

INSPECTION REPORT

ST GILES CE PRIMARY SCHOOL

Killamarsh, Sheffield

LEA area: Derbyshire

Unique reference number: 112925

Headteacher: Mrs V Fowles

Reporting inspector: Mr D A Hill
No: 3692

Dates of inspection: 19th – 22nd May 2003

Inspection number: 247291

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary Aided
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Sheepcote Road Killamarsh Sheffield
Postcode:	S21 1DU
Telephone number:	0114 248 2825
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Appropriate authority:	The governing body
Name of chair of governors:	The Reverend R Bradshaw
Date of previous inspection:	March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3692	David A Hill	Registered inspector	Science Music English as an additional language Educational inclusion including race equality	What sort of school is it? How high are standards? The school's results and pupils' achievements How well is the school led and managed? What should the school do to improve further?
13526	Richard Barnard	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
23566	John Iles	Team inspector	English History	How good are curricular and other opportunities offered to pupils?
20645	Rosemary Webber		Art and design Design and technology Geography Foundation Stage	
17454	Brian Aldridge	Team inspector	Mathematics Information and communication technology (ICT) Physical education Special educational needs	How well are pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Giles Church of England (Aided) Primary School serves an area of Killamarsh south of the town centre. It is a former mining community. Most of the pupils come from the area around the school but there are also a number who come to the school from further field. There are 310 pupils on the school roll, comprising 174 boys and 136 girls. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. The school is known for its provision for pupils with special educational needs, who make up 22 per cent of the school's roll, broadly in line with the national average. Fourteen pupils have statements, far more than would normally be found in a school of this size. Entry into the reception classes is staggered with pupils attending on a part-time basis from the age of four until they reach the statutory starting age the term following their fifth birthday. Almost all pupils are of white UK heritage. Attainment on entry is below average. The school is experiencing a period of change with building operations taking place with a view to converting the open plan nature of the school to more traditional classrooms. Difficulties in teacher absence have contributed to a period of instability. Three teachers are in their induction year. The school has recently received the National School Achievement Award and, in January 2003, gained the Investor in People Award.

HOW GOOD THE SCHOOL IS

This is an improving school where the pace of improvement is expected to quicken as the school enters a more settled period. Recently, there has been good attention paid to the key issues in the last report. Standards are rising, especially in English, although the school recognises more needs to be achieved in mathematics, science and information and communication technology (ICT). The quality of teaching and pupils' attitudes to learning are satisfactory overall. The leadership by the headteacher is of high quality and she is well supported by the governors and staff. The school gives satisfactory value for money.

What the school does well

- Standards in English are improving and pupils now make good progress
- The headteacher has very good leadership qualities and has made good progress in overcoming long standing difficulties
- Teaching of pupils with special educational needs is very good
- Children in the reception classes make very good progress and their teaching is very good
- Provision for pupils' moral development is very good
- Assessment procedures in English, mathematics and science are good

What could be improved

- Challenge for the high attainers
- Standards in mathematics, science and ICT are not high enough
- The pace of some lessons, coupled with methods of enthusing pupils to learn
- The quality of marking, especially in subjects outside the core of English, mathematics and science
- Opportunities for pupils to work independently
- The adequacy of accommodation and learning resources.

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 March 1998, the school has experienced a number of substantial difficulties but, since the present headteacher has been in post, significant improvements have taken place. Most of the key issues from the last report have been addressed well. Standards have risen in reading and mathematics for Year 2 pupils, while in English, music, design and technology and physical education, standards have risen for Year 6 pupils. Planning is regularly and systematically monitored by co-ordinators and the headteacher and co-ordinators monitor teaching. Assessment of pupils' learning is thorough and is of good quality in the core subjects of English, mathematics and science. Targets are well formulated and applied. Whole staff in-service training has been made increasingly available and all staff, both teaching and non-teaching, have been encouraged to improve their knowledge of teaching methods, child development and subject expertise. Provision for cultural development, which was criticised, is now satisfactory. The role of governors has been strengthened enabling them to critically evaluate the work of the school and to offer guidance on future developments. These improvements reflect the strong leadership of the headteacher and the shared vision she has established with all staff and parents. There is a clear desire to succeed by all. The school is well placed to improve standards of attainment in English, mathematics and science.

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	E	E	C	B
mathematics	E	E	E	D
science	E	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the test results for Year 6 pupils, trends over time reflect gains for which the school has received a national award. Although scores in mathematics and science are well below average, improvements are being made. The performance of boys is poorer than girls, although the gap is narrowing and the school is successfully addressing the issue. Inspection evidence indicates that standards are slowly rising but insufficient attention is being placed on increasing the pace of learning for potentially higher attaining pupils. A significant proportion of pupils have experienced interruptions to their learning by staff absence and the difficulty of attracting regular supply teachers. Standards in other subjects, including music, physical education and design and technology, are at least at levels expected nationally with singing of a particularly good standard. Current standards in English in Year 6 are broadly average, in mathematics and science below average.

Standards at the end of the reception year are above average in children's personal, emotional and social and creative development and average in the other four areas of learning. The very good progress made by pupils in the reception classes is due to the very good provision. Progress in Years 1 and 2 reflects the satisfactory quality of teaching in those years. By the end of Year 2 inspectors found that standards are below average in mathematics and writing and average in reading. These standards are higher than those in the 2002 national tests, which showed reading and mathematics below average and writing well below average. Of note is that this year group consisted of twenty boys and seven girls. In mathematics, standards have risen significantly. Provisional test results for 2003 show that a third of pupils have attained higher grades than predicted, although the proportion of pupils with special educational needs is greater. Results in the comprehension test in English indicate that standards have fluctuated, with an equal number of pupils doing less well as those attaining higher grades. These predictions are based on baseline entry scores. In reading and mathematics, girls perform better than

boys, there being little difference in writing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils enjoy school. On occasions, attitudes of a few pupils, mostly boys, are unsatisfactory in lessons and this limits their learning.
Behaviour, in and out of classrooms	Pupils behave well. There have been no exclusions. There has been an improvement in behaviour in and around the school since the last report.
Personal development and relationships	The personal development of pupils is a strength of the school. Relationships are good. Pupils respect each other and are kind and considerate to staff and visitors.
Attendance	Satisfactory. Levels of unauthorised absence have decreased over the last two years. The great majority of pupils arrive at school before the day begins and there is little lateness.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Satisfactory	Satisfactory

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

The overall quality of teaching is satisfactory although, throughout the school, a number of good and very good lessons were seen. Pupils are managed well and teachers generally make it clear what pupils are expected to learn but there are times when the pace of the lesson is too slow, leading to a lack of challenge for the higher attainers. Non-teaching assistants make a very good contribution to the teaching, especially of pupils with special educational needs. Homework is used well to extend or consolidate learning. Almost all pupils work diligently and sustain concentration, except when the work is too easy for them. Younger pupils find difficulty in retaining information for any length of time. Teaching in the reception classes is of very good quality. No unsatisfactory lessons were observed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for the under-fives is of very good quality. For pupils in Years 1 to 6 the curriculum is satisfactory. There is a strong emphasis on literacy and numeracy, but aspects of the provision for science, history, geography and the arts are unsatisfactory.
Provision for pupils with special educational needs	Very good. The quality of teamwork between the special educational needs co-ordinators, class teachers and teaching assistants enables pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is good for the spiritual and social development of pupils. It is very good for their moral development. Cultural development is satisfactory, with not enough emphasis on the understanding of other cultures.
How well the school cares for its pupils	This is a very caring school. Good provision is made for the health, safety and welfare of its pupils. The school justly prides itself on being fully inclusive.

Partnership with parents is good and has a positive impact on pupils' attitudes. The school gives good encouragement for parents to be involved in their children's education. Procedures for assessment are good in the core subjects of English and mathematics but are weaker in science and in other subjects of

the curriculum. The school uses targets well, particularly involving both parents and their children in the process.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher leads the school well and is successful in raising morale. The staff work as a team and there is a strong commitment to succeed but key staff need to take on further responsibilities to quicken the rate of improvement.
How well the governors fulfil their responsibilities	Governors are fully committed to the school's aims. They are led well by the chair and vice-chair. They are increasingly involved in the life of the school and are strongly supportive of the headteacher. They are aware of the areas for development. Statutory responsibilities are competently fulfilled.
The school's evaluation of its performance	Evaluation of learning in English and mathematics is effective. Analysis of attainment in English, mathematics and science is thorough.
The strategic use of resources	Finances are controlled carefully and the school is making strenuous efforts to meet the budget deficit without harming pupils' education.

Although accommodation has been improved over the last two years, there are still shortcomings. There are weaknesses in the library provision, science, computer hardware and software and in music. The school takes care in applying the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • They feel their children are making good progress. • The headteacher leads well. • The teaching is good. 	<ul style="list-style-type: none"> • The range of extra-curricular activities. • Behaviour in and around the school. • Closer working with parents in keeping them informed how their children are getting on.

The return rate of questionnaires was low at 17 per cent. Inspectors feel that the parents' views, in relation to teaching and progress, are over-optimistic. Evidence shows that the school works closely with parents and provides a good level of extra-curricular activities. Behaviour is mostly good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. St Giles Primary school has recently received a national award in recognition of its improving national test results in the core subjects of English, mathematics and science. Over a number of years, the test results of pupils in Year 6 have been well below average and, while this continues to be the case in mathematics and science, there is an improving trend. When compared with similar schools, the last set of test results were well below average in reading and writing and below average in mathematics for Year 2 pupils. For Year 6 pupils, standards, when compared with similar schools, were above average in English, below average in mathematics and well below average in science. Inspectors' observations indicate that standards in Years 2 and 6 have improved and are now below average in writing and mathematics and broadly average in reading and speaking and listening.
2. Of particular note is that the number of Year 2 pupils taking the tests in 2002 was very small for the school and there was a marked gender imbalance of 20 boys and seven girls. Boys continue to underachieve compared with girls in reading, although the school is making strenuous efforts to redress this. Attainment at Level 2 in reading places the school around the average grade and an average number is attaining Level 3; this is a marked improvement on previous years. However, when one takes into account reading at the higher Level 2B and Level 3, there are well below average numbers gaining the higher grades.
3. Standards in writing in the last Year 2 tests were low overall. As in reading, few pupils are gaining the higher grades and a significant number of boys (about one third) are achieving below the expected Level 2. All girls attained Level 2 or above. Spelling is improving due to the efforts the school is making.
4. Standards of attainment in mathematics in Year 2 fluctuate from one year to the next depending on the make-up of the year group. Standards in 2002 declined from those of the previous year but were still close to the national average. Preliminary findings from Year 2 pupils indicate a steep rise in the number attaining the higher grade 3 when compared with 2002. It is not yet possible to compare these with grades attained nationally but inspection evidence suggests that improvement is slow and is dependent on consistent approaches to teaching, especially in the importance placed on mental mathematics.
5. English results for pupils in Year 6 show improvement, especially in writing. The adoption of a scheme for handwriting is resulting in improvements in letter formation and presentation and this has improved pupils' self-esteem. In 2002, a significant proportion of pupils gained the higher Level 5 in writing, but improvements in writing continued at a level below the national and local education authority average. Reading has improved with the current Year 6 pupils but discussion with them indicates that few enjoy reading for pleasure. They do not appear to be encouraged to read much at home and, while lower attaining pupils are given extra help and guidance, especially by teaching assistants and other adults, there is not enough emphasis on books and authors in the school for the average attainer. Spelling is improving due to the very good use of the THRASS programme (teaching, handwriting, reading and spelling skills).
6. In mathematics, standards are improving but the improvement is slow. The school remains below the local education authority and national averages and performance at the expected Level 4 continues to be at the 1999 level and while performance at Level 5

has improved it is at a slower rate than other local authority schools. There are differences in the attainment boys and girls but the gap is narrowing. In the 2002 tests, eight per cent more girls than boys who took the tests. A comparison with schools nationally shows that pupils are in the lower quartile at Level 4 and Level 5. When compared with pupils in similar schools, based on the number of pupils taking free school meals, performance is below average but the pupils have made average gains when compared with the point scores attained when in Year 2 in 1998. Of importance to note is that, since 1998, the basic attainment level of children on entry into the school has fallen.

7. Teachers' assessment of science levels for pupils in Year 2 places the school just below the national average with pupils scoring highly in materials and their properties but below the lower quartile in life processes and living things and in physical processes. They are placed at the average level in experimental and investigative science. This reflects the importance placed on this aspect by the school. The percentage of pupils reaching the higher Level 3 is well below the national average.
8. The performance of boys and girls is broadly similar, but results show the school to be significantly below the local education authority and national Levels 4 and 5. There has been an increase in pupils attaining Level 5 but the percentage still is only half that of the national figure. A quarter of pupils fail to reach the expected Level 4, a depressingly low result. The school is fully aware of the need to improve these results and improvement in science attainment forms a central part of the school improvement plan for the current year. A root cause is the lack of enquiry skills by the pupils and a questioning attitude is not being sufficiently fostered by the school. Unlike English and mathematics, science is not taught to pupils in ability sets but to the whole class with little difference in the teaching to take account of pupils of differing abilities within the class. In Years 3 to 6 pupils are also taught in mixed age classes and class numbers are relatively large making for some difficulty if experimental work to be carried out and recorded well. Overall, insufficient time is devoted to science.
9. Attainment in ICT is below the expect levels but, apart from control technology and the use of computers to enhance learning generally, standards are improving as pupils gain more regular access to computers. However, there is a need for more resources for pupils to have regular and frequent access to develop their skills further. Having missed out on earlier opportunities, pupils in Years 5 and 6 have some catching up to do. The use of an advanced skills teacher for higher attaining pupils in Year 6 is encouraging them to think about how to solve problems and is giving a level of challenge not seen in other year groups. Standards in design and technology, music and physical education are satisfactory throughout the school, with standards in art and design and geography satisfactory for Years 1 and 2 pupils. Standards of singing are higher than those normally expected. There is insufficient linkage across the curriculum between English and mathematics and other subjects. Children in the Foundation Stage make good progress because opportunities are taken to develop their language and mathematical skills in all of their learning.
10. Staffing issues over the last year have led to an unsettling effect in some classes and, in these, progress by pupils has been hampered. Overall, there have been significant developments in teaching and learning and these are beginning have a positive impact on standards. Targets are realistic and are similar to those of 2002. Inspection evidence suggests that these targets will be met. The school has made a concerted effort to improve attainment through additional support and clear assessment strategies. The senior management team does not yet have a major role in ensuring the expected progress is being achieved.

11. The progress of pupils with special educational needs is good. Teachers and learning support assistants work closely together. Pupils with special educational needs, including those with emotional, social and behavioural difficulties, work hard in their lessons and want to please their teachers. Pupils make the best progress in the lower sets and where teachers plan work that is based on their learning needs. Where teachers do not plan different levels of work, for example, in some mathematics work in Year 2, pupils do not make as much progress as they should. Progress is good in those lessons where pupils are supported by learning support assistants. They offer just the right amount of support without doing too much for the pupils. They ask questions, offer advice and in many lessons where pupils are given this support they achieve at the same rates as other pupils. Pupils learn their letter sounds, simple words and manage simple calculations. They work towards the targets set out in their individual education plans well. The learning needs of 14 pupils with statements of special educational needs are well supported by teachers and education care officers.

Pupils' attitudes, values and personal development

12. Pupils' good behaviour and relationships with staff and each other have a positive impact on their achievements especially personal development. Attitudes to work and attendance are satisfactory; although occasionally attitudes in lessons limit learning. Because of the impact of the good provision for their moral and social development, the good behaviour and personal development of the pupils is a strength of the school. Standards are similar to those described at the time of the previous report although behaviour, especially in the playground has improved. Parents, members of staff and pupils all speak of a significant improvement in behaviour over the last two years. Pupils and parents say they enjoy coming to school. Pupils speak confidently about how they feel happy and valued at school. They respond well to the wide provision of extra-curricular activities and this both helps them develop self-esteem and confidence and has a positive impact on their personal development. For example, members of the chess club compete eagerly in silence apart from the calls of 'check' and 'mate', following rules they have set themselves. The children in the reception classes settle quickly into routines, behave very well and are establishing very good relationships. They follow instructions well and are good listeners. They enjoy singing.
13. Pupils show satisfactory attitudes to learning. Standards vary sometimes according to the level of interest and excitement generated by the teacher. For example, in a Year 3/4 physical education lesson, due to the pace of the lesson and sense of fun generated, pupils develop their tennis skills with great enthusiasm and interest. Many pupils, especially in Years 3 to 6, have not developed a thirst for learning and find concentration difficult. This was seen in a Year 3/4 mathematics lesson where, in spite of the good efforts of the teacher, pupils constantly chattered and disrupted the lesson. This often occurred with pupils who have had constant changes in teachers due to staff absences.
14. Behaviour is good. There have been only one temporary and no permanent exclusions in each of the last two years, a figure well below the national average. This is even more remarkable given the disruption caused by building work and staff changes over this period. Behaviour in assemblies and at playtimes is very good. In the playground the pupils benefit from the provision of three separate play areas and a wide range of play activities. Pupils are developing a good sense of fairness and awareness of the impact of their actions on others. They know the parameters set in the school rules and respond well to the very consistent approach to behaviour management from all staff. This ensures that any challenging behaviour from a small number of pupils, mainly boys, has a minimum impact on the learning of others. No bullying was observed during the inspection. Pupils and parents show few concerns about potential issues in relation to oppressive, racist or sexist attitudes or behaviour.

15. Pupils' personal development is good. Pupils' ability to organise themselves and take responsibility for their own work is limited by the lack of opportunities. They undertake a good range of duties and responsibilities, for example, acting as Playground Buddies, especially older pupils with youngsters, and as members of the active school council. Pupils' independence and self-confidence is developed well, for example, through the provision of residential visits and clubs. They are developing a good appreciation of moral and social issues including citizenship. They reflect well in assemblies on issues such as telling the truth. However, they show limited enthusiasm for reading or interest in books, art and drama.
16. Relationships are mostly good throughout the school. Pupils are kind, considerate and courteous towards each other, staff and visitors. They all get on well together and help each other. Good relationships between staff and pupils in lessons help pupils in their learning, except on occasions in Years 3 and 4 where pupils do not show sufficient respect for staff in the classrooms. Relationships in the playground are particularly harmonious. Pupils generally co-operate well in pairs and groups. Relationships were seen at their best in a Year 5 and 6 history lesson where they underpinned the learning as pupils keenly co-operated to obtain information from the Internet and reference books about the battle of Marathon.
17. Pupils with special educational needs behave well and have positive attitudes to their work. They are keen to get on with their tasks and work well together when placed in small groups with other pupils. They listen to the adults who help them with their work and grow in self-confidence as they achieve their targets. This is particularly noticeable for those pupils who experience communication difficulties. With careful and sensitive support they are helped to participate in class activities. They are happy to learn and keen to share their work and learning. The relationships between pupils, teachers and learning support assistants is a key factor in the increasing confidence pupils with special educational needs show during lessons. Pupils with emotional, social and behavioural difficulties have simple but well thought-out plans to help them improve their behaviour. When unwanted behaviour is ignored, their conduct generally improves. At times pupils who experience emotional, social and behavioural difficulties are withdrawn from lessons and although the individual attention they receive is well intentioned, it does not help them learn to work with other pupils.
18. Levels of authorised and unauthorised absence are satisfactory, being at about the national average. Levels of unauthorised absences have shown a steady decrease over the last two years. Authorised absence levels in the current year are slightly lower due to a significant amount of sickness in the first two months of this year. The great majority of pupils arrive promptly and lessons start on time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

19. The school's staff is a mixture of experienced and recently qualified teachers. Three of the thirteen teachers are in their induction year. Two members of staff are part-time teachers. All are appropriately qualified for the age range they are teaching. There have been difficulties over the last year with staff absence and the problem of providing long-term supply cover. Of the teaching observed throughout the school, all was at least satisfactory. Just over half of the lessons were good or very good and two lessons were excellent. The best teaching is found in the reception classes and with special educational needs pupils.
20. Teaching at the time of the last inspection was broadly satisfactory but in 15 per cent of lessons it was unsatisfactory. There has, therefore, been an improvement in teaching. However, too many lessons graded satisfactory lack any outstanding features.

21. Teaching in the reception classes is very good. Because of the quality of teaching, most children are making good progress with many reaching the expected early learning goals when they move into Year 1. Children make this progress because the teachers, ably assisted by the non-teaching assistants, ensure that the learning is vital and exciting in a well-controlled environment. Both classes work closely together with co-operative teaching taking place and with joint planning and assessment of progress. Of particular note is the emphasis given to outdoor play, which is resulting in children gaining in self-confidence as they learn to play together.
22. In Years 1 to 6, the National Literacy Strategy is being implemented effectively and extended by a trial adoption of a Family Literacy Strategy. In these ways, the standard in English has risen, especially through the greater involvement of parents learning alongside their children. There are examples of good and very good practice throughout the school. Pupils in Years 3 to 6 are placed in ability sets in English and mathematics. In the best lessons, teachers are secure in their knowledge of the strategy, link the various elements effectively and check that the lesson objectives have been achieved. They review the learning taking place through questioning of previous work, enjoy a good relationship with their group and move the lesson on at a good pace. When the teaching is only satisfactory, it lacks any dynamic quality, with the result that the pace of learning falls. Speaking skills are being developed but, overall, there is a reticence among pupils to elaborate their answers when questioned. Many also find it difficult to express their thought and ideas clearly in writing and are not always given sufficient encouragement to improve. There is a lack of role-play in developing speech patterns.
23. The National Numeracy Strategy forms the basic planning tool for mathematics lessons. Pupils in Years 3 to 6 are placed in sets with Years 3 and 4 pupils working together and Years 5 and 6. There is too little difference in the planning between what is expected for pupils in each year group. The quality of mathematics teaching is satisfactory but there are considerable differences between classes. Some teachers do not give sufficient importance to mental calculations. A feature of the best lessons is the pace of the work and the suitability of work set to extend the knowledge and understanding of higher attaining pupils. Not enough teaching is enthusing the pupils with the wonder of mathematical order. Lessons are planned to provide a structure which allows opportunities for pupils to work as a whole class, in small groups or individually.
24. Overall, opportunities to use ICT for pupils to enhance their learning are limited. Where pupils are encouraged to use the Internet and CD-ROMs for research purposes, their interest is heightened. Similarly, word-processing programs used by pupils to improve presentation of writing and stories raise pupils' self-esteem. The advanced skills teacher who teaches Year 6 higher ability pupils challenges them to solve problems using ICT effectively but able groups in other years do not have the same degree of challenge.
25. In the other subjects of the curriculum, teaching is broadly satisfactory. As the mornings are set aside for literacy and numeracy, little time is available for other subjects. At present the timetable is broadly divided into four sessions per day. This is making coverage difficult with too much time in a session set aside for some subjects and not enough for others. This results in teachers using too much time for recapitulation with a slower pace of learning being set. Because of this, higher attaining pupils have insufficient challenge; expectations, especially for these pupils, are not high enough.
26. There is inconsistency in marking pupils' work. With the best marking, praise is given alongside ways in which work could be improved. There are too many instances of

work being merely 'ticked' and, although oral comments are made, there is a need for a 'reminder' in the pupils' workbooks. Establishing consistency in marking practices is a key issue. There is a developing use of targets, with the very good practice of discussing these together with parents and their children. The setting of homework is regular. There is not enough attention to regular reading at home with suitable encouragement given by the school. Although pupils have school and home reading records, the monitoring and evaluation of these records is inconsistent.

27. Most pupils with special educational needs are taught in the lower sets of English and mathematics between Years 3 to 6. Generally the teaching in these sets is of good quality and pupils learn effectively. Their lessons are based on their learning needs and concentrate on the basic skills of reading, writing and number. In the mathematics sets, teaching is at least satisfactory and at times good. At times the pace of other lessons is too slow and therefore pupils do not produce enough work. In a good lesson in Years 5 and 6 the teacher developed pupils' self-confidence but the learning support assistant was not used effectively to support pupils' learning. Generally where learning support assistants read with pupils they read words for pupils rather than remind pupils of the sounds made by each letter or group of letters. However, the work of learning support assistants is valuable in raising pupils' confidence in their abilities. Of particular note are the plans set out by some teachers to help education care officers support pupils with special educational needs.

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

28. The school provides a curriculum that is broad, balanced and of satisfactory quality. It meets statutory requirements and includes all National Curriculum subjects and religious education. Since the previous inspection aspects of the curriculum have improved and there are schemes of work for all subjects. The development of English remains a priority and the family literacy project is successfully supporting and enhancing provision. This project includes parents in their children's learning and enables them to support their children.
29. The curriculum is suitably broad and in the main well balanced. There is a lack of balance in the time allowed for science, the arts and humanities. This is because the focus has been placed on raising standards in literacy and numeracy. The strategies for the teaching of these basic skills are implemented appropriately and pupils are becoming more confident as writers as a result. The provision for pupils with special educational needs is good and this group of pupils progress well and meet the targets set for reading, writing and numeracy in their individual education plans. The teaching assistants have a good understanding of the curriculum and work in partnership with teachers to ensure all pupils receive their entitlement. All pupils are fully included in the range of learning opportunities the school provides. However, there is insufficient application of the basic skills, including ICT, across other subjects. Insufficient attention has been given as to how these skills can be used and applied to the breadth of pupils' learning in order to give them a broader and more varied range of learning experiences.
30. Pupils with special educational needs are given exactly the same learning experiences the school offers to other pupils. The school has developed sound strategies for teaching literacy and numeracy to special educational needs pupils. The school's use of sets, withdrawal groups and in-class support helps pupils with special educational needs and lower attaining pupils to make good progress where teachers use the targets set out in individual education plans. There is a good range of methods used to support pupils including work within classes and when pupils are withdrawn individually to work with specialist support workers or education care officers employed by the school.

31. A further area for development is the planning for investigative learning. In subjects such as mathematics and geography and history opportunities are missed to encourage pupils to pose questions and independently find out how aspects of life such as conflict, similarity and differences are resolved. This is a key issue for the school to develop.
32. There is a good range of visits which support learning well. Pupils in all year groups benefit from day visits and older pupils in Year 6 have the opportunity for a residential visit at an outdoor activity centre. Good use is made of local resources such as the Sheffield museums and visitors to the school include charity representatives and community members representing local cultures and faith groups. The local vicar supports the learning ethos and the curriculum for religious education. He is a regular visitor and contributes to school assemblies. Clubs also support learning well, for example, the caretaker runs a chess club at lunchtimes that is well attended. Pupils have designed the club rules and ensure they are maintained. There is a range of sports, ICT, art and music activities that take place outside school hours and extend learning effectively. Pupils value these opportunities.
33. The latest National Curriculum guidance supports teaching and learning and ensures appropriate coverage. The teaching of subjects such as history and geography in blocked units lead to gaps in learning because pupils cannot sustain their skills and knowledge over the periods of time in which the subjects are not taught. Teachers have to spend time revising earlier learning before they can teach new skills and this slows the rate of progress and largely explains why standards are below average.
34. Provision for personal and social development is a strength of the school curriculum. Health and sex education are planned through science and dedicated time which promotes pupils' well being and understanding of social and moral issues and values such as the importance of family and healthy life styles. Local community members support these activities. Pupils have many opportunities to discuss social and personal issues in circle time. The pupils value these opportunities and they have had a good impact on their behaviour and attitudes.
35. The school has an appropriate policy for equal opportunities and staff have a good awareness of the needs of individuals and different groups of pupils. Pupils with severe learning difficulties are supported very well by a dedicated support group which enables parents and pupils to be fully included in school life and learning opportunities.
36. The school is a focal part of the local community. Links with the church, sports centre and other local schools are well established and enable pupils to benefit from partnerships that provide additional resources and expertise, for example, the secondary school offers support in ICT and local coaches enhance sports provision through offering basketball training at the sports centre. Links with local schools provide joint training for staff. Good links also exist with special schools to support the inclusion of pupils with severe learning difficulties. The school's inclusive practice is a strength.
37. The overall provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection and is now good. At the time of the last inspection it was reported to be satisfactory overall with weaknesses in the provision for spiritual development.
38. The provision for pupils' spiritual development is now good. There is a strong Christian ethos throughout the work of the school and this contributes significantly to pupils' spiritual development. Religious education and assemblies provide good opportunity for pupils to reflect on and think about issues and stories from the Bible that relate to their

own lives such as the importance of telling the truth and keeping promises. Strong links with the church enables pupils to celebrate major Christian festivals such as Easter in church. On one occasion each term the church holds its Sunday Service in the school hall in which pupils have the opportunity to take part. Spiritual development is well promoted in subjects across the curriculum, for example, through science and geography pupils develop a greater awareness of the wonders of the natural world and in music pupils begin to appreciate the different feelings and emotions that music can provoke. Although spiritual development is well promoted through music, science and geography particularly, there is overall limited opportunity in subjects such as English and art for pupils to discuss and comment on the feelings and emotions that poetry, stories and paintings can provoke in order to develop further pupils' spiritual development.

39. The provision for pupils' moral development is very good. Through consultation with pupils the school has established a very effective behaviour policy which ensures that they are all aware of what is considered to be acceptable and unacceptable behaviour. This and the very good opportunities for pupils to think about moral issues in assemblies, and in personal and social education lessons enables pupils to develop a very good understanding of what is right and wrong. The celebration of pupils' good work, positive behaviour and effort through the schools' reward system also contributes significantly to pupils' moral development.
40. The provision for pupils' social development is good. Personal and social education and the establishment of the School Council has made a considerable contribution to the pupils' social development since the last inspection. For example, School Council meetings enable pupils from all year groups to discuss school issues and make decisions that will contribute positively to the life of the school, such as the best way of improving the school playground. From an early age pupils are encouraged to take on jobs of responsibility, For example, pupils from every year group take the register to the office and older pupils prepare the hall for assemblies and set up laptops before ICT lessons. Older pupils gain a good sense of responsibility as they help to look after and play with younger pupils during playtimes. Raising funds for a range of national and international charities helps pupils to consider the needs of others. A residential visit to Robinwood outward bound centre for Year 6 pupils and a good range of well planned visits to various places of interest, such as local museums and theatres for all Year groups contributes well to pupils social development.
41. The provision for pupils' cultural development is satisfactory. The school is aware that the opportunities offered to pupils to develop their cultural awareness across the curriculum need further development. Visits to local places of interest such as museums and theatres and visits by theatre groups to the school support well pupils' awareness of their own cultural heritage. Well-planned theme weeks, such as African week, enable pupils to experience African music, dance and art and supports well pupils' knowledge and understanding of non-western culture. Although opportunities exist in religious education for pupils to study other world faiths and the work of some famous artists, including traditional aboriginal painting in art, there are few planned opportunities across the curriculum to develop pupils' knowledge and understanding of both western and non-western cultures. The preparation of pupils for life in a multicultural society is developing slowly.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. This is a very caring school that makes very good provision for the health, safety, and welfare of its pupils. This enables pupils to feel secure and valued and has a positive impact on their achievements. Standards are at least as good as those described at the time of the previous report. Health and safety procedures and monitoring are very

good. The school has adopted a very good policy and very good measures identify potential issues and risks. Security arrangements are very good. The school caretaker plays a significant and effective role not only in the above areas but also in ensuring the cleanliness of the school and setting himself as a role model in terms of the school's caring ethos. Pupils are well supervised at work and play. Good care is taken at the end of school to ensure a responsible adult collects each pupil from the reception and Year 1 classes.

43. Child protection procedures and awareness are very good. Members of staff, under the expert direction of the headteacher, handle issues with a sensitive but rigorous approach. First aid arrangements are very good with all members of staff receiving appropriate training ensuring all areas of the school are covered. Monitoring of personal development is good with the provision of good personal support allowing pupils to develop confidence and feel valued. Good inclusion is a key feature of school life.
44. Procedures for monitoring and promoting good behaviour are very effective. The behaviour policy and especially the development and commitment of staff to positive play are having a very sound impact on pupils' behaviour and development of self-esteem. The consistent approach adopted by all staff and quality of training contributes well to the success of the policy. There has been a significant impact on improving behaviour in the playground. The good range of activities and development of facilities such as quiet seated areas have helped this. Procedures to discourage and deal with bullying, racist or sexist behaviour are very good and any potential incidents are monitored and recorded promptly and rigorously. Parents and pupils all remark on the prompt and fair manner in which any issues are dealt with.
45. Procedures for monitoring and promoting attendance are good. Parents know and follow procedures well. This has led to a steady decrease in the level of unauthorised absences.
46. Assessment procedures are good and this is an improvement compared to the previous inspection. Baseline assessments provide good quality information to identify strengths and weaknesses when children start school and to predict pupils' progress as they move towards the statutory tests in Year 2. Commercial tests assess pupils' basic skills in literacy and numeracy and are used to set targets. Good practice is evident in target setting. Pupils are invited with their parents to discuss what is required for improvement in their work. Targets are specific and pupils understand their successes and areas for improvement. A further target day is arranged for pupils and their parents to review the progress made. At this meeting new targets are set. Further targets are identified in the annual reports in July to take effect from the beginning of term in September. Pupils' progress is tracked and changes noted. Test results for Year 2 and 6 pupils are analysed and action is taken to address issues.
47. A range of methods is used to remind pupils of their targets. For example, older pupils have their targets attached to their exercise books while, for younger pupils, this information is kept by teachers and shared with pupils. The school has recognised that pupils, particularly underachievers, transferring to the juniors require a programme of transition to enable them to meet the requirements of a different stage in their education. There are no formal assessments in the foundation subjects. This is a weakness. In all subjects, teachers assess pupils' progress against the National Curriculum attainment targets.
48. All special needs staff liaise well with outside agencies to ensure that the pupils' needs are fully met. The school has good and effective procedures to identify and meet the needs of its pupils with special educational needs following the guidance of the Code of Practice. The school monitors the progress pupils make and in turn this information is

passed to parents at the regular reviews of progress. The individual education plans are of good quality and concentrate on the skills and knowledge that pupils need to help them make progress towards their targets. Teachers and education care officers work hard with the special educational needs co-ordinators on writing good quality plans. The provision for pupils with statements is very good. The close co-operation between teachers and education care officers is very good and pupils make good progress as their needs are met in a variety of ways. The ten-weekly cycle of target setting, review and support works well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The partnership with parents is good and has a positive impact on pupils' attitudes to school. The school gives good encouragement for parents to be involved in their children's education. Parent's views of the school, expressed at the parents' meeting in response to the pre-inspection survey and given during the inspection, are positive. They are summarised in the Parents' Summary. The partnership is at least as effective as at the time of the previous inspection. However, parents report that there has been a substantial improvement in the school's relationship with them over the last two years.
50. The school makes every effort to ensure that parents have the opportunity to take part in the identification and provision for the special educational needs of their children even though some parents choose not to take up these opportunities. There are good systems to inform parents of their child's progress within the special educational needs provision of the school. The education plans drawn up by the school for each pupil ensures that parents are kept informed about their children's work. Regular annual reports are of good quality and the termly review of progress is organised well by the special educational needs co-ordinators.
51. Parents show good involvement in the work of the school helping regularly in classes, supporting homework, organising significant fundraising through the parents' group and by supporting their children's regular, prompt attendance. The school is making good efforts to involve parents further in the school and their children's education. Parenting courses and the development of family literacy sessions are excellent initiatives, which positively encourage parents to be part of their child's learning and develop their own. Homework is set regularly and used well. For example, in a reception class, parents have written the names of flowers against their child's own drawings. Children showed great delight and pride when their teacher showed the finished work to the class. Newsletters are regular and give good information on school life and areas of work to be covered by classes each term. Parents are made most welcome in school and all staff are readily available if problems arise. Annual reports give parents good information on their children's progress and feature advice on areas for future improvement in English mathematics and science. The school feels that it still needs to reach a small number of parents to improve the part they play in their child's learning. It is moving well to do so.

HOW WELL IS THE SCHOOL LED AND MANAGED?

52. The headteacher has been in post for two years. Previously, the deputy was acting head for a year and a half after the last headteacher resigned due to health reasons. During the last academic year, the deputy headteacher was seconded to an acting headship in another school. In addition, three experienced teachers have been absent for long periods through ill health. Since the last inspection, there has been considerable turmoil with changes in the staffing and management of the school.

53. In difficult circumstances, the present headteacher has provided very effective leadership of high quality leading to change which is resulting in improvements to standards and the quality of education offered. The senior management team and the governors ably support the work of the headteacher and there is also good support from the parents. The involvement of both teaching and non-teaching staff in the life of the school has resulted in a strong team spirit and commitment to ensure all pupils achieve their best. The aims of the school are well stated, reflective of its Christian foundation and seek to develop all pupils to achieve their full potential. These aims are being carefully addressed. Central to this is the part the headteacher plays, both as a role model and in making sure the caring ethos secures a happy learning environment for staff and pupils. All members of staff are valued, enabling the school to move forward. Policies have now been written for all subjects and various schemes of work have been adopted. There is still a need to achieve consistency in approaches to learning. The headteacher has a secure knowledge of what needs to be done. The monitoring and evaluation of teaching and learning, the work of the governing body and the school improvement plan are all having a positive impact on the key issues for improvement. Assessments are thorough and pupils' progress is tracked well but this good practice is not, as yet, applied to the foundation subjects.
54. There has been considerable change to the role and responsibilities of curriculum co-ordinators with many new to their posts. Planning is monitored carefully by the co-ordinators and year group leaders but only in English, mathematics and personal and social development has there been substantial monitoring of teaching by the headteacher and curriculum leaders. This monitoring has been instrumental in leading to improving standards in English. It is the intention to extend this to the other core subjects of mathematics and science. Until recently staff did not participate regularly in in-service training sessions. Staff training is now an important feature of the life of the school both for teaching and non-teaching staff and for governors. The school acknowledges, through its school improvement plan, the need for further staff training, but its success so far is acknowledged by the award of Investor in People presented earlier this year.
55. The governing body has set up satisfactory procedures for monitoring the school's provision for special educational needs. The special educational needs co-ordinators provide good leadership and are developing good systems and ways of working which are making a positive impact on the provision for pupils with special educational needs.
56. Principles of best value are applied satisfactorily. The current setting arrangements for literacy and numeracy are reviewed carefully with the notion of extending these to science. Booster classes are monitored for their effectiveness along with special needs support. The caretaker is especially effective in ensuring the school is 'spotless' and well maintained, dealing with day-to-day maintenance jobs effectively. Indicative of his commitment is that he knows each child by name and runs the school chess club. Administration staff give assistance to the headteacher in the day-to-day running of the school, but this has recently been affected by illness.
57. Staffing is adequate and supports pupils' learning well although there is not always the depth of subject knowledge to cover all aspects of the curriculum. Three staff are still in their induction year and one teacher is in her second year of teaching. All are being given valuable advice and guidance on how to develop their teaching skills by the induction tutor. Accommodation is unsatisfactory. Some areas are cramped and the library is small. Circulation areas pass directly through teaching areas and the lack of carpeting means that noise is easily transmitted from one area to another. Adaptations are gradually taking place as far as the capital budget allows. Outside areas show considerable improvement since the last inspection, with seating, hard surfaced and

grassed areas being well maintained. Resources for pupils with special educational needs are used very well to support their progress. There are too few books in the library to develop research skills, although these are supplemented by classroom topic books obtained from an adjoining local authority library service. ICT is not used sufficiently to extend pupils' learning. Additional resources in science and music would help enable these subjects to be more effectively taught.

58. The school has a budget deficit that has accrued over a number of years due to a high level of staff absenteeism and the allocation of a very high level of teacher cost due to the allocation of additional payments for responsibilities to teachers on a permanent basis. The school has established a secure plan to retrieve this deficit over the next two financial years. This plan has been established with a view to keep to a minimum the detrimental impact on pupils' learning and to keep staffing levels as high as possible. It is clearly linked to the priorities set in the school improvement plan. The budget situation has limited the amount of money spent on learning resources and will continue to do so until the deficit has been cleared. The school should then be on a sound financial footing. The headteacher and governors have a secure understanding of financial management especially the impact of projected pupil numbers on future budget allocations. No major issues were raised in the latest audit report. Good steps are taken to ensure best value is obtained in relation to the purchase of goods and services. Staff absence has led to an additional burden on the headteacher in relation to financial administration and budget monitoring.
59. Taking account of children's attainment on entry to the school, the good rates of achievement in the Foundation Stage and the satisfactory rates throughout the school, improvements in teaching and learning opportunities and the gradual rise in standards of attainment, the school gives satisfactory value for money.
60. In the last two years much has been achieved. There is a sense of optimism and a will to succeed by all. Since the last inspection, progress has been slow but it is now quickening and commitment in the school community means that the school is now in a good position to speed up the rate of improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. In order to raise standards in the school, the headteacher, staff and governors should improve pupils' attainment by:
- (1) monitoring and evaluating the teaching and learning to provide models which will raise expectation and develop inspirational teaching;
(Paras: 22, 23, 25, 47, 54, 99, 104)
 - (2) ensuring consistency in the pace of lessons, planning which takes account of the needs of all pupils, but especially the higher attainers, and in marking, making sure that all staff, and as far as possible governors, but especially the senior management team, are fully engaged in these activities; *
(Paras: 19, 22, 26, 53, 54, 89, 90)
 - (3) increasing the range of in-service opportunities for staff and governors; *
(Paras: 54, 57, 90, 98, 99, 116)
 - (4) revising the whole curriculum in order to:
 - provide greater opportunities to use literacy, numeracy and ICT skills across the curriculum;
 - accomplish more within the school day, especially in the foundation subjects and science and;
 - teach subjects such as history and geography more frequently.(Paras: 8, 8, 24, 29, 33, 77, 82, 88, 94, 101, 106)
 - (5) providing more opportunities for pupils to investigate and to work independently;
(Paras: 7, 13, 15, 31, 110)
 - (6) further developing resources, especially in science, ICT and music. *
(Paras: 57, 90, 111, 120)

Other issues which merit consideration for inclusion in the school's action plan

- place more emphasis on the development of pupils' understanding of cultural diversity* (paras: 41, 67)

* Issues already included in the school development plan

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	16	21	0	0	0
Percentage	4	25	31	40	0	0	0

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 approximately two percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	310
Number of full-time pupils known to be eligible for free school meals	44

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	53

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	7	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	19
	Girls	7	7	7
	Total	23	21	26
Percentage of pupils at NC level 2 or above	School	85 (73)	78 (83)	96 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	19	17
	Girls	7	7	7
	Total	21	26	24
Percentage of pupils at NC level 2 or above	School	78 (82)	96 (98)	89 (93)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	26	31	57

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	16	19
	Girls	25	22	23
	Total	41	38	42
Percentage of pupils at NC level 4 or above	School	72 (58)	67 (56)	74 (76)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	22
	Girls	23	22	24
	Total	36	38	46
Percentage of pupils at NC level 4 or above	School	63 (42)	67 (48)	81 (52)
	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	304	1	0
White – Irish	0	0	0
White – any other White background	9	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	23.9
Average class size	28.6

Education support staff: YR – Y6

Total number of education support staff	14
Total aggregate hours worked per week	309

FTE means full-time equivalent.

Financial information

Financial year	2002/03
	£
Total income	700,238
Total expenditure	752,032
Expenditure per pupil	2,426
Balance brought forward from previous year	-59,323
Balance carried forward to next year	-51,794

Recruitment of teachers

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	3
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

310

Number of questionnaires returned

54

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	4	2	0
My child is making good progress in school.	52	46	0	2	0
Behaviour in the school is good.	33	48	13	2	4
My child gets the right amount of work to do at home.	26	63	9	2	0
The teaching is good.	61	33	0	2	4
I am kept well informed about how my child is getting on.	46	37	7	9	0
I would feel comfortable about approaching the school with questions or a problem.	63	28	6	4	0
The school expects my child to work hard and achieve his or her best.	48	44	6	0	2
The school works closely with parents.	41	37	13	7	2
The school is well led and managed.	43	43	9	0	6
The school is helping my child become mature and responsible.	54	37	7	2	0
The school provides an interesting range of activities outside lessons.	26	33	13	9	19

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

62. The provision for children in the Foundation Stage is very good and is a strength of the school. The school offers its children in the Foundation Stage a very good range of learning opportunities across all areas of learning. This and the consistently very good teaching enable children to make very good gains in their learning and they achieve well as a result. Support staff are very effectively deployed to support children in groups and they contribute significantly to children's very good learning.
63. On entry to the school most children are below average in personal, language and mathematical skills but by the time they are five they are above average in personal, social and emotional development and creative development and in line with age related expectations in communication, language and literacy, mathematics, knowledge and understanding of the world and physical development. Higher attaining children achieve standards above average in communication, language and literacy and mathematics.

Personal, social and emotional development

64. Children make very good progress in personal, social and emotional development because of very good teaching and standards are above average by the time children enter Year 1. The behaviour of children is very good because all staff provide good role models for children to follow and are consistent in promoting positive attitudes to learning and children soon develop a sense of what is acceptable and unacceptable behaviour. All adults understand well the needs of very young children and they have very good relationships with the children which enables children to soon gain confidence and settle happily into school life. Children soon learn to work co-operatively with one another because teachers effectively plan and organise a very good range of learning tasks which encourage children to work together in pairs and groups and children take part in activities with enthusiasm, concentration and interest. They interact well with each other socially, are able to take turn when playing games and handle equipment with good care.

Communication, language and literacy

65. The children make very good gains in their learning in communication, language and literacy because of very good teaching and by the end of the reception year their attainment is in line with expectations. Higher attaining children reach higher standards. Basic literacy skills are well promoted by teachers not only within specific literacy lessons but also across other areas of learning and through routine daily activities. For example, at the start of every morning teachers reinforce the initial letter sounds of the alphabet through familiar songs and rhymes. During literacy lessons basic literacy skills of reading and writing are well promoted through well planned tasks, effective modelling and demonstration of skills and through skilful questioning; by the end of the reception year most children know the initial letter sound of the alphabet and can read simple sentences. In writing, the children are able to form many letters of the alphabet correctly and begin to write simple sentences.

Mathematics

66. Because of very good teaching in mathematics children make very good gains in their learning and, by the end of the reception year, are in line with expectations. Higher attaining children achieve standards above average for their age. Teachers promote early mathematical skills very effectively, not only in mathematical lessons but also in other areas of learning and through a range of daily activities and routines. For example, during registration teachers reinforce number skills as they encourage them to count using a number line how many children want a school dinner. All staff use and promote mathematical language well and the children soon begin to understand positional vocabulary and mathematical terms such as first, last, take away, heaviest and lightest. Number is effectively taught and by the time children enter Year 1 they recognise numbers to 10 and are familiar with larger numbers from every day life. In measure, shape and space they can recognise and correctly name some two-dimensional shapes such a triangle, circle, square and rectangle and can follow a simple repeated pattern.

Knowledge and understanding of the world

67. The quality of teaching in knowledge and understanding of the world is very good. Children soon learn about the natural world as they observe and change the weather chart each day, observe over time the changes in frogspawn as it develops into tadpoles, and observe how plants grow from seeds. Teachers use the immediate school environment effectively to develop children's awareness of seasonal changes. For example, they are encouraged to make observations of trees and other natural features around the school in winter and then go out again in summer to compare and record the changes they see through observational drawings. Children gain a good sense of the wider world and other cultures as they look at photographs and touch and feel genuine artefacts as they listen to the headteacher talk about her holiday experiences in Peru. Teachers use ICT well to promote children's learning across the curriculum and, by the end of the reception year, they are able to use the mouse confidently to move items around the screen in order to play number and language games.

Physical development

68. As a result of very good teaching children make very good gains in their learning and by the end of the reception year they achieve standards in line with expectations. Children show reasonable eye and hand control as they throw and then catch or hit small balls and are able to move around the hall with a good sense of spatial awareness. Large outdoor apparatus such as climbing frames are used effectively to develop children's gross motor skills and are eager to show that they are able to climb over, through and under equipment with appropriate balance and control for their age. Children's fine motor skills are developed through well-planned activities that require children to write, cut stick or paint. The children are given appropriate opportunity to use construction kits in order to fit together and make various models such as 'Sleeping Beauty's Castle'. They manipulate plasticine skilfully into long strips and spheres in order to write the first letter of their name.

Creative development

69. The quality of teaching is very good and as a result children make very good gains in their learning and by the time they enter Year 1 children's attainment is above average for their age. Children mix and apply red and yellow paint skilfully for their age in order to create sunset pictures. They soon learn a range of techniques such as marbling and printing in order to produce good quality pictures for their age. For example, the children

combined painting and printing techniques successfully to produce pictures of flowers, showing good attention to the correct colour and shape. The children use computer programs, such as 'Dazzle' effectively to create mini- beast and firework pictures. In music children experience and play a range of percussion instruments and can distinguish between soft and loud sound and are able to sing a good range of familiar songs and rhymes well from memory.

ENGLISH

70. Standards for pupils in Years 2 and 6 are below average in writing and are broadly average in reading and speaking and listening. This shows an improvement since the previous inspection. The school is aware of variations in standards between boys and girls.
71. Raising standards in English has been a priority and the school has responded by introducing a range of initiatives to improve all aspects of language. Staff have attended training days to increase their skills and knowledge and give them broader access to teaching methods. A significant feature of the school's work is its determination to form strong partnerships with parents. Parents are trained to become reading 'buddies' to support pupils. Ten parents are currently involved with each parent working with two pupils. The parents are enthusiastic and the pupils look forward to working with them. Very good relationships make a substantial contribution to good quality learning. The school has been awarded funding to set up a Family Literacy Scheme. This exciting project is a twelve-week course for pupils and parents. The aim of the course is to increase literacy skills for pupils and their parents. Additionally, the school is seeking funding under a regeneration scheme to set up an advisory education service for families.
72. An important aim of the Family Literacy Scheme is to improve speaking and listening skills. Currently, these skills are average in Years 2 and 6. The school applies the latest guidelines on speaking and listening across the whole curriculum. This work is monitored by the subject co-ordinator. In a very good lesson in the infants a teacher used a book very well to tell a story. The teacher used her voice effectively to enhance characterisation of the text and this encouraged pupils to listen for sustained periods. Throughout the story the teacher sought ways to give pupils opportunities to describe parts of the stories through picture support and through modeling language. Although the work was repetitive the teacher used her skills to keep the tasks fresh and in this way good quality learning promoted good gains in speaking skills. Another teacher insisted that pupils describe their understanding of processes in mathematics and praised pupils for their accurate use of correct mathematical language. In history, too, good quality discussion was skillfully managed when pupils compared life in Sparta with life in ancient Athens.
73. There are variations in the standards of reading. This is due partly to cohort variation and with some 'free' readers choosing books that are too challenging. A significant feature of reading standards is the good progress made by low attaining pupils whose reading skills are below average. This is a result of the well-implemented national literacy strategy and an additional teaching initiative that prioritises close links between reading, spelling and writing skills. Good word attack skills are evident with almost all pupils. They use a range of good strategies with confidence and are prepared to test their ideas without fear of being wrong. If they make mistakes they are given additional word building clues and this often enables them to effectively overcome their difficulties.
74. Pupils enjoy talking about books and older pupils give reasons why they prefer authors. The work of Jacqueline Wilson is very popular. One pupil commented that her stories 'are about real people that have good and bad times in their lives'. The robust

adventures of Harry Potter command large support, while the popularization of Tolkien's work has its admirers, too. Pupils' library skills are good. They can explain how to retrieve information from reference books using the contents, index and glossary. Younger pupils know where to find the name of the author and how illustrators contribute to stories. Overall, reading standards are average.

75. Although standards in writing are below average, there has been a significant improvement in the quality and range of work. By Year 2 improvements in standards are evident but pupils do not make good enough progress. Presentation of work is inconsistent and this affects the quality of writing. While some pupils are beginning to understand that sentences tell stories and describe events and people, there is a significant minority of pupils who struggle to express their ideas in writing.
76. Good progress is made by higher ability pupils in Year 6. Handwriting is well formed and indicates the benefits of regular practice and good quality teaching. Pupils have a sense of pride that is reflected in the quality of the presentation of their work. Spelling is mainly accurate and when inaccuracies occur the words are phonetically plausible. Poems, stories, diary and log book entries, newspaper articles, letters and a range of paragraphs illustrating descriptive and directional techniques are part of pupils' portfolios. Punctuation, using speech marks, is mainly accurate. Skills in paragraph writing are evident. Pupils write complex sentences that increase interest for the reader. The aim now is to increase the proportion of pupils reaching these standards. The average and below average groups make slower progress mainly because their experience of language is not sufficiently high to support more sophisticated writing. Paragraphs, sentences and vocabulary work are less well developed. The initiatives taken to improve teaching and learning have not had enough time to make a substantial impact on the standards in Year 6.
77. The quality of teaching is satisfactory overall with examples of good and very good practice. All pupils have targets and these are shared with parents. The progress pupils make in working towards their targets is closely monitored and this is having a good effect upon raising standards. The best teaching is underpinned by very good relationships in class where teachers' classroom management strategies are secure. These teachers have good subject knowledge, high expectations of pupils and present lessons in a lively way where challenge is an integral part of lessons. Teachers work well together and are prepared to share ideas and this improves the quality of practice. Where these conditions are met pupils enjoy their lessons, become fully involved and make good progress. Uneven numbers in year groups influence the organization of classes. Pupils are taught in setted groups in mixed year classes. Teaching assistants work closely with teachers and provide very good support for pupils. They make valuable contributions throughout lessons encouraging and giving further explanation to pupils whose understanding is not secure to ensure pace and interest in learning are maintained. There are insufficient opportunities to extend skills in language across the curriculum. The long gaps in the teaching of history and geography restrict opportunities to write accounts of historical events and to compare in Britain with other parts of the world. This is a weakness that the school plans to address. When ICT is used by pupils as an aid to wordprocessing and presentation, their work shows considerable improvement as they take greater care.
78. Pupils with special educational needs also make good progress. Most teachers plan well to meet pupils' individual needs and teaching assistants promote pupils' self-esteem and confidence. All pupils take part in the full range of experiences regardless of their gender, ethnicity or individual needs.
79. The subject is very well led. The co-ordinator is determined to raise standards and has the confidence of the staff. There is a willingness to evaluate new ideas and choose the

most effective practice. She has high expectations and a will to succeed. Teaching is monitored regularly by the co-ordinator and headteacher and is proving of value in raising standards. Resources for English are satisfactory. The school library does not have a sufficiently wide range of books but it is subsidised to a satisfactory standard by the local school library service which provides additional resources.

MATHEMATICS

80. Pupils in Years 2 and 6 attain below average standards in all aspects of mathematics. Standards are improving but this improvement is slow and dependent upon consistent teaching and learning as pupils move from year to year. In many circumstances this results in higher attaining pupils lacking the challenge they need to make relevant rates of progress. There are differences between the attainment of boys and girls and these are seen in most classes; the school is aware of this and teachers have planned to train themselves to support boys and girls to learn effectively. Placing pupils in sets has helped teachers prepare learning plans for each set; however, there is too little differentiation in this throughout the school. This means that higher attaining pupils are not challenged sufficiently as the school's attention is continually drawn to the needs of lower attaining pupils which are met well. Pupils with special educational needs make good progress towards the targets in their individual education plans. Overall pupils learn number facts more effectively than other aspects of the subject. Generally pupils could be achieving higher standards in mathematics.
81. Year 2 pupils add two two-digit numbers to 100. They understand the number links in their 2, 5 and 10 multiplication tables and add and subtract accurately. Mental recall is not as swift or as accurate as it should be; however, the school is aware of this shortfall and mathematics will be the focus of school improvement over the next period. Higher attaining pupils in Years 2 and 6 perform at about the levels expected of average pupils. This means that although their knowledge of numbers and systems such as the operations of arithmetic may be satisfactory, they receive few opportunities to investigate or apply their knowledge in new situations. Where this does happen, for example, in the top set in Years 3 and 4, pupils calculated the area of rectangles by deciding upon a protocol to guide their work. They decided to round up parts of squares which were more than half a square because in their number work they round up numbers to the next ten if they end in 5 or more.
82. By the time they are in Year 6, above average pupils have a good knowledge about numbers. They use mental calculations accurately and respond quickly to their teachers' questions. Average and below average pupils do not have this accurate mental recall. Often work in other areas of number is slow because pupils cannot remember basic number facts. Year 6 pupils solve problems using the four rules of arithmetic. They calculate the area of rectangles, triangles and more complex shapes made up of these shapes. Pupils work out percentages, fractions and ratios. They draw shapes in four quadrants. However, it is often pupils speaking and listening skills which limit their mathematical attainment. For example, in a good lesson in Years 5 and 6 pupils were introduced to the translation of shapes. Pupils responded well to the teacher's questions and showed that they understood the terms, horizontal, vertical and diagonal but could not put this into operation when designing their patterns. This is because they did not apply their understanding to the task and they attained well below average standards. Equally, when explaining their ideas some teachers insist on pupils using the correct technical vocabulary but others do not. There is insufficient use of ICT to promote learning. The school has plans to upgrade the programs available, particularly for pupils with special educational needs. There are few examples of pupils using mathematics in other subjects of the curriculum. Older pupils use spreadsheets to calculate by using simple formulae.

83. Overall the quality of teaching is satisfactory but there are wide differences between year groups and between classes in the same year group. A basic need is for teachers to acquire a level of subject knowledge which helps them set challenging tasks. Where teaching is good learning cracks along at a very good pace and leads pupils into thinking for themselves and poses problems for them to solve. Most teachers have a reasonable understanding of the National Numeracy Strategy and lessons are taken from the national strategy. A small minority do not give pupils a rigorous mental start to the lesson to reinforce number knowledge. Planning for lessons is satisfactory but more attention needs to be paid to how well pupils learn and which learning style suits them. An analysis of pupils' books showed that pupils in the same class but of different abilities are often given exactly the same work to do. This means that lower attainers struggle and if they have emotional, behavioural and social difficulties become distracted, and higher attainers are switched off because they lack challenge. In all lessons teachers tell pupils what they are going to learn. Where teaching is good or better, teachers check whether pupils think they are learning effectively referring to the learning objective and at the end of the lesson check with pupils to see if they have learned what was intended. Where teaching interests and enthuses pupils, for example, when a teacher said *'We're doing something exciting this morning'* pupils sat up, paid good levels of attention, their concentration spans lengthened and they completed all of their work.
84. Some teachers write very useful comments in pupils' books but this is in a minority of cases. Marking is an issue for the school to address so that pupils receive consistent and helpful comments. The school has started to track pupils' progress from year to year and annual non-statutory tests have been used to look critically at the curriculum. This is a good development. The school has made a satisfactory improvement since the last inspection. The school's main task now is to make sure that the quality of teaching is consistently good and rises to the high quality that some teachers demonstrate. The subject is well led and managed and the co-ordinator has a good understanding of the needs of the subject. Regular monitoring of the planning and teaching is carried out and is effectively raising standards but more needs to be done.

SCIENCE

85. The results of the 2002 national tests for Year 6 pupils were well below the national average, though these were an improvement on the previous two years. Inspection evidence indicates that most pupils in Year 6 will not meet the national average, but the attention given to practical scientific enquiry, coupled with increasing scientific knowledge is enabling standards to rise, although they are still below average. Since the last inspection the curriculum now gives a greater focus to research and systematic investigation so that now most pupils in Years 5 and 6 understand the importance of controlling variables and testing a hypothesis. In 2002, teachers assessed Year 2 pupils as being below average with no pupil at the higher Level 3. Provisional teacher assessment for science in 2003 shows that a sixth of pupils will achieve the higher level. Only a very small percentage of pupils (one in ten) will not attain the nationally expected Level 2. The change is mainly due to analysing last year's teacher assessments which showed that there was insufficient understanding of physical processes and life processes and living things. Attention has been given to these aspects by the Year 1 and Year 2 teachers, along with raising expectations of the number of pupils gaining higher grades. Standards attained by current Year 2 pupils are now at an average level; higher attaining pupils are working to above average levels.
86. Pupils with special educational needs make good progress due to the very good support they receive in lessons. Teaching assistants know the needs of these pupils well and, through a thorough understanding of the objectives of the lesson, help them to

make progress. These skills have been acquired through joint in-service training and a close working relationship with class teachers.

87. Pupils in Years 1 and 2 make satisfactory progress. Analysis of work shows that there is good coverage of all the required aspects. Pupils have experimented with the effect of pushing and pulling on various objects. By good teaching, with prompts, they have been expected to take their work further. They report accurately on what they have observed, for example when looking at sources of light, linking this to the habits of animals and birds. A good section of work has been devoted to healthy living, where pupils learnt about the importance of exercise and eating healthy foods. Some pupils, however, find difficulty in recording their observations and in expressing their conclusions in a written form because of their relatively weak written language skills. To overcome this, worksheets are sometimes used, but these are not sufficiently graded to cater for the needs of all pupils in the class. This results in some work appearing too easy or too difficult for a considerable proportion of the class. Teaching is at times slow with too much repetition and over instruction. Higher attaining pupils are being given sufficient opportunities to find out for themselves and this is leading to higher standards.
88. By the end of Year 6, pupils are making satisfactory progress and acquiring a sound understanding of the scientific process, but a number of pupils in Years 5 and 6 lack enthusiasm for science and a questioning attitude to explain and analyse a wide range of living things, materials and phenomena. At the time of the last inspection, pupils' ability to research and investigate systematically was limited. This is now more firmly grounded but the same work for all pupils in mixed ability classes is leading to lower attaining pupils unable to finish work in the time available, especially when they do not have the help of a non-teaching assistant. As in Years 1 and 2, the pace of learning is slow, especially for higher attaining pupils. ICT is used rarely to present ideas and record results and this limits the acquisition of higher level skills, such as repeating measurements to check hypotheses and to build up a portfolio of results. Lower attaining pupils find difficulty in recording their work and presentation skills are weaker as they do not use ICT. Understanding of specific scientific language increases from Years 3 to 6 with most pupils in Years 5 and 6 using scientific words when discussing 'forces', speaking in terms of upthrust, force meter, balanced mass and Newtons. In Years 3 and 4 several experiments have been carried out well relating to the hardness/softness of rock. This work has been usefully extended to examine porosity and the formation of fossils. Current work on magnetic forces by these year groups (3 and 4) shows a good understanding of the control of variables.
89. Relationships between pupils and adult staff are good. Teaching is mostly of a satisfactory standard, but there is a lack of consistency in marking, presentation and expectation of work to be covered. Pupils are becoming more confident but do not show sufficient development in enquiry skills. One reason is that science does not have a sufficiently high profile in the school with few science displays encouraging pupils to think and try out ideas.
90. The co-ordinator has been in post since September 2002 and is in her second year of teaching. She is very aware of the need to raise attainment in science and is aware of the need to develop staff expertise, enhance the level of resources and establish consistently high standards. Science features prominently in the school improvement plan for the year 2003-2004. Assessment procedures are good, especially in Years 1 and 2, but a file of work samples is not available for teachers in Years 3 to 6 to help teachers mark current work accurately against national expectations.

ART AND DESIGN

91. Standards in Year 6 have not improved since the last inspection and remain below age related expectations. Standards have been maintained since the last inspection for pupils in Year 2 and remain in line with expectations.
92. Standards are below average in the juniors because pupils are not given sufficient opportunity to work with a range of media and painting techniques are not fully developed. There is insufficient opportunity for pupils to paint and develop specific styles and techniques. For example, teachers missed an opportunity to develop pupils' painting skills and techniques, when only providing pupils with crayons to complete their pictures in the style of Vincent Van Gogh. Although pupils are provided with sketchbooks they are not used sufficiently often to develop pupils drawing techniques and skills are not taught systematically. Overall, there are too few opportunities for pupils to develop their observational drawing skills in the juniors. In the infants, teachers provide a suitable range of experiences that effectively develop pupils drawing skills and as a result pupils attain standards that are average for their age. For example, Year 2 pupils use charcoal effectively to create shade and tone to their observational drawings of trees and begin to develop a sense of perspective when depicting facial features on portraits.
93. Collage work is well developed across the school and Years 5 and 6 pupils showing sound creativity in their choice and use of materials when creating collage pictures that tell the story of several Greek myths. Teachers provide pupils with appropriate opportunities to work in three-dimensions when they make bowls and pots out of clay or paper maché but overall the standards that pupils achieve are not high enough. Pupils enjoy suitable opportunities to appreciate the style of other artists, for example, Year 5 and 6 pupils show they understand well the bold use of shape and colour used by Clarice Cliff when designing for ceramics, when creating their own design on a paper plate.
94. Overall, the quality of teaching observed during the inspection was satisfactory. Teachers' subject knowledge is not always sufficiently secure to be able to teach artistic skills systematically and effectively in order to raise standards in the subject. The co-ordination of the subject is satisfactory; the action plan for the development of the subject is effective and a specifically planned and organised arts week and visiting artists to the school are beginning to raise the profile of the subject across the school. ICT is used by pupils to create their own designs but is not used regularly.

DESIGN AND TECHNOLOGY

95. Standards have improved since the last inspection and are now broadly in line with expectations for pupils in Years 2 and 6, although standards could still be better in some aspects of the subject. At the time of the last inspection standards were reported to be below expectations.
96. The issues raised in the last report concerning improving design, making and evaluating processes within the subject have improved sufficiently well to raise standards overall in the subject. However, the quality of pupils' designs and plans, particularly in the juniors, are still not sufficiently annotated and measured to scale in order to support the making process. Pupils show improved attainment in the making process and now properly evaluate the effectiveness of the manufacturing process and will modify and refine their models in the light of their evaluations.
97. By the end of Year 2 pupils draw simple plans that are clearly labelled of the models they intend to make and assemble, join and combine materials and component parts in a variety of ways. For example, in a Year 1 lesson, pupils skilfully use paper clips, staples, cello tape and glue in order to fasten and join together fabrics. In the juniors pupils understand how materials must be selected, shaped and joined to a specific design specification or purpose. For example, in Years 5 and 6 pupils effectively select, shape, stretch and join materials securely in order to make working musical instruments such as guitars and drums. Throughout the school, insufficient use of ICT is made to generate ideas and improve designs.
98. Planning in the subject has improved since the last inspection and the school effectively uses national guidelines to support planning in the subject and to ensure that all aspects of the subject are effectively taught. The quality of teaching is satisfactory. In the best lessons resources are well prepared, and teachers give clear instructions. Some teachers lack sufficient subject knowledge to be able to challenge pupils sufficiently. Sometimes pupils' progress and attainment is restricted because lessons are too teacher-directed which limits the opportunity for pupils to make their own decisions about their designs and how they will go about making them. For example, in a Year 1 and 2 lesson the teacher provided templates for the pupils to draw around when creating a collage of a flower, which meant that the final product was more or less the same for all pupils and this adversely restricted pupils' creativity.
99. The co-ordinator is effective in supporting other teachers in the delivery of the subject through improved curriculum planning in the subject and through consultation and advice. Although there is insufficient opportunity for him to monitor the quality of teaching and learning in the subject, he understands well the strengths and weaknesses in the subject and recognises the need to develop further teachers' subject knowledge and confidence in order to raise standards even further in the subject.

GEOGRAPHY

100. Standards in Year 6 have not improved since the last inspection and remain below average. Standards in Year 1 have improved from below average and are now broadly in line.
101. Pupils in the juniors do not make sufficient progress in the subject over time in order for them to gain a satisfactory knowledge and understanding of key geographical skills and concepts because often areas of study are not studied in sufficient depth. For example, in their study of a contrasting locality abroad, discussion with, and the analysis of Year 6 pupils' work during the inspection indicated that insufficient attention was given to key

geographical features of places such as the climate, industries, population patterns and land use in order to ensure that pupils achieve standards appropriate for their age. Also, the way in which the subject is timetabled in blocks of time means that there is too long a gap in pupils learning in order for key skills and concepts to be consolidated, built upon and developed progressively.

102. By the end of Year 2 pupils recognise and name many human and physical features such as mountains, hills, fields, houses and shops and incorporate such features on simple maps they draw of imaginary places. Although some good development of mapping skills was observed in a Year 3 and 4 lesson, whereby pupils clearly understood how to use an index in an atlas and use a key in order to interpret climate zones around the world, older pupils particularly have limited opportunity to draw plans and maps and interpret maps at a range of scales or interpret and compare graphs that feature geographical concepts such as temperature or population.
103. Pupils across the school gain a sound knowledge and understanding of environmental issues and begin to appreciate that decisions about places and environments affect the lives and activities of people. For example, Years 5 and 6 pupils effectively considered the effect of building an airport near a residential area and, when designing an estate, where to position some key geographical features such roads and a park in order to ensure maximum safety for the residents.
104. The quality of teaching is overall satisfactory although geographical enquiry and key skills need to be taught more rigorously when developing pupils' knowledge and understanding of places in order for pupils to attain standards appropriate by the end of Year 6. The co-ordination for the subject is overall satisfactory but there is insufficient monitoring of teaching and learning in the subject in order to raise standards. There is little evidence of the use of ICT to extend learning opportunities.

HISTORY

105. Standards in history are below those expected of pupils in Years 2 and 6, representing a decline since the previous inspection.
106. History and geography are block timetabled and there are large gaps when the subjects are not being taught. Pupils have difficulty sustaining their knowledge and skills during those periods. Teachers often need to return to review previous work before introducing new challenges.
107. In discussion, Year 2 pupils are unable to identify a famous historical character or event outside the topic they are presently investigating. A similar picture is evident in discussions with Year 6 pupils. They recall aspects of Egyptian history but are unable to talk about the contribution of the Roman occupation of Britain or the exciting Tudor period. Pupils' knowledge of changes over time in their own area and their understanding of chronology is poor. In contrast, when the discussion moved to the current topic under study they were enthusiastic, full of knowledge and anxious to share their opinions with inspectors. Year 2 pupils discuss how the Fire of London started and alternative strategies that could have been used to control the spread of the fire. Older pupils compared the lives of Spartans and Athenians and it was clear that some pupils had extended their learning through accessing Internet facilities at home.
108. In the very small number of history lessons seen, the quality of teaching varied. One was satisfactory and the other very good. Teachers share learning objectives and pupils are focused and ready to develop opinions and contribute to discussions. In the very good lesson, the teacher's lively delivery of the lesson immediately engaged pupils. The teacher encouraged pupils to consider the reliability of the recorded

accounts of the Battle of Marathon. Good use was made of bias in recorded accounts of events with attention being drawn to the attitudes and beliefs of reporters. In this way pupils are learning to recognize that the past is interpreted in different ways and to find reasons for this. They recognise the need for caution when accepting interpretations of events, particularly those that took place many years ago. A good supply of reference books, provided by the schools' library service, enabled pupils to develop their research and made links with literacy skills. Links with ICT were made when a small number of pupils used Internet facilities to gain further information about Greek history. The high quality of the teacher's class management skills ensured that the pace of learning was very good and the lesson was enjoyed by all members of the class. In the satisfactory lesson the teacher's class management skills were less secure and this slowed the rate of learning.

109. The co-ordinator has recently taken responsibility for history. She is enthusiastic to improve the continuity in the teaching and learning of history and there are plans to review the allocation and planning. Her management and leadership are satisfactory at present. History has not been a recent school priority.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

110. Attainment in ICT is below the expected levels and particularly so in control technology and using computers for measurements during investigations. Pupils with special educational needs learn well as learning support assistants help them achieve their targets. The school's resources have improved since the last inspection and the curriculum is broader and orders have been placed for software to meet the shortfalls detailed above. Of particular importance is the work of an advanced skills teacher with bright pupils in Year 6. This work is of excellent quality and provides an important link with the local secondary school as well as providing challenging material to encourage pupils to think hard and solve problems. However, able pupils in other year groups are not sufficiently challenged.
111. Generally, all pupils have regular access to computers. This is a relatively recent occurrence. As they grow more familiar with the capabilities of ICT their rate of achievement improves. The recent purchase of laptop computers means that pupils have more frequent access to good quality resources and the Internet. However, there are still too few to ensure that all pupils in each year group, including pupils in Years 1 and 2, have frequent and regular access to develop the skills they need. There are some examples of using ICT skills in other subjects of the curriculum, for example, in history while researching the Ancient Greeks using the Internet and pupils are developing a good quality Internet site for the school. However, these examples are too few. For example, there is little evidence of computers being used to complete graphs in mathematics and science. Word processing programs are used to enhance the presentation of writing and illustrate pupils' work. Another area that works well is the use teachers make of projectors as teaching aids. This helps pupils concentrate and holds their attention during the introductions to lessons.
112. Older pupils draft their work directly onto the screen and understand how to control how their work looks, for example, they change the type and size of the font as they consider the nature of their work. They use spreadsheets to calculate totals but could not talk in much detail about how to apply other formulae to the cells in the spreadsheet. Pupils use the Internet and CD-ROMs for research purposes. They understand how to open and save work to their own folders and, in Years 3 and 4, place digital photographs of themselves in e-mails to a school in California. They work well in pairs. Most pupils show a sound understanding of how to use the keyboard and mouse and, for instance, drag and click on pieces of information they wish to move around the computer screen. Keyboard skills are not well developed throughout the

school and this means that by the time pupils are in Year 6 they still 'hunt' for keys with one finger.

113. In the lessons observed teaching was generally satisfactory. Teachers have undergone training but there are differences in the confidence they display when working with computers and when demonstrating. Pupils in Year 2 worked on decision trees to sort fruit and vegetables, to help in their science work, but the current topic in science at the time was materials and did not lend itself to developing understanding in the theme. In the lessons observed some teachers paid good attention to the different learning needs of some pupils, including those with special educational needs. This group of pupils makes good progress. Learning support assistants provide good advice in lessons, never interfering with learning and giving just enough advice to support for pupils to do well. Lessons are well organised and teachers in Years 3 and 4 where subject knowledge is good and stronger than in other teams.
114. The co-ordinator shares the firm commitment of the headteacher to improve the school's facilities. The decision to buy laptop computers so that pupils have access to ICT in all parts of the school is sensible. The development plan for the subject is of good quality. The school has made satisfactory progress since the last inspection, maintaining the quality of teaching and improving the resources in the subject.

MUSIC

115. Pupils throughout the school attain the standards expected for their age. Love of singing is fostered from the time the pupils enter the school; it is present in the classes seen during the inspection and, by the time pupils leave school, all are singing well and with a good level of pitch, tone and rhythm. These features are very evident in assembly singing where all pupils sing a variety of religious songs tunefully and with enthusiasm. The school choir is well trained and gives a good level of performance, singing descant parts well. The singing is ably supported by a pianist bought in by the school. The tuition provided by the visiting specialist teacher gives an opportunity for older pupils to learn to play a variety of woodwind and brass instruments. These pupils are making satisfactory progress. In addition, recorders are taught to interested pupils in Year 3.
116. However, apart from singing, the development of performing skills using tuned and untuned instruments is limited. This is due in some measure to a lack of teacher confidence, all teachers teaching their own class music. The schemes of work recently introduced give teachers detailed guidance on lesson planning and contain recorded resources. These schemes are now helping ensure progression in the development of the use of instruments, giving a fuller understanding of the teaching of notation and in composing skills. At present, the quality of teaching is satisfactory.
117. The pupils listen carefully to each other's music making and to a variety of recorded music. Assembly time is used well to introduce pupils to a wide variety of recorded music. Opportunities during this time are taken to ask pupils about what instruments are being played and what the music is depicting in terms of mood and effect. In class, they respectfully listen to the efforts of others. At present they do not record their own efforts in order to improve on what they have performed and composed.
118. The co-ordinator has been in post for under a year. She has produced an action plan designed to raise the profile of music within the school. This plan is well considered and covers all aspects. It acknowledges that the use of ICT is very limited and that there is overall a need to audit the teaching and learning of music. A draft policy has been written which gives a good degree of overall guidance to staff and this, supplemented by the use of new schemes, is raising the levels of musical knowledge,

skills and understanding of both pupils and staff. Much, however, still needs to be accomplished in the area of composition.

119. Whilst opportunities are taken for pupils to perform to a wider audience, for example in assembly, or when visiting a local residential home for the elderly, further day-to-day opportunities are being missed. During the inspection, pupils learning to play the recorder did not have the opportunity to share their skills in assembly.
120. Further development is hampered by the lack of resources, especially of tuned and untuned percussion instruments, keyboards and simple stringed instruments. A welcome development in Years 5 and 6 has been to link music to design and technology with pupils constructing a range of simple instruments.
121. Music is at a similar level to that at the time of the last inspection; the school has undergone major changes of staff since then. The schemes of work being trialled are enabling a whole-school approach to the subject and this is an improvement since the last inspection. The progressive development of skills is now properly planned and the co-ordinator fully understands the importance of further raising the profile of music.

PHYSICAL EDUCATION

122. Pupils' attainment in games, the aspect of physical education taught during the inspection, is in line with the expected standards for the aspects observed for pupils in Year 6. No lessons were observed for Year 2 pupils and a judgement cannot be made about standards for pupils of this age. All strands of physical education are taught and the curriculum is well planned to provide guidance to staff. Swimming takes place in Year 4 at the end of which almost nine out of ten pupils swim more than ten metres and more than six out of ten swim at the level expected of Year 6 pupils. The school has maintained the standards seen at the last inspection.
123. The need for safety is emphasised by teachers and pupils prepare themselves for physical education with a range of stretching and warm-up exercises. They know that their hearts have to work efficiently before undertaking physical exercise. Pupils are also aware of the need to prepare their bodies to wind down on completion. Pupils in Years 1 and 3 to 6 practised their ball skills during the inspection. Pupils in Year 1, at the early stages of throwing and catching showed average levels of attainment as they used balls ranging inspection size from a tennis ball to a football. Pupils with special educational needs performed well as they used, first a large ball and then, as the teacher intervened well, a beanbag to help them develop their skills. Pupils in Years 3 and 4 begin to develop the skills needed for short tennis. In a very good indoor session pupils practised the side-skip to very good effect. Attainment in this level was well above average because the teacher demonstrated effectively to all pupils, and very good coaching points were given. In this lesson pupils were highly engaged; they worked very hard and made very good progress. In the outdoor lessons seen in Years 3 to 6 learning was satisfactory and by the time pupils are in Years 5 and 6 they are beginning to play short games. Boys in particular show good levels of skills as they place their feet correctly to receive a ball hit by an opponent.
124. In the four lessons observed the quality of teaching was satisfactory in three lessons and very good in the fourth and teaching is satisfactory overall. Resources were generally well prepared although at times pace was lacking to keep pupils active. The difference between the very good and satisfactory teaching was the confident level of subject expertise and high quality behaviour management that required pupils to listen very carefully and thus produce a hard working environment. All lessons were well structured and teachers shared in the enjoyment of the activities, providing good role models for the pupils and celebrating their successes.

125. There are good opportunities for pupils to be engaged in outdoor and adventurous activity, especially during day and residential visits to outdoor education centres. Pupils look forward to these visits with enthusiasm.
126. A good range of extra-curricular activities supplements physical education lessons. The major sports played by the pupils are all represented with teachers giving time for these additional activities to take place and enable pupils to extend their skills further.