

INSPECTION REPORT

NORFOLK PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 130335

Acting headteacher: Mary Binns

Lead inspector: Barbara Crane

Dates of inspection: 17th – 19th May 2004

Inspection number: 257030

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
Number on roll:	359
School address:	Guildford Avenue Sheffield South Yorkshire
Postcode:	S2 2PJ
Telephone number:	0114 2502760
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs V Nicholson
Date of previous inspection:	April 2002

CHARACTERISTICS OF THE SCHOOL

This school is a larger than average primary school, with a Nursery. There are 286 full-time pupils in the main school and 73 children attend part-time in the Nursery. The school serves the Norfolk Park and Arbourthorne areas of Sheffield, in which there are considerable social and economic challenges that are being addressed through a regeneration scheme. Almost half of the pupils are entitled to free school meals, which is higher than average. Just over a third of the pupils have special educational needs, which is above average. Two pupils have Statements of Special Educational Need. Although most pupils come from white British families, there is a wide ethnic mix in the school, with most groups represented. A small number of pupils are learning English as an additional language, or come from Traveller or asylum-seeking families. When children start in the Nursery, their attainment is very low.

The school was previously housed in very run-down buildings at some distance from its current site. The school moved over February half-term this year to new accommodation. The current acting headteacher and the deputy head started in January of this year. Prior to this the school was without a deputy for a term and there was an acting headteacher in the autumn term of 2003 who was supported by other personnel from the local authority.

The school gained a School Achievement award for its results in 2002. It is part of an Education Action Zone and the Excellence in Cities initiative.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21227	Barbara Crane	Lead inspector	English, art and design, English as an additional language.
13485	Paul Widdowson	Lay inspector	
27276	Carole Smith	Team inspector	Mathematics, music, physical education.
32596	Gillian Phillips	Team inspector	Foundation Stage, geography, history, religious education.
13485	Kevin Dodd	Team inspector	Science, information and communication technology, design and technology, special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory education for its pupils. Standards are well below average by the time pupils leave but most pupils achieve satisfactorily, although some should be doing better. Teaching and learning are satisfactory and the good range of interesting activities that enrich the curriculum supports pupils' good attitudes to learning. The school is well led and management is satisfactory. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Children get off to a good start in the Nursery and Reception classes.
- The good quality leadership by the acting headteacher has meant that the school has successfully weathered a difficult period of instability.
- Pupils' speaking is well promoted through good teaching.
- Standards are above average in art and design and pupils achieve very well.
- Pupils' personal development is well promoted and they are very well cared for.
- A few of the more able pupils and some pupils with special educational needs are not doing as well as they should be.
- Standards in reading should be better by the end of Year 2.

There has been satisfactory improvement since the school was removed from special measures by the previous inspection in 2002. Standards in writing have improved for pupils by the end of Year 2. Provision for information and communication technology (ICT) has improved well. There is still work to do to ensure that some pupils achieve as well as they can.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E*	E	E*	E*
Mathematics	E*	E	E	D
Science	E*	E	E	C

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is satisfactory. Over time, standards for the oldest pupils at this school have improved at a faster rate than nationally. Results in 2003 were well below average in mathematics and science, compared to schools nationally, and in the bottom five per cent of all schools and similar schools for English; however, almost half of the pupils had special educational needs. By the time they start in Year 1, standards are well below average in most areas of learning but children have made good progress from a very low baseline. Throughout the school, pupils' speaking develops well, from a very low level. By the end of Year 2 and by time they leave, pupils' standards are well below average in English and mathematics. Standards in reading should be higher by Year 2. Standards in science are below average in Year 2 and Year 6, but pupils' investigative skills show improvement. The progress of pupils who are learning English as an additional language is satisfactory. Most pupils with special educational needs do reasonably well but the targets for them to aim for are sometimes too vague. A few of the more able pupils are not doing well enough because they too often start at the same point as other pupils. Pupils achieve very well in art and design and their work shows a good level of individual creativity in which they use what they have learned very effectively to reach a good standard. Standards in ICT and religious education are average.

Pupils' personal development, including their spiritual, moral, social and cultural development, is **good**. This is achieved through the careful guidance of the staff, who give good support to those pupils who find it hard to conform to the school's expectations of them. Pupils have good attitudes towards learning and their behaviour is satisfactory. There are good relationships and pupils from different backgrounds get on well. Attendance is below average and too many pupils arrive late, although the school makes a very good attempt to improve both attendance and punctuality.

QUALITY OF EDUCATION

The school provides a satisfactory education. Teaching and learning are satisfactory and there is a good emphasis on promoting pupils' speaking. Teaching for the Nursery and Reception children is good and ensures a firm foundation of basic skills for all abilities. The needs of different groups of pupils in Years 1 to 6 are not always met as well as they should be. This is because the checks on how well some pupils are doing are not always used to plan work that takes more able pupils and those with special educational needs on to the next steps. Teaching sometimes does not help pupils to understand what they read in Years 1 and 2 through questions and discussion. The curriculum is satisfactory and the pupils respond well to the good range of activities provided outside normal lessons. Pupils are taken care of very well and good relationships with, and guidance from, adults mean that pupils know where to turn to if they have problems or concerns. Pupils with social and emotional needs are well supported through nurture groups. The school has a satisfactory partnership with parents and helps them to get involved with their children's learning at home and in school.

LEADERSHIP AND MANAGEMENT

Leadership and management are satisfactory and support pupils' positive attitudes by ensuring that there is an atmosphere in which pupils feel that they are valued. While everyone knows the school's priorities and what is being put in place to help the school improve further, the uncertainty over the school's situation in terms of permanent leadership is a concerning factor that still needs to be resolved. The acting headteacher provides good leadership and she is well supported by an able deputy. This team is providing a good direction for the school, based on thorough analysis of teaching and learning. The roles of other staff in managing aspects of the school's provision have been clarified, and weaknesses have been identified and worked upon. This has led, for example, to a review of how provision for special educational needs is managed. In addition, the shift away from action planning in year groups to planning across key stages means that managers are in a better position to gain a broader view of provision. The governance of the school is satisfactory and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents have mainly satisfactory views of the school but some have concerns about pupils' behaviour and the uncertainty created by the lack of permanent leadership. The inspection found that, while a small minority of pupils' behaviour is challenging, they are managed well and, overall, behaviour is satisfactory. The lack of a permanent headteacher has yet to be resolved. Pupils have positive views of the school and enjoy being there. They know that adults will listen to them and help them and they are clear about the benefits of the new accommodation.

IMPROVEMENTS NEEDED

Further raise standards by:

- Improving the achievement of a few of the more able pupils and some of the pupils who have special educational needs who could do better.
- Improving standards in reading in Years 1 and 2.
- Continuing efforts to improve pupils' attendance and punctuality

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is **satisfactory** even though standards are overall **well below average** by the time they leave the school.

Main strengths and weaknesses

- Children get off to a good start in the Nursery and Reception classes.
- Pupils' speaking develops well through careful nurturing.
- Pupils achieve very well in art and design and standards are above average by the time they leave.
- Standards in reading are not high enough by the end of Year 2.
- Some pupils with special educational needs and a few of the more able pupils do not do as well as they should.

Commentary

1. Children make a good start in the Nursery and Reception classes that prepares them well for future learning by establishing a positive attitude to working together. Children's language, which is often at a very low point when they start in the Nursery, is well supported through teaching so that children gain confidence in talking about their ideas. Children achieve well in all aspects of their learning, even though standards are overall well below those expected by the end of the Reception year. Most children do, however, meet the goals for their personal, social, emotional, physical and creative development.
2. No significant difference in the attainment of boys and girls or pupils from different ethnic groups was evident from work seen during the inspection. The small number of pupils who are learning English as an additional language and those from Traveller families are well supported and make similar progress to their peers.
3. Results of the tests for Year 2 pupils were well below average in 2003, as they have been over the past four years.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	12.7 (13.0)	15.7 (15.8)
Writing	12.2 (10.9)	14.6 (14.4)
Mathematics	14.9 (14.9)	16.3 (16.5)

There were 43 pupils in the year group. Figures in brackets are for the previous year

4. Standards in writing showed a good improvement over the previous year's results, reflecting the school's initiative on improving pupils' skills. A significant factor in these improved standards in writing is the successful emphasis placed in teaching on developing pupils' language, so that they know what they want to say when they write. Standards seen now in Year 2 are well below average in reading, writing and mathematics and below average in science. Pupils' achievement is satisfactory but a few of the more able pupils should be doing better. Pupils' reading is not as good as it should be because they lack opportunities to talk about what they have read and explore their thinking.

5. Results for Year 6 pupils have also been well below average over the past four years. The school's results in 2002 showed good improvement but fell back in 2003. A contributory factor to this was that almost half of the year group had special educational needs and this is the case again this year. Results in English tests were in the bottom five per cent of schools nationally and when compared with similar schools.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	22.5 (25.1)	26.8 (27.0)
Mathematics	24.5 (25.4)	26.8 (26.7)
Science	27.2 (27.3)	28.6 (28.3)

There were 51 pupils in the year group. Figures in brackets are for the previous year

6. Standards seen now are well below average in English and mathematics but have improved to below average in science because of achievement in investigative work. Pupils' achievement is satisfactory, but a few of the more able pupils do not do as well as they should because the work is not always at the right level for them.
7. Pupils with special educational needs mainly achieve satisfactorily and there are examples of good progress. In one lesson, for example, a group of Year 2 pupils showed that they had mastered basic punctuation in their writing, and spelling of common words had improved because of sharp targets that the pupils kept in mind as they worked. There are times, however, when progress for a significant minority of pupils is limited because the targets set for them pupils do not pinpoint sufficiently precisely what it is that they need to work on next. This means that where there are gaps in basic skills, these are not resolved as effectively as they should be.
8. Standards in art and design are above average and pupils achieve very well. This is because they gain a good understanding of how to find different ways of developing their ideas from a starting point. Pupils' work is often very creative and individual and they have a good range of skills to achieve the effect they want. Standards in ICT meet expectations for pupils' ages. Standards in religious education are average.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are **good** and their behaviour is **satisfactory**. Their personal development, including their spiritual, moral, social and cultural development, is **good**. Punctuality is **unsatisfactory** and attendance is **below average**.

Main strengths and weaknesses

- The school works hard to encourage good attendance and punctuality but attendance is not good enough and too many pupils arrive late.
- Most pupils enjoy coming to school and find work interesting.
- The school sets high expectations for pupils' conduct and has a system of rewards and sanctions, which is applied consistently.
- The school helps pupils to form good relationships.

Commentary

9. Most pupils enjoy coming to school and are keen to learn because the staff are caring and friendly and lessons are interesting. Pupils of all abilities, including those with special educational needs, have a good attitude to learning, and this impacts well on their progress and

achievement. In lessons, pupils are keen to participate in discussions and answer questions; they are attentive and concentrate well.

10. Relationships between pupils are good; pupils develop well socially and pupils from different ethnic backgrounds and different abilities and ages get on well together. Pupils have a clear understanding of the school's expectations of good behaviour and understand the difference between right and wrong. There is a detailed behaviour policy backed up with a set of 'golden rules' and an effective system of rewards and sanctions that is applied consistently throughout the school. Pupils feel that behaviour has improved. Most pupils accept the rules as being fair and necessary and respond well to them. There is a small minority of older pupils, however, who have very challenging behaviour and occasionally disrupt lessons. These pupils are becoming more aware of the need for self-discipline through the good guidance of adults. There were seven fixed-term exclusions in the last year.
11. In the playground, pupils are often boisterous but they are always very well supervised by teachers and lunchtime supervisors who ensure that any potential incidents of rough or aggressive behaviour are quickly and effectively dealt with. There are a few occasions where pupils use bad language and sometimes some of the older pupils do not always respond quickly to instructions but these incidents are always well handled. Most of the pupils play well together and there is a good atmosphere in the playground.
12. Most pupils develop a good sense of respect for others' feelings and values, as well as their own self-worth. Pupils enjoy taking on individual responsibilities in the classrooms and eight Year 5 pupils have been trained as 'playground friends' to help pupils who may feel lonely or vulnerable at playtime. The school works hard on pupils' social and moral development, particularly in raising self-esteem and helping pupils to resolve conflict without aggression. Residential visits in Years 2 and 6 are very effective in developing self-confidence and independence as well as establishing good relationships between pupils. Pupils' awareness of other cultures is satisfactory but is not always fully promoted through work in religious education or art and design.

Attendance

13. Attendance is below the national average despite the school's very good procedures for recording, monitoring and promoting good attendance. The main reason for absence is that some parents fail to ensure that their children attend school regularly. For the same reason, punctuality remains unsatisfactory and there are still far too many pupils arriving after registration. This often causes some disruption to lessons.
14. Each classroom has the attendance rate for the previous week and the target for the current week clearly marked on the door so that pupils are aware of how their class compares with others. There are rewards for good attendance, and poor attendance and punctuality are very quickly picked up and pupils referred to the learning mentor and the educational welfare officer. Parents are made aware of the school's expectation for regular attendance and punctuality and are contacted if there is a problem.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.1	School data	0.3
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete 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	236	3	0
White – any other White background	4	2	0
Mixed – White and Black Caribbean	25	2	0
Mixed – White and Black African	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	1	0	0
Black or Black British – Caribbean	4	0	0
Black or Black British – African	2	0	0
Any other ethnic group	4	0	0
No ethnic group recorded	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a sound quality education. Teaching and learning are satisfactory but assessment is not always used as well as it should be to support the needs of different groups of pupils. The curriculum is sound and enriched by a good range of activities. Pupils are taken care of very well and the school has a satisfactory partnership with parents.

Teaching and learning

Teaching and learning are **satisfactory**. Assessment is **unsatisfactory**.

Main strengths and weaknesses

- A good understanding of what young children need ensures that children learn well in the Foundation Stage.
- Teaching promotes pupils' speaking effectively.
- Teaching gives pupils warm encouragement and there are clear expectations for behaviour.
- Checks on pupils' learning are sometimes not used well enough to plan the next steps in learning for more able pupils or pupils with special educational needs.
- Insufficient emphasis is placed on exploring Year 1 and 2 pupils' ideas about what they have read.

Commentary

15. Teaching and learning in the Foundation Stage are good because the staff have a good grasp of how to plan activities that interest young children and promote the development of important basic skills. Children develop self-confidence because they are taught skills effectively and then given the opportunity to practise them in relevant situations. Children's different capabilities are quickly recognised and catered for because of frequent checks on how well individuals are doing, and work is adapted well to suit different needs.

16. Teaching throughout the school places a good emphasis on developing pupils' language. Pupils use 'talking partners' to discuss their ideas, and discussions in classrooms reflect the teachers' good use of vocabulary that is specific to subjects. As teachers value pupils' ideas and warmly encourage their efforts and contributions, pupils grow in confidence to express opinions or offer suggestions. This is evident in most mathematics and science lessons, for example where pupils often have good opportunities to talk about different ways of arriving at answers or what they have found out through investigations. Teachers expect pupils to behave well and the majority do. Those pupils who display challenging behaviour are managed well and so the impact on other pupils' learning is minimised. Teaching responds sensitively to these pupils' needs. Teachers often engage pupils' interest when it wanes through carefully directed questions that help pupils to regain motivation. Pupils who are learning English as an additional language learn at a satisfactory rate because of suitable support through teaching that recognises their needs.
17. The school's system for assessing how well pupils are doing has been reviewed and streamlined so that teachers can more easily pinpoint those who are not making the expected progress. While there are examples of assessments being used effectively in some classes, it is too early to see the impact of this in terms of teaching consistently making the best use of checks on individual progress and setting sharp targets for pupils to aim at. At present, more able pupils are most affected by the inconsistent use of assessment to adapt work to suit their needs. Too often, more able pupils start at the same point as others and this affects their progress.
18. There are times when teaching does not precisely meet the needs of pupils with special educational needs and two main factors contribute to this weakness in teaching. The targets that are recorded in individual education plans for some pupils are too vague and do not set out what needs to be done next to help pupils improve. As teachers know pupils very well, work is usually sufficiently well adapted in class on a day-to-day basis to enable most pupils to learn satisfactorily. There are also times when groups are withdrawn from classes for extra work with teaching assistants and the lack of guidance given to teaching assistants about the strategies that need to be used leads to slower learning by some pupils.
19. Year 1 and 2 pupils' understanding about what they read is not consistently promoted through teaching. While most sessions include suitable questioning by teachers to explore pupils' thinking and helps them to appreciate why characters behave in certain ways, or predict what might happen in stories from what they know so far, this is not always the case when teaching assistants support reading groups.

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	3 (9 %)	12 (34%)	18 (51%)	2 (6%)	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

The curriculum

The school provides a **satisfactory** curriculum for its pupils and there is **good** enrichment through activities outside normal lessons. The school's accommodation and resources are **good**.

Main strengths and weaknesses

- The curriculum provided for the Nursery and Reception children ensures that they make a good start to learning.
- There is a good range of activities outside normal lessons.

- Pupils benefit from good planning to support their personal and social development and awareness of the need for a healthy lifestyle.
- The curriculum is not always suitably adapted to meet the needs of the more able pupils or those with special educational needs.

Commentary

20. The school teaches everything that it should. The National Strategies for Literacy and Numeracy are used appropriately and schemes of work are in place for all subjects. Training for staff in ICT has been successful in raising standards and there has been an effective initiative to improve its use in supporting everyday learning. The addition of a computer suite has improved pupils' access. The acting headteacher has monitored the curriculum to ensure it is appropriately balanced and supports pupils' learning. As a result of this review, the school is now focusing on establishing better links between subjects and particularly in developing pupils' writing across the curriculum so that this matches the good opportunities built into lessons to promote pupils' speaking. There are times when the good links between subjects promote pupils' learning very effectively, as when Year 5 pupils use what they have learned in geography and ICT to support work on landscapes in art and design.
21. The school works hard to provide a good range of interesting activities that enrich the curriculum. There are plenty of visits so that pupils gain from first-hand experience and the lunchtime and after-school clubs in sport and the arts are very popular. Pupils compete in sporting competitions with local schools and have taken part in dance and music festivals, as well as visiting theatres and art galleries. The residential visit for the oldest pupils provides good opportunities for them to experience a wider range of outdoor activities such as climbing. The homework club very effectively enables pupils to extend learning beyond the school day and many pupils take advantage of this opportunity.
22. Personal, social and health education is well planned and effectively supports pupils' awareness of the need to form good relationships, take account of others' needs and lead a healthy lifestyle. The work of the learning mentor very effectively supplements the sessions in classes, so that groups of pupils who require extra support in developing a sense of responsibility are well supported. Pupils are taught about the importance of personal safety, the dangers of drug misuse and how to cope with peer pressure through a range of visitors, including representatives from the local police and health services. The school is in the final stages of assessment for the Healthy School award and is promoting a healthy lifestyle through the provision of fresh fruit to pupils and sporting activities.
23. The quality and range of learning opportunities for children in the Foundation Stage are good and take account of the national guidance for this age group. Work in the Reception classes carefully builds on children's learning in the Nursery. Children take part in a good range of well-planned and carefully structured activities and experiences, with a good balance between children choosing activities and being directed by adults.
24. While overall provision for pupils with special educational needs is satisfactory, there are times when the work for pupils does not allow them to make the best possible progress. The specific needs of some pupils are not sufficiently well represented in individual targets to allow teaching to be fully effective.
25. The school's new accommodation and its resources are good. The pupils appreciate the new facilities, such as the computer suite, music studio and all-weather outdoor games area. These are being well used to motivate pupils' learning and also their sense of respect for their surroundings.

Care, guidance and support

The school takes **very good** care of its pupils. It provides **satisfactory** support, advice and guidance for pupils and involves them **well** in its work and development.

Main strengths and weaknesses

- The school provides a very safe and caring environment, which creates an atmosphere in which all pupils can learn.
- Staff have good relationships with pupils.
- Pupils with social, behavioural and attendance problems are very well supported.
- The school actively seeks the views of pupils.
- There are good induction arrangements for children coming into the Nursery and Reception classes.
- The school's systems for tracking the progress of pupils with special educational needs are not sufficiently robust.

Commentary

26. The school has effective policies in place to prevent incidents of bullying and racism, and procedures to deal with any incidents quickly and fairly. Pupils have confidence in the staff to listen and deal with any problems. First aid procedures are very good with several qualified first aiders and clear procedures for dealing with and recording accidents. Child protection procedures are good and issues are discussed at staff meetings.
27. Staff have good relationships with pupils and, as a result, pupils feel confident to approach them with any problems or concerns they may have. These good relationships extend to support staff, particularly at playtime, and are evident in the way that the lunchtime supervisors organise and play games with the pupils. These relationships ensure that pupils are respected and treated fairly. The breakfast club encourages good attendance and punctuality and free breakfast vouchers are given out for good attendance. It also provides a healthy breakfast and all Year 6 pupils are offered a free breakfast during the week of their National Curriculum tests.
28. The learning mentor and a wide range of outside support agencies very well support pupils with social, behavioural and attendance problems in school. The learning mentor works with individuals and small groups of pupils to raise self-esteem, resolve conflict and improve behaviour. He also works very closely with parents and the education welfare officer to support pupils who have poor attendance or punctuality. The school does not track the progress of all pupils with special educational needs sufficiently closely to ensure that they are making good enough progress.
29. The school council allows the views and suggestions of pupils to be sought and acted upon. The council has elected representatives from each class and meets regularly. The learning mentor, who is there to offer support and guidance, attends meetings. The council discusses issues affecting daily life at the school and representatives take suggestions from their own classes to the meetings. Most recently they organised a competition to design a sign to keep pupils off areas of the play areas that have not yet been grassed over, and the winners were announced in assembly. Councillors take their responsibilities seriously and value the opportunity of having a voice in their school.
30. Induction into the Nursery is good. Nursery staff do home visits and entry is staggered in small groups so that children feel more secure. Parents are given detailed information about the school and advice on how to support children at home. Parents stay with children on the first day to help them settle in. Children are already familiar with routines and staff by the time they move up to the Reception class.

Partnership with parents, other schools and the community

The school has established a **satisfactory** partnership with parents and the majority are supportive of the school and the work it does. Links with the community are **satisfactory**, since the move to the new school these are at the early stages of development. The school has **satisfactory** links with other primary and local secondary schools.

Main strengths and weaknesses

- Many parents have benefited from the school's initiatives to help them support learning at home.
- The quality of information provided to parents about the school is good.
- The breakfast club encourages families into school in the morning.
- A minority of parents have found it difficult to come to terms with the new routines that have been established in the new building.

Commentary

31. Many parents have benefited from the school's initiatives to help them to gain a better understanding of the work pupils are expected to do in school and how to support learning at home. These have included weekly workshops to support literacy, numeracy and ICT with the Nursery to Year 3 classes and a family friendly homework project, which has been piloted in Years 2 and 5. These initiatives to help parents have been successful in giving parents the confidence and support to help their children with homework and have had a significant impact on learning. They have also contributed to encouraging pupils' interest in their own learning and attitudes towards school.
32. The school provides parents with good quality information about the school through the school prospectus and the governors' annual report to parents. Regular newsletters are also sent out by post to ensure that all parents receive them. Parent and teacher meetings are scheduled three times a year and provide parents with the opportunity to find out about pupils' learning and progress. Parents of pupils with special educational needs are involved in establishing individual education plans and are invited to all meetings to review targets. The breakfast club is very well supported and is well used by pupils, parents, siblings and people in the community.
33. Good relationships with parents are quickly established. For example, in the Reception class, parents are encouraged to stay and read with their children at the beginning of school and teachers are always available to talk to them. Relationships with a small minority of parents, particularly those with older children, have been weakened because of the changes in routines that have been necessitated by the move to the new building. These have resulted, for example, in some parents feeling that the school is less welcoming because it is more difficult for them to take older pupils into the school. The school is working hard to re-establish good relationships through talking to parents about their concerns. Parent and teacher meetings are well attended and often pupils come along with their parents. Although there is no formal parents' association, many parents willingly help at social and fund-raising events to raise money for the school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The leadership of the acting headteacher is **good**. Leadership by other key staff is **satisfactory**. The management of the school is **satisfactory**. Governance is **satisfactory**.

Main strengths and weaknesses

- Good leadership by the acting headteacher, ably supported by the deputy headteacher, provides a clear vision for the direction of the school.
- The school improvement plan identifies the appropriate areas for development based on thorough self-evaluation.
- The leadership and management of the Foundation Stage are good.
- There are too few checks on the effectiveness of provision for pupils with special educational needs.
- The school's recent improvements to its systems for analysing pupils' progress are not yet sufficiently firmly embedded to allow for the identification of those more able pupils who should be doing better.

Commentary

34. There has been a period of considerable disruption in the continuity of the school's leadership and management. The current arrangements are working well, but governors and the local authority are still working to establish stability in the longer term; this remains an area to be satisfactorily resolved. The acting headteacher and the deputy headteacher have quickly formed a good working partnership and provide a strong lead and motivation for all the staff and encourage them in their hard work, dedication and sustained cheerfulness. This has helped to bring about improvements in the ethos of the school and the pupils' attitudes to learning. Checks on the quality of teaching throughout the school by the senior management team have identified the right areas for development and provide targets for improvement in teaching and learning to boost pupils' achievement.
35. The carefully structured organisation of the teaching and the effective teamwork of all the staff in the Foundation Stage enable the children to achieve well. Good relationships between adults and children provide a good role model for the children's personal, social and emotional development.
36. The clarification of the roles of subject managers and leadership team has helped focus the staff on priorities for development. A very thorough self-evaluation of all aspects of the school provides the information for an effective school improvement plan. It identifies the most appropriate and relevant priorities for development and is supported by clear financial planning. Detailed action plans for each priority and regular reviews of progress ensure that the senior management team and governors know what improvements are taking place and what needs to happen next. Subject managers have prepared action plans for their subjects that link with the school improvement plan and identify what is needed to raise standards.
37. Although the school records pupils' attainments from regular assessments, more rigour in tracking pupils' progress to identify which individuals or groups are making insufficient or erratic progress has been more evident only recently. This has been a major initiative spearheaded by the deputy headteacher. There have been too few checks to see how well the provision for pupils with special educational needs is working. As a result, weaknesses in planning to meet some pupils' individual needs or in guidance for support have not been picked up and dealt with sufficiently quickly.
38. The governors have a sound understanding of the school's strengths and weaknesses and what it is doing to bring about improvements. All statutory requirements are met. Extra funding from local and national initiatives has been well used to enrich the school's provision for pupils' personal development through widening the range of experiences outside the normal school day, as well as providing an effective mentor for pupils' learning. Governors visit to look at particular aspects of the school; for example, a governor visited earlier in the year to assess the standards of behaviour in the school and returned to see if improvements had been made. The second report of her findings indicated a good improvement. There have been particular complex issues with the school's finances over the last year, linked to the staffing, as well as

funding for the move to the new accommodation. The school and local authority have put together a plan so that the school will achieve a balanced budget in this financial year.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	1114578
Total expenditure	1154093
Expenditure per pupil	2718

Balances (£)	
Balance from previous year	311
Balance carried forward to the next year	-39204

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. The attainment of many children is very low when they start in the Nursery. Children are given a good start to their education because of the good provision in the Nursery and Reception classes. Staff promote the partnership with parents well by welcoming them into the classrooms at the beginning of the sessions so they can share the activities with the children. The Foundation Stage is well managed and great enthusiasm and commitment of the co-ordinator are instrumental in the good teamwork between teachers and well-briefed Nursery assistants. Teaching and learning are good in all areas of learning and all staff correctly place a strong emphasis on developing children's language skills. They check children's progress regularly and make sure the work is at the right level for the children. They understand the needs of young children and how they learn best. As a result, all children achieve well even though few children achieve the goals expected for their age in most areas of learning by the end of the Reception year.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Children share and work together well because adults set them good examples.
- Children behave well because all staff have consistently high expectations of them.
- There are sometimes missed opportunities for children to choose activities independently.

Commentary

40. Children achieve well because teaching is good. Most children reach the expected levels for their age by the time they leave the Reception classes. Staff create a very caring and secure environment in which young children feel safe, enjoy learning and work hard. There are well-established routines so children know what they have to do and what is expected of them. For example, children in a Reception class changed their clothes, lined up quietly and walked quickly and sensibly into the hall for a physical education lesson. All staff have a kind and supportive manner that encourages all children to become more confident, and to help one another, share and take turns. For example, children in the Reception classes took their turn on the climbing equipment and the bikes outside because the teacher praised those who waited their turn. Nursery children shared the equipment in the greengrocer's shop because the Nursery assistants showed them how to take turns and to say 'Please' and 'Thank you.' Most of the activities are teacher directed and this limits opportunities for children to choose activities independently or to select resources.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers and other adults provide good opportunities for children to talk and listen.
- Good teaching of the skills children need for reading means that children achieve well.
- Teachers provide good opportunities for children to write independently.

Commentary

41. Although standards are well below average and few children achieve what is expected for their age by the time they leave the Reception classes, children achieve well. This is because teaching is consistently good and staff rightly put a high priority on developing children's language skills and promoting their interest in books. Staff continually model language well so that children begin to extend their vocabulary. For example, older children in the Nursery class used clues such as "It's got wings" to describe a toy butterfly following the model given by the Nursery assistant. Children have regular sessions when they tell the other children what they have been doing which helps them to become more confident at talking. For example, the teacher asked questions such as "How many caterpillars were there?" and "What colour were they?" to encourage less confident children to talk about the game they had played creating a habitat for model caterpillars. Children's interest in books is promoted well so they enjoy listening to stories and talking about books. A systematic approach to the teaching of sounds means that children are beginning to recognise individual sounds and a few words by the time they leave the Reception classes and a few children can read a number of words independently. Teachers provide good opportunities for children to write independently; for example, children in the Nursery class used marks when they wrote shopping lists in the greengrocer's shop and could tell the Nursery assistant what they had written. Teachers encourage children to use sounds when writing and a few children in the Reception classes do this successfully, when, for example, they wrote about the 'Very Hungry Caterpillar'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults provide a good range of work that is well matched to children's different abilities.
- Children's mathematical language is well promoted.
- Children learn well through practical activities.

Commentary

42. Good teaching results in children's good achievement but even so, few children reach the goals expected for their age, and standards are well below average by the time they enter Year 1. Children learn well because teaching recognises the different abilities in whole-class and small group sessions. Adults are careful to use the correct mathematical terms and so children learn to use these when they talk about what they are doing. Teacher-directed activities are well matched to children's different needs. For example, in a lesson in a Reception class one group of children used objects to say which number was one more than a number to 10, whilst other children used a number line. The teacher extended the activity further to challenge some more able children to say which number was one less than a number to 10. Practical activities help to develop children's mathematical skills. For example, children in the Nursery class counted the vegetables in the greengrocer's shop and children in the Reception classes recognised symmetrical patterns that they painted. Number songs and rhymes help children to remember number facts and add to their enjoyment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Staff provide many good opportunities for children to learn from first hand experiences but some opportunities are missed to extend children's knowledge and understanding of the world in the outdoor area.
- Computers are used well to support children's learning.

Commentary

43. Few children reach the expected level for their age and standards are well below average by the end of the Reception year because of the limited experiences children have before they join the Nursery class. Children achieve well because of the good teaching and because staff explain things clearly to children and give children lots of interesting things to do. Children in the Reception classes all knew the life cycle of a butterfly because of the factual information and stories the staff had told them. Teachers plan some good first hand experiences, such as incubating hen's eggs in the Nursery class and the work the children completed showed a good understanding of how chicks grow. However, there are few opportunities for children to explore or develop their curiosity in the outdoor area. Teachers use the information about children's use of computers at home to give them different activities to extend their skills. Some children in the Reception year could use the mouse confidently when, for example, they used a drawing program, and could print their pictures independently. Children in the Reception classes use the school's computer suite each week so that they learn basic skills.

PHYSICAL DEVELOPMENT

Provision physical development is **good**.

Main strengths and weaknesses

- Children achieve well because the teachers plan a good range of activities in the classroom, the outdoor areas and the hall.
- Adults give children just the right amount of help so they know how to improve.

Commentary

44. Most children reach the goals set for their age by the end of the Reception year because of the consistently good teaching. The new outdoor area is still being developed but is used well to develop skills such as climbing, throwing balls and quoits, and kicking footballs. With minimal supervision older children share rides and take turns as they manoeuvre vehicles safely around the play area. Outdoor and indoor activities are carefully planned and purposeful. Adults intervene at just the right moment to help children improve. For example, in a dance lesson in the hall the teacher praised a child for keeping her knees together and landing on her toes as she jumped. Staff provide good opportunities for children to develop their skills such as cutting and manipulating materials. In the Reception classes they use tools such as paintbrushes well and can manipulate pieces of simple jigsaws as they try to complete them because adults give them plenty of help.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Adults provide good opportunities for children to develop their imagination in role-play.
- Children in the Nursery and Reception classes sing well because they are given plenty of opportunities to sing.
- Art activities enable children to develop skills well, but do not always enable them to develop their imagination.

Commentary

45. Most children achieve well and reach the goals for their age because of the good teaching. Children in the Nursery and Reception classes enjoy playing with others in the role-play activities because adults use the space and resources imaginatively. For example, in the 'vet's surgery' children in the Reception classes took on the roles of vets and owners as they answered the telephone, made appointments and looked after the animals. Children develop their imagination well when adults talk to them about what they are doing, ask them good questions and join in their play. For example, the Nursery assistant encouraged the 'customers' in the greengrocer's shop to write their shopping lists, take their basket to the shop and ask for different items. Children in the Nursery and Reception classes join in with actions and words of songs, because all staff join in enthusiastically and praise children's efforts. Older children in the Nursery sang several songs at different tempos because of the good examples given to them by music specialists. Children in the Reception classes correctly clapped rhythms to words such as 'caterpillar' and 'butterfly'. Some clapped rhythms correctly following notation because of the very clear explanation and example the teacher gave them. Children develop their skills, such as colour mixing, well because all staff show them what to do. However, during the inspection there were few opportunities for children to experiment and fully develop their imagination in art and design activities.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The provision for English is **satisfactory**.

Main strengths and weaknesses

- Pupils' speaking skills are enhanced through a good emphasis in teaching.
- There are some effective and varied teaching methods that keep pupils involved and motivated to learn.
- The work is not always pitched at the right level for different abilities.
- Pupils in Years 1 and 2 have too few opportunities to talk about what they have read.

Commentary

46. Standards are well below average in reading and writing in Year 2 and Year 6 and speaking and listening are below average. Most pupils' achievement is satisfactory, but is better in developing speaking skills. Teaching and learning are satisfactory, but there are times when pupils' progress is slower because work is not always at the right level for different abilities.
47. Teaching places a good emphasis on developing pupils' speaking. In a Year 2 lesson, for example, the teacher praised pupils when they answered her questions in sentences and 'talking partners' was an effective strategy for pupils to share their ideas of adjectives to

describe a character in a story. These ideas were reflected in the pupils' writing and more able pupils separated lists of adjectives with commas, as in "Enzo had black, staring, googly eyes and greasy trousers." Teachers prompt pupils to extend their replies into more complex sentences through additional questions. This was successful in a lesson with Year 4 pupils, when they devised alliterative phrases to use in persuasive writing. Teaching ensures that the understanding of pupils who are learning English as an additional language is checked appropriately.

48. Pupils are involved well in most lessons through short, sharp and varied activities, such as working together in groups, using whiteboards to record ideas individually or in pairs, or brainstorming ideas as a class. This keeps pupils interested and boys and girls are equally motivated. It also means that pupils are usually well prepared with their ideas and suitable vocabulary when they come to write. This was evident in a very good Year 5 session, where pupils made good use of their previous planning to structure a Greek myth, using the features they had previously identified. Teaching with Year 6 pupils made effective use of a video extract to show how dilemmas are not always resolved in stories and some raise additional questions as the story ends.
49. Teaching does not always make the best use of the checks that have been made on what pupils can already do to plan work that enables pupils of different abilities to build securely on previous learning. As a result, the work is sometimes too hard or too easy for more able pupils. In one lesson, for example, more able Year 2 pupils struggled with their task to use powerful adjectives, connectives and the past tense in writing about a character. Although lower attaining pupils and those with special educational needs are usually supported appropriately through work that is adapted to their needs, there are times when pupils' specific difficulties are not recognised and dealt with. The targets set for these pupils are sometimes too vague to be useful in guiding teaching in class or withdrawal groups.
50. Pupils in Years 1 and 2 have too few opportunities to talk to adults about their reading and to explore their ideas about why characters do certain things or how stories might develop. While teachers concentrate well on developing these aspects, teaching assistants have been given too little guidance as to how to extend pupils' understanding through questioning. While teaching in writing often focuses effectively on the next steps needed to move pupils forward, teaching of reading makes less effective use of assessments and there is too much reliance on simply moving pupils through the reading scheme to improve skills.
51. The subject is satisfactorily led and managed. The subject manager's efforts to improve pupils' standards in writing have been largely successful in Years 1 and 2, as has the whole school emphasis on developing pupils' speaking. Observations of lessons, as well as sampling work, have led to the appropriate identification of what needs to be worked on next.

Language and literacy across the curriculum

52. There are satisfactory opportunities for pupils to use their literacy skills in other subjects and this is a focus in the current school plan for improvement. Pupils in Year 2, for example, write diaries to chart the growth of beans in science and Year 5 pupils annotate their work in sketchbooks in art and design. There are, however, missed opportunities in some subjects, such as religious education, for pupils to use their skills in writing in relevant situations.

MATHEMATICS

The provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- There is an overall upward trend in results and standards from a very low base.
- Good behaviour management strategies contribute to pupils' positive attitudes to mathematics.
- Teachers have an improved command of the subject and use resources well.
- Marking points out how pupils can improve.
- Assessments are not always used effectively to plan work that matches the abilities of all pupils.

Commentary

53. Standards in mathematics are well below those expected from eleven year old pupils. This reflects the high number of pupils with special educational needs and pupils' low attainment on entry to school. Improved standards in Years 1 and 2 and Years 3 and 4 show that standards are rising. Full implementation of the national strategy, checking of planning and monitoring of teaching are helping to raise standards. The subject manager has identified the right areas for development, prepared an action plan to implement these and acts as a good role model for other teachers. However, detailed checks on how well individual pupils or different groups of pupils are progressing have only been recently been implemented, because of the school's improved tracking system.
54. The quality of learning and achievement in mathematics reflects the quality of teaching, which is satisfactory overall. Teachers have established good relationships with their pupils and high expectations of behaviour. Inappropriate behaviour is dealt with effectively and swiftly, causing minimum disruption to lessons. Pupils respond well to praise from their teachers and show increasing confidence when answering questions or explaining their ideas. Good use of resources and clear explanations ensure that pupils have opportunities to learn in different ways. For example, Year 1 and 2 pupils understand and use number squares and number lines to support their learning, and work with whiteboards to find answers to problems, often with a partner. Pupils know what they are to learn because teachers share the objectives for their learning with them and often refer to them throughout the lesson.
55. Most teachers use marking well to point out what pupils can do and what they need to do next, although there is little use of target setting. They use praise effectively to build pupils' confidence and make appropriate comments that encourage pupils to respond to them positively. The subject manager has introduced an effective assessment system linked to units of work covered in each year. However, teaching is not always using this consistently or thoroughly enough adapt activities that closely match the abilities of all pupils. This means that at sometimes a few more able pupils have insufficient challenge to enable them to reach higher levels of attainment or that pupils with special educational needs are set work that is too hard. This was evident when a group of Year 6 pupils found it hard to work out the area and perimeter of shapes because they were not sure of the difference.

Mathematics across the curriculum

56. There are sound opportunities for pupils to use mathematical skills in other subjects, such as science, design and technology and physical education. For example, pupils use mathematics for recording scientific findings in graphs and charts; they measure materials for designs and describe shapes created by the body. However, there is insufficient consistency in planning for pupils to use their mathematical skills.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- The initiative to improve pupils' investigative skills has been largely successful.
- Teaching emphasises the use of correct scientific terms.
- The more able pupils are not always sufficiently challenged.

Commentary

57. The implementation of a scheme of work based on national guidance has led to improvements in teaching and learning and a rise in standards. Standards are below average in Years 2 and 6, but this is an improvement for the oldest pupils from last year's results in national tests. Pupils' achievement is satisfactory, but there are times when more able pupils should be doing better. Pupils with special educational needs achieve satisfactorily, as do those with English as an additional language.
58. The school identified the need to improving pupils' investigative skills and this has proved successful. A greater emphasis has been placed on practical work that allows pupils to use their own ideas and decide how to record their findings in different ways. Although pupils often struggle to talk about their ideas, their use of scientific vocabulary is improving because teaching identifies key terms and pupils are encouraged to use these when they give explanations. Year 6 pupils, for example, talked about the 'structure' of different materials and how the 'fibres' in paper seemed to restrict its ability to stretch.
59. Teaching and learning are satisfactory and have some good features. In a Year 2 lesson, the effective support by teaching assistants enabled all pupils to achieve well in measuring and recording hand spans. The use of 'talking partners' in this lesson ensured that pupils understood how they would draw graphs. In making 'deliberate' mistakes, the teacher engaged the pupils well and they were consequently motivated to 'help' their teacher to the correct answer. In a very good Year 6 lesson the teaching adapted the work to match the needs of all abilities of pupils. The use of humour and practical demonstrations ensured that both boys and girls were enthused and absorbed in their learning and were well supported so that they could plan and carry out a fair test to find why certain materials stretch rather than break.
60. Where teaching is less effective, more able pupils do not make sufficient progress as the work is not sufficiently challenging, and questioning is confined to a few pupils, so that most do not have sufficient opportunities to talk about their ideas. The tasks are too often pitched at the same level for all abilities and this does not allow the more able pupils to extend their learning and ideas further.
61. Leadership and management of the subject are satisfactory. The subject manager has analysed the pupils' performance in tests to identify strengths and weaknesses and has used the information appropriately, but there has been little direct observation in classrooms to further pinpoint areas for improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Improved provision through good management has enabled standards to rise.
- Some opportunities are missed for ICT to support learning in other subjects.

Commentary

62. There has been good improvement since the previous inspection. A computer suite has been developed and teachers' expertise and confidence have been raised through training. This has led to a rise in standards. Standards are average and pupils' achievement is satisfactory. Year 2 pupils confidently chose tools in a painting program when they created illustrations of a character in a story from a literacy session. Teaching and learning are satisfactory overall, with some good features. In a lesson with Year 5 pupils, for example, clear explanations and good support for pupils' different abilities meant that they developed a flow chart from observations of the sequence of traffic lights. Pupils' observations were then used to modify their instructions to control a set of toy traffic lights. Teaching here was effective because the skills needed were taught thoroughly and pupils put them into practice immediately in a relevant situation. Advanced preparation by the technician ensured resources were readily at hand to enable this lesson to develop at a brisk pace. In less effective lessons, work is not sufficiently adapted to take account of what the more able pupils can already do and consequently progress is sometimes limited for these pupils.
63. The subject manager provides a good lead for the subject and manages provision well. Relevant training has enabled her to provide good support to staff through developing a scheme of work. There is a good action plan for further development, based on her checks of what is happening. This includes improving the assessment of pupils' learning so that teaching builds more securely on what pupils can already do.

Information and communication technology across the curriculum

64. There is satisfactory use of ICT to support pupils' learning in other subjects. Year 6 pupils, for example, produce graphs of their pulse rates in science and have created multi-media presentations in geography. Year 2 pupils use ICT to handle data and create simple block graphs in mathematics. They use word-processing to create labels, cards and booklets. The subject manager has, however, rightly identified the need for more consistent cross-curricular links to be exploited.

HUMANITIES

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils develop their understanding well because teachers give them good opportunities to talk about their ideas and to give their opinions.
- Teachers encourage pupils to apply what they learn in their lessons to everyday life, that effectively supports their personal and social development.
- There are few checks on what pupils know and understand.
- There are limited opportunities for pupils to visit places of worship for faiths other than Christianity.

Commentary

65. Standards remain in line with expectations of the locally agreed syllabus at the end of Year 2 and Year 6. Only two lessons were observed, and as a lot of work covered in religious education lessons centres around discussions, there was limited written work to examine. However, analysis of the available work and talking to pupils indicate that pupils' achievement is satisfactory throughout the school.
66. Overall teaching is satisfactory. Role-play was used very effectively to get pupils in Year 6 to talk about the problems they may encounter in making friends when they first start at their secondary schools. Pupils talked about the different solutions to the problems and the moral dilemmas pupils may face, such whether they should accept a financial reward for friendship. They showed a good understanding of right and wrong and respect for other pupils' feelings because of the moral code all staff promote. One pupil said, "You must put yourself in their shoes."
67. Discussions with pupils in Year 3 showed they are beginning to link religious teaching with everyday life, such as knowing that the Ten Commandments give us rules for life. Pupils in Year 2 knew that Jesus told stories such as 'The Good Samaritan' and the 'Parable of the Sower' to teach people to be "kind and helpful" and "to help you lead your life". This indicates that pupils are being given opportunities to discover the meaning behind religions as well as the facts.
68. Pupils increase their awareness of Christianity and other faiths, mainly Islam and Judaism, because teachers plan work to ensure that pupils build on their understanding and knowledge as they go through the school. For example, pupils in Year 2 talked about the visitor who told them how Muslims celebrate Eid.
69. Leadership and management are satisfactory. The hard-working and enthusiastic subject leader has correctly identified that there are few opportunities for pupils to develop their understanding of other faiths from visitors or visits to places of worship. She regularly examines planning, occasionally sees examples of pupils' work, and had a few opportunities to monitor teaching and learning last year. However, she has not been able to maintain her overview of standards, particularly in Years 3 to 6, because there are no agreed arrangements for checking what pupils have learnt and the progress they have made.

Geography and History

70. Overall judgements are not made on provision, standards or teaching in **history** and **geography** and these subjects were sampled. However, these subjects are supported by suitable planning and pupils' past work and discussions with them indicate that their learning builds satisfactorily
71. In **history**, pupils have good opportunities to discuss their work, ask questions and explain their ideas. For example, pupils in Year 3 discussed what they found out about life in Viking times from a good range of artefacts. Pupils in Year 4 explain the differences between life in Ancient Egypt and modern life. Pupils' speaking skills were further developed when a former pupil visited the school. Pupils in Year 6 wrote down the questions they would ask such as "Were you caned?" and "Did you have to pay for your education?" Teaching makes some good links to other subjects. For example, pupils in Year 5 use the Internet to find information about gods and goddesses in Ancient Greece.
72. It is evident from discussions that pupils enjoy **geography**, and Year 2 pupils were enthusiastic about the work they completed about the fictitious Isle of Struay. They showed a good understanding of the differences between the Isle of Struay and their local area. For example, they said that there were mountains and cliffs on Struay and the only way of getting round the

island was either by walking or by bicycle or tractor. Older pupils benefit from field trips to the Peak District, to extend their understanding of how rivers affect the formation of landscapes.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Pupils gain a broad range of skills and apply these creatively to express their ideas.
- Pupils use artistic terms confidently to talk about their work.
- Visits are very well used to stimulate pupils' interest.
- There is too little study of art and design from different cultures.

Commentary

73. Pupils achieve very well in this subject and standards are above average in Year 2 and by the time pupils leave the school. Teaching and learning are good and so pupils acquire skills that they use confidently to find ways of representing their ideas using different media. The essential feature of pupils' good progress in this subject is that teaching enables pupils to extend their thinking from stimulating starting points. Year 2 pupils, for example, have looked at work by Henri Rousseau and explain that he showed individual leaves in some of his painting. They found leaves and photocopied them so that the outline shape of the leaf was in sharp relief and then produced wire sculptures based on the outlines.
74. Pupils talk confidently about their work because they have been taught the proper terms and what these mean. Year 5 pupils, for example, explain that "Surrealism is about everyday things but look at them in a different way." Year 4 pupils talked about the careful depiction of creasing in clothing as a particular feature of Tudor portrait painting that made the work appealing to them. Pupils use sketchbooks very well to try out their ideas and refine techniques and use what they have learned very effectively to create high quality work. Year 5 pupils' work on still life, for example, started with rough pencil sketches that were developed into small tonal studies and then into larger pastel studies that used what they knew about line and form very effectively. The pupils then used ICT to create another version of their picture. Pupils were clear about which of these versions they felt were more successful and most found the pastel picture most satisfying because "we had to put more effort into it." A good range of visits supports pupils' learning; Year 4 pupils, for example, have visited a local gallery to look at Pop Art. Year 6 pupils gained inspiration for their highly textured book covers from natural objects observed in the local environment. Year 5 pupils took digital photographs of landscapes on a field trip that they used as a basis for work in the style of different Impressionist artists.
75. Good leadership and management of the subject ensure that teaching is underpinned by a comprehensive scheme of work and high expectations that enable pupils' learning to build successfully in each year group. There is, however, too little emphasis on looking at art from different cultures.

Design and technology, Music and Physical education

76. It was not possible to make a judgement on provision, standards or teaching in **music, design and technology** or **physical education** and these subjects were sampled.
77. In **music**, teachers use national guidance to plan their lessons and have the support of several music specialists, as well as a teacher from the secondary school. This ensures that pupils experience all aspects of the curriculum. They learn the technical language of music, such as

pulse, tempo, bars and major and minor keys, and are encouraged to use it to describe what they hear. The enthusiasm of visiting teachers promotes the pupils' interest so that Year 6 pupils express their enjoyment of music lessons. They sing in parts and compose their own music, using graphic scores. Although they can identify a range of different types of music, they have little knowledge about composers. The school presents a concert at Christmas.

78. The school provides the full curriculum for **physical education**. The hall is well used for gymnastics and dance and the new all-weather facilities enable pupils to develop ball skills and participate in games. A wide range of out-of-school activities ensures that pupils have good opportunities to participate in a variety of sports. For example, there are a number of football teams and opportunities for pupils to develop athletic skills at lunchtime or after school. Pupils play football and cricket against other schools and take part in a Schools' Olympics and a dance festival. During Years 4 and 5, pupils have swimming lessons so that most become competent swimmers and achieve awards. In Year 6, pupils have a residential visit that includes orienteering and other physical activities, such as climbing.
79. In **design and technology**, support through the use of planning sheets enables pupils to develop an appropriate design specification. Year 6 pupils identified two user groups for their slipper designs and gave due consideration to their function and materials. Pupils give good consideration to the finish of their products. Book covers designed and made by Year 5 pupils were attractively and individually designed and pupils had given thought to how they could be made and improved. Pupils' progress in design and technology has been considerably enhanced since the previous inspection because there is now suitable guidance for teaching in each year group so that pupils' skills build incrementally.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

80. No specific lessons in personal, social and health education and citizenship were seen but it is evident that these areas underpin much of the teaching and learning in most subjects and support pupils' good personal development. The school supports pupils' learning about healthy living through a good range of sporting activities and through learning about the body's needs for healthy growth in science. In addition, there are planned occasions when pupils have opportunities to consider particular ideas or discuss issues as they sit together to talk as a class. Fresh fruit is provided daily at break time. The school has grasped the opportunity to extend pupils' understanding of the importance of contributing to their community through involving them in decisions over the move to new accommodation and establishing new school routines.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	5
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	4
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).