

# INSPECTION REPORT

**Wickersley Northfield Infant School**  
Rotherham

LEA area: Rotherham

Unique Reference Number: 106909

School Inspection Number: 182104

Headteacher: Mrs M Blackburn

---

Reporting inspector: Mr B Tyrer  
23101

Dates of inspection: 18<sup>th</sup> – 21<sup>st</sup> October 1999

Under OFSTED contract number: 706847

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

© Crown Copyright 1999

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

|                              |  |
|------------------------------|--|
| Type of school:              | Infant and nursery   |
| Type of control:             | Community  |
| Age range of pupils:         | 3 - 7  |
| Gender of pupils:            | Mixed  |
| School address:              | Northfield Lane<br>Wickersley<br>Rotherham<br>South Yorkshire<br>S66 2HL |
| Telephone number:            | 01709 543704   |
| Fax number:                  | 01709 702864   |
| Appropriate authority:       | The Governing Body   |
| Name of chair of governors:  | Ms Susan Ellis   |
| Date of previous inspection: | May 1996   |

## INFORMATION ABOUT THE INSPECTION TEAM

| <b>Team members</b>        | <b>Subject responsibilities</b>   | <b>Aspect responsibilities</b>  |
|----------------------------|---|---|
| Mr B Tyrer RgI             | Mathematics<br>Art<br>Music   | Attainment & Progress<br>Teaching<br>Leadership & Management  |
| Mr H A Fisk, Lay Inspector | Equal opportunity   | The efficiency of the school<br>Attendance<br>Support, guidance & pupils' welfare                       |
| Mrs B Crane                | English<br>History<br>Geography<br>Religious education<br>Special education needs         | Pupils' spiritual, moral, social & cultural development<br>Staffing, accommodation & learning resources |
| Mr M Wehrmeyer             | Under5s<br>Science<br>Design & technology<br>Information technology<br>Physical education | Attitudes, behaviour & personal development<br>Curriculum & Assessment                                  |

The inspection contractor was:

Schoolhaus Ltd  
Riverbank  
Station Road  
Ollerton  
Newark  
Nottinghamshire  
NG22 9BN

01623 825542

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Registrar  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE

## **REPORT CONTENTS**

**Paragraph**

### **MAIN FINDINGS**

- What the school does well**
- Where the school has weaknesses**
- How the school has improved since the last inspection**
- Standards in subjects**
- Quality of teaching**
- Other aspects of the school**
- The parents' views of the school**

### **KEY ISSUES FOR ACTION**

#### **INTRODUCTION**

**1-6**

- Characteristics of the school**
- Key indicators**

#### **PART A: ASPECTS OF THE SCHOOL**

**7-76**

##### **Educational standards achieved by pupils at the school**

**7-21**

- Attainment and progress**
- Attitudes, behaviour and personal development**
- Attendance**

##### **Quality of education provided**

**22-59**

- Teaching**
- The curriculum and assessment**
- Pupils' spiritual, moral, social and cultural development**
- Support, guidance and pupils' welfare**
- Partnership with parents and the community**

##### **The management and efficiency of the school**

**60-76**

- Leadership and management**
- Staffing, accommodation and learning resources**
- The efficiency of the school**

## **PART B: CURRICULUM AREAS AND SUBJECTS**

|  |                |
|--|----------------|
| <b>Areas of learning for children under five</b> | <b>77-89</b>   |
| <b>English, mathematics and science</b>          | <b>90-115</b>  |
| <b>Other subjects or courses</b>                 | <b>116-159</b> |

## **PART C: INSPECTION DATA**

|                                       |            |
|---------------------------------------|------------|
| <b>Summary of inspection evidence</b> | <b>160</b> |
| <b>Data and indicators</b>            | <b>161</b> |

## MAIN FINDINGS

### What the school does well

- Attendance at the school is excellent. At over 97 per cent, it is well above the national average.
- The partnership with parents is very good. There are very good links with the community.
- Relationships are very good and the behaviour, attitudes and personal development of pupils are good.
- Pupils are making good progress in most areas of the curriculum and children under five make good progress in all aspects of their learning.
- Attainment levels are high in mathematics, science, reading and information and communication technology
- The quality of teaching is good for under fives and at Key Stage 1
- The curriculum is good for children under five and at Key Stage 1
- The provision for pupils with special educational needs is good and they are making good progress
- The provision for pupils' spiritual, moral, social and cultural development is good – the moral and social elements being very good
- The support and guidance offered to pupils and the interest taken in their welfare is good.
- Parental involvement in children's learning and enrichment through links with the community are both very good
- The leadership and management of the school is good
- The staffing, accommodation and learning resources are good and all issues concerning the efficient way in which the school uses its resources are good

### Where the school has weaknesses

- I. Attention needs to be paid to standards in writing which, whilst above the national average at the expected level, is below the national average at the higher level
- II. Seven per cent of teaching was unsatisfactory

**This is a good school. These areas for improvement are outweighed by the many strengths of the school. They will, however, form the basis of a governors' action plan and parents will be informed of this.**

### How the school has improved since the last inspection

The school has made good improvements since the last inspection. Effective teaching strategies are now shared by all teachers. Procedures for monitoring discipline and good behaviour are well developed, pupils are developing good social skills and the discipline policy is generally applied consistently across the school. The school has developed more systematic and effective procedures for monitoring both the curriculum and attainment so that the work of the school is now more effectively evaluated. The school's capacity for continued improvement is good.

## Standards in subjects

This table shows the standards achieved by 7 year olds in 1998 based on the National Curriculum tests:

| Performance in    | Compared with all schools | Compared with similar schools |                           | Key      |
|-------------------|---------------------------|-------------------------------|---------------------------|----------|
|                   |                           |                               | <i>well above average</i> | <i>A</i> |
|                   |                           |                               | <i>above average</i>      | <i>B</i> |
| English – reading | B                         | C                             | <i>average</i>            | <i>C</i> |
| English - writing | B                         | D                             |                           |          |
| Mathematics       | A                         | B                             | <i>below average</i>      | <i>D</i> |

These figures show that whilst the school's results are above average in writing compared with all schools, they are below average when compared with similar schools. Science is not tested nationally at the end of Key Stage 1 but is assessed by teachers and is above average. The percentage of pupils attaining the higher level (Level 3) in reading was above the national average. The percentage of pupils reaching the higher level in writing was below the national average. In mathematics, the percentage at the higher level was well above the national average as was the percentage at the higher level in science. The attainment of pupils in information and communication technology is above expectations and it is in line with the expectations of the Locally Agreed Syllabus for religious education. By the age of five, the majority of pupils are reaching the nationally Desirable Learning Outcomes, exceeding them in their personal and social education and in their physical development.

## Quality of teaching

| Teaching in            | Under 5        | 5 – 7 years  |
|------------------------|----------------|--------------|
| English                | good           | satisfactory |
| Mathematics            | good           | good         |
| Science                | not applicable | good         |
| Information technology | not applicable | satisfactory |
| Religious education    | not applicable | satisfactory |
| Other subjects         | good           | good         |

In Key Stage 1 the quality of teaching is good in geography, history, design & technology, and physical education. It is satisfactory in music. No teaching was observed in art. The teaching of under fives is good in knowledge and understanding of the world, physical development, creative development, and personal and social development. Teaching was unsatisfactory in seven per cent of lessons, was satisfactory in 31 percent of lessons, was good in 52 per cent of lessons and was very good in ten per cent.

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

· **Other aspects of the school**

| <b>Aspect</b>                                   | <b>Comment</b>   |
|---|--|
| Behaviour                                       | Good – not only in class but throughout the school, in the dining hall, the playground and as pupils generally move from one area and activity to another  |
| Attendance                                      | Excellent and has improved to over 97 per cent   |
| Ethos*  | The school’s ethos is good – all share an understanding of the school’s purpose and direction and there are many and obvious examples of a commitment to high and improving attainment   |
| Leadership and management                       | Good – the headteacher, governing body and senior management team as well as all staff who carry responsibility work together to give the school a clear direction and have put in place the necessary procedures and structures to enable good progress to be made towards the school’s realisation of its aims |
| Curriculum                                      | Good - it is broadly balanced and meets the requirements to teach the National Curriculum and religious education  |
| Pupils with special educational needs           | Good progress as a result of good provision and support  |
| Spiritual, moral, social & cultural development | Satisfactory for spiritual, very good for moral, very good for social and good for cultural – the spiritual provision, whilst satisfactory, is in need of having its profile raised  |
| Staffing, resources and accommodation           | Good   |
| Value for money                                 | The school is providing good value for money   |

*\*Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

· **The parents’ views of the school**

**What most parents like about the school**

- III. That they are encouraged to play an active part in their children’s education
- IV. That they are given a clear understanding of what is being taught
- V. That their children achieve high standards
- VI. The values and attitudes that the school promotes
- VII. That there are high standards of behaviour and that their children enjoy coming to the school

**What some parents are not happy about**

- VIII. There were no areas where there was any – although it is noted that the governing body dopt a school uniform

The inspection team fully agrees with the parents positive views of the school.

· **KEY ISSUES FOR ACTION**

The governing body and senior management team of the school should work with all concerned to address the issue of unsatisfactory teaching by:

- a reviewing progress so far.
- b by setting targets for future improvement in areas such as teacher expectation, planning for how lesson objectives are to be resourced and taught and in the way evaluation and pupil management procedures are used.

(paragraph numbers 22, 24, 26, 60, 105, 151, 152)

The school should improve standards in writing by:

- Raising teacher's expectations of what pupils can achieve;
- Assessing pupils' attainment in writing and using the information to set targets for improvement;
- Identifying, in teachers' planning, the skills to be developed through the activities in independent and group activities;
- Monitoring teaching and learning to evaluate improvements in provision.

(paragraph numbers 25, 26, 38, 94, 96)

The following is not a key issue but the governing body should also consider:

- Raising the profile of the spiritual provision that is made for pupils

·

## INTRODUCTION

### Characteristics of the school

1. The school is situated in the Bramley, Ravenfield and Wickersley ward of Rotherham. The school also draws pupils from adjacent wards. There are 137 pupils on roll of whom 66 are boys and 71 are girls. There is a nursery with places for 60 children attending part-time. The school is about the same size as the average primary school. There are 20 pupils on the school's register of special educational needs and this figure is below the national average. One pupil has a statement of special educational needs.
  2. The percentage of pupils known to be eligible for free school meals is 3.7%, which is much lower than the national average. Socio-economic data from the 1991 census suggests that this figure should be higher. The attainment of children entering the nursery is broadly in line with what might be expected nationally. It is the policy of Rotherham Education Authority to admit children to the nursery in the term in which they are four and to the reception class in the term in which they are five. This means that there are three stages to the admission of pupils - the youngest entering school in the Easter term.
  3. The school is popular and the roll has risen by 18 in the last 4 years.
  4. The school aims :
    - To provide a welcoming, secure, caring environment in which children are responded to as individuals, stimulated to reach their potential, and encouraged to develop independence.
    - To provide an excellent education for all our children which is based upon consistently high quality teaching and learning.
    - To have school rules which are negotiated so that the children are part of the framework on behaviour and discipline that is founded on respect, responsibility within and outside the school community.
    - To develop the children's moral values and raise their awareness towards understanding of other races, religions and cultures without discrimination.
    - To build a constructive partnership between home and school
1. The school's current priorities are:
    - To carry through the successful introduction of the Numeracy Strategy
    - To raise standards in writing
    - To review science
    - To develop information and communication technology
    - To review and develop Early Years policy

## 1. Key indicators

### Attainment at Key Stage 1<sup>1</sup>

|  |      |      |       |       |
|--|------|------|-------|-------|
| Number of registered pupils in final year of Key Stage 1<br>for latest reporting year: | Year | Boys | Girls | Total |
|  | 1998 | 32   | 31    | 63    |

| 6. National Curriculum Test/Task<br>Results   |          | Reading | Writing | Mathematics |
|---|----------|---------|---------|-------------|
| Number of pupils<br>at NC Level 2 or<br>above | Boys     | 25      | 25      | 27          |
|   | Girls    | 32      | 34      | 34          |
|   | Total    | 57      | 59      | 61          |
| Percentage at NC<br>Level 2 or above          | School   | 89      | 92      | 95          |
|   | National | 80      | 81      | 84          |

| 6. Teacher Assessments                        |          | English | Mathematics | Science |
|---|----------|---------|-------------|---------|
| Number of pupils<br>at NC Level 2 or<br>above | Boys     | 22      | 28          | 27      |
|   | Girls    | 33      | 33          | 35      |
|   | Total    | 55      | 61          | 62      |
| Percentage at NC<br>Level 2 or above          | School   | 86      | 95          | 97      |
|   | National | 81      | 85          | 86      |

6.

### Attendance

|   |              |                           |     |
|---|--------------|---------------------------|-----|
| Percentage of half days (sessions) missed<br>through absence for the latest complete<br>reporting year: |              |                           | %   |
|   | Authorised   | School                    | 2.8 |
|   | Absence      | National comparative data | 5.7 |
|   | Unauthorised | School                    | 0.2 |
|   | Absence      | National comparative data | 0.5 |

6.

### 6. Exclusions

|   |              |        |
|---|--------------|--------|
| Number of exclusions of pupils (of statutory school age) during<br>the previous year: |              | Number |
|   | Fixed period | 0      |
|   | Permanent    | 0      |

### 6. Quality of teaching

|   |                        |    |
|---|------------------------|----|
| Percentage of teaching observed which is: |                        | %  |
|   | Very good or better    | 10 |
|   | Satisfactory or better | 93 |

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

6. **PART A: ASPECTS OF THE SCHOOL**

6. **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

6. **Attainment and progress**

2. Children enter the nursery in the term in which they are four with levels of attainment that are broadly in line with what might be expected nationally. By the time they are ready to enter statutory education at age five they meet the desirable learning outcomes for children of that age in language and literacy, mathematics, knowledge and understanding of the world, and creative development. They exceed expectations in physical development and in their personal and social development.
3. Children make good progress in their personal and social development. They quickly establish good relationships and learn to share and take turns. They develop a clear understanding of the difference between right and wrong. Good progress in language and literacy ensures that children are able to explore and use language imaginatively as is seen when they are involved in role-play. They listen well and pay attention to what their teachers say, being eager to respond to questioning. Children are given every opportunity to develop as writers and often take advantage of the opportunities to engage in writing activities. They also learn nursery rhymes and come to enjoy stories whilst, at the same time, realising that print carries meaning. Good progress in mathematics means that they are able to recognise and order numbers and are beginning to develop awareness and use of, the language of capacity. They are able to see patterns in number and are beginning to be able to solve simple problems. The good progress children make in their knowledge and understanding of the world means that they are becoming aware of change and how this can manifest itself in many ways, as for example when they observe the growth of seeds. They learn to care for living things and show good progress in the development of their skills in information technology. They are agile and energetic and make good progress in their physical development. In outdoor play the display an ability to use large play equipment whilst ,at the same time, being aware of what is happening in the space around them. Physical development is also sustained through creative activity when children use a wide range of tools and materials with growing expertise. They enjoy drawing and painting and love stories, music and dance and are extending their knowledge of songs rhymes and poems.
4. In national tests at the end of Key Stage 1 in 1998 the attainment of pupils in reading and writing was above the national average at the expected level – (Level 2 and above). It was above the national average at the higher level (Level 3) in reading but was below the national average in writing. In comparison with the group of schools that fall within the same cohort on an eligibility for free meals basis, the attainment in reading was average and attainment in writing was below average. Attainment in mathematics was well above the national average at the ordinary level and at the higher level and was above the average for the group of similar schools. Teacher assessment for science showed attainment to be above at the ordinary level and well above at the higher level in comparison with similar schools this performance was in line at the ordinary level and well above at the higher level. Performance over the last three years shows a generally rising trend starting from roughly in line to a position above national averages. Results for 1999, for which there are no national comparators, are broadly similar to the results for 1998 with a reduced number of pupils attaining the higher level in writing
5. Inspection evidence shows that attainment in reading is above average and is in line for speaking and listening and writing. Attainment in science and mathematics is above average.

6. At the end of Key Stage 1 most pupils listen carefully to their teacher but do not always exercise the same care when their peers are speaking. They speak with confidence and readily express their ideas. In reading, they approach text with confidence and are keen to read. They use their knowledge of phonics and derive clues from other sources to decode unknown words. At the end of the key stage, good attention is paid to expression and punctuation in their reading. Reception and Year 1 pupils form letters and can spell some common words and by Year 2 are using full stops and capital letters accurately. They are able to write short sequential pieces but these are not extended or developed further. Simple sentences are used and pupils tend not to review what they have written. Spelling lacks the support of word banks or dictionaries and whilst they use their phonic knowledge they spell many common words inaccurately at age seven.
7. In mathematics, pupils are able to tell the time to the quarter hour, can add sums of money to a pound. They are able to add and subtract and count in tens. They are able to define and describe common two and three-dimensional shapes with good levels of accuracy. In science, they show knowledge of the importance of a good diet. They recall information about magnetism and the effect of friction. They are becoming skilled in the process of experimentation and are beginning to make predictions as to the outcomes of their experiments. Attainment in religious education is in line with the expectations for the Locally Agreed Syllabus for pupils at age seven Pupils have an understanding of religious symbols and are able to interpret the message from the story of “The Good Samaritan.” In information technology, their attainment is above that expected nationally for pupils of their age. Pupils use word processing packages and use the mouse with good levels of control. They can use modelling programmes and can enter and store information into a database.
8. Progress across the key stage is good in all subjects with the exception of religious education, music and speaking and listening where it is satisfactory. Progress in writing is unsatisfactory. Pupils with special educational needs make good progress
9. Standards of literacy are satisfactory and along with standards of numeracy, which are good, contribute to many areas of the curriculum. Information technology is also used well in support of other areas of the curriculum.
10. Pupils of varying attainment and those with special educational needs make appropriate rates of progress for their levels of attainment. There is no discernible difference between the rates of progress for boys and girls. Pupils with special educational needs make good progress towards the targets set in their individual education plans.
15. **Attitudes, behaviour and personal development**
11. Children enter the nursery with well-developed social skills and quickly settle to the routines of the class. Through a programme of well-planned activities they develop a strong sense of curiosity, a valuable capacity for selecting their own activities and an enjoyment of learning. A firm moral base is set, and pupils respond with care and concern for others, both in class and outside. They are proud of their collection box for the Lifeboat Association.
12. In the reception, classes children under five learn to adapt to the demands of a more formally structured curriculum. They respond positively to the literacy and numeracy sessions, building longer concentration spans and settling well into the independent group working. They have the good example of the Year 1 pupils to inspire them.
13. Pupils’ attitudes and behaviour are, on occasion very good, when they are particularly closely involved in the lessons. This can occur in any lesson, in rapt concentration at the computer

screen, or intense response to the music in dance as well as when wrestling with difficult number patterns. Concentration is maintained throughout a lesson, with pupils listening actively during the introduction, working independently through the activities and taking part in the plenary discussion. The very small incidence of inappropriate behaviour results from ineffective teaching strategies.

14. Behaviour during playtimes is good. At lunchtimes pupils congregate sociably in the dining hall. They line up sensibly and movement around school is controlled and careful. Parents comment favourably about behaviour and appreciate the values and high standards, which the school sets. Relationships are very good. Teachers and other adults model the calm behaviour, which they seek to encourage in the pupils. Younger pupils have the good example of older pupils, and the ages mix well together at lunchtimes. There were no instances of bullying or harassment during the inspection and pupils were confident that if they have concerns they could approach their teachers and problems would be swiftly dealt with. There have been no exclusions.
15. Throughout Key Stage 1 pupil's personal development is good. The good level of independence achieved in literacy and numeracy sessions is a measure of the self-discipline which pupils acquire. Pupils respond sensibly to opportunities to take on responsibilities, such as delivering register and being tidying monitors, and contribute well to the life of the school. During physical education lessons pupils can work collaboratively and safely to take out and put away the large apparatus. At these times many can act on their own initiative and help where they see a need.

20. **Attendance**

16. Attendance is excellent. The total rate of absence for the year 1998/99 is less than 3%, which is significantly better than the national average. There is good level of punctuality and school and lessons begin and end on time. Registration procedures are quick and efficient and conform to statutory requirements.

21. **QUALITY OF EDUCATION PROVIDED**

21. **Teaching**

17. The previous inspection report noted that teaching was good overall, but that it ranged from unsatisfactory to very good. A key issue was to share effective teaching strategies more actively across the school in order to achieve greater consistency in the quality of teaching. Measures that were subsequently taken have addressed this issue very well although there is still a small proportion of unsatisfactory teaching. Good practice is shared throughout the school and this is now part of the school culture. Support and monitoring are provided by the headteacher, deputy, and co-ordinators and there is a strong emphasis on a systematic approach to planning. The senior management team is aware of the individual needs of teachers and is addressing the current causes of the unsatisfactory teaching.
18. The teaching of under fives is good in the nursery and in both reception classes. In some lessons, it is very good. Nursery nurses, students and parents play an important part in the settling in and teaching process by modelling patience and good humour. Teachers make very good use of pre-school information. They are very well organised and carefully provide experiences that are well matched to children's levels of attainment. The management of children is very good and teachers make good use of time and resources. They are good at assessing children's progress and use the information well in planning for future teaching

19. The quality of all teaching remains good overall. It was satisfactory in 31 percent of lessons, good in 52 per cent of lessons, and very good in a further 10 per cent. Of the four lessons out of the fifty-two that were seen, that failed to meet the required standard, three were unsatisfactory and one was poor. The overall good quality of teaching makes a significant contribution to the standards attained and the good rates of progress that were observed.
20. Within a generally good picture of teaching, elements of the teaching of English are notably unsatisfactory leading in turn to unsatisfactory levels of attainment and progress in writing. This is dealt with in detail in the teaching section of the English paragraph, is already identified by the school, and will form the basis of a key issue.
21. In the small number of lessons that were unsatisfactory, planning was generally well laid out but, as is the case in some English lessons, lacks a clear definition of the skills to be taught. Sometimes there is too much content with the result that pupils are not given enough time to assimilate the lesson content. In other cases, the teaching of the lesson content has not been sufficiently thought through. This leads to inadequate preparation and use of resources and confused explanation. Occasionally control is less well exercised than it should be. On one occasion the evaluation of a pupil's work and effort was inappropriately negative.
22. In Key Stage 1, teachers' knowledge and understanding of what they are required to teach is good. They are well equipped to teach the subjects of the National Curriculum and religious education. The teaching of English is satisfactory overall and for mathematics and science it is good. The quality of planning is good with the exception of planning for writing and gives a clear indication of the objectives for the lesson. Planning also carries with it the responsibility for teachers to evaluate the effectiveness of lessons and the progress that pupils have made.
23. Teachers' expectations are generally high and work is well matched to the attainment levels of different groups of pupils. Expectations are also high in terms of the standards of behaviour and levels of application that teachers have of their pupils. Teachers' high expectations are also demonstrated in their planning and in the way they act as good role models for their pupils.
24. The Literacy and Numeracy strategies have had a positive impact on the methods that teachers use and have also impacted on their teaching strategies and organisation. Teachers show good ability to question at the appropriate level and in so doing are able to move their pupils on. They are also able to pose questions in such a way as to make learning both challenging and exciting. Classroom assistants and other classroom helpers are well briefed and have a good understanding of what they are required to do. Opportunities are not, however, always taken up to involve them in plenary sessions. The management of pupils is good. Teachers enjoy good relationships with pupils and those pupils whose behaviour is demanding are sympathetically yet firmly dealt with. Classrooms are places where there is a shared expectation of what has to be done, yet have a relaxed and pleasant atmosphere.
25. Good use is made of time and resources. Lessons start promptly and are generally conducted at a good pace. The school is well resourced and good use is made of a range of resources that have been made by a group of parents. The resources for numeracy and literacy are well used. The quality of day to day assessment is generally good but is weaker in the teaching of English. This assessment was seen to inform planning. Marking is in line with school policy but does not always point the way to improvement. Homework is used satisfactorily to support areas such as the development of reading and numeracy

26. The teaching of pupils with special educational needs is good. The work is focussed on the targets in their individual education plans. The support provided by classroom assistant is well directed and enables pupils to gain in confidence. Relationships are warm and supportive
31. **The curriculum and assessment**
27. The curriculum for children under five is good. It is based on the nationally agreed areas of learning and desirable learning outcomes, preparing nursery children well for entering the reception classes. A jointly planned extension of this programme prepares reception children well for working towards the National Curriculum. Children are assessed at a suitably early stage to identify attainment groupings. This includes the use of the nursery's own baseline assessment record and in reception, the use of the Local Authority system of assessment. Children with special educational needs are identified at this stage, to enable them to receive early and effective support to promote good progress. The data from these systems for 1998 shows that attainment on entry to the reception year is generally in line with the Local Authority averages, except for physical and personal and social development where children were above average.
28. Planning is good. The teachers have a clear vision of where they want the children to be in a year's time, and record this in good detail, to ensure effective progression and continuity. They use assessment particularly well to inform the next steps in planning. Children's progress is well monitored in all key areas, to guide planning and the reporting to parents. Good communication is established with parents, for instance in explaining that play means work.
29. The school's curriculum is good. It is appropriately balanced, broadly based and relevant to pupils' needs. It effectively promotes pupils' intellectual, physical and personal development. The school prepares its pupils well for the next stage of education. The curriculum meets statutory requirements to teach all the subjects of the National Curriculum and religious education. Literacy and numeracy are given a high priority. An appropriate programme of sex education, based on the school's sound policy document, is built into the planning for science and physical education, together with suitable reference to health education and dangers of drug misuse.
30. The careful monitoring of the curriculum by the headteacher, and increasingly by subject coordinators, has enabled the school to address the weakness identified as a key Issue in the 1996 report.
31. The school makes good provision for equality of access for all pupils in both key stages to the curriculum, enabling them to make good progress. Strategies such as matching of work within attainment groups in many subjects, to give the appropriate level of challenge and the provision of support assistants for lower attaining groups effectively contributes to efficiency in teaching and pupils' confidence in learning. At times, in mathematics, the work set for higher attaining pupils is insufficiently challenging. The opportunity for lower and middle attaining pupils to achieve an effective bridge from emergent writing to independence in structure and spelling is restricted. Where pupils are withdrawn from class lessons for individual or small group tuition careful timetabling ensures that they do not repeatedly miss important elements of those lessons.
32. The school meets the curricular requirements of all pupils on the register of special educational needs well. Provision, based securely on the Code of Practice, is good, both in the early years and in Key Stage 1. A wide range of support programmes, based on precise targets set out in pupils' individual educational plans promotes good quality of learning for these

pupils.

33. Planning for progression and continuity of learning is satisfactory. The previous inspection identified a weakness in long term planning for pupils' progression in those subjects, which did not have a scheme of work. The school has acted effectively through its action plan and development policy to achieve a significant improvement by the adoption of appropriate schemes of work for all subjects. The strong programme of regular monitoring has strengthened provision in many subjects. The progression of skills detailed in the long term planning of, for instance, science, information and design technology and physical education, is good. The progression of skills, such as writing and spelling within the planning for English, is unsatisfactory. Teachers already 'dip into' the new national guidelines, and as each subject is reviewed, these guidelines become integrated into the school's own schemes. The school is closely monitoring the provision for numeracy, in its first year of operation.
34. The effective monitoring of planning and the resultant in-service training has improved the quality of short and medium planning. The adoption of a common format for lesson planning has promoted a good consistency of approach to lesson preparation. Teachers usually distinguish clearly between learning objectives and classroom activities. Lesson objectives are beginning to separate the strands of what pupils will know, understand and be able to do, and to show assessment opportunities, which test the rate of progress towards those objectives. Each year's planning sets increasingly demanding targets and higher expectations.
35. The curriculum is enriched by a good range of visits to places of educational value which act as valuable starting points and reference sources for science, history, geography, art and design. Many of these make good use of the local environment. A satisfactory range of extra-curricular activities builds skills which feed back particularly into the curriculum of music. The uptake for the choir and recorder club is good, involving nearly a quarter of the school.
36. Procedures for assessing pupils' attainment are satisfactory. The policy has been revised and updated since the last inspection and details not only a good range of systems but also promotes consistent use from class to class. Rightly, the school has given priority to the core subjects to carry the greatest detail, but a satisfactory procedure exists for half-termly assessments in all subjects as 'markers of progress'. Assessment in the core subjects meets requirements.
37. The school has adopted the new format for assessment described above, because it wanted to make assessment link more closely to curricular planning. The use of assessment for this purpose, although at an early stage, is satisfactory. Weekly evaluations of the outcomes of literacy and numeracy lessons feed into the planning for the following week. Markers of progress provide valuable information for planning further work and informing accurate reports to parents. Continuous monitoring of under fives' progress enables the teachers to determine the readiness to start the National Curriculum. Regular monitoring of the progress of pupils with special educational needs enables teachers to adjust the individual learning targets and maintain their relevance to the needs of the pupils.
38. This aspect is closely monitored and the school knows the attainment levels of its pupils sufficiently well to be able to set realistic targets for the future. Regular analysis of the assessment data enables the school to know the value added by its teaching, and to identify trends, which will need special attention. This analysis does not always look sufficiently at the component parts of attainment targets, and missed, for instance, the weakness in the strategy for teaching writing.

39. The marking practice in the school is sound and regular, but the use of comments to show pupils what they need to do improve is limited.

40. The portfolios of work for the core, and most of the foundation, subjects have developed considerably since the last inspection, and now provide a valuable source of evidence of standards. In the cases of best practice they act as a monitoring tool for planning, showing how closely teachers achieve the progression they intended.

45. **Pupils' spiritual, moral, social and cultural development**

41. The school provides satisfactorily for the pupils' spiritual development. Religious education makes a very positive contribution to the pupils' understanding and awareness of spiritual issues, but this aspect is less thoughtfully planned in other areas of the curriculum. Assemblies are led by members of staff and the headteacher, and provide pupils with the opportunity to consider a range of issues related to their lives such as thoughtfulness and sharing. In class, pupils are given the opportunity to reflect on their own lives when considering the messages in Bible stories. In dance lessons, the pupils express their feelings through delicately articulated movements that show great sensitivity.

42. The school provides a very good framework for the pupils' moral and social development. This is a strength of the school. The staff provide a secure and supportive learning environment in which the pupils learn the importance of right and wrong, how to co-operate, to share and take turns and to persevere with tasks. The teachers and support staff encourage and expect the pupils to behave well. The school and classroom rules are clearly displayed and give the pupils a clear moral framework to live up to. The pupils are helped to reflect on the consequences of right and wrong behaviour and how their actions affect others. Good work and behaviour are rewarded in 'special mention' assemblies.

43. Pupils are given opportunities to take on responsibilities in the classroom such as organising resources or helping to tidy away. At the end of physical education lessons, the pupils are encouraged to co-operate in carrying larger items of apparatus and to check whether anyone needs help. They are encouraged to work and play amicably together. The pupils are provided with effective opportunities to develop self-confidence and responsibility in the personal and social development lessons. They are encouraged to be polite and considerate to each other. The pupils raise money for charities. Adults throughout the school set a very good example in their relationships with one another and with pupils.

44. The school's provision for the pupils' cultural development is good. Pupils learn about their own and other cultures through visits and visitors to the school. For example, they have sampled a variety of Indian food cooked by a parent. They study different religions and they know about the significant celebrations of their own or other cultures such as Shrove Tuesday and Chinese New Year. Visiting theatre groups, puppeteers and performance poets enrich the curriculum. A visiting musician focuses on the music of different cultures and there is a good range of recorded music.

49. **Support, guidance and pupils' welfare**

45. Overall, the provision for support, guidance and pupil's welfare is good. Procedures for monitoring progress and personal development are good. Staff know their pupils well personally and academically and are aware of their strengths and weaknesses. At the end of each school year the annual report to parents contains not only detail on academic progress

but also the pupils' personal development.

46. Pupils with special educational needs are well supported both by class teachers and classroom assistants. The school seeks advice from the appropriate external agencies and makes good use of this in planning work for these pupils.
47. The procedures for monitoring and promoting discipline and good behaviour are also good. There are comfortable relationships between staff and pupils, and between pupils and their peers, which encourage a cordial atmosphere and acceptable behaviour. There are clear procedures in place for breaches of the behaviour code. Parents attending the parents' meeting were confident in the ability of the school to deal with any problems appropriately.
48. The procedures for monitoring and promoting attendance are good. Attendance is well monitored and computer records are maintained accurately. There are secure procedures in place for dealing with any individual or general problem should the occasion arise. The need to actively promote attendance is negated by the prevailing excellent level of attendance. The close parental ties with the school also assist in minimising problems related to attendance.
49. There are good procedures for child protection and promoting pupils' wellbeing, health and safety. There is a child protection policy in place and all staff are aware of the implications. Comprehensive records are maintained. The strong relationships ensure that staff are able to recognise changes in behavioural patterns and offer the appropriate support. Pupils are aware of health and safety issues and these are regularly reinforced through the curriculum, assembly and as the occasion arises. For example, during a class registration, a child returning from holiday gave the class teacher an opportunity to talk about sunscreen. All the statutory health and safety requirements, for example fire drills and alarm testing, electrical equipment audit, are all regularly carried out and recorded.
54. **Partnership with parents and the community**
50. The school's partnership with parents and the community is very good. The quality of information provided for parents is good. There are informative newsletters that are attractively presented. These contain information for parents about the curriculum. In addition, there are helpful notes to parents about specific events, for example a visit by the school nurse, or a planned visit.
51. Annual reports to parents are clear and concise and contain information on what each child knows, can do and understands. They are usually unequivocal on strengths and weaknesses and information is not restricted to academic achievement but also covers personal development. In the best examples parents are advised how they may help their child improve. Parents at the meeting expressed total satisfaction with the reports provided and the vast majority of questionnaires were at least satisfied with the information provided by the school.
52. The parents of pupils with special educational needs are kept well informed and are involved in the reviews of their child's progress.
53. Parental involvement in pupils' learning is very good and one of the strengths of the school. Many parents feel they are a part of the school 'family'. Several give regular or occasional help in the classroom by, for example, hearing children read, baking and generally assisting the class teacher. A parent helps with the extra curricular recorder group and several accompany the children on organised visits. There is a twice weekly book club,

selling books to children and their parents, and an active resource group which involves it self in activities such as preparing laminated documents. There is a lively and active Parent Teacher Association that organises various social events such as seasonal fairs, discos, and sponsored bike rides. This not only helps cement links with the community but provides valuable additional funding for the benefit of the school.

54. Links with the community are also very good. There are connections with three churches, the emergency services, a local residential home and a business link with a local bank. There is also an impressive list of places visited including the Crich tramway museum, Filey, a local fast food outlet, a garden centre and Conisbrough Castle.

## 59. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### 59. **Leadership and management**

55. The leadership and management of the school are good. The key issues from the previous inspection which were concerned with monitoring curriculum and attainment, promoting and developing good discipline and improving the consistency of teaching have been successfully addressed. The school now has measures in place to enable these requirements to be undertaken effectively. As a result, the school is now able to identify and focus on where, for example, teaching and the curriculum need to be supported and improved.
56. The governing body has an appropriate committee structure with reporting back responsibilities. The governing body is scheduled to meet termly and also, beyond that, meets as circumstances require. The progress of the school development plan and budget is reported on at these meetings. Governors have specific links with areas of the curriculum and the governors for numeracy and literacy are fully involved with the introduction and development of these areas. The governing body takes the opportunity to benefit from training that is available from the Local Education Authority. They are actively involved in the prioritising and review of the school development plan. The chair attends regularly and parent governors are also heavily involved in supporting in school.
57. The governing body is also careful to provide new members with training. The governing body is involved in shared elements of staff meetings and is informed by coordinator inputs as well as by reports from the headteacher. They have a clear view for the school's direction.
58. The headteacher provides good leadership. She has been responsible for setting up the structures that enable the school to function effectively in areas that were the substance of key issues in the previous inspection report. As a consequence, the school has made good improvements since the last inspection and is in a position to continue to make good improvement. All staff have clear job descriptions and through appraisal and professional interviews are able to function in their roles as coordinators. Coordinators have a responsibility for monitoring and advising on medium term planning which they do effectively.
59. The deputy headteacher has full time class teaching responsibilities but also, through her monitoring role, and role as coordinator for mathematics, is able to gain first hand impressions of the quality of teaching and the curriculum. The headteacher also monitors teaching in a structured way so that staff are aware of what the focus for the exercise is to be. The outcomes of monitoring are then fed back to the teachers and points for development are addressed. This has a positive impact on the quality of education and standards achieved.

60. The school's provision for pupils with special educational needs is well managed by the coordinator. She knows the pupils well and liaises effectively with the class teachers, support assistants and local authority advisory teacher to ensure that provision is well-targeted and effective
61. The coordinator for early years has established a distinct ethos shared by the nursery and reception classes where children experience success and develop independence. There is a pride in achievement and a determination to set high expectations. Good links are established with the main school, of value to both parties.
62. The ethos of the school is good. Staff, governors, and parents are aware of, and share, the aims and values of the school. Pupils are able to benefit from teachers who act as good role models and so the whole school has a clear and evident sense of purpose and direction. Statutory requirements are met in full.
67. **Staffing, accommodation and learning resources**
63. The school has a sufficient number of teachers with an appropriate range of qualifications and experience. The teachers are well supported by well-qualified and experienced classroom assistants. Staff development is planned effectively in accordance with the priorities of the school development plan and the needs of individual teachers.
64. The school buildings are spacious and provide good facilities for all ages. The children in the nursery have a well-equipped outdoor play area. Interesting and often interactive displays enliven the school environment. The caretaker and cleaning staff do a good job in keeping the extensive premises clean and in good condition.
65. Resources for learning are good. The good level of resources for reading, mathematics, science and information technology support the pupils' good progress in these areas.
70. **The efficiency of the school**
66. Financial planning is good. The headteacher and the finance committee meet to set a notional budget before the start of the financial year. The ensuing recommendations are then passed to the full governing body for approval. The budget is carefully monitored by the finance committee, which has good levels of expertise at its disposal to allow this to happen effectively. The finance committee and the governing body are provided with accurate current information and so are well placed to comment on alterations or virements which circumstances may require. The school development plan shows that its priorities are costed and its progress against budget performance is reported by the headteacher. The school is carrying forward a sensible amount from year to year and is therefore able to meet unforeseen contingencies.
67. The finance committee is concerned with best value judgements and has tried to exercise their discretion in areas such as grounds maintenance and the hire of coaches. Governors are regular visitors to the school and so are able to see at first hand the effectiveness of some of their spending decisions. There are appropriate and clearly understood arrangements for the devolvement of some spending decisions to the headteacher.
68. The budget is monitored by the school clerk on a regular basis. Data is held on the school's computer and this information is easily and effectively managed and made available. There was a recent audit, which made some very minor suggestions, and these have now been incorporated into the school's procedures.
69. There are clear procedures for the ordering, receipt, and payment of goods and services. The school

fund account is balanced monthly against bank statements and the necessary reconciliation carried out. This account is kept on the school computer and audited accounts are presented to the governing body on an annual basis.

70. All staff are effectively deployed including those designated to support pupils with special educational needs. The school makes good use of the funding available, to provide effective support for pupils who have special educational needs. Parents are also effectively incorporated into the provision and have made significant contributions as in the case of the production of resources. Teachers generally use all resources effectively and good use is made of the accommodation. The school encourages visits and visitors and has recently invited in members of various support services. The outcome of these visits has broadened and stimulated the curriculum greatly.
71. In considering the good quality of education provided and the good levels of attainment and progress achieved against an average expenditure per pupil, it is judged that the school is providing good value for money.

76. **PART B: CURRICULUM AREAS AND SUBJECTS**

76. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

72. Children under five are admitted to the nursery in the term in which they are four and to the reception classes in the term in which they are five. A sensitively planned induction programme allows the children to settle in the nursery in smaller groups. Opportunities are provided for children to visit the classes before starting, and good links with home and the nursery quickly become well established.

77. **Personal and social development**

73. The development of social skills is above average on entry to the nursery, and children make good progress to exceed the desirable outcomes by the age of five. Teachers in the three classes use every opportunity to extend children's awareness of good behaviour and manners. Children quickly establish good relationships and are caring towards each other. Through well-planned activities they learn to share and take turns and are developing a clear understanding of right and wrong. The quality of teaching is good in all the classes. Nursery teaching encourages children to enjoy learning and select their own areas of interest, with careful monitoring. Confidence is growing and most children are showing independence, being able to select equipment for themselves. This aspect is stronger than in the previous inspection.

74. In reception, well-planned opportunities introduce the children to the class routines of expected behaviour and more formal working. With good support, they are beginning to work in pairs or small groups. Most reception children are able to concentrate for suitable lengths of time. In the morning carpet or circle sessions children learn to say "please" and "thank you". At lunch times, they learn to talk sociably. At playtimes reception children play co-operatively. During wet playtimes, nursery children are able to use the school hall and grow in courage and trust during the challenging parachute games. Reception children are coping very well with the level of independent working required by the literacy and numeracy strategies.

79. **Language and literacy**

75. Language skills generally are average on entry to the nursery. In response to good and very good teaching children make good progress and by the start of reception, they are achieving the desirable outcomes for writing, speaking and reading. Good opportunities are provided in the home corners and clinic areas for children to explore imaginative language, and as they discuss what dinners to cook, or what remedies to apply.

76. Listening skills are also near the average on entry to the nursery and children can pay attention well to their teachers and respond eagerly to questions and in discussion. However, the children's ability to listen to their classmates is not as well established, even by the age of five. So in one science lesson children rushed off to carry out the torch experiment, and did not take notice of several sensible suggestions from partners, which would have led to a better conclusion. Children's self-expression in role play and answers to questions is valued and well used by teachers. The habit of using complete sentences for answers or explanations is not sufficiently established.

77. Nursery children learn quickly to enjoy stories, looking for rhymes and patterns. They are beginning to understand that words and pictures convey meaning and that books need to be the right way up. Teaching expectations are high and reception children are required to think in terms of character and story sequence. Story choice is very appropriate. The mouse in Hickory Dickory Dock seems to go faster at every telling.

82. **Mathematics**

78. Mathematical skills are average on entry to the nursery. Children make good progress in knowledge of number and most develop a satisfactory competence, achieving expected learning outcomes by the age of five. Good, and some very good, teaching of under fives, provides children with opportunities to recognise and order numbers using a wide range of apparatus and puzzles. Computers promote interest and speed of reaction in colour and shape matching.

79. The children gain a sound awareness of capacity by filling and emptying containers and ordering them by size. The teachers have planned a good balance between formal taught sessions and informal practical experience of number, such as playing dice games, or making models with a strong number or shape content. The provision for mathematics has grown stronger since the previous inspection with the adoption of the numeracy strategy. Reception teachers plan work, which is closely matched to the attainment levels of the children. The introductory mental session enables pupils to develop their knowledge of number to solve simple problems, to think more quickly, and to begin to see general principles behind the number patterns. The group activities promote problem solving and extension of the children's strategies for figuring out answers. So children with special educational needs were helped, for instance, by using apparatus to count out their 'soldiers' and made good progress in seeing the growth of numbers. Higher attaining pupils were pleased with the success their pencil and paper task of finding numbers 'one more and 'one less' than those on the target sheet, which showed they had listened to, and understood the lesson introduction.

84. **Knowledge and understanding of the world**

80. Children, on entry to the nursery year have a satisfactory knowledge about the natural world, plants and animals. From the nursery on, they make good progress and are involved in a wide range of experiences, enjoying investigating physical processes, planting seeds, being excited by the change in materials when paint colours are mixed in art, and in the regular baking activities. Good teaching of interesting topics develops their vocabulary and widens their horizon. The '999' topic is a good vehicle for helping children to develop ability in skills such as cutting, sticking, and joining. Children are beginning to use drawings for the designs for their models. Good emphasis is placed on the nature and care of living creatures. Simple reference books are well used in the study of, for example, giant land snails, comparing the text with the real thing.

81. Following a good start in the nursery, reception children respond in line with expectations in the use of technology, and they confidently select a computer activity. They are able to follow the screen activities without hesitation, controlling the mouse accurately, and print their results. Children are encouraged have an appropriate sense of curiosity about the passage of time, based on the recall of events from their experience. In the 'Small World' display, they are able to follow marked routes, which they can expand in larger scale while riding round the playground.

86. **Physical development**

82. Physical development is above average on entry to the nursery. Through the well planned programme children show increasing control, co-ordination, and awareness of space in the hall and playground. Having the good model of Year 1 pupils, reception children explore movement adventurously. They grow in confidence in the use of apparatus. They are agile and energetic when they explore the outdoor activity equipment. Nursery children combine role play in police cars and as racing drivers with rapid movement across the playground, yet maintain a good sense of space and awareness of the safety of others.

Reception children can co-operate in the playing of small games and show sound control of the quoits, bats and balls which they use. By the age of five children, exceed the desirable learning outcomes for their age.

83. Children starting nursery are competent with many of the fine manipulative skills. These are further developed through a well planned programme of activities of increasing difficulty, using a wide range of tools, scissors, crayons, pencils and brushes, beads and threading, clay and play dough. Children make good progress and exceed the desired outcomes by the age of five. Reception children make more ambitious models, such as the ambulances they saw visit the school. They take care with their work and like to incorporate much fine detail.

88. **Creative development**

84. Creativity is average on entry to the nursery. Here children enjoy a good range of creative experiences. They print, draw and create simple models, and have opportunities to experiment with clay, fabric and different textures. Teaching is good in both classes and the teachers make good use of the classroom assistants to lead activities such as collage, and free construction. Resources are good and well prepared, and enable children to make good progress. Children love the stories, music and dance and are developing their knowledge of songs, rhymes and poems. On entry to reception, creativity is in line with the outcomes expected and teachers plan an extended range of activities, such as focus music circles where children learn to handle simple instruments in unison.

89. **ENGLISH, MATHEMATICS AND SCIENCE**

**English**

85. The results of the 1998 end of key stage tests show that the pupils' attainment is above the national average in reading and writing. The pupils' attainment in reading is in line with that seen in similar schools, but their attainment in writing is below that of pupils from similar backgrounds. Few pupils attain the higher level in writing. The results of the tests in reading and writing taken by seven year olds in 1999 are close to those of the previous year. Comparators are not yet available for 1999. Trends over time show a generally rising pattern from 1996 to 1998.
86. Inspection evidence supports the view that the pupils attain good standards in reading by the time that they leave the school. Their attainment in writing is average but the pupils could do better. The pupils' attainment in speaking and listening is average by the age of seven. Pupils with special educational needs make good progress towards the targets in their individual education plans.
87. The younger pupils speak in short sentences and phrases and often speak very quietly. They make satisfactory progress and gain in confidence in speaking; readily expressing their ideas and opinions. Few, however, are able to express their thoughts at length or use a rich vocabulary. By the age of seven, most pupils listen carefully to the teacher but many do not listen as attentively to each other and so often repeat questions or answers that have already been given.
88. The pupils make good progress in reading. They learn the sounds of initial letters and blend sounds. They use their knowledge of phonics and the context of the story effectively to read unknown words. The pupils approach text confidently and are keen to read. Younger Key Stage 1 pupils use the contents page and index to locate information in books. Older pupils take account of the punctuation and many use good expression when reading aloud

89. The pupils make slower progress in writing and most do not achieve the standards of which they are capable. The pupils in the Reception and Year 1 classes learn to form letters and can spell a few common words. Year 1 pupils attempt to re-tell a familiar story in their own words and write lists and labels, but a significant number of pupils do not form letters correctly. Most Year 2 pupils use capital letters and full stops accurately. These pupils write short poems and prayers, instructions, letters and label diagrams in science. The majority of pupils write a short sequence of sentences that describe an event such as a visit, or start a story, but few write extended pieces that develop an idea. The pupils use a simple sentence structure and rarely enliven their writing with adjectives or adverbs. The pupils do not routinely read what they have written to check for mistakes. Progress in spelling is unsatisfactory because the pupils do not use resources such as word banks or books. These resources are available in all classrooms but are not part of the pupils' routine work habit. The pupils use their phonic knowledge well in attempting to spell but many spell, common words incorrectly at the age of seven.
90. Pupils' attitudes to English are good. The pupils are keen to read aloud and do so confidently in front of the class or group. Most pupils are eager to contribute to discussions. Their motivation, however, often drops when faced with written work and a slower rate of work is evident. While some writing is neat and well organised, the quality of presentation is variable.
91. Teaching is satisfactory, overall. There are particular strengths in the teaching of reading. Lessons are planned to reflect the Literacy Strategy and are mainly well organised and resourced. The learning objectives are usually made clear to the pupils. Classroom assistants provide good support for the pupils' learning. All teachers provide good opportunities for discussion and extend the pupils' vocabulary through their own use of language. The teachers generally choose suitable texts and use questions well to extend the pupils' thinking. The teachers often read aloud in a lively and expressive manner that sets a good example for the pupils. The teachers' assessment of reading is good. The teachers hear the pupils read frequently and assess their progress, setting targets for improvement. The group reading sessions are used effectively to extend the pupils' understanding and skills. The plenary session is often well used to assess learning. In less successful lessons, the work is not well matched to the pupils' capability, particularly in writing, and so the pupils do not complete the task. There are weaknesses in the teachers' planning to develop the pupils' writing throughout the school. The teachers are not always clear about the skills that will be learned in the whole class sessions or practised in the independent or group activities.
92. The teachers' day-to-day assessment of writing is not well used to set targets for improvement. The teachers' assessment of the pupils' attainment in writing at the end of the key stage has been inaccurate for the past three years. The teachers' judgement of what constitutes attainment at the higher level is insecure and so their teaching is not focusing effectively on the skills that need to be developed. Expectations of what the average and higher attaining pupils can achieve are too low.
93. The co-ordinator and headteacher have monitored the teaching in the Literacy Hour and have identified areas of weakness. Some areas, such as the range of writing undertaken and the use of writing in other subjects have been successfully addressed.
98. **Mathematics**
94. At the time of the last inspection report, the attainment of pupils was in line with national expectations and progress was satisfactory.

1. The results of national tests at the end of Key Stage 1 in 1998 showed that the attainment of pupils at the expected level (level 2 and above) was well above the national average and that attainment at the higher level – Level 3, was also well above the national average. Teacher assessment of pupils’ performance was almost the same. Results over the last three years have been consistently above the national average. When compared with pupils in similar schools this attainment is found to be above average. Results for tests in 1999 for which there is currently no comparative data are similar to the preceding year at both levels.
2. The evidence of inspection shows that the attainment of pupils is above the national expectation and that the levels for 1999 and 1998 are being maintained. Pupils in Year 2 are able to tell time to the quarter hour, can add sums of money to a pound, show an understanding of the concept and use of symbols for greater than and less than. They count on in tens from a given number, and recognise and define the qualities of common 2 and 3 dimensional shapes.
3. Progress is good in almost all lessons and over time across the key stage. Good progress is supported by the generally good teaching, and the systematic approach to planning that successfully identifies tasks for pupils of varying attainment. Good progress was seen in a Year 2 class where pupils were being asked to describe, as part of a challenge to their classmates, solid shapes in terms of the number of edges and the number and shape of their faces. Year 1 pupils and pupils in the reception year also made good progress in recognising the shape of number patterns and identifying them in common objects. Progress became unsatisfactory when, despite sound planning of objectives, the preparation of the lesson revealed that not enough thought had been given as to how the objectives could be clearly achieved. Pupils with special educational needs make good progress against targets set in their individual education plans and in the targets set for them within lessons.
4. The response of pupils to mathematics is good overall and at times is very good. Pupils enjoy the way the subject can be presented as a challenge and in one instance were heard to implore the teacher not to help them as they sought solutions. They work hard in class sessions and at their allotted tasks. They generally listen well and behaviour is of a high standard. It is only when teaching is unsatisfactory that these high standards are not maintained. The very youngest pupils show levels of determination and persistence that are common to all groups when they are seen coping with the difficult task of pegging soldiers onto a number line. Pupils want to be chosen to answer, or to participate, and show good levels of maturity when not selected themselves. They enjoy good relationships with all adults in the class and with one another.
5. The previous inspection report concluded that the teaching of mathematics was sound overall but that there were examples of “weaker” teaching.
6. The quality of teaching is now good overall and contributes significantly to the high standards that are being achieved. Of the six lessons observed, one was unsatisfactory, one was satisfactory, three were good and one was very good. Planning is carried out to a good standard and is systematically and uniformly presented. Planning sheets also provide for evaluation of pupils’ strengths and weaknesses and enable teachers to identify areas for future attention. Teachers are assimilating the National Numeracy Strategy well and show that they have the knowledge and skills to continue with its successful introduction. Teachers’ expectations are attainably high both in terms of pupils’ behaviour and in terms of the output they want. These expectations are matched and reflected in the commitment that goes into planning for the various levels of attainment in each class. Teachers also demonstrate good knowledge of their pupils’ abilities by the careful way they develop progress through the skilful use of questions which are,

again, targeted at the attainment levels of the respondents. The subject is well resourced and teachers make good use of resources. Classroom assistant and other adult support is well deployed so that the objective for the group is clearly understood. The assessments that teachers make are good and lead to improved performance on the part of the pupils. Where teaching is unsatisfactory, expectations are inconsistent and the teaching of the lesson lacks the forward planning of thought and resources that will enable its objectives to be clearly demonstrated.

7. Good progress has been made with the introduction of the National Numeracy Strategy and numeracy is in evidence across the curriculum, as seen for example in a geography lesson where a robot was being programmed to take a certain course. The coordinator has established a good set of resources and the parent resource group has made an important contribution to their manufacture. There is, as yet, no system for recording the attainment levels of individual pupils but it is planned that this issue will soon be addressed.

106.

### **Science**

8. The 1998 teacher assessment of pupils at the end of Key Stage 1 showed 97 per cent reaching the expected level (Level 2 or above). This is above the national average, although in line with schools of a similar background. Forty one per cent of pupils were assessed in 1998 to be achieving the higher level (Level 3). This is not only well above the national average, but also well above the average for similar schools. The 1998 results are better than those in 1997, and the results for 1999 have improved further with an estimate of 50 per cent of pupils achieving Level 3. No national figures are yet available to make comparisons with similar schools for the 1999 data.
9. The school analyses its results well, and the 1998 weakness in physical processes received priority attention, to turn it round as the strongest element in 1999. This leaves materials and their properties as the relatively weaker attainment target.
10. Pupils' attainment near the by of Year 2 is above average. The current inspection findings, based on lesson observations, scrutiny of work and discussions with pupils, reflect the strongly positive results above. Pupils know key facts about the importance of diet and which food groups promote good health. They recall information about magnetism, the effect of friction on moving vehicles and light on particular materials. They understand the importance of close observation and of drawing accurately what they see. Many pupils are becoming skilled in the process of experimentation, where they predict what they think will happen and then do a test to find out if it does. Pupils record in some formal manner what they have noticed, and many are able to suggest what kind of a table would best meet their needs. Pupils are not yet thinking in terms of organising their own experiments.
11. The quality of teaching is good. The strength within teaching is the quality of planning, where teachers have clearly in mind the sequence of steps by which they intend the pupils to make progress. They have a good knowledge of the learning that has gone before and build directly upon this. Progress is good. The pupils' skills of scientific method, the framing of questions, the level of predicting outcomes and conducting of experiments, grow in depth, year by year. The simple experience of the environment in the early years becomes, in Year 1, a more structured study of change affecting materials, where pupils use skills of timing and repeating experiments. In Year 2, the skills are extended to more precise measurement, and applying conditions to make a fair test. A greater detail of knowledge is promoted. So, Year 2 pupils are encouraged to use the good strategy of referring to non-fiction books when writing up their information leaflets on healthy foods.

12. Pupils' response is good. They enjoy practical tasks and most behave and work sensibly during them. They develop a good sense of curiosity.
13. Teachers prepare lessons well, and the good use of resources apparatus contributes to the pupils' good progress. Teachers use their assessment of pupils' prior attainment well to plan work, which is well matched to pupils' needs. Pupils with special educational needs make good progress because they are tackling work which they can handle confidently, and are often supported by an adult to focus their attention. Higher attaining pupils are given work to challenge their thinking, and they respond well by settling quickly and concentrating on their task. Most of the teaching is based on good subject knowledge, where teachers are able to ask, and answer, searching questions. Learning objectives are clearer in whole class teaching than in work planned for groups. When the teaching was unsatisfactory, the control of all the events within the classroom was not sufficiently precise. The conduct of a friction experiment resulted in inaccurate measurement taking place. The good expectation of pupils to combine the individual results of the experiment was undermined by insufficient teaching of how to do that.
14. Literacy is well used to support the pupils' learning in science. The effective focus on the technical words for the topic serves to expand pupils' vocabulary well. A good range of styles of writing increase pupils' awareness of the possible range, and includes lists, instructions, labelling, accounts and presentations of information. There are many examples of pupils wanting to record their observations in writing, but being let down by weakness in spelling. The best lessons feature an emphasis on the precise use of words, and were summarised in particularly effective brief plenary sessions reminding pupils of the things they had learned.
15. Numeracy also supports science well. Teachers plan a good range of types of mathematical recording. Pupils see the value of Venn diagrams, tally charts, block graphs and pie charts, and consolidate their use of them. The emphasis on increasingly more precise measurement enables pupils to practice and sharpen their skills in using rulers, weights and various clocks. Information technology is well used for recording impressions in text, for compiling data to be shown in graph form and for finding information on the CD-ROM disks. Visits to places of technical interest create a good stimulus for science projects, and promote good links with design and technology.
16. A well-balanced curriculum for science ensures that provision meets the requirements of the National Curriculum. The regular recording of pupils' achievement in the Markers of Progress format enables teachers to know the pupils' attainment levels in preparation for setting targets and for writing detailed reports for parents. Marking is regular but is insufficiently detailed to convey steps for improvement to pupils. The weekly evaluation of work allows teachers to note which pupils are having difficulties, and to adjust follow-up work accordingly.

#### 115. **OTHER SUBJECTS OR COURSES**

##### **Religious education**

17. The pupils' attainment is in line with the expectations of the Locally Agreed Syllabus by the age of seven. They make satisfactory progress in developing an awareness of their own needs and feelings and develop sensitivity and responsibility towards others.
18. The youngest pupils understand that there are special occasions and that a celebration is something to be happy about. They know that the Bible is a special book for Christians and can illustrate the story of creation. They look at new growth in the spring and write a class

prayer to express their feelings. Older pupils extend their understanding of religious symbols through visits to the local church. They are thoughtful. After hearing the story of the Good Samaritan, for example, a Year 2 pupil writes about how he could help others. Older pupils increase their understanding of other religions through the study of Judaism and consider the difference between how Christians might spend Sunday and Jews, spend Shabbat. Year 2 pupils explain that the Seder meal is eaten to 'remind the Jews of their history.'

19. The pupils make good progress in extending their ability to ask questions about difficult concepts such as faith and creation. After hearing the story of the five loaves and fishes, Year 2 pupils gasp at the amount of scraps collected and ask how this can have happened. They are able to relate the moral of sharing to their own experience and give examples of how others could benefit if they shared their playground games or ideas in their work. They recognise that their actions have an effect on others and think about consequences.
20. The pupils enjoy the subject and are eager to share their knowledge and experiences in discussion. They respect the views of others and show respect towards religious artefacts.
21. The teaching is satisfactory and has some good features. The teachers make good use of the pupils' own experience. The work successfully builds on the pupils' previous skills and understanding. The teachers have extended their knowledge of the subject through effective in-service training. They give the pupils good opportunities to express opinions and ask questions. Lessons are well planned to link with other areas of work. In Reception and Year 1, for example, the pupils are encouraged to consider the moral issues when reading 'Burglar Bill' and know that theft is wrong and recognise that this is one of God's 'rules' in work on the Ten Commandments.
22. The subject is well co-ordinated. The co-ordinator's monitoring of the work across the school last year highlighted the need to improve the coverage of Judaism and make better use of the pupils' skills in literacy. Both areas of weakness have been remedied.

121. **Information and communication technology**

23. Standards of attainment at the end of Key Stage 1 are above those expected nationally. A significant minority of pupils achieves at the higher level. Provision for information and communication technology is good, and exceeds that commonly found. A good curriculum enables the pupils build up a good range of skills. Continuing from the solid foundation laid in the early years, pupils use their skills effectively across the curriculum.
24. Towards the end of Key Stage 1 most pupils are able to manipulate a mouse with accuracy, and can use word processing with simple editing techniques for communication. Pupils can change fonts, colour and size of print and retrieve information from CD-ROMs. They can investigate colour, shape and pattern well, using an art package and can give instructions to a programmable device to make it move across the room in a complex pattern. Most pupils can use simple programs, which simulate natural events, and can enter information, which they have collected themselves into a database and display it as graphs.
25. A well-targeted programme of in-service training has helped to raise the level of teaching expertise above that found in 1996. The introduction of a curriculum framework is an improvement since the previous inspection. This has given a basic direction to teachers' planning and promotes continuity in learning by detailing the steps by which pupils' skills will be developed.
26. Progress over time is good. In the lessons where pupils receive direct tuition they often make good progress, both in computer skills in general and in the particular skills that the software is designed to promote. Relatively few of these lessons were observed, but the strategy of whole class or group teaching of a particular skill, to be followed up by practice sessions, is good. When pupils get hands-on opportunity to practice the skills of the week they make effective progress, particularly if they are supervised by an adult, or where a more experienced partner is guiding one less experienced. One peer tutor in Year 1 was determined that his partners would understand how to get the programmable floor turtle to follow instructions, and by the end of his lesson, they did.
27. The attitude of pupils is good. On all occasions when pupils were observed working independently, singly or in pairs, they were busy, purposeful, concentrating on their work and treating the equipment with respect.
28. Planning is the strength within the teaching and teachers both set high expectations and have a clear view of the objectives for the lessons. In the whole or half class lessons, clear explanations and relevant demonstrations enable pupils to see exactly how various procedures work, and how the new learning fits in with previous activities. The organisation of class work allows sufficient time for the whole class to get through the programme at a rapid enough rate, although there is still a little slack time in each class.
29. The planning of information technology within the context of other subjects is effective. Thus in one Year 2 class pupils consolidated their editing skill by manipulating the science data about healthy foods to appear as a list on screen, building upon the skills they already had. In the other class, pupils refined their control of the art software to produce lifelike technology designs of a plate of healthy food. The discussions during these activities are valuable and productive. Later in comparisons with the hand drawn or written versions pupils could see the value of the electronic product.
30. Literacy is well built into the planning for information technology, and the focus on word processing

ensures that English has a high profile. Numeracy is involved not only in the use of mathematics software, but also in the study of various ways to store and present mathematical data. Good support is given to pupils with special educational needs. They derive much benefit from small group tuition, and from the availability of computers to make recording easier in a variety of subjects, and they make good progress at these times.

31. The quality of teaching is satisfactory overall. Teachers assess the pupils' progress effectively. There are good instances of teachers realising that pupils are not keeping up with a particular topic, such as basic skills of loading software and finding menus, and wisely going back to the beginning to make things clearer. Equally a teacher assessed that pupils were understanding new learning about the technique for drawing squares and rectangles, and extended the skill by including the function whereby the paint pot can be used to fill areas with colour.
32. The level of equipment, described as good in 1996, has built up to the level of two modern workstations in most classrooms, which is adequate for current applications. The development plan for the subject details the steps by which provision will grow, to include the use of digital cameras and Internet links. The use of wider technology such as listening sets and cassette tape machines appropriately form part of the planned experience for pupils.

131. **Art**

33. No art lessons were observed during the inspection but evidence was taken from a scrutiny of work and display, from conversations with the coordinator and with pupils and from the policy and scheme of work. It is possible to say that the attainment of pupils exceeds that which would be expected for their age and that they are making good progress.
34. The good progress that pupils are making is, in part, due to the range of experiences they are offered through the curriculum. Pupils make good progress when given the opportunity to develop a theme such as the skeleton through a range of media, which also includes the use of information technology. There is good progress in their development of a range of mark making techniques and in colour mixing and working with different shades of a single colour. There are good opportunities for three-dimensional work involving the use of clay and also for printing. Pupils make very good progress when they produce pieces of embroidered textile work and collage. Good progress made in the study of works of famous artists enables Year 1 pupils to describe features of L.S.Lowry's work.
35. In conversation, pupils show that they enjoy art. The quality and care taken with their finished work supports this view and suggests that they respond well to art lessons.
36. The subject makes a strong contribution to most areas of the curriculum being incorporated into general themes and used in support of single subjects. It also contributes to the creation of a pleasant working environment through the way it is carefully displayed throughout the school. Art is well resourced and its assessment is recorded in the recently adopted "Markers of Progress" record keeping system.

135.

135. **Design and technology**

37. Progress over time and in lessons is good. Through the key stage pupils develop good basic skills. Pupils use increasingly demanding materials and tools. The adoption of a structured scheme of work, which lays out clearly the detailed progression by which skills are to develop, is an improvement since the previous inspection. A strength of the provision is the emphasis given to planning the design and evaluating the finished product. The

simple labelled diagrams produced in reception, become more detailed working drawings and quite sophisticated evaluations by the end of year 2, and in each year reflect the strong links with literacy.

38. Teaching is good and contributes directly to the good progress. A valuable feature is the inclusion of training in the safe handling of a good range of increasingly more challenging tools. The thorough planning for lessons includes lists of tools and materials, which are needed, and teachers ensure that these are ready, ensuring a quick start to activities and an efficient use of time. Technical vocabulary is introduced but not sufficiently extended. Most projects are open-ended allowing the higher attaining pupils a good level of challenge. The strong focus on structures and mechanics allows good links with numeracy and science to be established, while maintaining an appropriate development of work with food and textiles.
39. Pupils work eagerly in technology lessons, which give them independence in selecting materials and procedures. Pupils with special educational needs can work make good progress. A particular feature is the good attention to detail and quality of finish, which reflects the pupils' pride in their work.
40. A sound programme of in-service training has raised expertise, teachers are now more confident with the subject, and are able to tackle a wider range of activities. Teachers assess pupils' progress well.. In this way, Year 1 pupils were guided to observe that their earlier models lacked the authenticity of moving wheels. They proceeded by stages to study wheels and the need for axles, explored ways of making and fixing them to the body of their models, selecting and evaluating materials in the process. Rapid progress was achieved in this single lesson.
41. Links with other subjects are well planned, for instance linking the science of electricity to operate the lighthouses, or linking multi-cultural art in the elaborate decoration of kites. There is good equality of access for boys and girls, and they work together co-operatively when in mixed groups. Pupils reach standards well in line with those expected for their age by the time they leave the school.

## **Geography**

42. Only one lesson was seen during the inspection. Judgements are based on the scrutiny of the pupils' previous work, teachers' planning, and talking to pupils. The pupils make good progress and their work reaches a good standard for their age. This good progress is supported by a well-planned scheme of work, good resources and the focused teaching of geographical skills. Pupils demonstrate a good knowledge of their locality and describe the physical features of their surroundings using an appropriate vocabulary. The reception pupils know that physical features can be represented by pictures or symbols. Year 1 pupils can draw a plan and describe a route from one place to another. Older pupils can interpret Ordnance Survey maps, draw their own map of a route through Wickersley and devise a key. They can locate significant features on an aerial photograph of their area. Year 2 pupils write an account of the similarities and differences between Wickersley and Filey. These pupils express opinions about the aspects of their environment that they like and make suggestions about how other aspects could be improved.
43. The pupils enjoy finding out more about their locality and further afield. They are fascinated by maps and atlases. They talk enthusiastically about their previous work and places they have visited.
44. In the lesson seen, the teaching was good. The teacher's skilful questioning and use of geographical vocabulary enhanced the pupils' understanding and ability to join in the introductory

discussion. Good use was made of the knowledge gained in a recent visit in the locality to locate features on a large-scale map of the area. The pupils were introduced to maps of different scales and helped to understand why these were necessary. Adult helpers were well deployed to support pupils' learning.

## **History**

45. The pupils make good progress and their work reaches a good standard. The curriculum is planned to make good use of their own experience and encourage them to look closely at evidence from the past. The reception pupils know that some things happened before they were born and that 'in the olden times' there were no cars, telephones, or electricity. They identify the differences in the uniform worn by a modern policeman and a 'Peeler'. Year 1 pupils look at a collection of domestic artefacts and discuss what they are made of, and what they might have been used for. They are able to deduce the function of a warming pan and decide that it could not have held hot water because of its design. They place the objects in chronological order, with the electric blanket as the most modern 'because you plug it in.' The older pupils write an account of the Gunpowder Plot and know that the event is remembered on Bonfire Night. In their study of people who help us, they learn that Florence Nightingale was an 'old fashioned nurse' who helped soldiers in a war. Year 2 pupils write an account of their visit to Conisbrough Castle and understand that it was built on a hill, with thick walls and a moat so that it could be defended.
46. The pupils make very good progress in looking at artefacts and finding clues in their shape, appearance, or mechanism to inform their ideas as to possible use or purpose. They develop their ability to ask their own questions of features of life and events in the past. A reception pupil for example, when questioned by the teacher, decided that the number ten carved on a Victorian truncheon showed that it was ten years old. A Year 1 pupil, looking at the same artefact decided that the figure ten represented the policeman's number, as he remembered that the policeman who had visited had a number on a label on his shoulder.
47. The pupils enjoy the topics being studied. They are keen to take part in discussions and offer their opinions and suggestions. Pupils use their skills in literacy particularly well by obtaining information from reading books.
48. The quality of teaching is good, with some very good features. Lessons are well planned to build on the pupils' prior learning and are matched to the capabilities of different pupils, stimulating their interest. The teaching methods are appropriately varied and resources are used effectively for pupils to undertake a variety of different tasks, including research and discussion. The teachers' enthusiasm, good use of a variety of visual aids and particular reference to the pupils' own experiences, help bring the subject to life.

## 147. **Music**

49. The previous inspection report suggested that the attainment of pupils was above expectation and that they were making good progress. No comments were recorded about the quality of teaching.
50. Inspection evidence, including lesson observation, discussion with pupils and the coordinator, observation of singing in assembly and a scrutiny of policy and the scheme of work, show that attainment is broadly in line with might be expected for pupils of their age and that all pupils are generally making satisfactory progress.
51. Pupils in Year 2 were seen to be making satisfactory progress in learning the names of percussion

instruments and their use and in the use of notation and terms such as rhythm. Year 1 pupils make satisfactory progress where music is used to support a visit made to a science centre and words from the visit are used for exercises in rhythmic clapping. This also leads to satisfactory progress when pupils learn how to read a non-standard form of notation. Year 1 and reception pupils make satisfactory progress in using percussion instruments to beat in different times. Progress is unsatisfactory for pupils in Year 2 when they are asked to learn new words to a song and are not given sufficient time to practice singing what they are trying to learn.

52. Pupils' response to music is generally satisfactory. They do become restless when exposition is rather too lengthy. They handle instruments safely and sensibly and show the necessary restraint when not playing. They respond with enthusiasm to the challenge of learning something new and are also eager to answer questions
53. Teaching is satisfactory overall but was unsatisfactory in one lesson. The strategy of linking the subject to other areas of the curriculum and the themes or topics that the pupils are undertaking works well. When songs are chosen they are attractive and contain words that the pupils find entertaining and interesting. Good attention is paid to naming the instruments used in a class session but more attention should be devoted to informing the pupils about the music they are listening to in assembly. Where teaching was unsatisfactory pupils were overloaded with expectations that were unreasonably high and were not given enough time to consolidate what they were expected to learn. Teacher exposition went on for too long and pupils who could have been singing spent too much time listening to analysis of the music which could have been more effective when their grasp of the content was better.
54. The subject is well resourced and instruments are readily accessible. Most of the teaching is led by the coordinator who visits the school on a part-time basis. The planning is sound but would be easier for other teachers to pick up if the objectives were given more detail. The curriculum is enhanced by opportunities for pupils to play the recorder and to take part in the school choir. Pupils are also given opportunities to hear, at first hand, visiting musicians.

### **Physical education**

55. The development of a more comprehensive scheme of work since the last inspection has enabled the school to move significantly forward in the quality of teachers' planning. In their lesson plans teachers express objectives which clearly build on what has been learned previously.
56. Pupils are in line to achieve appropriate standards by the end of Year 2 in games, but are likely to exceed them in dance and gymnastics. Pupils are trialling dance movements, which make a strong contribution to a developing vocabulary.
57. Progress is good. Particular strengths lie in the pupils' ability to plan their movement sequences for gymnastics, practice the individual units and use floor space and apparatus effectively and safely.
58. Pupils thoroughly enjoy the lessons, listen well to their teachers, and apply a good deal of thought and concentration to the tasks. By the time they leave school pupils understand the importance of control and technique in movement as Year 2 demonstrated in their balancing and travelling on the apparatus. Pupils try to get a quality finish to round off the sequence. They know the effects of exercise on a healthy body, and all lessons start and end with a warming/cooling exercise. Gymnastic skills feed effectively into the dance movement repertoire, to accomplish controlled, at times spiritual, effects.

59. Good teaching contributes to pupils' good progress. Well informed teachers give clear and detailed tuition points enabling pupils to see how they can improve, while maintaining a good balance of opportunity for pupils to develop their own creativity. In some very good lessons teachers show individual pupils who are uncertain exactly how a movement can be achieved, and pupils with special educational needs build confidence in this way. Teachers allow ample time for pupils to practice the skills taught. Sufficient time is given to physical education and an appropriate balance is given to dance, gymnastics and games. Lessons have a good structure and move with rapid pace, enabling a lot of ground to be covered. While teachers' evaluations of particular elements of pupils' performance are precise and clearly expressed, the opportunity for pupils to make their own evaluations is not as well established.
60. Safety is a key factor in teachers' planning. Pupils are effectively encouraged to take responsibility for putting out apparatus, with a minimum time delay in learning activities. Pupils are trained appropriately in the safe handling of equipment. There is good opportunity for all to get involved equally. Pupils and teachers are always suitably dressed for the activities, which reflects the high standards they are aiming for and frequently achieve. Teachers observe pupils closely and assess their performance satisfactorily. They are beginning to use the recently adopted procedure for recording assessments.

159. **PART C: INSPECTION DATA**

159. **SUMMARY OF INSPECTION EVIDENCE**

61. The inspection was carried out over a four day period from 18<sup>th</sup> – 21<sup>st</sup> October 1999. The inspection took the equivalent of 12 inspection days. Prior to that, school documentation had been scrutinised and pre-inspection reports containing commentaries and issues were circulated
- The inspection team comprised – a lead inspector, two team inspectors and a lay inspector.
  - A questionnaire was used to survey parents' views and the results were analysed.
  - A meeting was held for parents and their views sought on a range of aspects of the school's performance. 57 parents responded to the questionnaire and 25 parents attended the meeting.
  - During the inspection the team of inspectors saw 52 lessons or parts of lessons. Pupils were observed in lessons and throughout the school.
  - 34 hours of teaching was observed.
  - Pupils' work was scrutinised across the age and ability range and across parallel classes. The work of pupils with special needs was also scrutinised.
  - Pupils were heard reading across all classes and across the ability range
  - Teachers were interviewed and discussions were held with pupils.
  - Members of the governing body, visitors to the school, parents and non-teaching staff were interviewed.
  - Registrations and assemblies were observed

## 1. DATA AND INDICATORS

### 161. Pupil data

|                     | Number of pupils<br>on roll (full-time<br>equivalent) | Number of pupils<br>with statements of<br>SEN | Number of pupils<br>on school's<br>register of SEN | Number of full-time<br>pupils eligible for<br>free school meals |
|---------------------|---|---|--|---|
| YR – Y2             | 137   | 1   | 20   | 10  |
| Nursery Unit/School | 30  | 0   | 1  | N/a   |

### 161. Teachers and classes

#### 161. Qualified teachers (YR – Y2)

|  |     |
|--|-----|
| Total number of qualified teachers (full-time equivalent): | 7.2 |
| Number of pupils per qualified teacher:                    | 19  |

#### 161. Education support staff (YR – Y2)

|  |    |
|--|----|
| Total number of education support staff: | 4  |
| Total aggregate hours worked each week:  | 79 |

#### 161. Qualified teachers (Nursery)

|  |    |
|--|----|
| Total number of qualified teachers (full-time equivalent): | 1  |
| Number of pupils per qualified teacher:                    | 30 |

#### 161. Education support staff (Nursery )

|  |      |
|--|------|
| Total number of education support staff: | 2    |
| Total aggregate hours worked each week:  | 37.5 |

|                            |    |
|----------------------------|----|
| <b>Average class size:</b> | 30 |
|----------------------------|----|

161. **Financial data**

|  |         |
|--|---------|
| Financial year:                            | 1998/99 |
|  | £       |
| Total Income                               | 316988  |
| Total Expenditure                          | 316433  |
| Expenditure per pupil                      | 1590    |
| Balance brought forward from previous year | 2952    |
| Balance carried forward to next year       | 3507    |

161. **PARENTAL SURVEY**

Number of questionnaires sent out: 200

Number of questionnaires returned: 57

Responses (percentage of answers in each category):

|   | Strongly agree | Agree | Neither | Disagree | Strongly disagree |
|---|----------------|-------|---------|----------|-------------------|
| I feel the school encourages parents to play an active part in the life of the school           | 51             | 44    | 4       | 2        | 0                 |
| I would find it easy to approach the school with questions or problems to do with my child(ren) | 53             | 39    | 2       | 5        | 2                 |
| The school handles complaints from parents well   | 24             | 42    | 30      | 2        | 2                 |
| The school gives me a clear understanding of what is taught                                     | 35             | 56    | 4       | 4        | 2                 |
| The school keeps me well informed about my child(ren)'s progress                                | 35             | 53    | 7       | 4        | 2                 |
| The school enables my child(ren) to achieve a good standard of work                             | 38             | 57    | 4       | 0        | 2                 |
| The school encourages children to get involved in more than just their daily lessons            | 21             | 68    | 7       | 4        | 0                 |
| I am satisfied with the work that my child(ren) is/are expected to do at home                   | 35             | 53    | 9       | 0        | 4                 |
| The school's values and attitudes have a positive effect on my child(ren)                       | 38             | 55    | 7       | 0        | 0                 |
| The school achieves high standards of good behaviour  | 34             | 63    | 2       | 2        | 0                 |
| My child(ren) like(s) school  | 59             | 38    | 4       | 0        | 0                 |