

# INSPECTION REPORT

**BEIGHTON NURSERY INFANT COMMUNITY  
SCHOOL**

Sheffield, Yorkshire

LEA area: Sheffield

Unique reference number: 107036

Headteacher: Irene Parker

Reporting inspector: John Heap  
18824

Dates of inspection: 11<sup>th</sup> -14<sup>th</sup> June 2001

Inspection number: 197711

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	3 to 7
Gender of pupils:	Mixed
School address:	School Road Beighton Sheffield Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Neil Bowles
Date of previous inspection:	29 <sup>th</sup> September 1997

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19443	Nancy Walker	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
19041	Roger Linstead	Team inspector	Mathematics, Art, Music, Religious Education, Equal Opportunities	How good are the curricular and other opportunities offered to pupils or students?
22841	Patricia Jackson	Team inspector	Information and communication technology, Geography, History, Provision for the Foundation Stage, Special Educational Needs	
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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>23</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is an infant school that caters for pupils aged three to seven years. It is situated in the village of Beighton, on the outskirts of Sheffield. There are 262 pupils on roll: 134 boys and 138 girls; this is above average for an infant school in England. The number on roll has decreased since the last inspection. There is also a 39-place nursery that is fully subscribed with children attending on a part-time basis. The children are admitted to the nursery in the term preceding their fourth birthday. Attainment on entry is broadly average, but a significant number of children have below average writing and social skills. There are 12 per cent of pupils on the register of special educational needs; this is below the national average. Seven pupils (2.3 per cent) have a statement of special educational needs. This proportion is above the national average. In recent times there has been a low level of pupil mobility; however, there have been more joining than leaving.

The vast majority of pupils come from the local area. The census statistics and more up-to-date analysis of trends show that the area has lower levels of deprivation than the national average. The majority of pupils are white and a very small minority come from a range of ethnic heritages. Two pupils have a first language other than English; this is well below average. Three per cent of pupils are entitled to a free school meal; this is well below the national average.

### **HOW GOOD THE SCHOOL IS**

This is a satisfactory school that has some significant strengths. Standards of attainment are in line with expectations. The quality of teaching and learning is satisfactory. Pupils have good attitudes to the school and their work and they are well behaved. The headteacher and senior staff provide effective leadership and management. The policies and practices of the school promote educational inclusion. The strengths of the school outweigh the weaknesses. Given that the unit costs are average, the school gives satisfactory value for money.

#### **What the school does well**

- By the age of seven, results in the 2000 national tests were above average in writing and mathematics.
- Pupils are well behaved and have good attitudes to the school and their work.
- The school's provision for pupils with special educational needs is very good.
- The headteacher and senior staff provide effective leadership and management.
- The provision for spiritual, moral and social development is good.
- The quality and range of learning opportunities for the Foundation Stage children is good.
- The parents have positive views of the school.

#### **What could be improved**

- By the age of seven, the teaching of writing is inconsistent and standards are not as high as they ought to be.
- The provision for physical education is unsatisfactory.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1997. Since that time there has been noteworthy improvement. In relation to the key issues for action identified in the report the standards in mathematics and information and communication technology have been raised well. In most respects higher attaining pupils' standards have improved satisfactorily, but the quality of writing is still not as high as it should be. The governing body have improved their monitoring strategies well. There has also been effective work done across the school in the implementation of the National Numeracy Strategy, and a similar comment can be made about the National Literacy Strategy for most classes, but there is some inconsistency. The provision for Foundation Stage and for pupils with special educational needs is now more reflective. The school has not kept pace with the growing needs of parents to know what their children are doing, particularly about their programme of work.

## STANDARDS

The table shows the standards achieved by 7 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
Reading	B	B	C	E
Writing	C	B	B	C
Mathematics	C	B	B	C

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

By the age of seven, pupils have made satisfactory progress in relation to the average standards they showed on entry to the school. In relation to all schools standards are above average in writing and mathematics and average in reading. The results of teacher assessments in science indicate that the proportion of pupils achieving the expected Level 2 is above average. However, the number of pupils who reach the higher than expected Level 3 is above average in mathematics, below average in reading and writing and well below average in science. Compared to similar schools, results in writing and mathematics are average, whilst reading is well below average. Trends over the last three years have been above the national average in reading, writing and mathematics. There has been no significant difference in the attainment of boys and girls.

On the basis of the work seen in the school, standards are in line with national expectations, by the age of seven. This represents satisfactory achievement for most pupils. However, only in mathematics and reading are higher attaining pupils achieving the appropriate level of attainment and this is due to credible improvements in the school's provision and, in the case of reading, greater support. However, standards in writing are not as high as they should be because of inconsistencies in teaching quality. Pupils with special educational needs make good progress in relation to their prior learning. Those learning English as an additional language make satisfactory progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are very enthusiastic and show a keen interest in the vast majority of activities. On a very few occasions pupils lose interest when teachers' expectations are low.
Behaviour, in and out of classrooms	Good. Movement around the school is orderly and there are no signs of animosity outside on the playground. Occasionally, teachers expectations of behaviour are lower than they should be and pupils' standards drop. There have been no exclusions.
Personal development and relationships	Good. Pupils treat each other and adults with courtesy and concern. Relationships are very good amongst the whole school community. Pupils respond well to being given responsibility.
Attendance	Above average. Very little time is lost through illness but the rate of holiday absence is growing. There is no unauthorised absence.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years
Lessons seen overall	Satisfactory	Satisfactory

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

Overall, the quality of teaching is satisfactory in the Foundation Stage and Key Stage 1. Of the lessons observed, 96 per cent were satisfactory, or better; 15 per cent were very good or better and four per cent were unsatisfactory. In the vast majority of classes across the school, the strengths are: the brisk pace of lessons, the effective support given by classroom assistants, and the management of pupils. The teaching of mathematics is good and teachers clearly enjoy what they are doing; basic numeracy skills are taught well. In English, the majority of teaching is good or better. However, there are inconsistencies in approaches to marking, judging levels of attainment and in teachers' expectations. This is most clearly seen in the written work of a minority of classes in Years 1 and 2. The majority of pupils are taught basic literacy skills well.

The teaching of pupils with special educational needs is effective.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, satisfactory. In the Foundation Stage provision is good and the new national guidance has been implemented well. In Key Stage 1, there is satisfactory breadth, balance and relevance. Statutory requirements are met. Planning is detailed and links subjects effectively.
Provision for pupils with special educational needs	Good. Pupils' opportunities are wide and they access their full entitlement. Individual education plans are very good. Parents are kept well-informed. The co-ordinators are very effective.
Provision for pupils with English as an additional language	These pupils are fluent in English and have no extra needs.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Overall, good. The school develops effectively the spiritual, moral and social dimensions of pupils' characters. Cultural development is satisfactory. The statutory requirement to provide a daily act of collective worship is met.
How well the school cares for its pupils	Overall, welfare procedures are satisfactory. Although the school shows a good level of care in most aspects of its work, there are shortcomings in the health and safety arrangements to identify potential hazards related to the accommodation. The judging of pupils' levels of attainment is good.
Partnership with parents	Parents have positive views about the school and this is most noticeable in their praise of its approachability. General information about school is sound but there is insufficient information about the programmes pupils follow in class. Parents provide significant assistance to their children's learning and to the school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Effective. Senior staff work in a well focused manner. The headteacher is hard working and perceptive and delegates well. All of the senior management team provide good role-models for colleagues, particularly the younger ones. The induction of newly qualified teachers is very good.
How well the governors fulfil their responsibilities	Satisfactory. The governors conduct much of their work through committees and support the school well. Relationships with the head and senior staff are good. Greater rigour is needed when carrying out risk assessments.
The school's evaluation of its performance	Satisfactory. Monitoring of teaching and scrutiny of pupils' work are well-established now. In the main, the arrangements are successful; however, in a very small number of classes there is a need for greater rigour to overcome inconsistencies in teaching practices and pupils' work. The school development plan is a detailed and useful document that benefits from wide consultation.
The strategic use of resources	Financial management is sound. Educational priorities are costed carefully and supported by the budget. Grants are used for their designated purposes. The school takes adequate steps to obtain value for money in its acquisition of resources and services.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• They feel comfortable approaching the school.</li> <li>• The expectations placed on their children to work hard are appropriate.</li> <li>• The way the school is helping their child to become more mature.</li> <li>• The quality of teaching is good.</li> <li>• Their children are making progress.</li> <li>• Behaviour in the school is good.</li> <li>• The leadership and management of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities provided by the school should be greater.</li> <li>• The provision of homework.</li> <li>• A closer relationship between home and school.</li> <li>• They would appreciate more information about their children.</li> </ul>

Inspectors give qualified agreement to the positive points. The quality of teaching is not consistently good. In the majority of classes expectations are high, pupils work hard and make good progress. The range of activities provided by the school are satisfactory. The provision for homework is satisfactory. Generally, the relationship between home and school is effective, but inspectors judge that more information about the curriculum should be sent home.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Initial assessments of children entering the reception class in the Foundation Stage indicate that the majority have broadly average levels of attainment. However, there is a significant proportion of children who have limited writing and social skills. Pupils make good progress, generally and, as a consequence, the majority are likely to exceed the expected standards by the time they start in Year 1. This is true in language, communication, mathematics, knowledge and understanding of the world, creative development and physical development.
2. By the age of seven, results in the 2000 national tests show that the proportion of pupils achieving the expected Level 2 is average in reading and above average in writing and mathematics when compared with all schools. When compared to schools that have similar numbers of pupils entitled to free school meals, results in mathematics and writing are average. However, in reading they are well below average. The proportion of pupils achieving the higher Level 3 is below average in reading and writing and above average in mathematics when compared to schools nationally. Teacher assessments of pupils' attainment in science show that an above average number of pupils achieve the expected Level 2. However, no pupils achieved the higher Level 3 and this is well below average.
3. Over the last three years, pupils' results in national tests at the age of seven have been above the national average in reading, writing and mathematics. Improvement in mathematics results has been most noticeable, closely followed by writing. Reading results have declined. There is no significant difference in the attainment of boys and girls.
4. At the age of seven, standards of work seen during the inspection were above expectations in reading and mathematics and in line with expectations in writing, science and information and communication technology. The standards in religious education are in line with the expectations of the locally agreed syllabus.
5. By the age of seven, standards in speaking and listening are above expectations. Pupils have a wide vocabulary. They discuss issues and respond accurately to questions. The standards in reading are above the expected level. Pupils have good basic skills, particularly in their use of letter sounds. Their knowledge of the books they read and the characters in them is good. Most pupils have satisfactory library skills. The standards in writing are below the other aspects because expectations are too low in a minority of classes. The match of task to individual is not as accurate as it should be and too often pupils do less work than they should. The higher attaining pupils have good skills. The pupils have good handwriting, spelling and grammar skills. However, many pupils do not use these skills in their writing and consequently standards are lower than they are in reading, speaking and listening. This is particularly the case with the higher attaining pupils in a small number of Year 2 classes.
6. In mathematics, standards of attainment by the age of seven are above expectations and this is a commendable improvement on the position at the last inspection. Pupils are skilled at mental arithmetic and number. They select appropriate ways of working

and use a good range of mathematical vocabulary. Pupils attain similar standards in shape, space, measuring and data handling. They have good standards in problem-solving including using their knowledge, skills and understanding in everyday situations, such as time and money.

7. By the age of seven, standards in science are as expected for pupils of their age. This is better than the levels of attainment indicated by the teacher assessments in 2000. This marks an improvement since the last inspection because more pupils are achieving above average standards. Overall, pupils' achievements are at least in line with expectations in all areas of study, including their knowledge, skills and understanding in scientific inquiry. Standards are higher in the study of life processes and living things. Higher attaining pupils record their work well, for example, drawings and charts about the effects of heating and cooling on materials and substances.
8. In information and communication technology, standards are in line with expectations at the age of seven. This is noteworthy improvement since the last inspection when standards were below expectations. Skills in word processing, using paint programs and in guiding a roamer meet expected levels. The use of computers in other subjects is variable, with particular strengths in art and science. Overall, pupils with low skills and experience achieve well, but those who are already competent make unsatisfactory gains. This is mainly because the quality of assessment is not good enough to provide the teacher with sufficient knowledge of the pupils' present levels of attainment.
9. In religious education, standards are in line with the expectations of the locally agreed syllabus. Pupils understand that people hold key beliefs and that they vary according to their faith. Their knowledge and understanding of religious settings are satisfactory. Pupils are beginning to recognise that there are similarities and differences in the beliefs of several faiths, such as Christianity, Judaism and Islam.
10. Standards of attainment reach national expectations in art, design and technology, geography, history, music, physical education and religious education.
11. Pupils with special educational needs make good progress and most achieve standards within the range expected for their age group. This is largely due to early identification, good procedures and well-targeted support.

### **Pupils' attitudes, values and personal development**

12. Pupils have good attitudes to school. They are very keen to attend and they arrive on time for a prompt start to the school day. Parents confirm that their children like coming to school. In lessons where teaching is good or better, pupils often have very good attitudes to their work. They listen carefully to the class teacher and they try their best even when they find the work difficult. However, in lessons where teachers expect less of their pupils, attitudes are satisfactory at best and on occasions they are unsatisfactory.
13. The behaviour of pupils in lessons and around the school is mostly good and parents recognise this as a strong feature of the school. This is a similar picture to that seen when the school was last inspected some four years ago. Other than the occasional minor and short-lived dispute, there are no signs of animosity amongst pupils and no pupil has ever been excluded from the school throughout the 12 years of the current headteacher's service here. However, in lessons where teachers' expectations of

behaviour are lower, some pupils take advantage and display immature and distracting behaviour. At break and lunch times, pupils' behaviour is usually very good indeed. They play very well together, making up games and joining in activities on offer. A good example of this was seen during a lunchtime on the field when pupils were engaged in running races on the athletic track, encouraging each other and delighting in one another's success. Their personal development is good and they form very good relationships with each other and with teachers and other adults in the school. They work well together in pairs and groups and share equipment well. They take turns well and they rarely interrupt each other when they are speaking aloud, answering or asking questions in lessons. This helps them to learn. When asked to run an errand or do a job of some sort, they do it willingly and sensibly. For example, Year 2 pupils look forward to their turn to act as receptionist in the office for a short period over lunchtime.

14. Pupils' good attitudes towards school are further reflected in the school's above average attendance figure. This has been maintained year on year since the last inspection and last year the school achieved very good attendance figures. There is very little absence due to illness and there is no unauthorised absence. However, much of the absence figure is due to parents taking their children out of school for a family holiday in term time.
15. Pupils with special educational needs, including a few for whom normal relationships are particularly difficult, are very well integrated. They are treated with care and respect and generally respond positively to other pupils and adults. This is largely due to the nurture, care and high expectations of behaviour throughout the school.

#### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

16. Overall, the quality of teaching is satisfactory and this promotes satisfactory learning. In 96 per cent of lessons the standard of teaching was satisfactory or better, and 15 per cent of lessons were very good or better. In 4 per cent of lessons the teaching was unsatisfactory. This is a satisfactory improvement on the last inspection when 10 per cent of lessons were unsatisfactory. There is also a major increase in the higher quality lessons; at the last inspection 30 per cent of lessons were judged to be good and this time 45 per cent are good, or better. Areas of improvement include:
  - good knowledge and understanding of subjects, most particularly mathematics;
  - higher expectations of pupils' performance, and the pace of lessons;
  - good management of pupils and the positive learning environment.The quality of planning has also improved. However, there are still improvements to be made in developing a consistency of practice and the school recognises this.
17. In the Foundation Stage, teaching is satisfactory. The quality ranges from very good to unsatisfactory, with the majority of lessons satisfactory, or better, and the very occasional unsatisfactory lesson. In the best lessons the strengths are:
  - the very good climate for learning is promoted by a brisk pace, good questioning and a good match of task to the individual child;
  - the teachers' good knowledge of the early learning goals and the needs of young children leads to them quick learning in mathematics;Throughout this stage of learning the pace of teaching is brisk and planning is conscientiously carried out. Relationships between adults and children are very good and staff show enormous respect for the children's' needs. Those with special educational needs are well catered for and fully integrated into the class activities. This good provision is amply supported by the planning which includes targets for

achievement. In an unsatisfactory dance lesson the task set was beyond the children and some reacted to this by behaving in a difficult manner. This led to strained relationships and the children learned little.

18. In Key Stage 1, the quality of teaching is satisfactory. In 11 per cent of lessons seen the teaching was very good, 36 per cent was good and 48 per cent was satisfactory. In the very good lessons, instructions were clear, the pace was brisk and appropriate resources were used. Consequently, pupils are highly motivated, as was seen in a Year 2 numeracy lesson where the excitement was maintained by the very brisk pace and the adjustment of activities at appropriate times. Doing mental work, using numbers with up to four digits kept all pupils fully stretched and they were able to make links with work in other subjects. Expectations were equally high in a Year 1 literacy lesson, where the teacher amended the story in the big book, 'Farmer Duck', by introducing speech bubbles so that the pupils could provide their own dialogue. At the end of the lesson, the teacher introduced finger puppets for all the children as an innovative way of recapping and checking on the successful achievement of learning objectives. This approach led to pupils improving their question and answer skills. Overall, teachers have a sound knowledge and understanding of the curriculum and the pupils they teach and as a consequence most pupils learn basic skills well, particularly in reading. However, in writing the expectations, although satisfactory, are not as high. An example of this occurred in a Year 2 literacy lesson, where higher attaining pupils made satisfactory progress with their handwriting and spelling. However, lower attaining pupils lost interest near the beginning of the session and made little progress thereafter. Assessment is used adequately to support pupils and future lesson planning. Pupils with special educational needs are generally well supported, most particularly in their learning of reading skills.
19. The quality of teaching is good in mathematics, science, history and geography. It is satisfactory in English, information and communication technology, music, physical education and religious education. There is insufficient evidence in art and design and technology to make secure judgements. The quality of teaching in discussion time is good.
20. The teaching of literacy is satisfactory overall. The basic skills of reading are taught well, for example the teaching of letter sounds. The teaching of writing is satisfactory, but expectations are not high enough in a few classes and this leads to inconsistencies in performance. The use of literacy in other subjects is good, for instance, the development of technical language in science, religious education, history, information and communication technology, geography and history. A good example is the development of knowledge and understanding about minibeasts. Early library skills are taught well.
21. The teaching of numeracy is good. The school's numeracy strategy is having a significant effect on mathematical standards achieved. Teachers' understanding of the strategy is good. Sufficient opportunities are found to use numeracy skills, knowledge and understanding in other subjects. Good examples are:
  - graphs in information and communication technology
  - in history: the development and use of timelines.
  - in science: measuring distances in experiments on sound.
22. Marking is inconsistent. When it is good, teachers provide advice, guidance and an indication of the work and standards to follow. However, in a few classes the lack of vigilance means that pupils do not finish work and poor work is too often accepted.

23. Children in the Foundation Stage learn satisfactorily. They acquire skills, knowledge and understanding because staff employ a variety of teaching methods and a range of activities that encourage children to make considerable effort. Consequently, they show a great deal of interest and concentrate for long periods. For example, in a very good lesson in reception the teacher engaged the children in thinking, by asking probing questions about vehicles and transport. Activities were introduced that stimulated creativity and imagination, for instance observational drawings of cars, role-play in the 'travel agent' and a road system on a floor mat. In these better lessons teaching effectively promotes:
- good working habits and enthusiasm;
  - good relationships;
  - confidence and independence.
24. Learning is satisfactory in Key Stage 1. The majority of pupils are learning well and produce a good amount of work. However, there are shortcomings in a minority of classes. Expectations in aspects such as handwriting and spelling are not as high as they are in reading, for example, and pupils do not always see the need to produce their best work. Looking at the year's work in some Year 2 classes, one is struck by the good standards of the higher attaining pupils and the inconsistent quality of the average attaining pupils' writing. The main cause of this is inconsistency of expectation on the part of the teachers. Most pupils are challenged strongly by their teachers and respond with high levels of intellectual effort. For example, in a very good Year 1 history lesson, the high quality questioning enabled pupils to compare a Victorian bicycle with a modern-day one. The probing questions invited pupils to reason for themselves the nature of things as they were and why this was so.
25. Pupils with special educational needs are helped to make good progress. Their very good individual education plans clearly identify small steps with measurable targets, which are known and addressed by the support staff and class teachers, although this is not always identified on teachers' lesson plans.

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

26. The quality of the curriculum has improved since the last inspection. Teachers now follow good quality national guidance for most subjects. The school has also successfully introduced the new national methods of teaching both English and mathematics. Teachers are revising learning in each subject in the light of the new Curriculum 2001.
27. The school gives all pupils a satisfactory range of interesting learning activities both in and out of school. These meet all the latest requirements of the law. The school provides good opportunities for pupils' personal education. Arrangements for collective worship meet statutory requirements

28. Good arrangements to plan work over yearly, half-termly and weekly periods ensure that all pupils meet each new step of learning at the right time. For example, all lessons now follow through clear aims. Weekly planning meetings of teachers for each year group of pupils improve the quality of learning. This is because teachers change lesson plans for the following week to meet the needs of classes, groups and individuals. This is an improvement since the last inspection. Because pupils therefore now know what they are to learn and why, concentration is good in nearly all lessons.
29. Teachers also link subjects effectively so that they make more sense to pupils. For example, most topics focus on science but widen pupils' understanding through including learning in most other subjects. Similarly, teachers extend writing skills in religious education, history and science. As a result, pupils improve their use of imagination and organisation in writing as well as their understanding of these subjects. Mathematical skills develop well in science, art and design and design technology. Teachers also often plan carefully the sets of new words for pupils to understand in each lesson. In this way pupils learn effectively the key ideas within each subject, such as the meaning of the term "symmetrical" in mathematics. Pupils often use drawing and illustration well to record new learning in science, design technology, geography and history. For example in science work on light, Year 2 pupils looked closely at candle flames. They then recorded very accurately in careful pencil and crayon drawings the colours and shapes they had seen. However, work in topics does not always take forward learning in all subjects. There are then gaps when progress in some subjects is very limited. For example, pupils tend to improve drawing skills at the expense of other aspects of art and design work.
30. Arrangements to make sure all pupils have full learning opportunities are good. There is very good provision for pupils with special educational needs. The school also provides good extra support staff for pupils who need more help with reading. Good levels of support from skilled and experienced classroom assistants and parents allow all pupils to get the same amount of one-to-one and small group teaching as that found in most primary schools. Good assessment procedures in English, mathematics and science promptly show up the needs of pupils of different backgrounds and abilities. The school then re-groups pupils according to ability in these subjects in the Friday lessons. Teachers have found that all pupils' progress has speeded up as a result. In most lessons, teachers also ensure that pupils' work is neither too hard nor too easy. Pupils then make good progress from different starting points. Teachers also welcome and include new pupils in their classes sensitively and effectively.
31. Arrangements to support pupils' personal and health education and to improve their social skills are satisfactory. However, since there is no overall plan for the aspects not covered in science lessons, the quality of learning varies from class to class. For example, not all teachers timetable circle time opportunities for pupils to talk about personal and social issues.
32. The continuing improvement in English and mathematics standards shows the effectiveness of the school's use of the new literacy and numeracy teaching methods. However, these are having more impact on mathematics standards than on English.

33. The school makes satisfactory arrangements to enrich pupils' learning in activities outside lessons. For example, there is an after school dance club and teachers make good use of the building, site and visits to the village and to the city museum art gallery to allow pupils to learn through observation and investigation. In their final term, Year 2 pupils complete a project on Beighton based on local fieldwork.
34. Good links with the local junior school to which most pupils transfer ensure a smooth move into the Year 3 classes without breaks in learning. Nursery teachers also get helpful information from local pre-school groups.
35. The school has significant help from the local community to improve pupils' learning. Close relationships with St Mary's Church also improve the quality of pupils' education. The vicar's regular visits to talk to pupils and to lead assemblies enhance the quality of pupils' religious and spiritual education. Other visitors contributing effectively to pupils' learning include the community policeman and crossing patrol. Local shops sometimes provide prizes. Supermarkets and the library host visits from time to time.
36. Teachers ensure learning links well with pupils' experience. For example, Year 2 teachers started lessons about church by listening to pupils' memories of christenings, weddings, funerals and festivals. The school also ensures that the right amount of time is given to each subject. The timetable covers all subjects of the new National Curriculum and religious education. Pupils receive sex and health education and gain appropriate awareness for their ages of the dangers of drugs through their science lessons.
37. Overall, the provision for pupils' spiritual, moral, social and cultural development is good. The arrangements for and practice of collective worship meet statutory requirements.
38. The provision for pupils' spiritual development is good. Spiritual awareness is raised effectively through a variety of experiences and stimuli. Teachers use opportunities effectively to excite pupils' curiosity in the context of lessons and help them develop vocabulary to express their feelings. This area has improved since the last inspection. The environment of the school is used well to enhance pictorially and verbally information and resources relevant to pupils' work in ways that capture their interest and imagination. Assemblies have a planned focus such as the wonder of growth and change in nature. Children observe seeds and plants in various stages of growth and through discussion successfully develop their curiosity, interest and sense of wonder. Spiritual development is enhanced through the use of music and quiet entry of pupils into the hall and the effective use of worship, prayer and individual reflection. Plans for year group and class assemblies are clear and reflect major festivals and events in the Christian year and in other faiths. The statutory requirements are met.
39. The provision for pupils' moral development is effective. Pupils have a good sense of right and wrong and show very good behaviour in classes, around the school and in the playground. They respond well to the consistency and care demonstrated in formal and informal contacts with teachers and other adults. The strong mutual respect between adults and children fosters a genuine care and concern that supports pupils with special needs sensitively and effectively.

40. The provision for social development is good. All pupils show confidence that they will receive help and guidance with any of their problems. Several pupils openly described incidents to illustrate this. Pupils play and cooperate very well with each other. They use a range of small games equipment during lunch times in the playground and play sensibly with minimal supervision. They organise and co-operate in team games well. In groups, or individually, they exercise their responsibility for playing fairly and safely very effectively. The active participation of support staff sets a good basis for establishing the place of rules in games to ensure fairness and consideration for others. This is further emphasised in class activities led by the teacher involving all pupils, for example, in producing a symmetrical picture. Ways of ensuring effective co-operation are discussed and put into immediate practice to produce an excellent response from pupils. Pupils develop their skills of listening carefully and observe each other to check that these are followed. The benefits of co-operation are highlighted and pupils respond very well when identifying examples of situations when the same skills are required.
41. Overall, the provision for cultural development is sound. Pupils experience well planned visits to their village and local service amenities. They show a good knowledge of their community in their work in geography, science, history and in discussion. A range of visitors, artefacts, art and music enriches pupils' experience of their own and other cultures through talk, dance, music and theatre. Opportunities to develop their awareness and understanding of different communities, cultures and beliefs are soundly supported but are not a sufficiently consistent feature in pupils' work and in displays to fully prepare them for their life in their wider community.

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

42. The school provides a good level of care for its pupils and this has been maintained since the last inspection.
43. The very good relationships which exist between staff and pupils result in pupils feeling secure and comfortable in coming to school. Teachers take an interest in their pupils and are patient with them. Consequently, pupils feel confident to ask and answer questions in lessons and seek help when they need to. Pupils are well supervised at break and lunchtimes. Appropriate routines are well established and adhered to. Of particular note are the smooth and efficient lunchtime procedures and the very valid part lunchtime supervisors play in supporting pupils. For example, they each have responsibility for one class and they stay with that class throughout lunchtime. They provide activities for pupils and they encourage them to play together well. Supervisors praise pupils, make them feel valued and expect the same high standards of behaviour as the rest of the staff. At the end of lunchtime, they escort their group back to their classroom and settle them so they are ready to learn as soon as the class teacher returns to start the lesson. All of this has a positive effect on pupils' personal development and results in an orderly and happy school that pupils are keen to attend. The school has adequate child protection procedures in place; staff know the signs of abuse and know to report any concerns to the headteacher, who has a clear understanding of her responsibility. Good attention is paid to pupils' personal hygiene, such as washing hands before handling food in lessons and before and after lunch. There is also good attention paid to the safety of pupils on visits out of school. For example, a risk assessment is carried out prior to any visit off the school site and all accompanying adults are reminded of any potential dangers. However, although regular health and safety inspections of the school premises are carried out, these have not been sufficiently thorough to identify

a number of potential hazards currently presented by the school accommodation and its grounds. These have been reported to management and governors.

44. The arrangements for judging pupils' attainment have improved since the last inspection and are now good. They meet statutory requirements. The school uses a good system for making early judgements of children's attainment in nursery and reception classes. Teachers now assess the effectiveness both of weekly lessons and of teaching and learning at the end of each topic. These developments now satisfy the area for improvement identified in the 1997 inspection related to attainment.
45. The school makes good use of this information in English, mathematics and science. Teachers are therefore able to evaluate accurately the progress of groups and individual pupils. The school then uses this information effectively, for example to plan and modify future learning and to determine and change teaching groups and levels of support in each class. Teachers track reading progress carefully, both by good quality annual judgements and regularly hearing pupils read both one at a time and in their literacy hour groups. However, arrangements to assess pupils' skills, progress and achievements in other subjects remain at an early stage. Although there is now a good quality policy for marking, its effectiveness in helping pupils take the next steps in learning varies from class to class.
46. Procedures for monitoring and supporting pupils' personal development are satisfactory. Teachers know their pupils very well and good relationships underpin the development both of responsible conduct and maturity. However the recording of such development is largely informal, relying too much on teachers' memories.
47. Provision for pupils with special educational needs is good and supports their good progress. They are mostly taught in small groups alongside their peers within the classroom, providing them with full access to the curriculum. Their individual education programmes, which are of a high standard, are regularly reviewed and updated.

#### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48. Parents speak highly of the school and their positive views are similar to those of parents at the time of the last inspection. They are particularly pleased at the ease with which they feel they can approach members of staff, the quality of teaching, the expectations of their children to work hard and the progress their children make. However, a small number of parents are unhappy with some aspects of the school's work:
  - the range of activities outside lessons;
  - the amount of homework;
  - the home/school relationship is not close enough;
  - the information about their child is insufficient.
49. Parents are kept informed of the general life and events of the school through regular newsletters and ad hoc correspondence. However, they are not provided with sufficient information about the programme being taught in lessons. As a result, parents who wish to, are unable to support their child's learning at home as much as they would like. Parents evenings are held three times during the year when parents can see their children's work and discuss their progress with the class teacher. The

written reports provided for parents in March each year are of a good standard; they inform parents of what their child has learnt and can now do in all subjects, they report on their child's personal development, and they set learning targets to aim for during the final term of the school year.

50. There is good support from parents for the work of the school. Very many parents and past-parents provide valuable and regular help in every class. There is almost full attendance at parents' evenings and teachers praise parents for the interest they take and the efforts they make to support children's learning. For example, very many parents listen to their child read at home on a regular basis. They use the home/school reading record as a valuable method of communicating successes or failures in reading with the class teacher and they practise any suggestions teachers make in order to help their child. Parents are also very helpful when they are asked to send items to school to support a particular activity or topic. For example, when pupils were studying mini-beasts, a parent loaned a set of replica creatures to the class. As a result, pupils were able to study these in detail and identify different species in reference books, effectively enhancing their learning. They also used them to refer to when making plaster models of mini-beasts and produced some good work. In the past, there has been an active fund-raising body whose efforts have provided useful additional equipment for the school. However, the headteacher believes this is currently less active.
51. Parents of pupils with special educational needs are kept very well informed of progress. Parents are very appreciative of the good care and provision the school gives to their children, in addition to the good progress they make.

#### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

52. Overall, the school is led and managed effectively by the headteacher and senior staff. This is a significant improvement from the last inspection when the senior staff were described as working in an unfocused manner; this is no longer the case. The head teacher was described last time as effective and this has been maintained.
53. The head teacher is open and hard-working. She is aware of the shortcomings in school and has shown in the period since the last inspection that she has the capacity to make improvements. A good example has been the focus on reading, which has brought improvements, particularly for the higher attaining pupils. The reasons for this improvement are:
- early identification of shortcomings in pupils' reading skills;
  - the deployment of finance to acquire personnel and learning resources;
  - the development of procedures to judge pupils' attainment and record it.
- Senior staff are very supportive and bring a great deal of skill and expertise to their role. At present, the deputy head is on long-term secondment and the senior management team has successfully taken on her role. They are good role models for colleagues, particularly the newly qualified teachers.
54. The two co-ordinators very effectively organise and manage the school's provision for pupils with special educational needs. Together with the headteacher, they ensure that these pupils have good quality teaching by encouraging support staff to attend courses and gain qualifications. The effective work of the support staff is appreciated by the school and makes a valuable contribution to the high quality of provision.

55. The delegation of management tasks is good and the teachers respond well to the challenges. The senior management team take on extra tasks in times of necessity; for instance, they manage subjects when there is not an individual to do the job. This has been particularly important with the large turnover of teachers and the appointment of a relatively large number of newly qualified staff. The quality of the work of the senior management team has helped significantly to ensure that standards have not fallen. Subject managers are keen and conscientious and work extremely hard to improve provision.
56. The governing body fulfils its responsibilities in a satisfactory manner. They are keen, well-informed and wish to play an effective part in the life of the school. The governors have an active committee structure, particularly for finance, staffing and curriculum. These groups meet twice a term. They are also willing to visit school during work time and this is usually focused on a specific area of interest, for example, the National Numeracy Strategy. They appreciate the work of the head teacher and key staff, particularly the willingness to provide them with options for their decision-making, for instance, in the budget-setting. Greater rigour is needed in carrying out risk assessments.
57. The monitoring, evaluation and development of teaching is satisfactory. This is clearly an area of good improvement since the last inspection. At present there are three main areas of monitoring activity:
- reading ; the head teacher hears all pupils in Year 2;
  - lesson observations;
  - scrutiny of pupils' work.
- Incorporated within these activities are regular and rigorous feedback for teachers and professional interviews. These have also provided a good foundation for the effective performance management programme. However, further developments are needed to overcome the inconsistencies in practice of a very few teachers, particularly;
- in the expectations of pupils' writing;
  - the management of pupils;
  - expertise in physical education, especially among the newly qualified teachers.
58. Development planning has improved to a satisfactory level. Appropriate targets are identified and priorities are clearly set out, for example, when devising the staff development programme to support initiatives. The first priority is to ensure that all activities are related to school improvement targets that are in the development plan, such as:
- information and communication technology;
  - the development of the skills of the management team;
  - child protection.
- This is a good improvement on the findings of the last inspection because there is a long-term strategy. There is a shared commitment to improve and the quality of the newly qualified teachers emphasises the stronger capacity to succeed in the future.
59. The very effective induction of new staff is a strength of the school. The newly qualified teachers have clearly benefited from the high quality mix of provision, such as:
- good mentoring by strong, experienced senior teachers;
  - opportunities to visit other classrooms and schools;
  - links with the local educational quality induction programme.

These new teachers are appreciative of the support they receive and are already developing competence in the classroom. However, one area for further development is the increasing of newly qualified teachers' expertise in physical education.

60. Overall, financial management is sound. Educational priorities are developed well, for instance, the extra support for reading in Year 2 which is having a positive effect on standards, particularly at the higher than expected levels of attainment. The support is now being extended to Year 1 classes, so that improvements can come sooner. The specific grants for the support of pupils with special educational needs and for developing teachers' expertise are used appropriately. Satisfactory arrangements are in place to obtain the best value in the purchasing of resources and services. The school is implementing the recommendations of the most recent local educational authority report. Given that the school is judged to be satisfactory in terms of effectiveness and the unit costs are average, the school is judged to give satisfactory value for money.
61. The match of teachers and support staff to the demands of the curriculum is satisfactory. Overall, the resources are adequate but they are more plentiful in the Foundation Stage, mathematics and geography than elsewhere.
62. Overall, the accommodation is satisfactory with pupils benefiting from large classrooms and spacious external areas. The pupils' learning opportunities are not significantly reduced by the building. However, there are two concerns:
  - the school hall is cluttered with unsafe obstacles;
  - older pupils have insufficient time in the gymnasium.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. To develop the school further, the governors, headteacher and staff should:

- (1) Improve standards in writing by: (paragraphs: 5, 16, 18, 22, 24, 86, 89, 91)
  - raising teachers' expectations;
  - requiring all teachers in a year group to be consistent in –
  - marking and setting relevant targets,
  - judging attainment,
  - only accepting the highest quality of work.
- (2) Improve provision for physical education by: (paragraphs: 62,135, 139, 140)
  - developing teachers' expertise;
  - ensuring the hall is free from unsafe obstacles;
  - providing an appropriate time in the gymnasium for older pupils for them to develop appropriate skills.
- (3) Risk assessments need to be more rigorous, so that they identify and rectify all potential hazards presented by the accommodation ( paragraph: 43, 56 );

64. In addition to the key issues above, the following less important areas for improvement should be considered for inclusion in the action plan:

- Improve the information provided for parents about the curriculum ( paragraph:49 ).

*In the current, detailed school development plan, the school has appropriately identified the development of English, mathematics, information and communication technology and topic work as priorities. Aspects of management, special educational needs, Foundation Stage and provision for higher attaining pupils are also included.*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	67
Number of discussions with staff, governors, other adults and pupils	33

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	15	31	50	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	39	262
Number of full-time pupils known to be eligible for free school meals		9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y2
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	3	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	5

### Attendance

Authorised absence	%
School data	4.1
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	46	55	101

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	39	44	43
	Girls	52	55	53
	Total	91	99	96
Percentage of pupils at NC level 2 or above	School	90(93)	98(96)	95(96)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	45	44	42
	Girls	55	55	53
	Total	100	99	95
Percentage of pupils at NC level 2 or above	School	99(96)	98(94)	94(96)
	National	84(82)	88(86)	88(87)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	1
Indian	1
Pakistani	2
Bangladeshi	0
Chinese	0
White	176
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y2**

Total number of qualified teachers (FTE)	11
Number of pupils per qualified teacher	23.8
Average class size	26.2

#### **Education support staff: YR – Y2**

Total number of education support staff	12
Total aggregate hours worked per week	135

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39

Total number of education support staff	2
Total aggregate hours worked per week	64

Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000
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	£
Total income	531757
Total expenditure	534363
Expenditure per pupil	1540
Balance brought forward from previous year	10000
Balance carried forward to next year	7394

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

301

Number of questionnaires returned

98

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	74	25	0	0	1
My child is making good progress in school.	59	33	2	1	5
Behaviour in the school is good.	47	48	0	1	4
My child gets the right amount of work to do at home.	36	41	9	3	11
The teaching is good.	62	27	6	1	4
I am kept well informed about how my child is getting on.	31	54	9	4	2
I would feel comfortable about approaching the school with questions or a problem.	62	34	4	0	0
The school expects my child to work hard and achieve his or her best.	59	33	2	0	6
The school works closely with parents.	36	52	8	2	2
The school is well led and managed.	50	42	3	0	5
The school is helping my child become mature and responsible.	52	43	3	0	2
The school provides an interesting range of activities outside lessons.	17	39	9	2	33

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

65. The children join the nursery in the term preceding their fourth birthday. They come to the nursery with wide ranging abilities, which are, overall, broadly in line with national expectations for their age. Their personal, social and emotional skills are mostly well developed, but a few have under-developed communication, language and mathematical skills. This is confirmed by initial judgements of attainment carried out in the nursery and in reception at the age of five. By the time they start Year 1, the majority of children have made satisfactory progress and reach the expected national early learning goals for all aspects. A significant number, particularly the oldest children, have made good progress and exceed the early learning goals in a number of areas and are already working on elements of the National Curriculum.
66. After spending two terms in the nursery, attending either a morning or an afternoon session, the children transfer to reception class for the start of their full-time education. The oldest children in the year group spend a year in reception, whilst the younger ones, (this year two thirds of the year group), have only two terms.
67. The school has made good progress in implementing the new Foundation Stage for children in nursery and reception classes. Satisfactory standards of teaching in all areas of learning have continued since the last inspection, with some examples of very good teaching. In only one of the 24 sessions observed was there any unsatisfactory teaching. Good improvements have been made in judging children's progress and very good individual records are kept. This effective judging of progress is inconsistently used to make all activities appropriately challenging and matched to children's needs. Teaching varies from very good in one class to occasionally unsatisfactory in others.

### **Personal, social and emotional development**

68. Most of the children enter the nursery with good personal and social skills for their age. By the time they leave the reception class they are exceeding the early learning goals in this area. Overall this shows satisfactory achievement and reflects the teaching in both the nursery and reception classes. Throughout the foundation stage children work and play well together, as seen in the nursery home corner and a reception class 'travel agent'. They happily share equipment, such as pushing each other around on wheeled toys in the outdoor play area, so that by the age of five they are able to take turns in an increasingly challenging way. A small group of the oldest children very maturely engaged in reading pairs, taking it in turns to read a page and helping each other over the more difficult words.
69. The adults provide good role models, treating each other and the children with respect and courtesy. This helps the children to listen to each other and their teachers and develop trusting relationships. Very occasionally children were talked to in a condescending manner. Children are given the time and opportunity to allow for the development of independence, though the younger children do not consistently take sufficient responsibility for clearing away at the end of activities.

70. From entering the nursery, the children have a good understanding of what is right and wrong and behaviour is usually very good in all classes. On the rare occasion when it is less than good, it is as a direct result of unsatisfactory teaching and the inappropriateness of the task set. By the end of reception they are able to express their own opinions of likes, dislikes and feelings and are beginning to develop a caring awareness of others and the wonderful world around them. They quickly and competently undress and dress for physical education lessons, an expectation which is begun in the nursery.

### **Communication, language and literacy**

71. Children enter the nursery with a wide range of ability in communication and language skills. They mostly make good progress so that by the age of five, the majority are reaching levels generally expected for their age. They make particularly good progress in developing reading skills and a significant number of children achieve beyond what is expected for the start of Year 1. In both the nursery and reception classes the children enjoy listening to stories and are enthusiastic about sharing books with adults, which is expected at this age.
72. Many of the activities, in both nursery and reception, provide good opportunities for discussion but these are not sufficiently used in all classes. At times the adults interact well with the children to stimulate and improve language and communication skills, but this is inconsistent and frequently opportunities are missed to engage children in meaningful conversations which would consistently develop knowledge and understanding. A delightful example of really good interactive dialogue was seen in one of the reception classes during the singing of 'John Brown's tractor's got a puncture in its tyre'. The teacher used very skilful questioning techniques to judge and extend the children's understanding of what happens when a tyre is punctured and they were expertly encouraged to explain and give reasons for their suggestions. One child's remark that 'chewing gum is a silly thing to mend the puncture with' led to further discussion and learning.
73. Elements of the National Literacy Strategy framework are used well by teachers in all three reception classes. Most of the children have already acquired a satisfactory knowledge of letter sounds and are able to recognise a number of common words. Several of the oldest children are already proficient early readers and have the skills to attempt new words with confidence and considerable success. Most children form recognisable letter shapes and write their own names unaided. About a third write simple sentences independently, spelling common words such as 'is' 'my' 'the' and 'this' correctly. They are beginning to attempt more difficult words using their knowledge of phonetics, for example, producing 'pipl' for 'people'. These skills are reinforced through a good range of practical activities: stories, poems and spoken work on sounds, but at times higher attaining children could be further challenged. In one lesson they were only asked to copy the teacher's examples of words, whereas they could have been challenged to think of and find their own examples. There is a good balance of whole class and individual work. Lower attaining children and those with special educational needs are well supported by classroom assistants and make good progress.

74. Some opportunities are provided for the children to become independent writers, but these are limited. Paper and pencils are always available in the nursery, but only in one reception class was there any provision which really excited the children to write for different purposes. In the 'travel agents' the children were very keen to write, on booking forms, their friends' names and addresses and where they wanted to go on holiday. Reading and writing skills were then reinforced as they copied these details on to the computer, as in a real travel agent's.
75. Parents are encouraged to read with their children at home, and in reception reading books are taken home on a daily basis. Children and parents also borrow library books and this support from home makes a valuable contribution to the children's good reading skills.

### **Mathematical development**

76. Although about half the children enter the nursery with slightly under-developed mathematical skills, by the end of reception only a few children do not reach the early learning goals. This indicates satisfactory progress. Children count forwards and backwards to ten and most to twenty. Several go well beyond this. A few lower attaining children, including some with special educational needs, are still learning to recognise and understand numbers to five. This is well within the range expected for their age. The majority have an appropriate understanding of 'more than' and 'less than' and many are able to give quick responses to, say, 'one more than 15', whilst others need cubes or counters to check before giving the answer. Children develop a range of other appropriate mathematical language, such as 'bigger than', and 'take away' and describe simple shapes such as circles, squares, triangles and rectangles.
77. A good range of activities is provided in the nursery to stimulate and encourage children to count and develop mathematical concepts. This was seen in a small group session in which children played co-operative games involving counting and matching numbers to the dots on dice and also when children worked on the computer listening and identifying thin and thick objects. In the reception classes, elements of the National Numeracy Strategy framework are used effectively by teachers to reinforce oral skills both at the start and end of lessons. Practical activities are mostly well planned to meet the children's individual abilities, but some are insufficiently challenging for the higher attaining pupils. Valuable learning time was wasted colouring in and joining cubes to make numbers between 10 and 20 when the children could quickly and easily provide the answers without this activity.

### **Knowledge and understanding of the world**

78. Children enter the nursery with a basic general knowledge that is typical for their age. This knowledge and understanding of the world around them is built on satisfactorily and extended through the nursery and reception year. Most activities are planned around specific topics and the activities based on these stimulate and arouse the children's interests. In the nursery the children are currently being helped to learn more about the outside world and, in preparation for a walk and picnic, they firstly made the bread, then selected the filling and made their own sandwich. In reception, a transport topic was well used to support learning in other areas. In one class a traffic survey involved collecting mathematical data followed by the creation of simple graphs, whilst the 'travel agent' encouraged discussion about holiday destinations. In another class children constructed vehicles using boxes, card wheels and paper fasteners.

79. Good use is made of the local area for walks, and children are encouraged to look at features of the environment such as old and new buildings, trees, plants, wild life and traffic. The older children are beginning to map-make, drawing simple plans of their route to school and rooms in their homes. Opportunities to use information and communication technology are satisfactory and the children's confidence and ability are good. By the time they leave reception many confidently control the cursor through good use of the mouse and arrow keys and use the keyboard for simple word processing. Provision, teaching and learning, to develop knowledge and understanding of the world, are satisfactory overall.

### **Physical development**

80. On entering the nursery, the children's physical development is within the range expected for their age. By the time they leave reception the majority of children reach the expectations of the early learning goals and many exceed them. The children are given plenty of opportunities, both in the nursery and reception classes, to work and play in the outdoor play areas, school hall and large gymnasium and this significantly contributes to their good development.
81. The children move with confidence, imagination and safety around their classrooms and in the playground. They are well co-ordinated, controlling their arms, legs and bodies in physical activities such as climbing, balancing on different parts of their bodies and controlling wheeled toys, for example cars, tricycles and scooters. Space is used well, with the children respecting each other's need for personal space. Although many of the children, particularly the girls, are very skilled when using a rope for skipping, their throwing and catching skills are not so advanced, but are still within the range expected for their age. In addition to the opportunities provided by the nursery's outdoor play equipment, children are introduced to dance and gymnastics. Teachers' skill and expertise in these areas are variable, but overall satisfactory.
82. Children are given satisfactory opportunities to improve their fine motor skills, such as learning to use a knife to spread sandwich fillings. Reception children are helped to hold pencils correctly and most use these and scissors skilfully. Children show good control of a mouse when using the computer.

### **Creative development**

83. Children make satisfactory progress in this area of development, through the provision of an appropriate, but not extensive, variety of experiences. In both the nursery and reception classes, children are encouraged to use their imagination by painting, construction, role-play, (as in the home-corner and travel agent), and small-world play such as story-boards. Representative drawings, paintings and constructions show good observational skills, as in some effective reception paintings of ladybirds, but there is insufficient use of fabrics, tools and colour exploration. For example the children were not encouraged to mix colours or provided with brushes of different thickness. A few collective collages and pictures, for example where tissue-paper is screwed up and stuck on a ready-cut shape, showed that the tasks set provided insufficient opportunities for real creativity.
84. A variety of songs are learnt by the children and, by the end of reception, they sing tunefully, sweetly and with enthusiasm. Children listen to and enjoy a variety of music,

for instance in dance lessons and assemblies, but opportunities for them to create music and use instruments are insufficient.

## ENGLISH

85. Overall, standards in English are similar to those at the last inspection, and are average for the typical seven-year-old. Results in the 2000 national tests shows that standards in reading were average compared to all schools nationally and well below average in comparison to schools catering for pupils from similar backgrounds. Results in writing were above those found nationally and average compared to similar schools. A significant concern in the last report was the standard achieved by higher attaining pupils and the evidence of the results in 2000 is that the number of pupils achieving the higher Level 3 has increased compared to all schools nationally. Results in writing were close to the national average. Test results in reading have fallen over the last five years even though they have been consistently above the national trend. Results in writing are less consistent and have improved on those in 1996. Girls achieve marginally higher standards in reading and lower standards in writing. Inspection findings are that standards are rising in reading, particularly for the higher attaining pupils. This is because the school has targeted reading this year and improvements have been made.
86. When children enter the school they have average skills in speaking, listening, reading and writing. Overall, pupils achieve very well in reading and satisfactorily in writing.
87. By the age of seven, pupils' speaking and listening skills are above expectations and these standards reflect the 2000 teacher assessments. Teachers provide good opportunities for pupils to reflect on their views and provide descriptions of their feelings. For example, in a Year 2 discussion time, when pupils listened to a partner talking about their holidays and they had to feed back the information to the class. Also, in this lesson, a pupil left the group and the rest said something positive about them. The class teacher noted down the comments and when the pupil returned they were read out. The pupils enjoyed this activity and it clearly is a major boost for their self-esteem. There are good links here with personal development. Higher attaining pupils provide the listener with additional detail whilst speaking confidently at some length. Responses to questions show that they are at ease in discussion. The quality of listening is good, for instance, Year 2 pupils following the teacher reading a book made some perceptive comments:  
' I think it's gravity that is holding him down.'
88. Given the average reading standards of pupils on entry to the school, they achieve well to attain above average standards by the time they are seven. All pupils have good basic skills; for instance, they know their letter sounds well and this provides them with the necessary tools to tackle unfamiliar words successfully. One lower attaining pupil illustrated this amply by sounding out the word 'Nananka'. All pupils have good attitudes to reading. Pupils read fluently, accurately and with understanding. The vast majority of seven-year-olds can talk about the plot and characters in a range of books and some can name their favourite authors and give reasons for the choice. The majority of pupils read expressively and pay close attention to punctuation, to give structure to their reading. Most pupils in Year 2 have satisfactory skills, knowledge and understanding of the workings of a library; some know what the contents and index pages of a book are for. A few are used to finding

the books they want by using the library index. Standards, generally, have risen this year because of the extra support provided by the school.

89. Standards in writing seen during the inspection are above those achieved last year in the national tests because the proportion of pupils reaching the higher Level 3 is greater than last year. This signifies satisfactory achievement for the majority of pupils. By the age of seven, the majority of higher attaining pupils are writing well. They have legible, neat and joined handwriting and their use of grammar is good. They invariably write interesting stories, using language that is illustrative and helpful to the reader. However, the standards are not as high as they ought to be because of shortcomings in some teachers' practice:
- variable expectations of pupils' work;
  - inconsistent marking;
  - weak judging of attainment.
- In some classes in Year 2, this means that a significant proportion of pupils do not complete enough work and in some cases the quality of the work has deteriorated since the start of the year. The majority of pupils spell accurately and although the lower attainers have weaknesses, they are improving.
90. Pupils are using different forms of writing appropriately, for example:
- in science describing the explorations of how a circuit works;
  - in religious education profiles of Jesus and Sikhism;
  - in geography providing reasons for a good place to live.
91. Teaching is good, overall. One in three lessons was very good; a little less than half were good and a very few lessons were satisfactory and unsatisfactory. Teachers have stronger skills, knowledge and understanding in the teaching of reading and in the way they encourage pupils to speak than they have in the teaching of writing. Consequently, pupils achieve more in these aspects. This inconsistency in standards is reflected in pupils' written work, and is responsible for pupils achieving less well in writing in national tests. Across the school, planning is coherent and detailed. In the better lessons, pupils are generally clear about the standards expected of them. Where the teaching is very good, the pace of the lesson is very brisk. The planning and control are strong and these attributes ensure good achievement for pupils, particularly in the basic skills of handwriting, spelling and punctuation. In a Year 2 lesson, the teacher used an excellent framework for developing pupils' research skills:
- What do you already know?
  - What do you need to know?
  - What have you learned?
- The pupils remained highly motivated throughout that particular lesson. In the few lessons that are barely satisfactory, or unsatisfactory, the pace is slow. Management is weak and this means that pupils do not produce sufficient work. There are low expectations of the quality and quantity of work and of behaviour. The quality of marking is inconsistent and the judgements of pupils' attainments are clearly more effective where there is superior teaching.
92. Management is satisfactory. The literacy co-ordinator has a sound grasp of standards and is aware of the areas of weakness, for example:
- lower expectations in writing in some classes;
  - shortcomings in teaching skills, most particularly closed questioning, lack of ability to inspire creativity in writing and allowing inconsistent presentation.

She has come to these conclusions through classroom observations, monitoring Teachers' planning and scrutinising pupils' books. Overall, procedures to judge pupils' attainment are satisfactory, but the use of this information is unsatisfactory in a minority of classes. The school has a clear policy and a scheme of work that promotes consistency in teachers' planning and a generally wide range of opportunities for pupils to achieve more. Overall, resources are adequate. Statutory requirements are met.

## **MATHEMATICS**

93. By the age of seven standards are above the national average. This represents good achievement, as pupils' standards are typical for their ages when they start school. It is also a significant improvement since the last inspection when standards were judged average. Standards and progress throughout the school are good because teachers use the National Numeracy Strategy enthusiastically and effectively. Pupils have similar standards in all areas of mathematics (number, algebra, shape, space and measure and data handling). By the end of Year 2 pupils have a good foundation for their junior school mathematics work.
94. Boys are achieving higher standards than girls, following the national pattern. However the reverse has been the case in previous years. Pupils with special educational needs make good progress. As a result of good support most of them reach the standard expected for seven-year-olds by the end of Year 2. This is a commendable achievement.
95. Results in the 2000 National Curriculum tests in mathematics were above the national average for the second year running. Pupils' standards in these tests were in line with those in similar schools.
96. By the end of Year 2, pupils have a good understanding of place value up to a hundred. Higher attaining pupils add and subtract numbers such as 21 from a thousand. Lower achieving pupils often need help because they reverse both numeral shapes and the positions of 2 digit numbers at times. Pupils' accuracy and speed in counting, adding and taking away mentally is above average. Pupils count on and back accurately and understand terms such as equal to, less than and more than. Nearly all know how to multiply by 2, 5 and 10. However, standards of presentation are not always high enough. As a result, not all pupils have a secure foundation to develop their knowledge and understanding of number values and checking answers
97. Pupils recognise coins up to £1 and work out answers to simple shopping problems including money and weights. Their use and understanding of mathematical language is higher than expected for their ages. For example, Year 1 pupils explain clearly to adults what makes shapes symmetrical. Higher attaining pupils judge symmetry in terms of shape, colour, number and position. Pupils of all levels of attainment show good data handling skills. They quickly suggest ways of solving real-life problems. For example Year 2 pupils worked out how to make block graphs to measure and display the results of a science investigation into insect numbers.
98. Nearly all pupils remember the names of basic shapes such as triangle, cylinder or rectangle. They also know the numbers of sides, faces and angles in such figures. Pupils explain how they arrive at answers. For example, a Year 2 pupil explained how to add a 2-digit number using a hundred square: "Just go down two windows and one along!" However, significant numbers of average and lower attainers struggle to

explain their methods clearly. All pupils have an appropriate understanding for their ages of how to tell the time. Able pupils read the time digitally and from clocks. Nearly all pupils use computers and floor robots confidently, but pupils with statements of special educational needs often need help.

99. The quality of teaching and learning is good. In both Year 1 and Year 2 it was good or better in most lessons and satisfactory in the remainder. The quality of teaching and learning has improved significantly since the last inspection, when a tenth of lessons was unsatisfactory. This is because of teachers' hard work and determination to ensure that the National Numeracy Strategy raises standards. Teachers clearly enjoy numeracy lessons and make each new step of learning clear. As a result, in most lessons, pupils work industriously because learning is both demanding and fun at the same time. In the very good lessons learning is exciting. Teachers use a range of activities and high quality resources are often introduced so that all pupils remain interested and involved. Very good team work with classroom assistants and parent helpers results in good support for all pupils. Most pupils contribute well to learning in the first half of lessons and staff let each pupil's responses guide their teaching.
100. When teaching and learning are good, pupils concentrate all the time. This is because teachers have good knowledge of mathematics and the new approaches to teaching. They also make sure that pupils understand the aims of the work and they plan and time activities carefully. Tasks start from exactly where pupils have reached and always take learning forward. Careful displays of signs such as  $<$ ,  $=$  and  $>$  and words such as "whole" or "half" support pupils' understanding and use of mathematical language. Staff check carefully how pupils are getting on, so that they do not get stuck, misunderstand or pick up wrong methods. As a result pupils work quickly and accurately. They listen carefully to other pupils' accounts of how they have worked and are beginning to learn well from each other. Reviews of work at the end of each lesson, therefore, often extend learning as well as revising key points.
101. Teaching and learning are less effective when the pace is too slow. As a result some pupils stop listening. This occasional inattention happens when teachers ask individual pupils to write answers on the board, during mental and oral work. On a very few occasions, for instance, when pupils worked with robot the tasks lacked challenge and became repetitive.
102. Teachers make satisfactory use of other lessons and activities to develop numeracy. Music lessons develop awareness of number and pattern. Science work improves measuring and investigative skills involving some counting. Art and design technology increase experience of pattern and shape. Pupils recognise number at work in simple time lines in history, and map grids in geography. Teachers often use registrations well to develop pupils' early counting skills as they work out dinner numbers and attendance each day during registration. They also use regularly the information and communication technology programs to develop early mathematical skills and, later, data handling techniques.
103. The leadership and management of the subject are good. There is effective teamwork. High quality training has developed further the teachers' good knowledge and understanding, resulting in lively and confident teaching and learning. Teachers have worked hard to guarantee the success of the National Numeracy Strategy and standards are going up as a result. The co-ordinator monitors the quality of teaching and learning effectively. Teachers judge individual pupils' progress carefully and then revise teaching as necessary. Statutory requirements are met.

## SCIENCE

104. Teachers' judgements of attainment at the end of Key Stage 1 in 2000 were above the national average for pupils achieving the expected Level 2. As the school had no pupils achieving the higher Level 3 results overall were well below the national average. The lack of pupils attaining higher levels was an issue in the previous report and was attributed to work set being insufficiently challenging for pupils to access higher levels. Current school and teacher planning shows access to Level 3, and scrutiny of pupils' work shows successful attainment at Level 3. It is predicted that significantly more pupils will gain the higher than expected Level 3 in the current year and similar numbers of pupils as last year will achieve national expectations. Inspection findings agree with these predictions. This represents a significant improvement since the last inspection.
105. Pupils show sound levels of enquiry skills. They investigate properties of different materials and use words to describe similarities and differences of pieces of woven cloth. Higher attaining pupils suggest appropriate uses for materials according to their properties. By the age of seven, pupils undertake scientific investigations in their local environment and collect data to make comparisons of two different areas, for instance, finding specimens in two different ponds. They demonstrate good levels of recall and accurate use of technical terms and names and the purposes of simple scientific equipment. They suggest, when prompted, appropriate methods of collecting data and information and the correct use of equipment. A recent investigation of sound over different distances demonstrated good collection and presentation of data. The use of tables and graphs to display results make comparisons clearer and illustrate effectively the links between analysis and hypothesis. There were no immediate plans to develop this approach to support pupils' on-going investigations. Pupils discuss their investigations confidently.
106. Pupils' attainment by the age of seven in knowledge and understanding of life processes and living things is good. They accurately classify things as living and non-living. Their knowledge of a wide range of living things is good and they successfully recall general characteristics of different groups such as insects. Pupils observe pictures of creatures and identify features that distinguish one species from another. Their recorded work shows accurately labelled diagrams that illustrate different parts of the human body and plants. The majority of pupils attain expected standards in the study of materials and their properties. They identify observable differences to distinguish different materials and use simple investigations to identify some of their properties. They use simple criteria such as the force required for tearing and resistance to water to test materials and successfully identify similarities and differences. Higher attaining pupils observe the effects of heating and cooling on materials and substances. The presentation of their work is not always good enough when doing this work. Pupils' attainment in physical processes is sound. They recognise appliances that are powered by electricity and construct simple circuits to light bulbs. They draw sketches, which show essential details and complete circuits. Higher attaining pupils include a switch and give a clear and correct explanation of its functions and why it works. Pupils explore successfully and record shadows of a variety of objects in relation to the position of the sun.
107. Overall, pupils' attitudes to science are good. They are eager to engage in practical investigations and use equipment. Pupils use a range of technical vocabulary confidently and attempt explanations of phenomena they observe. The final

presentation of work does not consistently reflect the standards and accuracy expected for pupils reaching these levels of attainment. Many pupils are capable of more accomplished and accurate recording of their work but the overuse of individual task or recording sheets results in many instances of teachers' comments and guidance not being followed up.

108. The quality teaching is good overall. Teachers plan thoroughly and make good use of the whole school plans that link closely to the Qualifications and Curriculum Authority guidance and the National Curriculum. Learning objectives are clear and in the most successful lessons are discussed with pupils at the beginning and end of lessons. Questions are used well by teachers to consolidate and develop pupils' learning. They help pupils draw on careful and detailed previous knowledge with varied levels of prompting that cater effectively for different pupils with a range of attainment levels. In the most effective lessons higher attaining pupils are challenged to predict, analyse and conclude. Teachers value all responses, discuss the validity of answers and respect pupils' efforts. Teaching assistants effectively support activities and recording with individuals and groups, and all pupils are provided with equal opportunities. The inclusion of a good programme of practical experiences and investigations is effective in developing pupils' practical skills and in linking knowledge to science in the pupils' own environment. Teachers take planned opportunities to draw attention to the wonders of scientific phenomena and through their own enthusiasm raise pupils' interest and excitement. Teachers' marking is positive but many older pupils do not respond to constructive prompts and the system of individual work sheets impedes follow up.
109. Management of the subject is good. Planning is monitored by the co-ordinator and a useful portfolio of pupils' work is being developed to support and moderate teacher judgements of attainment. As a result the school has made significant improvements in providing access to activities that support higher attaining pupils in achieving better levels of attainment. Resources are sufficient to support the curriculum, are well organised and provide a good basis for focusing on more specialised equipment to continue to raise the expectations of pupils. More detailed and longer-term studies are seldom attempted because there is a lack of a variety of small-scale environments within the school building or grounds. The resources and equipment support practical work effectively. Statutory requirements are met.

## **ART AND DESIGN**

110. By the age of seven, standards are as expected for pupils' ages. They are similar to those found at the previous inspection. However the development of key skills is too inconsistent. There are two reasons for this:
- the school alternates art and design with design technology;
  - art is not sufficiently a priority in the broader range of topics which all concentrate on science.

As a result pupils are generally better at some aspects of art than others. Planning shows that pupils cover a satisfactory range of work in art over time. However, pupils' art folders and work on display show that the school has not been giving enough emphasis to painting, colour mixing and 3D work, for example in using clay and plasticine. The school has not improved on the limitation in the amount of 3-dimensional work noted at the last inspection. There was insufficient evidence from lessons during the inspection to judge the quality of teaching and learning.

111. Pupils' art folders show expected standards in observational skills, drawing and colouring with crayons. All pupils use and develop these skills in recording new learning in most other subjects. For example at the beginning of a local history project, Year 2 pupils took crayon rubbings on sugar paper of the textures and patterns of different school buildings of different ages. Drawing is one of the main forms of recording new learning in science, geography, history and religious education. Pupils in Year 2 also draw circuit diagrams showing batteries, switches and lights, design colourful glove puppets, and use charcoal and shading to make pictures of teddy bears. Pupils of all levels of attainment also make striking abstract patterns using computer painting programs. They also use collage techniques to make model meals and have some experience of working with textiles. Year 1 pupils working in the style of Monet showed a good knowledge and understanding about his subjects, colours and application. Girls' work often shows more care than boys'. Lower achieving pupils' work shows weaker pencil control and concentration than that of other pupils. All have full access to all the learning opportunities in art.
112. At the time of the inspection, three teachers were sharing the co-ordinator role. Leadership and management were not therefore focused enough to improve the balance of activities or to raise attainment.

## **DESIGN AND TECHNOLOGY**

113. No lessons were observed during the inspection. A scrutiny of planning documents shows close relation to the Qualification and Curriculum Authority guidance and a clear progression in the development of skills and the use of tools and materials at levels appropriate for pupils of this age. The numerous samples of pupils' designs, diagrams and artefacts indicate that standards by the age of seven are in line with national expectations. These standards of attainment have been maintained since the last inspection.
114. Pupils make satisfactory designs using sketches and diagrammatic representations of artefacts and details of mechanisms with key parts labelled. They describe clearly the function of the artefact and how it works in practice. Satisfactory references are made to ways of improving designs, although few examples show the improvements made to the final model. Devices designed in the context of nursery rhymes include a suitable range of materials and a mechanism including an axle to facilitate movement. These had clearly involved pupils in using a satisfactory range of cutting and shaping tools as well as handling materials with different properties. The devices are built successfully and achieve their design function. For example, using different joints to create movement using paper and card, closely links art, design and technology. Some of the artefacts use simple hinge mechanisms and folding to produce pop up pictures, and levers produce successfully different forms of movement. Some of these techniques had been used effectively to model designs for a playground.
115. Pupils are eager to show their artefacts and discuss how they work. They show interest and enthusiasm for this work. Although no teaching was seen during the inspection, the school and teachers' planning, pupils' artefacts and recorded work indicate teaching is effective. Resources are stored centrally and are sufficient to support the curriculum.

## **GEOGRAPHY AND HISTORY**

116. Although no Year 2 lessons with either a history or geography focus were seen during the inspection, through scrutiny of pupils' work and teachers' planning, it was possible to make judgements.
117. By the age of seven, standards are broadly in line with those expected nationally for pupils of this age. Pupils in Year 1, overall, make good progress. Although increased time and emphasis has had to be given to literacy, numeracy and information technology, satisfactory standards have been maintained since the last inspection in both history and geography.
118. Coverage of the National Curriculum is successfully achieved through a variety of topics, which may have a science, geography or history focus and which vary in the number of weeks of study. Teachers ensure that pupils learn correct terminology and appropriately incorporate other literacy and numeracy skills. For instance, in Year 2, the current topic is weather and pupils have collected data about the weather in May. Information and communication technology is now being used to create graphs which show the number of days for each type of weather. Simple scientific and geographical concepts have been taught together to help pupils understand how water is recycled from rain to streams, flows into the sea and subsequently evaporates to re-form rain clouds. Pupils also have a good knowledge of weather at different times of the year in this country and have been introduced to world weather zones such as polar, temperate, tropical and mountain. Pupils have a good understanding of the different uses of maps, ranging from classroom plans and road maps to globes and atlases. Their knowledge of countries and cities is typical of seven-year-olds and mostly linked to holiday destinations and football teams!
119. Overall, Year 2 pupils have an appropriate grasp of chronology. Pupils talk sensibly about events which happened in the recent past, such as when they were younger, and to understand that some things, such as the building of the pyramids and the Great Fire of London, happened a long time ago. As in geography, teachers ensure that a good range of activities, linked to other subjects, maintain pupils' interest and increase knowledge. Literacy and word processing skills are practised, for example through narrative writing about The Great Fire. Numeracy skills and an awareness of time and dates are also reinforced, by for instance the creation of time-lines dating from 1900 showing the age of different types of teddy-bears. Visits, like the one to the Fire Service Museum, enhance local and historical knowledge and the understanding of fire safety.
120. Two Year 1 lessons were observed and these confirmed that teaching is generally good. In the limited time available for these subjects, the good teaching enables pupils to make satisfactory progress. A significant number achieve well. In one lesson, through very skilled, probing questioning, pupils worked extremely hard applying knowledge and understanding of the past and explaining differences between their own kitchens and a Victorian one. Most pupils clearly know and understand the differences in cooking and cleaning then and now, and are beginning to realise the importance of electricity in today's world. Individual tasks, very carefully matched to pupils' abilities, then reinforced this learning and gave opportunity for the higher attaining pupils to do simple independent research about other aspects of life in Victorian times. As in Year 2, good attention is paid to developing literacy skills and elements of the National Literacy Strategy are used effectively in some lessons. Pupils work enthusiastically at the good practical tasks and mostly maintain good levels of concentration in both individual and whole class sessions. This ensures consistently good behaviour.

121. Assessment of pupils' performance is good. At the end of each topic teachers are expected to assess the overall learning and acquisition of skills, knowledge and understanding and pupils are assessed individually against specific criteria, identified on annual reports to parents. Learning resources for geography are good and satisfactory in history. In both subjects resources are well used.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

122. By the time the pupils leave school at the end of Key Stage 1 they are achieving standards broadly in line with those expected nationally for their age. This shows notable improvement since the last inspection, when standards were below expectations and were identified as a key issue for the school to address.
123. Although pupils now leave the reception classes with the skills, knowledge and understanding expected for their age, the current group of Year 2 pupils started from a lower base and have made good progress in the last two years to reach the nationally expected standards. Parents recognise this good progress and are very pleased. Many Year 1 pupils are already achieving well. This improvement is largely due to:
- the teachers' increased knowledge and expertise;
  - the implementation of the new national guidelines for the systematic teaching of skills;
  - more computers and appropriate programs;
  - the use of information and communication technology to support other subject areas.

Access to the computer suite in the neighbouring junior school, though limited, is also very beneficial, as it enables a whole class to learn in one lesson what it takes a whole week to assimilate through the limited access available within their classrooms.

124. Year 2 pupils, including those with special educational needs, are confident, competent and enthusiastic when using information and communication technology. Unassisted, most are able to switch on, select from menus and toolbars, save their work to floppy disk, and exit a programme. Teachers pay appropriate attention to developing literacy and numeracy skills and pupils are able to follow detailed written instructions, with technical vocabulary, on how to create a graph from mathematical data. They make selections about size and font when word processing and, although mostly performed by the teachers, many understand how to print their work.
125. Overall teaching in Year 2 is satisfactory. Most teachers have good subject knowledge and systematically plan the teaching of skills to enable the pupils to work independently on the equipment. Their techniques to demonstrate to and involve, a whole class in the use of these skills is very variable, ranging from good to unsatisfactory. At times, this results in pupils wasting time and losing attention, particularly when they cannot immediately carry out their own work. Frequently skills have to be re-taught, as and when pupils get their turn on a computer. Enthusiasm, understanding and the reinforcement of knowledge and skills are far greater when pupils are taught in the computer suite. The teachers' questioning skills to judge understanding and learning and their ability to manage the pupils are also variable, ranging from very good to unsatisfactory. Where they are good the pupils are challenged to apply their knowledge, think carefully and consequently maintain concentration and behave well. In one lesson, through very good, probing

questioning, pupils were skilfully helped to realise that, when creating a graph, computers speed up the process, produce a neater, more accurate result and can present the information in different forms, but that they are limited to what data is fed in. In a less successful lesson, several pupils enthusiastically followed good written instructions quickly and accurately, but then became noisy and wasted time when no further challenging activities were available. Pupils are not consistently made aware of what they will be learning in each lesson, nor do lessons end with a review of what has been achieved.

126. Year 1 pupils make good progress and information and communication technology is used very well to support many other subject areas. Good examples of work were seen in all classes and by pupils of all abilities, including those with special educational needs. This work included word processing to write news, rhymes, and stories, filling in forms, simple spreadsheets of traffic surveys, creating pictures and using print-outs from CD-Roms for information. No actual teaching was seen during the inspection, but pupils were often working independently on the computers using appropriate programmes selected by the teacher.
127. The school is continuing to work hard to improve standards and sees information and communication technology as a high priority. There is an increasing interest and enthusiasm amongst the staff. As yet there is no systematic recording of pupils' individual progress, but ideas for further improvement, including the development of their own computer suite, is planned.

## **MUSIC**

128. By the age of seven the school maintains the expected standards described at the time of the previous inspection. All pupils, including those with special educational need make satisfactory progress. There was insufficient evidence to judge the overall quality of teaching and learning.
129. Singing in class, assemblies and hymn practices is open and tuneful. Pupils keep time well. However, standards of expression and articulation could be higher at times and show more awareness of dynamics. This is because teachers often do not expect enough of pupils. There was insufficient evidence to judge standards in composition, use of tuned and un-tuned percussion, appreciation of the work of famous composers or the use of information and communication technology. A Year 1 display shows that pupils know the names of common percussion instruments. Year 1 and 2 pupils sing from memory childrens' songs and hymns such as "Who put the colours in the rainbow?" and "Keep me travelling along with you".
130. Year 1 pupils made good progress in the one music lesson observed. The teacher had planned activities well so that pupils were able to compose music for "Jack and the Beanstalk" giving an impression of unusual growth. Because the pace was brisk, and questioning stimulating, pupils were very interested and keen to offer musical ideas. As a result, the majority of pupils used their voices expressively, created patterns, listened carefully, and followed conducting directions from the teacher accurately. Year 2 pupils' appreciation standards are satisfactory. Their notes on the "William Tell" overture, Brahms' Lullaby, Glen Miller and the "Four Seasons" described the music as "slow and gentle", "galloping", "loud" and "fast".
131. The school gives all pupils some good opportunities to widen their musical experience outside lessons, for example through performances at Christmas, harvest festivals

and presentations to parents. There were no opportunities for pupils to have extra instrumental tuition at the time of the inspection.

132. The management of the subject is satisfactory. Procedures to judge pupils' attainment and progress are adequate and they are used to assist in planning. Resources are sufficient for instrumental lessons to take place appropriately.

## **PHYSICAL EDUCATION**

133. Due to timetable restrictions, it was possible to see only a part of the school's programme: games and gymnastics. Consequently, it is not possible to make a secure judgement about attainment.

134. The strengths of provision are:

- the extensive facilities that are shared with the junior school and the community, such as the field and gymnasium;
- the quality of resources.

135. However, there are shortcomings that need to be given attention:

- some teachers, particularly the less experienced, have limited knowledge and expertise;
- the school hall has too much clutter, which reduces its already small area;
- the balance of time for lessons in the hall and the gymnasium does not provide sufficient time for the older and larger pupils in the bigger space.

136. By the age of seven, pupils' gymnastic skills are satisfactory. They move and balance well on the floor. Pupils are developing sequences of movements well. They work satisfactorily with their partners and sensitively criticise each other's work. In games, pupils are good at evading capture because they are adept at using space and displaying agility. Most pupils run well and enjoy the competitive aspects. Rounders skills are good and this is helped by good hand/eye coordination.

137. Pupils with special educational needs, including those with statements for physical disability are given plenty of individual support and, because of this, they make good progress.

138. Overall, the quality of teaching is satisfactory. Of the nine lessons observed, one was good and the rest were satisfactory. The strengths of the effective Year 2 lesson in the gymnasium were:

- good planning and clear instructions that led pupils to work hard, enthusiastically and independently;
- a challenging warm-up which ensured that pupils engaged in vigorous activity;
- good management and control that emphasised safe practices and efficient use of time;
- good progression in skills teaching, particularly in relation to appropriate interventions from the teacher, that assist a pupil or demonstrate a skill.

139. In the satisfactory lessons, teachers employ some of the above strengths and these attributes outweigh the shortcomings. Nevertheless, there are inconsistencies in teachers' practice, which highlight a need for training. For example, one teacher did not start the lesson with a warm-up and another did not check that the hall was suitable for use. In general, lessons are adequately structured and teachers have

satisfactory management and control. The pace of lessons is adequate. Teachers use pupils effectively to demonstrate good practice.

140. Overall, management of the subject is inadequate. At the present time coordination is jointly being carried out by year group leaders. This will change in September, when one of the present newly qualified teachers will take responsibility. However, levels of monitoring and staff development are unsatisfactory. Consequently, inconsistencies in provision are evident and not being resolved. Resources are good, but the size and shape of the school's hall is a hindrance, particularly for the older pupils or larger pupils.

## **RELIGIOUS EDUCATION**

141. The school maintains the satisfactory standards reported at the last inspection. By the end of Year 2, pupils have an understanding appropriate for their ages of religious faiths and the spiritual dimensions of life. Their attainment meets the requirements of the Sheffield agreed syllabus for learning both about and from religions. The school develops religious education in lessons and also in visits, celebrations, hymn practices and assemblies. Visitors from Christian churches re-enforce and deepen pupils' religious understanding in assemblies and lessons.
142. By the age of seven, pupils have appropriate understanding of some key beliefs and practices of Christianity, Judaism and Islam. For example they know the names of the holy books: the Bible, Torah and Koran. Pupils remember the names of special religious places such as church, synagogue, temple and mosque. However, they do not always recall to which faiths these belong. They understand some of the reasons for the main celebrations in these faiths. A Year 2 pupil wrote that Muslims fasted "to control their appetites and to control their feelings".
143. Pupils show expected levels of understanding of the moral teaching of Bible stories, parables and classical myths, such as the story of Daedalus and Icarus. They begin to be aware of differences, as well as similarities, in belief in faith communities. Through visits to the local church through and observation, they appreciate simply the spiritual import of ceremonies such as christenings and marriage. They come to understand their own experiences related to birth, marriage and death in sensitively led class conversations in weekly religious education lessons and daily assemblies. Pupils often write clear sentences to record new learning. For example an able pupil described Jesus' visit to the temple exactly: "When he got to the temple, he found it like a market". Of the Resurrection, a less able pupil wrote simply: "Jesus came back alive." Although pupils do more writing to record new work than in most infant schools, learning is less effective when pupils just copy prayers or notes.
144. The quality of teaching is satisfactory, taken overall. In the most effective lessons teachers create a fine atmosphere for learning. For example, a Year 2 teacher set up a small communion altar as a focus to start a lesson on activities that go on in church. With his clear comments and questions a thoughtful atmosphere continued throughout the lesson, holding interest well. Teachers have satisfactory knowledge of the scriptures and of pupils' understanding. As a result they question and open up discussion effectively, using simple words to ensure all pupils follow. Teachers successfully link religious knowledge to pupils' experiences. For example, there were high levels of concentration when Year 2 pupils drew pencil pictures of occasions when they had been to church. As a result they were reflecting on both their memories and feelings related to church.

145. In less effective lessons, slow pace and unclear learning objectives reduce pupils' concentration and understanding. Teachers do not always allow enough time in the second half of lessons for pupils to record their personal responses in both drawing and writing to matters which have evidently interested them. Where recording is just copying prayers or sentences, learning is also limited.
146. The religious education programme makes a significant contribution to pupils' spiritual, moral, social and cultural development. For example, pupils copy Mendhi patterns and make Dewali cards. The acting co-ordinator maintains satisfactory standards of monitoring the quality of teaching, learning, planning and pupils' work.