undertake monitoring, co-ordinators apply agreed criteria as they scrutinize work and training in subject leadership and management has commenced. Governors are linked with teachers to share decision making together. The role of teaching assistants has been considered so that they can give teachers greater classroom support. Amongst all parties there is a strong element of ownership in this team effort to create a good school. During this school year the headteacher, senior management team, some co-ordinators and the local authority have been involved in monitoring teaching and learning in the classrooms, and all other co-ordinators monitor planning and scrutinize pupils' work. Difficulties had arisen in the leadership and management of the school during the long-term illness of the previous headteacher and as a result standards in Year 6 were well below national averages and pupils' progress was unsatisfactory. This intense programme of action to improve standards has had a good effect. For example, the focus on improving pupils' behaviour in lessons has been very effective; pupils know what is expected of them, pupils and their parents are aware of the consequences of inappropriate behaviour and currently only a small minority of pupils have tendencies to disturb others with inappropriate actions. Teachers reward good behaviour consistently and the opportunity for pupils to participate in a "special lunch" as a special award for good behaviour is

having a positive influence on the whole school. The headteacher has created an ethos in which pupils feel valued and supported. Parents comment favourably on the improved leadership and the welcoming nature of the school.

- 47 The recently appointed deputy headteacher and senior staff have identified their roles and responsibilities as part of the senior management team and they are working well alongside the headteacher in the development of the school. Together they share the day-to-day administrative tasks and promote the school's aims and values, which are at the heart of the school's work. They meet regularly to review the progress of the school development plan and analyse test results to track pupil progress. The deputy headteacher works well with the headteacher, responsibilities are shared and good teamwork is developing.
- 48 The special educational needs co-ordinator is very new to the tasks of managing this area of the school's work and lacks previous experience in the field. However, many of the weaknesses have been recognized and a useful improvement plan has been drawn up. The formation of the special educational needs team to help operate the school's systems is a useful initiative but is in the early days of implementation. However, the team leader has neither the experience nor the knowledge required to set up specific programmes for pupils, or monitor and evaluate the subsequent provision, including the work of teaching assistants employed to work with these pupils.
- 49 School development planning is good. The right priorities are identified and costed appropriately with a very clear emphasis on raising standards. Governors and staff are all involved in its preparation and have agreed its long-term aims. Targets are clear and challenging but achievable, with criteria for successful achievement identified for them all. Over a three year period the school hopes to have improved all areas of the curriculum and they have identified budget allocations to make all developments viable. They strive to achieve "best value" in their spending decisions and are prudent in their financial planning. For example in the recent development of an ICT suite governors and subject co-ordinator chose equipment wisely and now have sufficient equipment for whole class teaching. Already pupils' standards in ICT are improving and they have some opportunities to use computers to support learning in other subjects. An executive group of governors has been formed specifically to help the headteacher with strategic planning and although currently their involvement is satisfactory, their role is developing rapidly. The financial accounting of the bursar and office manager is satisfactory.
- 50 Since the last inspection the governing body has experienced some changes in personnel but have also made great strides in understanding their role in working alongside the headteacher in the leadership and management of the school as both support and critical friend. During the long absence of the previous headteacher, governors welcomed the advice and support of the local authority and two associate headteachers, who worked with the acting headteacher in the running of the school. This was a time of extreme uncertainty for the school and had a detrimental effect on standards and staff morale. Governors have made some good staff appointments to renew the staff team and give them their full support as they work to raise standards. They visit school regularly and take a keen interest in all its activities. They recognize that although priorities are now identified and work is undertaken to improve pupils' progress, the identified targets of the school development plan must be continued and completed. The governing body fulfils all its statutory duties.
- 51 The match of teachers to the demands of the curriculum is good. During the last two years seven out of the nine teachers have changed. The new headteacher has embarked on a good programme of induction, which has proved effective in building team

commitment. There is a limited number of support staff, and some of them require further training to become effective. As a result many teachers receive very little help in practical activities. Procedures for performance management are in place and teachers have chosen targets linked effectively to school priorities and personal interests. Responsibilities are shared and time allocations are identified. However, with many new staff the effectiveness of the policy and procedures in relation to school improvement are yet to be assessed.

- 52 The accommodation is satisfactory, although in some places it is in need of an upgrade and renovation. The recent replacement of part of the school roof, although necessary, has taken much of the school's budget surplus. As a result there is little funding for curriculum resources and provision in many subjects is unsatisfactory. For example, in the core subjects of English and science there are too few resources restricting rates of pupils' progress.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

53 In order to raise standards and improve the quality of education the headteacher, governors and staff should:

(1) Raise standards in English, mathematics, science, and ICT by:

In English

- improving the English curriculum by agreeing an annual progression for pupils for the development of knowledge and skills in speaking and listening, reading and writing
- providing pupils with more opportunities to develop speaking skills in all lessons
- increasing opportunities for pupils to write at length whilst enhancing the expectations of teachers of the quality and quantity of written work
- increasing pupils' interest in reading by introducing them to a wider range of literature
- addressing the gender difference in attainment

In mathematics

- *providing work of an appropriate standard which challenges pupils of all abilities
- sharing teachers' expertise across the school

In science

- ensuring that pupils of all abilities have opportunities to investigate, experiment and design their own practical work

In ICT

- *implementing the school's action plan to raise standards
- ensuring that skills are used across the curriculum

(Paragraph 3, 4, 5, 6, 7, 19, 21, 27, 29, 56, 57, 58, 67, 69, 84, 93, 96, 109, 111)

(2) Improve the quality and consistency of teaching by:

- raising the quality and consistency of marking and target setting
- increasing the pace of some lessons
- increasing the challenge of pupils of all abilities in some classes
- enhancing the emphasis on the use of skills of investigation
- enhancing the quality and quantity of learning resources, especially in the library
- making more effective use of teaching assistants

(Paragraph 18, 20, 21, 22, 23, 28, 43, 57, 60, 64, 66, 69, 72, 75, 77, 81, 84, 86, 99, 109, 112)

(3) Improve the use of assessment in order to define more clearly what pupils should know, understand and do in order to enhance the quality of their learning opportunities

(Paragraph 2, 23, 40, 61, 64, 65, 73, 86, 91, 106)

(4) Improve the provision for pupils with special educational needs by:

- improving the quality of individual educational plans so that targets are accurate, measurable through assessment and time related
- improve the skills of those people involved in working with pupils with special needs
- increase the provision of materials

(Paragraph 8, 24, 31, 48, 72)

The governors should consider these further, less important issues for inclusion in the action plan:

- Improve the quality of preparation of pupils to live in a culturally diverse society
- Increase the frequency of lessons in history and geography
- Improve the quality of information to parents on the curriculum and pupils' progress



* Denotes issues that have been recognised by the school and are included in the annual school development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	49
Number of discussions with staff, governors, other adults and pupils	29

Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	7	22	19	1	0	0
Percentage	0	14	45	39	2		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		246
Number of full-time pupils known to be eligible for free school meals		14

FTE means full-time equivalent.

Special educational needs	Nursery	Y3-Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		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	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.3

Unauthorised absence

	%
School data	0.2

National comparative data	5.4
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National comparative data	0.5
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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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	38	27	65

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	18	33
	Girls	22	20	24
	Total	42	38	57
Percentage of pupils at NC level 4 or above	School	65 (78)	58 (64)	88 (91)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	28	33
	Girls	25	22	25
	Total	51	50	55
Percentage of pupils at NC level 4 or above	School	78 (80)	77 (73)	89 (87)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	237	3	
White – Irish			
White – any other White background	1		
Mixed – White and Black Caribbean	1		
Mixed – White and Black African	2		
Mixed – White and Asian			
Mixed – any other mixed background	2		
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African	1		
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded	2		

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3-Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	27
Average class size	31

Education support staff: Y3-Y6

Total number of education support staff	4
Total aggregate hours worked per week	76

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	7

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
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	£
Total income	526,289
Total expenditure	514,514
Expenditure per pupil	2,135
Balance brought forward from previous year	15,239
Balance carried forward to next year	38,139

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	44	7	2	0
My child is making good progress in school.	35	52	10	4	0
Behaviour in the school is good.	29	61	6	2	2
My child gets the right amount of work to do at home.	18	62	12	8	0
The teaching is good.	35	57	4	0	5
I am kept well informed about how my child is getting on.	20	58	20	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	37	2	0	0
The school expects my child to work hard and achieve his or her best.	46	46	1	4	2
The school works closely with parents.	30	55	13	1	1
The school is well led and managed.	40	54	5	0	1
The school is helping my child become mature and responsible.	36	55	7	2	0
The school provides an interesting range of activities outside lessons.	27	45	15	5	7

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

ENGLISH

- 54 Standards in English are below average. Following the last inspection standards continued to improve but have fallen in the last two years. Since 2000 progress of pupils in Year 6 has been unsatisfactory when compared to their attainment to entry. The school has recognized the need to address unsatisfactory levels of performance and has made English a priority area of development. As a result pupils' learning is now satisfactory overall and consistently good in Year 3. During the inspection learning was good overall in two out of three lessons. Standards are rising again.
- 55 Pupils with special educational needs undertake the same curriculum as all other pupils and make slow but steady progress in both reading and writing. Individual education plans do not identify specific literacy targets and restrict progress overall. Progress is increased when teachers plan work matched specifically to pupils' learning needs and when teaching assistants support sensitively and intervene in the learning tasks only when identified. Smaller learning groups are effective for lower attaining pupils in Years 3 and 5 where basic skills in reading and writing are taught through short programmes of intervention. Lower attaining pupils in Year 5 learn rapidly because they share their work together and learn from the successes and difficulties of other members of the group. Recently pupils have been identified as gifted and talented and extension activities are being provided specifically matched to their targets in group education plans. Additionally, following a visit from a journalist the group intend to work together on a joint project to prepare a school newspaper.
- 56 By Year 6 standards in speaking and listening are satisfactory for the majority of pupils, although there is a minority of pupils who find it hard to listen to the opinions of others or have not yet developed the use of vocabulary suitable for their age, restricting their rates of progress in lessons. In the introductory part of lessons pupils are involved in speaking and listening tasks and as teachers ask questions they ensure pupils use appropriate technical vocabulary. The School Council provides further opportunities for discussion of relevant issues and is a popular debating chamber. In PSHE lessons pupils talk about important personal issues, for instance they discuss a "Charter of Rights for Children." However, as the school has no policy for the development of speaking and listening skills, many lesson plans do not include learning tasks devoted specifically to the development of skills of oracy. There is no whole school programme of structured activities to encourage pupils to improve their skills systematically. Formal systems of assessment of speaking and listening skills have not yet been introduced. Teacher expectations in some lessons are insufficient, and when they ask questions few teachers persist with their questioning to develop a dialogue in which pupils explain their ideas in depth using complex sentences. In better lessons teachers expect the pupils to respond in sentences and demand from pupils an interpretation of information praising them if they incorporate the opinions of others into their answers. A good activity in Year 4 called "Talking partners" gave pupils the opportunity to share opinions and make story predictions. As pupils were interested in the story dilemma they debated enthusiastically using subject specific vocabulary. For pupils in Years 5 and 6 limited vocabulary skills are restricting the quality of their writing. Many are unable to use a sufficiently varied vocabulary to interest the reader, or attract a variety of audiences.

57 Standards in reading are below expected levels for all pupils, apart from Year 3 where reading standards are satisfactory. In Years 4 to 6 although most pupils in school can read accurately few have learnt the more advanced reading skills expected for their age. For instance, few Year 6 pupils can skim a text quickly in order to extract key information. Across the school pupils have varied opinions about reading and few recognize it as a pleasurable activity. Because the library has a very limited selection of fiction and non-fiction material few pupils use the library voluntarily or know how to access information. Overall progress in reading is restricted by the limited reading resources available in the school. Few pupils have the opportunity to read a range of books of one author and for those pupils in need of additional reading support there is a limited amount of structured reading material. The school has purchased some group reading material and “Big Books” but in each year group there is a shortage of fiction and non-fiction material for class, group or individual use. Reading activities take place regularly in each class. Teachers read pupils a selection of plays, poetry, myths, fables and non-fiction material. By Year 6 pupils can express preferences of authors or types of reading material. Most pupils know some children’s classics, make reasoned choices perhaps for fantasy, magic or adventure, and can appreciate the quality of the writing style of famous authors, such as J.K. Rowling. Few are yet exploring reading material independently of the teacher. Teachers measure pupils’ progress in reading and assessments show that standards are rising. Parents are eager to help with reading at home and the school is appreciative of their support. However, reading records are limited providing only information on book titles with dates of introduction but with little advice to pupils or their parents about how to improve.

58 Standards in writing are below average in Year 6 and until recently pupils’ progress has been unsatisfactory. The attainment of girls is significantly better than boys. Pupils have had limited opportunities in lessons to write at length for a range of audiences, and without a structured approach to the development of their skills of oracy most have insufficient vocabulary choices available to them to make their writing more interesting to the reader. Throughout the school pupils are working on the nationally recommended strategy for the first time in order to improve their skills in grammar and punctuation. They are now writing more regularly, using writing frames to give a good organizational style to their writing and studying the writing style of famous authors to learn about literary style, for example, in developing the twists of a dilemma in a story plot, or the variety of a story start. In Year 5 pupils are making good use of computers to develop their writing. In a very good lesson the teacher provided pupils with a spelling checklist so that as they drafted a fable they could vary their choice of words and, for instance, some pupils introduced alliteration or adjectival phrases to make their work more imaginative. During the lesson the challenge of a PowerPoint presentation of their fable encouraged pupils to work adventurously and place words creatively on the page so as to sustain the readers’ interest. In Year 3 the rate of learning is more rapid. The teachers encourage pupils to write stories and increasingly are providing spelling aids and dictionaries to enable pupils to spell more appropriately. All Year 3 pupils have the opportunity to write for a class audience and then read aloud their contribution. In a link with geography they write the daily diary adventures of “Carlos the Bear.” Since last September many Year 3 pupils have progressed from writing a few simple sentences to writing a lengthy script in which good descriptive ideas are developed. By Year 6 pupils have a neat handwriting style but in other parts of the school handwriting is inconsistent.

59 The quality of teaching is satisfactory overall but is improving. The key strengths are:

- the introduction of the literacy strategy which provides regular opportunities for the development of reading skills
- the introduction of individual and group targets so that pupils have a better understanding of how to improve their learning

- regular group reading sessions when pupils talk about books together
- use of computers to enable pupils to draft and produce their own stories
- additional learning opportunities to teach basic skills to pupils identified with specific learning weaknesses
- the monitoring and analysis of pupils' work to identify strengths and weaknesses, for example in writing, and then introduce an action plan to address specific problems
- in Year 6 the introduction of smaller ability groups to offer pupils a better opportunity for adult/teacher interaction about their work
- the development of more opportunities for pupils to write in other subjects. For instance in history using bullet points to record details of a visit to a industrial museum

60 Weaknesses in teaching and learning are the result of:

- insufficient structure to the English curriculum to ensure systematic development of knowledge and skills in speaking and listening, reading and writing
- limited reading resources so that pupils have access to a broad range of literature and can develop their library skills
- insufficient opportunities across the curriculum for pupils to develop their speaking and listening skills
- marking is not linked to pupils' learning targets so that pupils can check their progress

61 Extensive assessment systems measure pupils' standards and track their progress through the year. The deputy headteacher has worked hard in the last year to introduce a system of assessment. However, as assessment is still new, it is difficult to track pupils' progress over time. Most systems have been introduced recently and although appropriate some teachers find them complex. Moreover, there are some important elements of assessment, which are not easy to interpret in order to gain an instant indication of improvement targets. Daily reading records give lengthy lists of books chosen by the reader, but do not inform pupils, teaching assistants, or parents of the current focus required for improvement.

62 Leadership of the subject is developing well but is currently satisfactory. The co-ordinator has a good understanding of how to raise standards and has prepared an appropriate action plan. However as a new staff member she has had only limited opportunity to share her expertise.

MATHEMATICS

63 Standards in mathematics are below those expected in Year 6. At the time of the previous inspection standards were broadly in line. Since that time the school has gone through a difficult period with many changes of staff including those at a senior management level. Standards fell as a result. Inspection evidence indicates that standards are now improving rapidly. More pupils are likely to achieve the expected level in this year's national tests with a higher proportion exceeding the expectations for the age range. The headteacher and staff have prioritised the raising of standards in mathematics.

64 The curriculum in mathematics is good. Coverage of work places a significant emphasis on number but not at the expense of other aspects of mathematics. Pupils make good progress when work is precisely matched to their stages of learning. Pupils with special educational needs make satisfactory progress overall. There are examples of good progress when these groups of pupils receive good quality additional classroom support. There is no difference in the attainment of boys and girls. Progress in learning is at its fastest in classes where teachers know the specific needs of their pupils well and systematically build upon the skills and knowledge taught in previous lessons, for

example in Years 5 and 6. Pupils achieve well in their understanding of shape, space and measures. This work is well structured throughout the school and in discussion pupils are enthusiastic to talk about the properties of shapes and of different kinds of triangles. They measure angles accurately and describe different forms of symmetry. They also enjoy learning through investigative mathematics; however, the quality of this provision is inconsistent across the school. Good examples of data handling work were observed. This work is neatly presented and pupils use rulers competently ensuring that axes are suitably described. Work in number is prioritized and pupils are keen to demonstrate their knowledge and skills. In some classes the rate of progress is less good because too much time is spent reinforcing learning rather than extending pupils' knowledge further. Assessment information has not been used well enough to identify those pupils who need to be further challenged. This issue is already being addressed.

65 The quality of teaching is satisfactory overall. Marking does not indicate what pupils have to do to improve their work. In addition, individual targeting of pupils is not sufficiently well developed across the school. However, the quality of teaching observed in lessons is good. There are several reasons for this. The national strategy provides a very good framework for planning and the setting of pupils in Years 4, 5 and 6 is having a positive effect on standards because teaching is more precisely focused to meet the needs of groups and individuals. There is room to extend higher attaining pupils further. Similarly, the needs of the least confident pupils need regular review to ensure that their programmes of work are designed to increase self-esteem and provide a good basis for improvement. Good practice is evident in a Year 3 class where the emphasis is upon positive reinforcement of learning. The teacher builds upon existing knowledge through the meticulous choice of language designed to encourage and enthuse pupils. This maintains self-esteem and enables pupils to make substantial gains. Pupils in this class concentrate well and demonstrate a good measure of responsibility for their learning. Mathematics has a high profile in the school. Good quality displays of work celebrate pupils' achievements and encourage discussion and a sense of pride.

66 The following shortcomings of the provision are barriers to faster progress:

- Skilful teachers do not share their skills sufficiently, for example, in the wider use of the interactive whiteboard which is proving to be an asset to teaching and learning in Year 5
- Adult help is insufficient to support teaching and learning opportunities in classes where challenging pupils slow the pace of learning
- Homework is not used broadly enough to extend classroom learning and often repeats work learned in class or has a narrow focus on learning tables
- The marking of work does not indicate areas for improvement sufficiently clearly and individual targets are not precise enough.

67 The subject is well led by an experienced and respected teacher. She provides good support for teachers and models well the structuring of lessons. The subject is well resourced but there are no computers based in classrooms to support the linking of mathematical skills more regularly to other subjects. The coordinator is aware of the need to develop the use of ICT in the teaching and learning of mathematics.

SCIENCE

68 Standards in science are below average. Since the last inspection there have been variations in the rate of pupils' achievement. Now pupils' learning in lessons is satisfactory; however, when the school's results are compared to pupils' attainment on entry then performance has been unsatisfactory for the past four years. Teachers now expect work of a higher quality and better behaviour.

- 69 Pupils in the earlier years of the school often learn well in lessons and are close to the expected levels. In Year 3, for example, pupils are working at above the expected levels. The key to this progress is that teachers plan more practical investigations, which interest pupils, ensuring they remember what they have done so that they can use their knowledge in other aspects of the subject. In the older age groups, teachers are working very hard to make up the slippage that is evident. These classes also carry out experiments. However, until recently they have had insufficient practice in setting up their own tests. Pupils on the special educational needs Code of Practice make satisfactory progress. When they are accompanied by teaching assistants these pupils move satisfactorily towards the targets set out in their individual education plans. Often these targets are too broad and do not relate specifically enough to pupils' learning needs. However, the same pupils often are not given enough structure in the materials they are given to help them. This is because pupils' targets are not used enough in lessons to form these materials.
- 70 By the time they reach Year 6 pupils investigate microorganisms, light and shadows and measure forces and air pressure. Investigations are particularly strong and evident in the scrutiny of work in Years 4 and 6. In the lessons seen all year groups had experiments and investigations planned and pupils dealt well with these opportunities. For example:
- in Year 3 pupils tested the hardness and permeability of minerals
 - in Year 4 pupils explored the temperature variations in their classrooms and in water which was hot, cold and at room temperature
 - in Year 5 pupils researched materials and tested how much air soil samples contained and
 - in Year 6 pupils worked with circuits to find the properties of an arrangement of components
- 71 In all of the year groups pupils understand how to ensure that their tests are fair and in Year 3 pupils understand how to control their experiments to ensure that only one aspect is tested. For example, how many rubs across the sandpaper should each sample receive? Are the grains produced all slate or could some of them be the grains from the sandpaper?
- 72 The quality of teaching in lessons is usually good, although the rate of pupils' achievements over time reduces the overall impact to satisfactory. There are a number of strengths including:
- good opportunities are planned for practical activities and because pupils are interested, they learn more effectively and enjoy what they do
 - teachers plan together in year teams, sharing resources and ideas
 - pupils use computers to display their results
 - some lessons plans show careful assessment of what pupils have previously learned and this helps the teacher to plan precise learning objective
 - the headteacher and co-ordinator look at pupils' work, the quality of teaching and planning and make recommendations to teachers to help them improve and some weaknesses which account for pupils' learning:
 - there are insufficient resources so that each class can learn without interruption
 - at times lessons are not planned for each group within classes; this means lower attaining and special educational needs pupils do not make enough progress unless they are supported by a teaching assistant
 - marking does not help pupils make progress and often pupils do not know what they have to do to improve beyond the scope of the repeat lesson

73 Assessment arrangements are comprehensive but too complex and do not help teachers gauge pupils' knowledge skills and understanding to help them plan work at the appropriate levels. Leadership of the subject is good; the co-ordinator has a very good understanding of what needs to be done and has a comprehensive and achievable action plan.

ART AND DESIGN

74 Standards in art and design are in line with those expected in Year 6 and are similar to those at the time of the last inspection. All pupils including those with special educational needs make satisfactory progress in lessons and overtime. Pupils enjoy art and are enthusiastic about their learning in this subject.

75 Strengths in art are:

- the art curriculum provides a good breadth of learning experiences, which helps to raise standards
- from Years 3 to 6 the use of sketchbooks gives a good record of pupils' achievements
- teachers use a variety of strategies in lessons to make art more meaningful
- provision for personal, spiritual and cultural development is helped through this subject

Areas to be developed:

- there are too few resources to enable pupils to have independence in their learning opportunities
- monitoring of the quality of teaching and learning

76 The art curriculum introduces pupils to a variety of experiences, which extend their knowledge and skill by using various art techniques. Pupils are taught art skills effectively so that by Year 6 they understand for example how to use shading and line to create depth and perspective to their work. In some recent work on landscapes Year 6 pupils used pastels boldly to show outlines, or created calm or eeriness through the use of smudged pastel colouring. Pupils work in paint, use watercolour pencils, charcoal, or pastels. They have undertaken work on collages and most pupils have a satisfactory understanding of tone and texture. Some good work in clay has included Viking masks. Whenever possible teachers link art to other subjects so that pupils have additional opportunities to practise and consolidate new learning. For example, in Year 3 pupils learnt how Antoni Gaudi incorporated details of animals into his work as a personal symbol and then later when drawing Tudor shields considered personal symbols to include in their own work.

77 In planning lessons teachers give good attention to the introduction of different media, showing techniques and using the work of other artists as a demonstration of their effectiveness. However, the shortage of resources restricts pupils' creativity in their learning opportunities. There are insufficient good quality resources for whole classes or year groups to use in the teaching and practise of art skills. Teachers make good arrangements in timetabling resources and equal opportunities are preserved but there are limited opportunities to use art materials across the curriculum. Recently the art curriculum has been enhanced by work on computers. Pupils are learning about graphics and they are gaining in confidence as they consider the effectiveness of choice of backgrounds or use of space in their pictures. In Year 5 teachers are becoming skilled with the use of an interactive whiteboard to show pupils pictures of famous artists. During the inspection pupils were shown a good range of work by Kandinsky. With their teachers they highlighted the qualities of his work and then began to consider the criteria of abstract designs, before attempting some of their own.

- 78 Art is used effectively to develop pupils' personal, spiritual and cultural understanding. In Year 3 pupils have considered how art can be used to enhance the environment and they have looked at famous buildings such as La Sagrada Cathedrale in Barcelona to admire the beauty in the world. From Years 3 to 6 pupils study the work of famous artists such as Picasso and Van Gogh, and additionally they look at modern artists, such as Keith Haring, the graffiti artist in New York. Teachers have good subject knowledge and they share their enthusiasm and appreciation of art with pupils. As a result, with pride pupils show visitors their sketchbooks of studies of the lives of famous artists as well as copies of their work. These sketchbooks are a good record of pupil progress and give practical examples of teachers' informal assessments. Cultural development in art has taken place through a link to a topic on Ancient Greece, where pupils have looked at the architecture of buildings and the details of design in pots and vases. On a visit to Gainsborough Hall close observational drawing provided pupils with opportunities to admire Tudor décor.
- 79 The new co-ordinator has a good understanding of the strengths and weaknesses in art although she has not yet had the opportunity to monitor teaching and learning in lessons, as art is not yet identified in the school development plan as a focus area of development. However, she consults well with staff, supports planning and has started to develop provision of good quality resources.

DESIGN AND TECHNOLOGY

- 80 Standards in design and technology are average and are at the same levels as they were at the last inspection. Higher attaining pupils do not make enough progress because they are not required to solve difficult problems. During the inspection there were no lessons in design and technology to be observed because of the way in which the timetable is arranged. Evidence was gathered by talking to pupils, analyzing their work, scrutinizing displays and teachers' planning.
- 81 Strengths of the provision are:
- the positive attitudes of pupils and pride in finished models
 - good links with other subjects where pupils can practice skills of design and making
- Areas to be developed:
- teacher expectation of higher attaining pupils
 - the quality and quantity of resources.
- 82 Pupils have a reasonable understanding of the processes involved in design and technology. They talk of the work they have completed when researching biscuits, making their own examples and when teachers helped them make sandwiches. Pupils analysed the appearance of the biscuits and the ingredients. They compared their own results with those of others. Pupils use a range of materials to make masks and fabric to produce a collage retelling a story. In Year 5 pupils planned musical instruments after researching those in the school. Pupils in Year 6 made shelters during their work on World War 2 and showed good levels of pride in their finished work. The skills pupils demonstrate are just about average although some of the shelters have been well made, with timber and fabric cut accurately. Others are less competent and show that the co-ordinators' emphasis on improving the quality of skills is accurate.
- 83 Pupils have a sound understanding of the design process. They make initial sketches, improve them to include a list of materials, a range of drawings and most of the older pupils label their drawings to show all of the working parts. For example, in Year 4 when making books with moving illustrations, pupils showed clearly how their models would work. The design books used across the school are a useful record of pupils' work. Showing initial thoughts, they chart the progress of the work and ask pupils' key questions

to help them design better products. They use the books to record the materials they require and the measurements of designs. However, teachers could expect more of brighter pupils in the views they draw of their products and designs. Pupils talk of enjoying design and technology. They show they understand the designing and evaluation process and talk of reviewing their models and products when they have finished to see if they could be improved.

- 84 The coordinator is beginning to collect a useful range of evidence to show progress in the subject. Recently appointed, she understands the needs to expand the quality and quantity of resources. She is aware of the need to develop the use of computers within the subject.

HISTORY AND GEOGRAPHY

- 85 Standards in history and geography are broadly in line with those expected for pupils in Year 6 and similar to those at the time of the previous inspection. No geography lessons were observed during the inspection and judgements are supplemented with discussions with pupils, scrutiny of pupils' work and of teachers' planning. Progress for all pupils, including those with special educational needs, is satisfactory.

- 86 Strengths of the provision:

- links with other subjects
- visits to local places of historical interest make learning relevant
- visitors in period dress enhance the quality of learning
- topic boxes provide good resources to support teachers and pupils.

Areas to be developed:

- the gaps between the teaching of history and geography are too long to promote faster progress
- most lessons are too long and the pupils lose interest and motivation
- there are too few reference books in history to support independent and class research
- assessment procedures.

- 87 History and geography are blocked and this leads to long gaps between in learning in these subjects. This results in pupils finding it hard to sustain their learning and key skills have to be revisited before new learning can take place, which slows the rate of progress in both subjects. This was evident in discussions with Year 6 pupils who are able to talk about the key features of their learning but lack the breadth of knowledge to talk in detail about specific aspects. The length of lessons is frequently too long. For example, two history lessons lasted for well over an hour and it was evident that pupils could not sustain high levels of concentration or interest over such a long period of time. In one unsatisfactory lesson the challenging behaviour of a small number of boys deteriorated and this affected the pace and quality of learning. The school is due to review arrangements for the teaching of these subjects.

- 88 Analysis across the school indicates that there is satisfactory coverage of work in geography. Year 3 pupils study a contrasting area, Jamaica. Good quality work included good links to social environmental improvements as pupils considered how people live and the kind of work available in the West Indies. There are also good links made to the history of the locality. Pupils in Year 4 work with Ordnance Survey maps and this is further developed in Year 5 when pupils learn about symbols. Conservation issues engaged the attention of the oldest pupils.

- 89 In their work on the Tudors, pupils in Year 3 were fascinated by the life of Henry VIII. A visit to Gainsborough Hall provided opportunities for pupils to dress in clothes of the Tudor times, take part in a banquet and learn about crafts of the period. Pupils responded well to this work with many producing large quantities of research work gained from Internet facilities at home and through using reference books. Educational visits to other centres provide support on Victorian Sheffield and give pupils an insight into how people lived during World War 2.
- 90 The quality of teaching in history varies from very good to unsatisfactory. A feature of the very good lesson is the high quality of the planning with activities identified to precisely challenge pupils of all levels of ability. This enables pupils to recognise how people lived in Tudor times, compared with life today and to analyse the different life styles of the rich and poor. The teachers successfully encouraged all pupils to participate in the discussion. Well-chosen resources helped pupils to sustain their interest and concentration. The teacher referred to a recent visit to a Tudor house to reinforce learning, drawing on their experiences of diet and clothes of the period. Good links with English were made when the teacher insisted that pupils write in complete sentences. She provided a good role model, helping pupils to use specific words and information books successfully. Pupils were fully involved throughout the lesson and this ensured that behaviour was very good. The challenging behaviour of a small minority of pupils during a long lesson has been described earlier as the reason for unsatisfactory learning.
- 91 There has been no monitoring of teaching in the subjects and assessment arrangements are currently informal. History is due to be prioritised in next year's curriculum development cycle. The coordinators for these subjects have only recently undertaken their responsibilities.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 92 Standards are below the levels expected in Year 6. This maintains the position seen at the last inspection although very little progress has been made until recently. Since the beginning of this term classes are taught in the new computer suite each week. Until the installation of the suite the pupils used what the school described as very old and outdated equipment. The school has taken advice and has constructed a good quality provision.
- 93 Strengths of the provision are:
- good quality computers, sufficient to enable all pupils to have regular opportunities to develop specialist skills
 - all strands of the curriculum are planned
 - an enthusiastic co-ordinator with good subject knowledge and a clear understanding of the subjects' strengths and weaknesses
 - a well-constructed action plan to raise standards
 - good consideration of the needs of higher attaining pupils
 - the employment of a support technician so that equipment is well-maintained and always ready for use
- Areas to be developed include:
- standards by Year 6 and
 - opportunities to use ICT skills across the curriculum
- 94 There has been too little time for the new equipment to make a significant impact on standards of the oldest pupils in the school and, although all strands of the curriculum are now planned, they have not yet been taught to a sufficient depth. The standards in the classes for the younger pupils are nearer to those expected. This means that although

pupils' knowledge, skills and understanding are below the levels set out in the National Curriculum progress over the recent past has been rapid. Pupils who are attaining higher than average standards and those with special educational needs learn well in lessons as teachers ensure pupils are set open-ended tasks in which pupils can achieve at whatever level they can reach. For example, those who attend a weekend class for bright pupils could stretch their capabilities when they used a computer language to program a computer to draw two-dimensional shapes, while most pupils worked well to produce squares, rectangles and compound shapes. Brighter pupils produced eight and twelve sided shapes because they could work out the angle of turn for these shapes. In a range of lessons, pupils use computers to present and display their work, research their artwork using the Internet and make graphs of their measurements and findings.

- 95 Progress is improving because competent teachers who know the subject well teach pupils. In most of the lessons seen pupils learned at good rates and they are making up for their low starting point. Pupils in Year 3 know how to make changes to a piece of writing. They replace words and change the appearance of fonts. These youngest pupils in the school know how to open files, retrieve their work and save it when they have finished. They use clipart and cut and paste their choices. In Year 4 pupils use illustration programs to draw and paint on screen. They understand how to reposition an illustration. Year 5 pupils make a good job of programming a moving point around a screen. They produce complex and sophisticated results. They make graphs of their heights and research the Victorians in their history lessons. In Year 6 pupils produce text, which is organized in columns, and create publicity brochures for Greece, using illustrations and text manipulation.
- 96 Teaching in most lessons is good as teachers ensure that pupils learn new skills and ideas. The management of behaviour is good. Pupils are given plenty of opportunities to work in pairs and this helps them to develop good social and work skills. Teachers plan interesting activities, ensuring that pupils are interested and work hard. The novelty value of the computer suite helps to capture pupils' imaginations but they are diligent and understand the need to be self-disciplined. In a very good lesson in Year 5 pupils worked at a very brisk pace and completed a great deal of work because the teacher expected pupils to work hard continuously. Numerous instructions were given at the beginning of the lesson, the challenge was intense and praise was given to pupils who completed the task independently. Currently ICT is used insufficiently across the curriculum as timetabling of the suite is restricted to teaching of computer skills.
- 97 The coordinator is a knowledgeable and experienced manager. A great deal of work has been accomplished in a short time. Standards are climbing as more up-to-date resources are used; for example, an interactive smart board is put to very good use in Year 5. The school's priorities are appropriate and the headteacher and coordinator have ensured that the school is well placed to improve on the present position.

MUSIC

98 Standards in music are in line with expected levels for pupils in Year 6 and are similar to the last inspection. All pupils, including those with special educational needs, make satisfactory progress in lessons and over time.

99 Strengths of the provision:

- pupils work hard and enjoy performance in lessons and extra-curricular activities, such as choir, recorder groups or instrumental groups
- the curriculum ensures that pupils are introduced to a structured programme of performance and composition
- pupils' cultural understanding is enhanced by the study of musical styles and the work of famous composers.

Areas to be developed

- opportunities for musical composition and use of musical notation
- resources, especially of tuned percussion instruments
- sharing of teacher expertise to improve subject knowledge and increase confidence of all teachers.

100 All teachers teach this subject and ensure that pupils are introduced to an appropriate range of opportunities to develop their skills of appraisal in performance and improve the quality of musical composition. Through the use of national guidelines and commercial programmes teachers have access to a structured series of lessons with which to deliver each musical topic. Most follow the programmes carefully, using teacher lesson notes to focus on teaching points and providing resources as required. At the start of lessons learning objectives are explained clearly to pupils and reviewed efficiently as the lesson ends in order to generate discussion and improve skills of pupil evaluation about the progress, which they have achieved. Overall the quality of teaching is satisfactory but few teachers are confident in their subject knowledge, activities are often teacher directed and there is a lack of independence in pupils' musical performance. However, on-going assessment of pupils' performance ensures that the challenge within lessons remains significant. Teachers are aware of the need for greater flexibility in their teaching and they work hard to make the learning fun. The lack of musical instruments, especially tuned percussion is restricting progress as it limits opportunities in whole class performance. There are too few tapes and CDs available for teachers to use to give greater breadth to the music curriculum.

101 A number of pupils are involved in additional instrumental lessons or participate in music groups where musical knowledge and skills are extended. By Year 6 most pupils have a satisfactory knowledge of musical styles, can describe the work of some famous composers and have preferences in their own music making. Pupils sing in concerts and assemblies for special festivals. Each week a volunteer from the local community visits school to play for assemblies. Pupils enjoy these occasions, welcome the pianist warmly and sing with great gusto! They leave assembly having enjoyed a good whole-school community event. A recent visit by an African drummer gave all pupils the opportunity for drumming in a music workshop.

102 As music is currently a priority area for school development the new co-ordinator has developed an action plan, and training has started both for the co-ordinator and teachers to extend their subject knowledge and increase confidence in teaching the subject. There has been no monitoring of teaching and learning although this is planned for later in the school year. Currently the co-ordinator has a satisfactory understanding of the strengths and weaknesses in this subject.

PHYSICAL EDUCATION

103 Standards in physical education are in line with those expected of pupils in Year 6 and are similar to those at the time of the previous inspection. All pupils, including those with special educational needs make good progress. During the inspection dance and gymnastics were observed. Scrutiny of teachers' planning indicates good provision for swimming and games.

104 Strengths of the provision:

- good quality leadership by the curriculum coordinator
- very good facilities for outside games - there is a large playing field with marked pitches for football and athletics
- very good provision for basketball – the school has been granted £5000 to develop the sport
- close connections are being developed with a nationally established basketball team
- resources for small games and gymnastics have been replaced and are of good quality
- good extra-curricular activities extend learning beyond school hours
- the school has good facilities for teaching swimming using the expertise of staff at the local municipal swimming pool

Areas to be developed

- monitoring the quality of teaching and learning in physical education.

105 Pupils thoroughly enjoy physical education and games. They change quickly and are soon ready to begin work. They understand the reasons for warming up and cooling down before and after rigorous exercise. Older pupils are aware of the need to be considerate of the movements of others when working in the school hall. In the work seen in gymnastics pupils balance using twisting, curling and stretching shapes. In dance, they put together a sequence of movements to make a very attractive interpretation of the mood and rhythm of the music of Greece. This work is linked to geography and history and makes a significant contribution to the development of pupils' cultural awareness. In swimming a very high proportion of pupils achieve their 25 metres certificate. An exciting development to the physical education programme is the introduction of basketball. The school has received substantial financial support to set up facilities to teach the game and an outdoor pitch is almost complete. An additional advantage is the expertise of a member of staff who is enthusiastic to encourage pupils to learn a new team game. Team games such as football and netball are arranged against other schools. Extra curricular sports clubs are well attended and extend timetabled activities. The size of the hall restricts the opportunities that can be offered to develop the skills of high achieving Year 6 pupils.

106 In the lessons seen the quality of teaching is good. Pupils listen carefully to their teachers and work hard to achieve good quality performances. Very good use is made of pupils to demonstrate good quality gymnastic techniques for other class members. Good links are made with speaking skills as pupils contribute constructive criticism of how performances can be improved. Pupils spontaneously applaud the performances of class members, thus establishing good links with physical education and the development of pupils' social awareness. Teachers promote very good attitudes to learning through encouraging pupils to join in all activities. Pupils are very well challenged and this maintains interest and a degree of friendly competition. No unsatisfactory teaching was observed. Assessment procedures are currently informal but the school is seeking ways of recording pupils' achievements to provide a more reliable measure of progress.

107Resources for physical education are good. The coordinator provides good leadership but has not yet had the chance to monitor lessons. He consults with staff, supports planning and has prioritised replacing mats and some climbing apparatus. The quality of small games equipment is good. The school is fortunate to have a large sports field, which accommodates a football pitch and an athletics track.

RELIGIOUS EDUCATION

108The lessons that were observed during the inspection and an analysis of the pupils' books show that pupils throughout the school have a knowledge and understanding of religious education that is line with the expectations of the locally agreed syllabus. This maintains the picture seen at the last inspection.

109Strengths in the provision are

- the curriculum provides good opportunities for pupils to learn about major world faiths
- visitors to lessons to enrich teaching and learning opportunities
- lessons provide strong links to the development of pupils' spiritual, moral, social and cultural understanding
- the use of interesting teaching methods such as an interactive smart board to make learning more interesting

Areas to be developed

- more frequent opportunities to allow pupils to discuss issues in depth
- more books and artefacts
- increased opportunity for pupils to have first-hand experiences for learning about other faiths

110Pupils learn about several major world faiths and begin to understand some of the similarities and differences between them. Pupils throughout the school are encouraged to think about general issues, which are common to all religions such as baptism and other rites of passage. Pupils develop a sound understanding about the relationships between the Christian, Jewish and Islamic religions. They find similarities such as in the role of God, the rules that have been given by God and the variety of festivals that these religions maintain. Work in these lessons gives rise to pupils thinking hard about religion and asking some serious questions.

111The quality of teaching is satisfactory and at times very good where visitors help to support subject knowledge. In Year 6 for example, pupils listened to the local vicar describe a baptism ceremony. This led to discussions about the relationships between godparents and the children for whom they care. The teachers are sensitive to the beliefs of all faiths and make sure that the pupils respect and value the beliefs of others. Lessons are satisfactorily planned and have strong links with pupils' personal and social education as teachers encourage pupils to relate what they learn to their own lives. For example, in Year 3 pupils thought about festivals and based their discussions and work on those times they felt happy. This gave rise to considerations of festivals in other religions. A strength of the teaching overall is the good relationships between teachers and their pupils. However, teachers often do not pay enough attention to the way pupils discuss issues and reply to questions, often accepting very brief comments with no explanations or extension. Although the lessons make a good contribution to the pupils' spiritual, moral, social and cultural development, they do little to extend literacy skills, particularly speech and communication. In Year 5 a teacher used an interactive smart board to good effect to support pupils' learning; posing questions words describing relationships moved around the board as pupils considered who they cared for and why these people are important to us.

112The subject leader has a clear understanding of the strengths and areas for development for religious education and knows the needs of the pupils. She is leading the subject well. At the present time there are too few books and artefacts to help pupils learn effectively. This is because insufficient money has been spent to maintain resources at a satisfactory level since the last inspection. This has been recognized by the co-ordinator and the headteacher and an appropriate budget and development plan have been prepared.