

INSPECTION REPORT

Nook Lane Junior School
Sheffield

LEA area: Sheffield

Unique Reference Number: 107058

Inspection Number: 193181

Headteacher: Mrs D J Baldwin

Reporting inspector: Mr G Haney

Dates of inspection: 11 – 14 October 1999

Under OFSTED contract number: 706855

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
Type of control:	County
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Nook Lane Stannington Sheffield S6 6BN
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Mettam
Date of previous inspection:	4 – 7 March 1996

INFORMATION ABOUT THE INSPECTION TEAM

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Mr G Haney, Registered Inspector	Mathematics	Main Findings
	Information Technology	Key Issues for Action
		Key Indicators
		Attainment and Progress
		Teaching
		Leadership and Management
		The efficiency of the school
Mrs B McIntosh, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Mr K W Valentine, Team Member	Science	The curriculum and assessment
	Design Technology	Staffing, accommodation and learning resources
	Art	
	Special Educational Needs	
Mrs K Gisborne, Team Member	English	Pupils' spiritual, moral, social and cultural development
	Music	Equal Opportunities
	Religious Education	
Ms L R Taylor, Team Member	History	
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	Physical Education	

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MAIN FINDINGS

What the school does well

- Good standards of attainment in mathematics.
- The provision of a high quality climate for learning.
- The excellent provision for pupils' personal and social development.
- The school promotes very good attitudes and behaviour.
- There are good procedures for encouraging and monitoring attendance.
- The strong partnership between parents, the community and school.

Where the school has weaknesses

- The development of information technology, and design and technology, skills.
- The provision of sufficient time and planning guidance for some subjects to encourage a good depth of study.
- The arrangements for staff training to help teachers develop necessary skills to teach effectively in some areas.

Nook Lane Junior is a good school where the weaknesses are far outweighed by what the school does well, but will form the basis of the governors' action plan, which will be sent to parents and guardians of pupils of the school.

How the school has improved since the last inspection

Overall, the school has made satisfactory improvements since the previous inspection. There has been a significant improvement in attainment. The school has made sound improvements in the teaching of English, mathematics and science. The good educational environment, praised in the previous inspection, has been further improved. Relationships and the provision of opportunities for pupils to develop their personal skills remain a strength of the school. Progress in tackling the key issues has been variable. Good progress has been made in some areas, but some elements of the key issues, and other issues from the previous report, still remain. Pupils are now generally provided with more challenge. Only in a few areas is there a remaining concern over work for the more able pupils: information technology, art, design and technology and some aspects of literacy. Assessment has improved in English, mathematics and science. There is little structured assessment in other subjects. Curricular planning has improved in most subjects, but good guidelines are still required in religious education, and design and technology. Co-ordinators have taken on more responsibility for their subject areas. They are involved in monitoring planning and standards of work, but there is insufficient monitoring of the quality of teaching. The quality of the governing body and the culture of co-operative management developed by the headteacher means that the school is in a good position to improve further in the future.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key	
English	B	B	<i>well above average</i>	A
Mathematics	A	A	<i>above average</i>	B
Science	C	C	<i>average</i>	C
			<i>below average</i>	D
			<i>well below average</i>	E

The standards in reading are good. Pupils write well, and are very good at speaking and listening. Pupils show good number skills and are developing a wide range of calculation strategies. Standards of attainment in science have been falling over the past three years, but staff training has been undertaken to address some of the weaknesses and the quality of work seen in school was good.

When pupils enter the school, their attainment is above average for pupils of their age. The school takes pupils representing the full ability range. Pupils make satisfactory progress in English and science and good progress in mathematics. Standards of attainment in information technology and design and technology are below expectation. In their other subjects, pupils attain standards in line with expectations.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English			Good
Mathematics			Good
Science			Good
Information Technology			Unsatisfactory
Religious education			Good
Other subjects			Satisfactory

The quality of teaching is good. The best teaching was seen in English, mathematics, science and music. All of the very good teaching was seen in these subjects. Teachers need to improve their knowledge and understanding of information technology and provide more opportunities for challenge in this subject. Teachers have good expectations of pupils, plan well and organise lessons effectively. They are very good at managing pupils and developing pupils' skills. There is a sound use of time, resources and assessment. The good use of homework to improve learning is promoted through the homework booklets.

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

Aspect	Comment
Behaviour	Very good; pupils are considerate, polite and attentive.
Attendance	Excellent; well above the national average.
Ethos*	Very good; the school has a commitment to high standards and provides a good quality of education. Pupils have very good attitudes to learning.
Leadership and management	Good; a well managed school with an effective governing body. A good team approach has been developed.
Curriculum	A broad curriculum, but not sufficiently balanced. More time is needed for some subjects and significant improvements are required in information technology.
Pupils with special educational needs	Good support leading to good progress. The Independent Resource Unit for pupils with special educational needs is effective in helping pupils achieve their potential by providing well organised programmes of work.
Spiritual, moral, social and cultural development	Spiritual development is satisfactory. There is good moral development; good attitudes and values are promoted within the school; opportunities for cultural development are good; the provision for social development is excellent, pupils have a strong involvement with the local community.
Staffing, resources and accommodation	The good staffing and resources are used effectively in the school. The school provides very good accommodation.
Value for money	Balancing the good quality of education, the excellent provision for personal development and the cost of provision, the school gives 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	What some parents are not happy about
<ul style="list-style-type: none"> • The school is approachable. • The school encourages parents to play an active part in its life. • The school achieves high standards of good behaviour. • Their children enjoy going to school. 	<ul style="list-style-type: none"> • The work children are expected to do at home. Some parents felt a more structured approach would be beneficial. • Some parents are not impressed with the new style reports. They felt the old style was more individual to pupils.

Inspectors' judgements support parents' positive views. The school is seeking ways to continually improve links with parents. The school provides good guidance on homework and reports meet statutory requirements.

Key Issues for Action

In order to raise standards of attainment and the quality of teaching, learning and provision, the governors and senior management should:

- improve the standards, range and quality of work in information technology, and design and technology by:
 - implementing the scheme of work for information technology fully;
 - developing appropriate guidelines for design and technology;
 - ensuring that sufficient time is provided to develop pupils' skills;
 - ensuring that staff expertise is sufficient for the teaching requirements;

(see paragraphs 88, 102, 33, 61)

- provide for greater depth in the teaching of some subjects and a more balanced curriculum through:
 - reviewing the amount of teaching time provided each week;
 - reviewing the time allocations for all subjects taught;
 - providing more detailed planning guidelines for teachers;
 - monitoring the quality of pupils' work;

(see paragraphs 31, 32, 33)

- improve the professional development arrangements for teachers particularly in:
 - the literacy strategy;
 - information technology;
 - design and technology.

(see paragraphs 61, 75, 92, 103)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs:

- Assessment in several subjects – paragraph 38.
- The use of day-to-day assessments in English – paragraph 74.
- Governors' action in monitoring school developments – paragraphs 55, 56.

Introduction

Characteristics of the school

1 Nook Lane is a Junior School built in 1971 serving an area of Sheffield. The school has a twenty place Integrated Resource Unit (IRU) for Special Educational Needs (SEN) pupils. At the time of the inspection there were 14 pupils from Year 4 and Year 6 in the IRU. The school has 15 pupils with statements of SEN, which is above the national average and this reflects the school's SEN unit. A further 22 pupils are on the SEN register, which is average.

2 The school is an average size for junior schools, with 253 pupils on role. There are two classes per year group. Five percent of pupils take free school meals, which is below the national average. Overall the school takes pupils from an area which is more advantaged than average. There are five pupils from minority ethnic groups and only two from homes where English is not the first language.

3 The school aims are summarised as: "to provide a happy caring atmosphere in which we will promote high standards of achievement and behaviour which are appropriate, sensitive and meet the needs of the individual child".

4 The school development plan list priorities in literacy, numeracy, science, information technology, religious education, art and special educational needs. Priorities are also defined under health and safety, personnel, premises and finance headings.

Key indicators

Attainment at Key Stage 2¹

Number of registered pupils in final year of Key Stage 2
for latest reporting year:

Year	Boys	Girls	Total
1998	34	24	58

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	26	26	26
	Girls	22	17	20
	Total	48	43	46
Percentage at NC Level 4 or above	School	83 (74)	74 (67)	79 (72)
	National	64 (63)	58 (62)	69 (68)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	26	25	25
	Girls	20	16	21
	Total	46	41	46
Percentage at NC Level 4 or above	School	80 (81)	71 (74)	79 (90)
	National	65 (63)	65 (64)	71 (69)

¹ Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	1.9
	National comparative data	5.7
Unauthorised Absence	School	0.2
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	19.7
Satisfactory or better	98.4
Less than satisfactory	1.6

2

Percentages in parentheses refer to the year before the latest reporting year

PART A: ASPECTS OF THE SCHOOL

Educational Standards Achieved by Pupils at the School

Attainment and Progress

5 Overall standards attained by pupils in the school are above the national average and this is significantly higher than at the time of the last inspection. Mathematics, in particular, is now a strength. Girls outperform boys in tests by a similar amount as that shown nationally. There was a very large leap in standards in 1996. Since 1996, English results have been rising slowly, mathematics maintained at a high standard, but science has shown a falling trend.

6 In the 1998 national tests for eleven year olds, the standards achieved in English were above the national average. These results were good in comparison with those achieved by similar schools nationally. The 1999 results are slightly lower, but the school exceeded its target. The standard of work seen in school during the inspection was good, particularly with the older pupils.

7 The standard attained in reading is good. Teachers are making a good attempt to introduce the guided reading approach recommended by the National Literacy Strategy. However, its success is inconsistent at present; some of the group work lacks interest and challenge. The standard of pupils' writing is good and has improved since the previous inspection. The school has placed a higher priority on spelling after identifying this as an issue for improvement. Pupils understand how to write for a variety of different purposes, but some of this writing lacks creativity. In general, pupils' reading is better than their writing. Year 6 pupils show a love of books and are keen to talk about them. Pupils develop a satisfactory knowledge of how to search for information in books and are developing some notetaking skills. Some pupils are able to access the Internet, but as the school only became connected last summer, there is only a limited development of the necessary skills at present. Speaking and listening skills are very good. Pupils listen to teachers, and other pupils, attentively. They respond effectively to questions and use a good range of vocabulary, including technical terms in science and mathematics.

8 Pupils attained well above the national average in the 1998 national tests in mathematics and were also well above average for similar schools nationally. The results for 1999 are slightly lower, but still at a good level. The standard of work seen during the inspection was good overall, and generally stronger in Years 5 and 6.

9 Pupils show good numerical skills. They are able to respond quickly to mental arithmetic problems and are learning a good range of calculation strategies. Older pupils show a good ability to use mathematical language accurately. Pupils in Year 5 use words such as 'denominator' appropriately and Year 6 pupils are able to talk accurately about mathematical shapes. There is evidence, from displays of work, of a good range of graphs used to describe data in the context of other subjects.

10 Science standards in the 1998 national tests were in line with the national average. They were also in line with those achieved by similar schools nationally. Results in 1999 are slightly lower, but still of a sound standard. During the inspection, the standards of work seen were good, with older pupils performing at above average levels. Much of the work observed included practical exploration in which pupils showed good skills.

11 The standard achieved in music is good. The excellent out of school hours provision and the peripatetic teaching enhances attainment in this subject. Pupils' attainment in art is sound and includes some good quality work in painting. In history and geography, standards have improved and criticisms in the previous inspection no longer remain. A systematic skill development in these subjects is leading to satisfactory standards. In religious education pupils are showing standards in line with the expectations of the locally Agreed Syllabus. The level of work in physical education is sound, and improvement since the last inspection in the teaching of gymnastics is producing satisfactory standards.

12 The attainment in information technology remains below the national expectation. There has been a significant improvement in the availability of computers and pupils are appropriately using these to study other subjects. They have sufficient knowledge to use CD-ROMs and a word processor, but their depth of knowledge is still unsatisfactory. Attainment in design and technology is unsatisfactory, and restricted by the poor programme of work offered by the school.

13 Pupils with statements of SEN show good attainment when taking their abilities into account. They make good progress through the sympathetic teaching offered and the good level of provision provided in the IRU. Individual Education Plans clearly set out attainment targets, and assessment is used effectively to decide future work.

14 Pupils make satisfactory progress in the school. Overall, pupils enter school with standards above the national average and achieve above average standards at age eleven.

15 Progress in English is sound overall, but there is some lack of challenge for the most able. This lack of challenge arises from insufficient opportunity to extend debate in lessons and an over reliance, by some teachers, on worksheets in group activities. However, drama is being used well to maintain good progress in oracy skills. The effective use of Additional Literacy Support staff is helping to provide good progress in Years 3 and 4. The National Literacy Strategy is being implemented satisfactorily in school. However, the school is spending too long on pure literacy lessons and not looking for opportunities to teach aspects such as extended writing through the other subjects.

16 Mathematical progress is good. The introduction of the National Numeracy Strategy has been effective in providing a structured programme of work. This is leading to a systematic development of pupils' understanding, particularly in number. The school has undertaken training in the teaching of science and this has led to an improvement in pupils' progress in developing scientific investigation skills. Overall, pupils make sound progress in science.

17 Pupils show satisfactory progress in their other subjects, except for information technology, and design and technology. A scheme of work now exists for information technology that has the potential for improving pupils' progress, but staff expertise in this area is still restricting the opportunities for pupils. In design and technology, there is an insufficient allocation of teaching time and the scheme of work provides poor guidance to teachers and limits progress.

Attitudes, behaviour and personal development

18 The school effectively promotes and encourages the very good behaviour that is a strength of the school. Pupils show very positive attitudes to school and their work, which

have a beneficial effect on standards of attainment and the quality of learning. They show a high level of interest in their work and apply themselves well to their learning. Pupils are confident and well able to express their views. In lessons, all pupils are keen to talk about their work and interests, and contribute to discussions with enthusiasm. They readily accept suggestions for improvements to their work and are able to select and use relevant resources. Pupils show good levels of co-operation in group, class and individual activities. There are good examples of collaborative work and pupils tackle problem-solving well, particularly in mathematics and science. Pupils are trustworthy and confident, independent learners. This is exemplified by the way they are trusted to work on their tasks in the shared areas without close supervision.

19 Pupils' behaviour is very good in and around school. When moving around the building all pupils are orderly and sensible. At breaktimes and lunchtimes they follow routines well. Their behaviour on the playground areas is good; they have a good awareness of others.

20 Relationships throughout the school are very positive. This is a strength of the school. Pupils are friendly and polite. Visitors are made welcome and pupils are happy to enter into conversation with them. There is no evidence of bullying, although the school has suitable procedures to deal with any incidents should they occur.

21 Provision for personal development is very good and pupils progressively take on more responsibility as they move through the school. Older pupils enjoy the additional responsibilities that they are given and assist in the daily routines of the school. They work well together, answering the telephone at lunchtimes, tidying the libraries and watering plants. Pupils show sensitivity for the needs and feelings of others. They raise money for a wide range of charities. The Haig Trophy is presented to children making special contributions both to the school and wider community. Recently this was awarded to a boy who raised money for a local residential home for the elderly by doing a sponsored walk. Pupils in the IRU show good attitudes to learning as they come to trust the staff and recognise the knowledge they have gained. They develop good levels of independence as they become familiar with the routines and the expectations of the school.

Attendance

22 Attendance levels at the school are excellent and are very high compared to national figures. The majority of pupils arrive punctually. The school makes a prompt start to the school day and no time is lost in providing opportunities for pupils to learn. The excellent attendance contributes positively to pupils' attainment and progress.

Quality of education provided

Teaching

23 The quality of teaching is good. Approximately four out of every five lessons seen were rated in the satisfactory or good category. One out of every five lessons was rated as very good. The standard of teaching was best in English, mathematics, science and music. All of the very good teaching was seen in these subjects.

24 Teachers' have good subject knowledge in English, mathematics and science. Teachers are using the National Literacy and Numeracy Frameworks effectively to support their planning and teaching. In science the school's scheme of work is appropriate and training has

improved teachers' skills in investigative learning. However, teachers show unsatisfactory knowledge and understanding in the use of computers to support learning, and in the development of pupils' information technology skills. Design technology also suffers from a lack of staff expertise. Overall teachers' knowledge of art is satisfactory, but there is some lack of understanding as to how to extend more talented pupils.

25 Expectations of pupils are generally good. Progress for the higher attaining pupils has improved since the last inspection. There are high expectations in mathematics, particularly in Years 5 and 6. The correct use of mathematical language is encouraged. These high expectations lead Year 6 pupils to make good progress. Pupils of average attainment were encouraged to discuss the properties of mathematical shapes accurately. In the same lesson, higher attaining pupils were expected to draw on their previous knowledge of symmetry to extend this work further.

26 Teachers plan their lessons well. They use the schemes of work effectively to provide pupils with appropriate tasks. Teachers are well prepared; individual lesson planning clearly identifies the learning objectives and classroom activities. There is still insufficient planning for skills development in information technology: this issue remains from the previous inspection.

27 Teachers have high expectations of behaviour and encourage pupils to be responsible for their own learning. This was particularly evident in Year 6 where pupils were expected to work responsibly in the shared areas outside the classroom. Lesson activities provide a range of learning styles, and pupils have good opportunities to work collaboratively in pairs and groups.

28 The pace of learning is sound, overall, with many sessions involving appropriate changes in activity to maintain pupils' interest. However, the length of lessons in the morning are beyond the hour recommended by the National Literacy and Numeracy Strategies. Occasionally activities are left to run too long, not making effective use of the time.

29 The school benefits from the expertise provided by the teachers in the IRU. Teachers in the unit provide very effective management of pupils and plan clearly differentiated activities. Throughout the school teachers have a good knowledge of the SEN pupils and have consistently high expectations of them.

30 Homework tasks appropriately support pupils' learning and help maintain good standards. The school's homework booklets are an excellent source of ideas to help parents play an active part in their children's learning.

The curriculum and assessment

31 The curriculum is broad but not balanced. All subjects of the National Curriculum are taught and the provision for the teaching of religious education meets the requirements of the Sheffield LEA Agreed Syllabus. The school does not meet the DfEE recommendation for the minimum teaching time per week.

32 The lack of balance in the curriculum is partly the result of the time allocated to the teaching of some subjects. The time allocation for literacy and numeracy is generous, and in some sessions observed there was evidence that pupils would have achieved the same with a shorter time allocation. For example, the time given to literacy hour is often in practice an hour and ten minutes; similarly for numeracy. In addition, classes have further work in

mathematics and English through an additional time allocation to mental mathematics and writing, spelling or reading.

33 The teaching of information technology is restricted by the lack of time for pupils' work in the subject. Staff lack confidence and, although the scheme of work provides an outline of skill development, there is insufficient depth in the teaching of the subject. The time allocated to design and technology is very limited and pupils undertake a restricted range of work. In both these subjects there is a lack of progression throughout the key stage. The lack of scope of work means that more-able pupils are not adequately challenged in these subjects.

34 The curriculum for SEN pupils shows good breadth and balance, and there is appropriate emphasis on speech and language development. Pupils from the IRU are appropriately integrated into mainstream classes. The individual education plans for pupils in the IRU are of a high quality. In mainstream classes they are not so well written and sometimes lack precision.

35 The school makes adequate provision for sex education and there are allocated lessons to the issue of drug misuse.

36 The range of extra-curricular activities is excellent. This includes sport, music, information technology, chess and modern foreign language clubs. The school offers several sports as extra-curricular activities and the level of pupils' participation is very good: for example, about 50 pupils are involved in cricket and 70 in gymnastics. The level of involvement by teaching staff, support staff and other adults is very good. There is a strong level of commitment to competitive sports, including football, athletics and swimming.

37 The procedures for assessment are good in mathematics and science, and they are sound in English. Professional judgement is supported by objective measures and the arrangements allow for moderation of work. In the case of English, day-to-day assessment does not fully inform changes in teaching to meet the needs of pupils. There has been a good improvement in assessment since the previous inspection.

38 In the other subjects of the curriculum the assessment arrangements are much less satisfactory and they are generally underdeveloped. Mostly, assessments are made by professional judgement without objective measures or agreed criteria being applied systematically within the school.

39 Some use is made of the assessments undertaken. In science the arrangement has been introduced whereby teachers are informed of the areas of the subject in need of reinforcement or further development. In mathematics there was evidence of staff adjusting teaching programmes in the light of assessments made. There is very good use of day-to-day assessment for pupils in the IRU leading to sympathetically well-targeted teaching.

Pupils' spiritual, moral, social and cultural development

40 The school provides a secure and positive environment for all its pupils. Overall, the provision for pupils' spiritual, social, moral and cultural development is good.

41 The provision for pupils' spiritual development is sound. Good assemblies make a positive contribution. They provide the opportunity for a quiet time for pupils' own thoughts, and music is well used to create a calm, quiet and reflective atmosphere. There are examples

of the use of poetry in the curriculum to stimulate reflection, but opportunities for reflection across the curriculum are not sufficiently developed.

42 The level of provision for the moral development of pupils is very good. Good attitudes and values are promoted within the school. Adults in school provide good role models in teaching pupils fairly, and the relationships between them promote mutual respect. Throughout the school, pupils are taught effectively to distinguish right from wrong. The school provides an attractive, orderly environment which pupils are given every encouragement to respect.

43 Provision for social development is excellent. Pupils have a strong involvement with the local community and actively participate in local issues and activities. There is an exceptionally good range of extra-curricular activities that include sport, music and languages. This provision supports the general ethos of the school, and helps pupils to achieve a high level of respect for others and excellent social behaviour. The personal development of pupils is enriched by the opportunities to raise money for charities. Pupils are given excellent opportunities to develop independence both through residential visits and the range of responsibilities which the school provides.

44 Opportunities for cultural development are good. Pupils have access to a wide experience of Western European cultural heritage both through lessons and visits. There are fewer opportunities to develop a worldwide perspective. They are given good opportunities to contribute to local musical events and festivals.

45 The presence of pupils from the IRU in all school events enhances pupils' understanding of, and consideration for, others with particular needs.

46 The school has continued to develop its provision in all areas since the last inspection.

Support, guidance and pupils' welfare

47 The school gives good support and guidance to all pupils enabling them to cope effectively and confidently with school life. There is a caring, welcoming atmosphere and teachers clearly know their pupils very well. Parents recognise that the school fosters positive, caring attitudes and are happy with the help and guidance it provides. Parents' questionnaires indicate strongly that children are happy at school. Relationships at all levels throughout the school are very good and pupils frequently support each other in class and around school. Teachers and other staff maintain good discipline in a calm effective manner.

48 There are sound procedures for monitoring pupils' progress and personal development. A range of testing and assessment procedures have recently been put into place to monitor the progress and personal development of pupils. Pupils with SEN are well supported and make good progress. Pupils in the IRU are very well supported, there is clear planning for their development and appropriate review and discussion about their progress.

49 The school places strong emphasis on the importance of regular attendance and parents respond well to its efforts. Parents are aware of attendance procedures and are encouraged to inform school when their child is absent. Registers are marked consistently. The school has an effective system to monitor absences carefully. The school now meets all statutory requirements in the reporting of attendance.

50 The provision for pupils' health and safety is good. There is good liaison with the school nurse, who assists with the formal sex education programme for older pupils. Comprehensive procedures are in place for first aid, reporting accidents, and pupil's medication, taking pupils on visits and fire drills. The school follows local authority guidelines for health and safety. The governing body has adopted its own policy with procedures for regular safety audits around the school premises and risk assessments in all areas of the school. Child protection procedures are firmly in place and all staff are aware of the requirements. The school works hard to provide a safe environment for its pupils and staff. However, the ramp leading to the mobile classroom may provide a hazard.

Partnership with parents and the community

51 The school has developed effective relationships with parents who offer strong support. The school gives clear and useful information to parents encouraging them to become involved in their children's work. Information provided is well presented, readable and purposeful. Opportunities are provided for parents to talk informally and formally with teachers about their child's progress. The majority of parents attend open evenings. School reports are informative and show a good knowledge of the pupils and the work they have covered. However, in the new reports, there is very little reference to the progress pupils have made. The school works closely with parents of children with SEN. Attendance at the annual reviews is good. Staff in the IRU maintain good links with parents, who are kept well informed about their child's daily progress through a home/school diary.

52 The school has done much to establish effective relationships with parents in order to involve them in their children's learning and this has a positive effect on the standards achieved. The school encourages parents to help regularly in class and many are willing to assist on educational visits. Parents are given a homework booklet at the beginning of the school year which gives them clear guidance on how to support their children at home. Homework is generally well supported, but there are occasions when it is not returned. Curriculum evenings for parents provide information about a wide range of topics including the National Literacy and Numeracy Strategies. However, parental attendance at these meetings is poor. The parents' association is very active and successful. It contributes both socially and financially raising substantial amounts of money for school funds.

53 Links with the local community are very good. There are close, productive links with other schools that enable staff to discuss curriculum issues and share resources. Pupils are well prepared for transfer to secondary school. The local area and places of interest are well used. The school makes use of visitors with special knowledge to enhance areas of the curriculum. For example, local residents belonging to the British Legion speak about their wartime experiences. The school makes a positive contribution to village life especially at Christmas and during the 'Carnival'.

54 Children perform in many community events and take part in church festivals. The school's partnership with parents and its involvement in the community has a positive effect on the quality of education and is a strength.

The management and efficiency of the school

Leadership and management

55 Under the leadership of the headteacher and governing body, the school has continued to develop the strengths highlighted in the previous inspection report, seen a significant improvement in standards and maintained a good educational environment for its pupils. However, progress in some aspects of the school's work has been slow and a number of previous criticisms, such as curriculum balance and achievement in information technology, remain. Recently the pace of change has increased and much achieved in the last year. The headteacher has been successful in developing a team approach with school staff and good working relationships with the governing body. This puts the school in a good position to continue to improve.

56 Governors are very involved in the work of the school. There is very good commitment from individual governors. The governing body is fortunate in having a high level of professional expertise that is used to good effect, and through its sub-committee structure it provides good support and leadership. The governing body monitors the work of the school and has taken the initiative in school development. For example, the parental survey of attitudes to homework, which contributed to the home-school agreement, and revised homework procedures. Governors have appropriate monitoring procedures to check that tasks in the school development plan are being completed, but as yet they do not sufficiently evaluate the outcomes of the changes. The school has targets for attainment, but some of these predict only modest aspirations for standards in the National Curriculum tests and should be reviewed.

57 The school aims emphasise the provision of a caring atmosphere and the attainment of high standards. Many aspects of the school's work show the achievement of these aims. There is a very good climate for learning that emphasises good relationships and social responsibility. The clearly organised school development plan provides a sound structure for managing change. Monitoring and evaluation of the school's work is being carried out, but until recently the headteacher has taken much of this on personally. The widening of the number of teachers taking a more active part in the review of subject performance is positive and requires continued development. A clear and systematic structure for checking on the quality of teaching and the levels pupils are achieving needs to be established.

58 The school runs smoothly and is helped by efficient administrative and support staff. Pupils and staff follow well-established routines. Statutory requirements are being met.

Staffing, accommodation and learning resources

59 The staffing of the school is at a satisfactory level. The quality of the staff provides for good teaching and good support for pupils. The qualifications and experience of the teaching staff result in good teaching in most areas of the curriculum, but the absence of a co-ordinator for design and technology has contributed to the weakness in the teaching of this subject. The appointment of the new art co-ordinator will make possible the further development of this subject.

60 The teaching of SEN pupils is good. The IRU is a strength in the school's provision for SEN pupils and contributes to the good teaching. Very good support is offered by curriculum support staff. They are well informed and make good contributions in class. Their

interventions with individuals and groups of pupils contribute to the good progress and good attitudes shown by the pupils receiving this help.

61 The training of staff has contributed to school improvement, although there remain areas of weakness. A lack of staff confidence and competence in information technology is holding back this subject. During the week of the inspection, very little was seen of staff engaging in the teaching of information technology skills, and many interventions with pupils were brief. Improvements are also required in literacy training; currently the training has been inadequate and staff do not feel well prepared. Further training is planned in the teaching of art and in this subject there is a need to challenge the more able.

62 The school accommodation is very good. It is spacious and very pleasant in character. The accommodation offers good provision for specialist work, with plenty of space for practical activities. The accommodation for the IRU is appropriate and contributes to the good provision for SEN pupils.

63 The school is well resourced. No significant weaknesses in resources were noted and all lessons observed had the necessary materials. The school has improved its computer facilities, although only one computer is permanently available between the two classes in the temporary accommodation, and these classes do not have ready access to further machines.

The efficiency of the school

64 The financial management of the school is good with appropriate procedures established for financial administration. The present budget position is sound, with the school spending approximately the same amount each year it receives in income. There are regular meetings of the governors' finance committee that oversee budgetary matters and appropriately link spending decisions to priorities for school development. However, the school has a comparatively large amount of money in a reserve fund and the plans for this fund are vague and inconsistent. A clearer view of the purposes of the reserve fund should be established.

65 The school uses resources and the very good accommodation efficiently. Whilst the availability of computers has improved significantly since the last inspection, they are not efficiently used. Further investment in the professional development of staff is required.

66 The management of spending on supporting pupils with SEN is efficient and money suitably used to improve the quality of education provided. The funds for the IRU are now delegated to the school and expenditure on the unit is now well controlled and managed.

67 Teachers have clearly designated areas of subject responsibility that include the spending of an annual budget. The efficient use of their available funds is being enhanced by the continuing development of their role in monitoring the work in their subject across the school.

68 Taking into account the good quality education, the excellent personal development of pupils and the cost of provision, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Core Subjects

English, mathematics, science, information technology and religious education

English

69 Standards of attainment in English are above average throughout the school. The national assessment results for 1998 show the attainment level at the end of the key stage to be well above the national average, and above similar schools. The percentage of pupils reaching the higher levels of attainment is above that expected nationally. Standards observed during the inspection are in line with these results, with a good quality of work being shown by the older pupils. Results over the last three years show a slight improvement in standards. Girls do better than boys, but no more so than nationally. The attainment of pupils with SEN, both within the IRU and mainstream school, is good in relation to their ability.

70 Pupils are confident and articulate speakers and show a very good level of attainment. They make good progress throughout the school and are able to express their views well, using a wide range of vocabulary.

71 Standards in reading are good and pupils make satisfactory progress through the school. By Year 6 the majority of pupils read with fluency and expression. They use punctuation accurately to give meaning to the text. Pupils are able to discuss their reading in some depth and express preferences for reading materials and authors, using a good background knowledge. Pupils ably demonstrate a knowledge of both fiction and non-fiction materials and can both discuss and demonstrate the classification of reading materials.

72 Progress in writing is satisfactory with a good level of attainment by the end of the key stage. Good structures are in place to develop pupils' writing skills but there is a need to increase the variety and the range of sentence structures, in order to develop further atmosphere and feeling. Pupils are given good opportunities to write for a wide range of audience and purpose. There is a good structure to the teaching of grammar and appropriate texts are used in all classrooms. This area of the subject has benefited from particular attention and has shown improvement since the previous inspection.

73 Pupils show a good level of interest and motivation. They are confident learners who are able to talk with enthusiasm and in some depth about their work. The majority work independently, follow routines and respond to the teachers' high expectations of them. Particularly good examples of independent learning were seen in work on the structure of a biography in Year 6. Behaviour in lessons is very good.

74 The quality of teaching is good. Teachers work to well-structured, termly plans that focus on the learning objectives of the literacy strategy. Daily planning is in place but there is not, as yet, a consistent structure whereby teachers assess pupils' work on a daily basis and use this knowledge to inform future planning. On a small number of occasions during the inspection this led to an inappropriate match of work to some pupils' abilities. Assessment in the longer term is carried out effectively; results from a range of assessments are scrutinised

and used to inform planning. Teachers have good relationships with their pupils and use praise and encouragement very appropriately.

75 All class teachers have made a satisfactory start to the Literacy Hour. However, their knowledge of the literacy strategy is not yet secure and training is needed, both to raise confidence, and in particular to clarify the role of direct teaching within group activities. Groupwork sessions are well planned but are not always sufficiently interesting and challenging, particularly for the more able pupils. The pace of learning is adversely affected on many occasions by the use of time consuming written tasks, as opposed to pupils direct interaction with the teacher and each other. The increased time teachers spend on literacy is not yet appropriately reflected in the results the pupils achieve. Well trained support staff make a valuable contribution to literacy sessions through the use of additional literacy materials.

76 There are good examples of literacy skills being applied effectively in other curriculum areas, through the use of appropriate and technical vocabulary in such areas as mathematics and science, and in the range of writing tasks provided.

77 The role of the subject co-ordinator has developed well since the last inspection. However, the monitoring and evaluation of teaching is not yet effective. Marking of pupils' work is conscientiously carried out, but is not approached consistently throughout the school. Resources for the teaching of English are good.

Mathematics

78 The standards of attainment, in the tests for eleven year olds in 1998, were well above the national average. They were well above average for similar schools. This very good level of attainment has been consistent from 1996 to 1998. Although the test results in 1999 are slightly lower, they still represent a good level of attainment. The standard of pupils' work observed in the inspection showed sound attainment in Years 3 and 4 and good attainment in Years 5 and 6.

79 Pupils show good number skills. Year 4 pupils, for instance, are able to use a variety of calculation strategies for addition and subtraction sums. All pupils take part in a daily mental mathematics session and show a sound recall of multiplication tables. They use mathematical language well. Pupils in Year 5 use words such as 'denominator' to describe fractions and Year 6 pupils can describe the mathematical properties of quadrilaterals. Able pupils demonstrate a good ability to use prior learning in their work, such as linking symmetry to work on shapes.

80 Overall, pupils make good progress. The National Numeracy Strategy is being used effectively to provide a systematic programme of work for pupils. This ensures that lessons have clear objectives and are at levels in line with National Curriculum expectations. Occasionally, however, trying to move on too fast and giving insufficient time to practise skills limits the learning for slower pupils. For example, introducing the link between addition and subtraction to check an answer before pupils have fully grasped subtraction itself. The effective use of oral and practical work helps pupils remember facts and explore mathematical relationships. For example, the use of pin boards allowed pupils to try out ideas before recording them and helped them recognise similar shapes.

81 Pupils respond well to mathematics lessons. They are confident in their oral answers and generally find success in what they are doing. This use of success to encourage pupils is particularly a feature of the work of pupils in the IRU, who show great delight on getting right answers.

82 The quality of teaching is good and often very good. The good use of the teaching approaches suggested by the National Numeracy Strategy results in well-managed lessons. Whole-class teaching effectively concentrates on improving skills, followed by tasks appropriate for the ability of the pupils. The arrangement of two mathematics ability sets, across the two classes in each year group, makes the provision of appropriate work easier for each teacher. This process is helping provide challenge for the more able and appropriate pace for the less able. The daily mental arithmetic sessions are pacy and provide good consolidation of knowledge. In the best sessions, they enable pupils to develop their own ideas, such as how to find 75% of numbers from simpler examples. In a few cases there is insufficient opportunity to talk about different strategies or provide higher expectations for able pupils. Overall, the use of time in individual lessons is satisfactory. However, the total time spent on mathematics is above average and some sessions would be even more effective if they were slightly shorter, encouraging teachers to limit the time they spend talking to the whole class at the beginning of lessons.

83 The management of mathematics is good. A clear programme based on the National Numeracy Framework ensures continuity and progression in teachers' plans. There is some appropriate modification of the weekly plans as a result of knowledge drawn from day-to-day assessment. However, teachers need to be more confident in responding to pupils' needs rather than slavishly following the programme planned. The school is trialing an assessment programme that is comprehensive, but may be too time consuming. It will need reviewing at the end of this year. There is a well-managed individual programme of work for pupils in the IRU that is providing effective progression for them. The school has made good progress in mathematics since the previous report in both teaching and standards of attainment.

Science

84 Overall, standards of attainment in science are above the national average. This is reflected in the National Curriculum assessments between 1996 and 1998. However, there has been a slight, but noticeable, decline in the results achieved, and the provisional results for 1999 show a further slight reduction. During the inspection the standards achieved by pupils in Year 6 were good. Over the whole of Key Stage 2 pupils make sound progress in science.

85 In lessons many pupils show a well above average background knowledge of science. They bring to discussions a range of ideas gained both from within the school and outside. Their prior learning is good and they show a good standard of recall of earlier work. Pupils have a good level of understanding of the ideas involved and contribute well in discussion. They are able to carry out experimental work competently and show progress in a number of scientific skills, including predicting and arranging for fair tests to be conducted.

86 Pupils show good progress in lessons and this is helped by very good attitudes to the subject and their secure knowledge base. In experimental investigations pupils work well together. Their behaviour is very good and they remain on task in the activities set. They are confident in discussion and show interest in their work.

87 The teaching of science is good and the subject is well managed. Teachers are well informed and the lessons are well organised. The topics are introduced clearly and in a stimulating way. In lessons observed there was a good level of commitment to practical work and the investigations were well presented. In one lesson on the topic of upthrust in water, the ideas of the forces acting was very well explained. In another lesson on electrical circuits a well organised practical was preceded by a stimulating discussion which encouraged pupils to predict what might happen. The teaching of pupils with SEN is good and in a lesson observed dealing with a simple electrical circuit the ideas were presented clearly, suitably reinforced and allowed pupils to become actively involved in a representation of a circuit. Appropriate guidance is given to staff through the school's scheme of work. Assessment arrangements have been improved and allow for a secure judgement of pupils' work. Careful note will need to be taken of pupils' progress to ensure that the final results they achieve are in line with their abilities. The levels attainable by this year's Year 6 classes should result in an upturn in the standards of attainment in science, and should halt the recent falling off of the average grades achieved.

Information Technology

88 There were few opportunities during the inspection to observe pupils using computers and other forms of technology. Expensive resources were often under-used during long periods of the day. Samples of work around the school were limited to examples of word processing and some graphical presentations. Whilst these were of satisfactory quality, the overall level of skill demonstrated by the few pupils using computers showed limited progression and knowledge, and was below National Curriculum expectation.

89 Pupils can use CD-ROMs to find out information and they understand how to use icons to navigate through a programme. However, at times the tasks provided by teachers are too unfocussed, resulting in pupils aimlessly clicking on features of the programme rather than carrying out a structured investigation. Two pupils from Year 6, using a 'publisher' package, demonstrated little knowledge of a very powerful programme and resorted to placing text on the page by using the space bar and enter keys. They had little knowledge of other programmes they could have used. A more positive picture was shown at one of the computer clubs, where a pair of interested boys were able to show some understanding of control technology by building computer controlled buggies.

90 Few examples of teachers teaching information technology skills during lessons were observed. The lack of scope of the work provided led to a lack of challenge for the more-able in particular. Further opportunities are given through after-school clubs, and in these pupils were appropriately encouraged, for example, to use the Internet. This provided for some skill development, but there was a lack of purpose behind the tasks.

91 The school has recently upgraded its computer resources significantly, and now has a basic minimum provision. There is still a mixture of computer types: Apple Macintosh, IBM based PCs and very old BBC Acorn machines. This means that sharing programmes is more difficult and can put staff at a disadvantage. The school has only recently been connected to the Internet and is in the very early stages of thinking how it can be used.

92 There is now a scheme of work that has the potential for providing a structured programme for pupils. At present the effects of this programme are only just beginning to surface in plans for teaching. The school's own skill survey shows teachers feel very ill-

prepared to teach information technology. Staff expertise is unsatisfactory and needs improvement before significant progress can be made in this area.

93 There has been progress in the quality and quantity of resources available, and in subject structure since the previous inspection, but overall the pace of change has been unsatisfactory. Problems of poor progress by pupils and restricted standards in information technology skill remain.

Religious Education

94 Standards of attainment are satisfactory at the end of the key stage, compared with the expectations of the local Agreed Syllabus.

95 Pupils across the school are gaining satisfactory knowledge of Judaism, Islam, Hinduism and Sikhism alongside Christianity. Pupils in classes observed were successfully developing a respect for religions and religious places. They were able to retell recently learned Bible stories, such as 'The Prodigal Son', and draw lessons from them. They do not, however, have a secure knowledge of work done in the past. Many pupils can demonstrate an appreciation of some of the values, such as love and friendship, which are promoted by the Christian and other faiths. Pupils' understanding of the services in church is less well developed.

96 Within individual lessons pupils make satisfactory progress in understanding and knowledge. At the present time the school has an overview of its curriculum, but has only planned in depth for the Autumn term.

97 Pupils respond well in lessons. They listen attentively and ask sensible and thoughtful questions. They are confident to express their opinions and make good attempts to verbalise their ideas and feelings. For example a Year 6 class describing prayer as "speaking to God in your head." When set a task they work well together respecting the opinions of others. Pupils with SEN are included in discussions and have good attitudes to their work.

98 Based on the few lessons seen, the teaching of religious education is generally good. Lessons are clearly delivered with the main lesson points revisited and appropriately emphasised at the end of each lesson. Lessons are linked well to prior learning and good opportunities are given for pupils to develop their ideas and learn from each other's experiences. Questioning and discussions are sensitively handled. Good use is made of visitors from, and visits to, local Christian churches. As yet these visits have not been appropriately extended to include a range of faiths. Satisfactory progress has been made since the last inspection. Assemblies now fully meet the legal requirements. However, the school does not yet have a satisfactory scheme of work for the whole year. The co-ordinator gives colleagues informal support and guidance, but has had insufficient training to deliver her role effectively. There is no system to monitor curriculum coverage or the quality of teaching. Assessment and recording is underdeveloped.

Other subjects or courses

Art

99 Standards of attainment in art are in line with that expected of the age of pupils. The display of pupils' work shows much consistency in the standards attained, with very little poor

work being produced, but equally very little work of a high standard being achieved. Pupils' work shows that standards are most secure in painting with improving application of paint, colour mixing and use of perspective. Older pupils are starting to interpret subjects in different media, showing a development of their thinking. Pupils have engaged in work with sketching and they are making sound progress in this. Other work attempted includes collage, printing, weaving and some ceramics. In all these standards are in line with that expected of pupils' age. Pupils' progress in art is sound.

100 The care taken by pupils shows good attitudes in the subject. In one lesson observed pupils attempted colour washes with care and were starting to achieve good results. Other pupils in the class engaged in imaginative patterns based on established work which they had previously discussed. They could explain what they were trying to achieve and expressed interest in their work. Care was also evident in some work on display in which pupils had attempted paintings based on a local landscape. Some pupils were improving on their use of perspective.

101 The teaching of art is sound. The new scheme of work provides a framework on which to build. A new co-ordinator has just been appointed and staff training has been organised. This is a good start to improving the teaching of the subject. Further detail in the guidance for staff would be beneficial and the training of staff could usefully be directed at seeking teaching which challenges the most able and encourages them to achieve above average results.

Design & Technology

102 There was little opportunity to observe work related to design and technology during the inspection. Only a very limited sample of work was available from the previous year. Standards of attainment in design and technology are well below that expected for the age of pupils. This is a result of the very limited amount of work undertaken and its limited scope. The limited work in evidence is of below average standard. Work in home economics and work related to art, particularly weaving and face plates, represents satisfactory standards. Some models made last year, although imaginative, are, for older pupils, of a modest standard. Across a wide range of activities in technology, including design, the standard of work needs to be improved. Insufficient teaching was observed to assess its' standard.

103 The school's provision for the subject is poor. There is no co-ordinator overseeing the subject. The written advice to staff is limited and the scheme of work very brief. The curriculum time allocated is insufficient and the intermittent involvement of pupils in the subject does not allow for progression and continuity of work. There is a need to improve teachers' understanding of this subject.

Geography

104 Owing to the limited amount of geography being taught this term it was only possible to observe two Year 4 lessons. Pupils achieve in line with what is expected for their age. The more-able pupils are being challenged with appropriate tasks and there is evidence of an appropriate depth of study. Younger pupils in Key Stage 2 are able to make observations, record the weather, take measurements of temperature and explain the water cycle. Mapping skills are being developed through an understanding of four-figure references, of planning routes and following directions. Older pupils have done a commendable in-depth river study involving irrigation, erosion and pollution.

105 Pupils have good attitudes to learning, they are keen to answer questions and to provide information and offer opinions. They listen carefully and sustain concentration. The lessons seen were well planned, demonstrated a logical development of ideas and enabled the pupils to contribute well in discussion. The quality of teaching observed was satisfactory. Teachers provide a range of local fieldwork experiences and a residential experience for pupils in Year 4. The subject is very well organised. The scheme of work now provides continuity and progression in the development of geographical skills and knowledge. Good support is provided through outline units of work. Detailed medium-term plans provide evidence of learning intentions, a wide range of activities, differentiation and assessment opportunities.

History

106 In history, pupils are attaining at a level appropriate for their age in the restricted sample available. Younger pupils are developing a sense of chronology through work on their own time line in a study of an ancient civilisation. Older pupils are developing a good knowledge and understanding of a range of aspects of history such as life in Roman Britain and life in Sheffield during the blitz. They are able to use a wide range of sources such as atlases, reference and fiction books, CD-ROMs and videos, and can present their work in a variety of interesting ways. There is evidence of extended writing and the use of information technology to enhance presentation.

107 Pupils' attitudes to history are good and they show real interest in historical enquiry. They can recall previous knowledge, ask relevant questions and are able to hypothesise.

108 The quality of teaching observed was satisfactory. Teachers maintain real interest when pupils are engaged in active learning, for example, in seeing the food which comprised an individual's weekly ration during the Second World War. Lessons are well planned with clear learning objectives. A range of visits and visitors to school provides relevant and stimulating experiences to further enhance historical understanding.

109 The subject is well co-ordinated. Long-term planning now provides clear progression in historical skills and enquiry. Teachers' planning is monitored to ensure appropriate coverage. There is still no systematic process of assessing pupils' work in order to inform future planning. All other issues raised in the previous inspection report have been addressed.

Music

110 Pupils in the school reach good levels compared with those expected for their age. By the end of the key stage they are able to work well in groups producing and performing a graphic sequence. They use a good range of untuned instruments with imagination and skill. The introduction of an appropriate commercial scheme, which all staff use, ensures provision for singing, playing, composing and listening. Appraising is also well addressed. There is no formal monitoring of music within the school and therefore no guarantee of coverage.

111 Pupils' response to their music is very good. They respond well to the teacher's enthusiasm and are confident to perform in front of an audience. They co-operate well with each other, developing their ideas through discussion and debate. Groups regularly perform in assemblies and musical events take place from time to time.

112 The quality of teaching observed during the inspection was very good. In the two classes observed teachers with musical ability demonstrated well planned and structured

lessons. Very clear direction was balanced by very good, evaluative feedback to pupils. Both teachers showed a good subject knowledge and clearly communicated the learning objectives of the lesson to pupils. At the upper levels of the key stage the use of staff to teach to their subject strengths across a year group, contributes to the good standards achieved in this subject.

113 The school provides a very good range of extra-curricular opportunities. Specialist instrumental tuition is available to a small number of pupils. Music is well resourced. There is a good range of percussion instruments that are stored within a central resource area. The enthusiasm of the co-ordinator contributes to the effective delivery of this subject.

Physical Education

114 There is appropriate coverage of the areas of activity planned for each year group. Swimming lessons are organised in Year 5. Lessons in games, dance, gymnastics and basic orienteering were observed during the week of the inspection.

115 Across the year groups pupils achieve in line with what is expected for their age. In games the younger pupils are developing reasonable control when bouncing and rolling a ball with hand and bat. In gymnastics, Year 5 pupils are able to warm-up appropriately and showed good care and attention to safety in setting out and putting away equipment. They are able to perform good, controlled movements in apparatus work. In dance, older pupils are able to move sensitively to music and show increasing imagination and confidence when performing. Further emphasis needs to be placed on developing quality of movement in both dance and gymnastics. The introduction of detailed medium-term planning following the last inspection is helping to ensure appropriate progression in the development of skills.

116 Pupils have good attitudes to learning and clearly enjoy their lessons. They behave sensibly, apply themselves to activities with enthusiasm, listen to instructions and respond very well to their teachers.

117 The overall quality of teaching is good; this is an improvement since the previous inspection. Teachers are clear about the purpose of the lesson; adequate time is given for practice and teachers give appropriate praise. However, more opportunities should be provided to enable children to be involved in peer and self-evaluation. The subject is now effectively co-ordinated. The revised policy and developing scheme of work provide good support and guidance for staff. The sloping playground presents some difficulties for some children.

118 There are many opportunities for children of all abilities to be involved in extra-curricular sporting activities. These include football, cricket, table tennis and gymnastics. There is a high level of commitment from teaching and support staff. Opportunities for outdoor and adventurous activities are provided through a visit to a residential centre.

PART C: INSPECTION DATA

119 The team consisted of five inspectors. The registered inspector and two team inspectors were in school for four days and one team inspector and the lay inspector were in for two days. During the inspection 61 lessons or parts of lessons were observed. All teachers were observed teaching by inspectors and interviewed about their roles as co-ordinators of subjects, or managers. In addition school assemblies were observed and a sample of pupils were heard reading. Discussions were held with the headteacher, the chair of the governing body and a sample of other governors. Many other informal discussions took place with both teaching and non-teaching staff. Samples of pupils' work representing a spread of ability levels from each year group were scrutinised. Statements of special educational needs and individual education plans were also scrutinised. There were many discussions with pupils during class lessons and informal conversations at lunchtimes and playtimes. An extensive range of documentation was analysed before and during the inspection. The registered inspector held a meeting attended by 28 parents before the inspection. The 134 responses to a parents questionnaire were analysed and considered by the team. During the course of the inspection, four team meetings were held after school hours to inspect pupils' work, assimilate and consider findings, and agree judgements.

DATA AND INDICATORS

Pupil Data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
Y3 – Y6	253	19	37	12

Teachers and Classes

Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	11
Number of pupils per qualified teacher	23

Education support staff (Y3 – Y6)

Total number of education support staff	7
Total aggregate hours worked each week	129

Primary and nursery schools

Average class size:	28
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Financial Data

Financial year:	1998-99
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	£
Total Income	464,300.00
Total Expenditure	462,648.00
Expenditure per pupil	1,759.12
Balance brought forward from previous year	41,527.00
Balance carried forward to next year	43,179.00

PARENTAL SURVEY

Number of questionnaires sent out:

212

Number of questionnaires returned:

134

Percentage return rate:

63.2%

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	47.0	50.0	1.5	1.5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63.4	34.3	0.7	1.5	0
The school handles complaints from parents well	39.2	40.8	17.5	2.5	0
The school gives me a clear understanding of what is taught	35.3	56.4	5.3	3.0	0
The school keeps me well informed about my child(ren)'s progress	32.8	59.0	3.0	5.2	0
The school enables my child(ren) to achieve a good standard of work	49.3	48.5	1.5	0.7	0
The school encourages children to get involved in more than just their daily lessons	48.1	40.6	9.0	2.3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35.1	49.3	6.7	7.5	1.5
The school's values and attitudes have a positive effect on my child(ren)	53.0	43.3	3.0	0	0.7
The school achieves high standards of good behaviour	61.9	36.6	0	1.5	0
My child(ren) like(s) school	62.4	35.3	1.5	0	0.8

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