

INSPECTION REPORT

WOODHOUSE WEST PRIMARY SCHOOL

Coisley Hill, Sheffield

LEA area: Sheffield

Unique reference number: 107023

Head teacher: Mrs P Torry

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 25 09 2000 – 28 09 2000

Inspection number: 225299

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Coisley Hill Sheffield
Postcode:	S13 7EW
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Norton
Date of previous inspection:	13 10 97

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Mr D Smith	Team inspector	Information and communication technology Religious education Special educational needs	Pupils' spiritual, moral, social and cultural development
Mr K Oglesby	Team inspector	Science Design and technology	The school's care for the pupils including assessment
Mrs K Wallace	Team inspector	English Physical education Equal opportunities	Curricular opportunities
Mrs P Bell	Team inspector	Art Music	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodhouse West Primary School is a large school situated on the outskirts of Sheffield. The school serves a wide geographical area. There is a broad social mixture in the school. Many pupils' attainment on entry to the school is below the national average although the full ability range is represented. There are 167 boys and 140 girls currently on roll, plus the full time equivalent of 26 children in the nursery. There is a high rate of pupil mobility, for example, over thirty per cent of pupils have left or started at the school in the last three years. There are no pupils who have English as an additional language and very few from ethnic minorities. Approximately 36 per cent of pupils are eligible for free school meals, which is well above the national average. Twenty two per cent of pupils have been identified as having special educational needs, this is above the national average and 1.8 per cent have statements of special educational need, which is above the national average. The majority of pupils with special educational needs have moderate learning difficulties although a significant minority have emotional and behavioural difficulties.

HOW GOOD THE SCHOOL IS

Woodhouse West Primary School is a school in transition. Following an initial review, the new head teacher is already providing good leadership and is clearly aware of how the school needs to develop and improve. Teaching is good, as a result pupils' attainment is improving. The successful implementation of the Literacy and Numeracy Strategies is beginning to have a positive impact on pupils' attainment. This is shown in the improving National Curriculum test results in 2000. As a result, the school gives satisfactory value for money.

What the school does well

- Teaching is good throughout the school, it is particularly strong in the Foundation Stage and in Key Stage 2. Teachers manage pupils well and therefore discipline is good.
- The provision for pupils with special educational needs is good and they make good progress.
- Pupils have good attitudes in lessons and want to learn.
- Pupils are well behaved, courteous and polite in lessons and when they move round the school.
- The quality of relationships is good and has a positive impact on pupils' learning.
- The provision for pupils' moral and social development is good.

What could be improved

- Pupils' attainment in English and mathematics is below what is expected for eleven year olds.
- The provision for pupils' spiritual development is unsatisfactory.
- The implementation of the Health and Safety procedures, including those for Child Protection, is unsatisfactory.
- Pupils' attendance is well below the national average.
- The governors are not sufficiently involved in the strategic development of the school.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection in 1996 the school has improved some aspects of health and safety, however, the implementation of the policy is not sufficiently rigorous to ensure safe practices throughout the school. The results of the most recent National Curriculum tests show that pupils' attainment is improving and the greater number of pupils reaching the higher levels shows that teachers' expectations are higher, particularly by the end of Key Stage 2. The school has worked hard to improve the assessment and

recording of pupils' work, however, these assessments are still not used as effectively as they could be to set targets for individuals and groups and so raise pupils' standards further. The school has undertaken a review of the role of subject co-ordinators and the monitoring of teaching and evaluation of the curriculum have been undertaken which has led to the successful implementation of the National Literacy and Numeracy Strategies. Coupled with the review of policies and schemes of work, following the recent changes to the curriculum, this has helped the school improve pupils' attainment. However, there is still much work to be done to achieve a balanced curriculum and a review of the time allocated to each subject is a high priority for the head teacher. Although staff development is now more closely linked to the school development plan, the school has not yet provided the necessary training for support assistants to further improve pupils' attainment and progress. The school is in a local cluster of schools who have agreed not to comply with the appraisal process, as a result the school has not made any progress on this matter which was a key issue in the last inspection. However, the school has already prepared a draft policy to comply with the new initiative for Performance Management. The governors have ensured that the reports to parents contain the required information on pupils' attainment. The school prospectus and the governing body's annual report to parents now publish attendance figures in the required format and the daily assemblies contain an act of collective worship. However, governors are not sufficiently involved in the preparation of the school development plan and do not yet have an effective means of tracking the progress being made. They do not have policies defining the roles and responsibilities of governors and the head teacher. Although the school has made progress in a number of areas since the last inspection, this improvement has not been consistent across all the issues raised. However, the recently appointed head teacher has clearly identified the improvements that need to be made and the school is now well placed to improve further.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	E	E	C
mathematics	E	D	E	C
science	D	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The table shows that in the 1999 national tests for 11 year olds, the school's results were well below the national average for all three subjects. When compared with the average for similar schools, pupils' results were about the same. The trend of pupils' attainment over time is broadly in line with the improving national trend. Pupils' results in the National Curriculum tests in 2000 show an improvement in all three subjects, although national comparisons are not yet possible. Inspection findings agree with the latest improvements shown in test results and show that pupils' attainment in English and mathematics is below the expected level of 11 year olds but science and information and communication technology are broadly in line with what is expected. These improving results are due to good quality teaching, particularly for older pupils, and the successful introduction of the Literacy and Numeracy Strategies. The school has set realistic targets for pupils' improvement in the future. However, the school has not yet undertaken a detailed analysis of why pupils' progress has not improved further and the use of

assessment is not used as effectively as it could be to set targets for individuals and groups of pupils. The head teacher and key staff have recognised that this is an important issue for the future focus of all staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to the school and their work. The majority enjoy coming to school and this has a positive impact on their learning.
Behaviour, in and out of classrooms	The majority of pupils know what is expected of them and they behave well. Pupils are courteous and polite.
Personal development and relationships	Pupils' personal development and their relationships with others are good. They have a sense of responsibility for their actions and give support and respect to others. As a result, there is a good school ethos.
Attendance	Attendance is poor and well below the national average. The procedures for recording absence are good but the data is not used effectively to monitor and promote or improve pupils' attendance. There have been no exclusions from the school during the last two years.

Pupils who attend school regularly have good attitudes that come from the school's positive ethos that encourages good relationships with each other and with staff. They are considerate of others when they move around the building, use the dining hall and play at break times. Pupils are responding well to the trust and respect they are shown.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Satisfactory, sometimes good	Good, often very good

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.

Sixty seven lessons or part lessons were seen. Teaching was satisfactory or better in all lessons. Good teaching was seen throughout the school. It was particularly strong for children in the Foundation Stage and in Key Stage 2. This is a significant improvement since the previous inspection. There was no unsatisfactory teaching seen during the inspection. Teaching is very good in Year 6. The National Literacy and Numeracy Strategies have been successfully implemented and pupils' standards are slowly improving by the end of Key Stage 2. The English and mathematics co-ordinators monitor teaching and the delivery of the curriculum and this is having a positive impact on the quality of teaching throughout the school.

The teaching of basic skills in English and mathematics is good throughout the school. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and where tasks are organised to challenge different ability groups in classes, pupils make good progress. However, teachers do not always use the results of their assessments of pupils' attainment to set challenging targets for individuals and groups, consequently work is not always sufficiently challenging for pupils of all abilities. Some teachers overcome this because they use their daily observations of pupils' work to set challenging tasks but this is not consistent throughout the school. Support assistants give effective support to both individuals and groups of pupils when they are working directly with them.

However, their time is not always used to best effect, for example when they are sitting through the teachers' introduction to Literacy and Numeracy lessons their contribution is often very limited. The head teacher is aware that specific training programmes are required, especially for English and mathematics, to improve still further the effectiveness of the support assistants' contribution to pupils' learning.

Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress in both key stages. There has been a large number of staff changes during the last two years and this has adversely affected the stability of the school and the quality of pupils' learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is satisfactory, but it is not properly balanced because too much time is given to physical education in Key Stage 2 and the time given to other subjects is not sufficient. In addition, in Key Stage 2, the school is below the recommended teaching time to deliver the full range of the National Curriculum. Children in the Foundation Stage in the nursery and reception classes are provided with a wide range of activities that are appropriate to the learning needs of children of this age.
Provision for pupils with special educational needs	Good in both key stages. When working in small groups, either in class or with specialist teachers, pupils make good progress because their carefully written individual education plans are closely followed.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Cultural development is satisfactory, pupils' moral and social development are good, however provision for pupils' spiritual development is unsatisfactory. The quality of relationships in school is good and makes a significant contribution to pupils' good behaviour in the school. This provision makes a good contribution to promoting the school aims.
How well the school cares for its pupil	The procedures for child protection are unsatisfactory and there are significant weaknesses in the Health and Safety provision. These have a negative impact on pupils' overall welfare.

The new head teacher is aware of the weaknesses in the amount of time allocated to each subject and of the need to set specific targets for individuals and groups to improve pupils' attainment and learning further and is already taking urgent steps to overcome them. The head teacher is aware of the Health and Safety issues.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	The recently appointed head teacher has undertaken a review of the present position and has a clear picture of the priorities needed to improve pupils' attainment and learning. Subject co-ordinators, especially in English and mathematics, monitor the quality of teaching and the delivery of the curriculum and provide good guidance to other staff on the targets that need to be set to sustain recent improvements.
How well the governors fulfil their responsibilities	Governors are very supportive, aware of some of the recent problems created by the high turnover of staff and committed to raising standards further. However, they are not sufficiently involved in the preparation of the school development plan and do not have an effective method of judging how well the school is progressing towards the targets in this plan.

The school's evaluation of its performance	Good by the new head teacher but not sufficiently rigorous by governors in the past. The monitoring of the school's performance is not as effective as it should be.
The strategic use of resources	The school has sufficient staff to meet the needs of the National Curriculum. Resources to support pupils' learning are satisfactory and they are used efficiently.

The newly appointed head teacher has undertaken an initial review of the present position in the school and identified the most important areas for development. Subject co-ordinators, especially in English and mathematics, are developing their role to monitor teaching and the delivery of their subjects. This has made a positive contribution to pupils' improvements in the most recent National Curriculum tests. Specific grants are used well for their designated purpose. Despite pupils' below average performance in the most recent National Curriculum tests, pupils' attainment and learning are improving and the school is now well set to continue these improvements. As a result, the school is providing satisfactory value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school • Their children are making good progress • Teaching is good • They feel they can go to the school with any questions or problems • The school expects children to work hard • The school helps children to become more mature and responsible 	<ul style="list-style-type: none"> • The information on pupils' progress • The range of activities outside lessons

There were only a small number of questionnaires returned and few parents attended the meeting before the inspection. However, inspection findings confirm most of the positive views expressed by parents about the school. The newly appointed head teacher is aware of the concerns felt by some parents on the information they receive about how pupils are getting on and already has plans to introduce another parents' consultation evening when pupils' reports can be discussed. A good range of activities is provided outside lesson time which enhance pupils' education, but these are only for pupils in Key Stage 2.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1 Standards in the school are not high enough but records indicate that they are improving as a result of the successful implementation of the National Literacy and Numeracy Strategies. However, these have not yet had time to raise pupils' attainment further by the end of Key Stage 2. The high turnover of both pupils and staff in recent years has had a detrimental affect on pupils' learning and on their attainment. The head teacher and key staff have identified the analysis of pupils' previous test results and the setting of achievable targets for individuals and groups as an important element in the school's drive to push up standards. As a result, the school is well placed to implement future initiatives.

2 In the National Curriculum tests for 7 year olds in 1999, the school's results were well below national averages in reading and in the lowest five percent of the country in writing. Results were well below average in mathematics. When compared to similar schools, the results in 1999 were well below the average in reading and writing but broadly in line with the average in mathematics. The proportion of seven year olds reaching the higher levels in reading and mathematics was well below the national average and below the average in writing. In teacher assessments of speaking and listening, pupils' attainment was well below the national average and the number of pupils reaching the higher levels was also well below the national average. In the National Curriculum assessments for 11 year olds in 1999, pupils' results were well below the national average in English, mathematics and science. When compared with similar schools pupils' attainment was broadly in line with the national average for these schools. The proportion of eleven year olds reaching the higher levels in English was close to the national average, it was well below the average in mathematics and science. The results in the National Curriculum tests in 2000 are an improvement on previous years, however national figures are not yet available and so comparisons cannot be made. Standards are improving in the school because of improvements in teaching and the implementation of the National Literacy and Numeracy Strategies. The recent improvements in pupils' learning have begun to raise pupils' attainment by the end of Key Stage 2 where standards are below what is expected in English and mathematics and broadly in line with that expected in science. The trend of pupils' attainment over time is broadly in line with the improving national trend which shows an improvement since the previous inspection.

3 Despite the well below average performance in the National Curriculum tests last year, the school is improving as a place where pupils learn and make progress. This has stemmed from the improving assessment procedures and teachers setting realistic objectives for each lesson. Teachers do not yet use the results of assessments to set achievable targets for pupils of all abilities. The introduction of the National Literacy and Numeracy Strategies has had a positive effect on the standards achieved by the pupils and this is now beginning to improve attainment in Key Stage 2. By the time pupils leave the school standards are still too low. However, pupils are now being taught more effectively in most classes and are starting to build on their previous learning and achieve well when tackling more demanding levels of work.

4 Children in the Foundation Stage in the nursery and reception class follow an appropriate and interesting curriculum. Many children enter the nursery with standards of attainment that are below those normally seen in children of this age, particularly in language and literacy, mathematics, social development and knowledge and understanding of the world. All children, including those with special educational needs, achieve well in all the areas of learning and this good progress continues in the reception class. As a result, by the end of the Foundation Stage, most children's attainment is broadly in line with that expected for their age. Children learn to take responsibility and to work together and this

underpins the good relationships and behaviour in these classes. The progress of children in the past has not always been as good as this and the focus for the new foundation stage and improved teaching has made a significant impact on the learning of children of this age.

5 By the end of Key Stage 1, pupils' attainment in English is well below the level expected for pupils' ages. In mathematics and history, it is below the level expected and it is broadly in line with expectations for all other subjects. By the end of Key Stage 2, pupils' attainment in English and mathematics is below the expected level and broadly in line with expectations for all other subjects. The better teaching and the improved focus of lessons, when clear learning objectives are set is improving pupils' attainment but has not yet had time to raise pupils' attainment by the end of both key stages. The staff and governors recognise the weaknesses in attainment and are now placing greater emphasis on the use of assessments to set objectives, the school is aware that further refinement is necessary and that setting targets for individuals and groups of pupils is the next step to raising standards further.

6 By the end of Key Stage 1, pupils' speaking and listening skills are below that expected for their age. However, they are improving and now pupils in Key Stage 1 concentrate for longer periods and they listen to others while waiting for their turn to speak. Some retell stories and describe the characters. Pupils express their opinions about stories and they use a wide range of strategies when reading, such as phonics and context cues. Many average and lower attaining pupils have not yet mastered these strategies. Pupils' standards in writing are well below those expected nationally. Only a minority can write simple sentences with the most common words spelt correctly and with basic punctuation. However, the strategies now being used by teachers are placing greater emphasis on writing skills. This means that pupils get more sustained practice. Although pupils' attainment is below the level expected for their age in mathematics, pupils now make better progress in lessons. This is because teaching is now consistently good and the National Numeracy Strategy is being well implemented. In science, pupils' attainment is in line with what is expected for their age and they make steady progress overall because the curriculum is well planned around science led topics.

7 By the end of Key Stage 2 pupils' attainment in speaking and listening is below the level expected for their age. Many pupils are competent, fluent readers but lower attaining pupils in Year 6 still have difficulty with simple texts. They lack understanding of speech marks and exclamation marks. Their lack of understanding of basic vocabulary means that they do not always get the correct meaning from even a simple text. Only a minority of pupils write fluently, accurately and at length. A large proportion of pupils still have very limited skills. Standards of presentation are not always satisfactory. In mathematics pupils' attainment is below the level expected but they make satisfactory progress overall. In the majority of lessons the impact of the Numeracy Strategy is clearly having a positive impact. In science pupils' attainment is in line with the expected level.

8 By the end of both key stages, pupils' attainment in information and communication technology is in line with the level expected for pupils' ages. Pupils in Key Stage 1 use their keyboard skills to manipulate figures to produce number patterns. They match text to pictures and draw their own animals and flowers as part of their topic work. Pupils in Key Stage 2 are building on their skills and knowledge with more frequent use of the new computers and programs in school. Some pupils in Year 6 are very confident and have a good understanding of how to set up and load computers and how to use e-mail for sending and receiving messages. Pupils in both key stages know about Christian belief, and other faiths. They make satisfactory progress in their acquisition of knowledge and understanding of other faiths. In Key Stage 1, pupils recall stories from the Old Testament and explore their feelings about God. In Key Stage 2, pupils have some knowledge of both testaments in the Bible. They recount stories from the Old Testament and explain parables from the New Testament including the teachings of Jesus.

9 Pupils with special educational needs make good progress towards the targets in their individual education plans. Difficulties are identified quickly and teachers take pupils' needs into account appropriately when organising lessons. Suitable tasks give the pupils the confidence to attempt work and encourage them to try hard. Some pupils find it difficult to concentrate when working but are well supported in their work by classroom assistants, for example when working in the group work part of the literacy lessons.

Pupils' attitudes, values and personal development

10 Although a significant number of pupils do not attend school regularly, those who do enjoy coming to school and have good attitudes to their work. They are enthusiastic and keen to learn particularly where teaching is good. The youngest children in the Foundation Stage happily settle into their activities in a purposeful way. Older pupils show interest in their work, they listen carefully and sustain their concentration. They complete the homework activities set for them and try to find information for themselves. They listen attentively, ask questions and respond appropriately, although sometimes with limited vocabulary. They persevere with their work and most take pride in the finished piece. Pupils are keen to be involved in extra curricular clubs and activities.

11 Pupils respond well to the school's policy for behaviour. They are aware of the behaviour expected and of the high expectations of staff. In and around the school pupils' behaviour is good. They move around the building in an orderly, sensible way. No instances of bullying, sexist or racist behaviour were observed during the inspection. Pupils care for their school and there are no obvious signs of damage or vandalism. They show respect for all equipment and resources, in class or at play.

12 Relationships are good, between pupils and between pupils and staff. Respect for one another is promoted throughout the curriculum and in assemblies and reflects well, the supportive climate and values of the school. Pupils are given time to reflect on and to talk about their behaviour, feelings and experiences. Displays of work around the school and in classrooms support pupils' personal development in a positive way. Pupils hold doors open, welcome visitors and help them to find their way around school. Pupils show initiative in helping to carry out tasks. They enjoy responsibility, for example pupils in Year 6 sit with the younger children at lunchtime, helping them to cut stubborn pieces of food. They escort them safely to the playground and play with them if they are upset or alone.

13 Pupils' personal development is fostered early and gets off to a good start in Nursery when the children self-register on arrival. In the reception class children know they must wear an apron before engaging in water play. If there are no aprons left, they understand that the activity is "full" and they must choose something else. Pupils' good attitudes have a positive impact on the progress they make and on the happy atmosphere in school. The school has maintained the good elements in this aspect since the previous inspection.

14 Levels of attendance remain poor, they are well below the national average and no improvement has been made since the time of the previous inspection. Parents confirm that they are aware of the systems for reporting absence, despite this, levels of unauthorised absence are above the national average. The school has effective systems for recording absence but do not use this data to monitor the effect of poor attendance on levels of attainment. As a result, improving attendance levels has not been a school priority.

15 Pupils with special educational needs, including those who have been identified as having emotional and behavioural difficulties, generally behave very well. They are well integrated into the life of the school. They co-operate well with adults and with other pupils. They have positive attitudes and they benefit from the individual attention they receive.

HOW WELL ARE PUPILS TAUGHT?

16 The quality of teaching is satisfactory or better in all lessons. Teaching is good and often very good in the Nursery and reception class. This is the new Foundation Stage, which has been introduced in September 2000. Staff have worked well together to ensure that this new initiative is implemented effectively and they have rewritten the school's Early Years policy. Teaching is satisfactory or better in all lessons in Key Stage 1, where 57 per cent of lessons are good or better and 14 per cent are very good. This is a significant improvement since the previous inspection when 10 per cent of lessons in Key Stage 1 were unsatisfactory. Teaching was particularly strong in Key Stage 2, where 69 per cent of lessons were good or better and 42 per cent were very good or excellent. The head teacher and co-ordinators for English and mathematics monitor teaching and the delivery of the curriculum. The quality of teaching is beginning to have a positive impact on pupils' learning but has not yet had time to raise their attainment further by the end of Key Stage 2. Although teachers assess individual pupils' attainment and progress regularly, they do not consistently set challenging targets for individuals and groups of pupils which means that work is not always sufficiently challenging for pupils of all abilities. Some teachers overcome this because they use their daily observations of pupils' work to set challenging tasks but this is not consistent throughout the school.

17 The teaching of basic skills in English and mathematics is satisfactory in both key stages. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies and tasks are often organised to challenge different ability groups in classes. However, these are often in three broad groups and are not always sufficiently challenging for all pupils. The pace of most lessons is satisfactory and teachers use the techniques of the Literacy and Numeracy Strategies to best effect. Pupils have good relationships with teachers and adults in the classroom and this has helped to improve the quality of pupils' learning. Teachers' expectations of pupils' behaviour and effort are high, especially in Key Stage 2 and pupils are expected to do their best. This was seen in a Year 6 mathematics lesson, when pupils improved their knowledge of number tables and their ability to recognise patterns. They were very attentive to an interesting, quick fire question and answer session and enthusiastically identified different patterns shown by the teacher. Teachers use the Literacy Strategy effectively and plan lessons that are challenging and interesting. For example, in a Year 1 English lesson pupils joined in enthusiastically with the shared reading and most responded well to the teacher's prompting to predict the next stage of the story. Pupils were given work in different groups and the support teacher worked very effectively with a small group of pupils in the next room using language that was specifically targeted to their needs.

18 Teachers in Key Stage 2 have a good knowledge and understanding of the subjects of the National Curriculum, it is satisfactory in Key Stage 1. They use subject based language to develop the pupils' knowledge and understanding of the particular subject. This was particularly evident in English, mathematics and science where specific technical language was used well. For example, in a Year 4 science lesson pupils understood the different uses of teeth and experimented with different foods to identify which teeth "cut" the food and which "chew" it. Teachers have a good knowledge and understanding of the teaching of English and mathematics and they use good observational assessment of pupils to build upon the areas that the pupils need to develop. For example, in a mathematics lesson in Year 2 the teacher used well chosen questions to check that pupils understood the properties of different shapes. The teacher kept all pupils interested and enthusiastic in the session and used good examples to count faces, corners and edges.

19 Teachers know and manage their pupils well and provide good support for different activities. The good relationships between staff and pupils create a secure climate in which to learn. Teachers make daily informal assessments during lesson times on which to base their future planning. Although in some classes these are often very perceptive, there is a lack of consistency in teachers' planning to show which activities are to be assessed and how the results of the assessment will be used to ensure that all

pupils are fully challenged. Most teachers include positive comments when marking but do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for some teachers to assess how well pupils are learning from their mistakes. The use of homework is good, teachers use homework on a regular basis to support pupils' learning.

20 The teaching of pupils with identified special educational needs is good. All staff have a very positive attitude towards these pupils and know their strengths and areas for development well. Teachers use daily observational assessment to provide work that matches the requirements of pupils with special educational needs. There are good communications between teachers and support staff and this enables support staff to help pupils towards the targets identified in their individual education plans. The teaching in withdrawal groups is particularly well structured and effective. As a result of good teaching, pupils with special educational needs make good progress.

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

21 The school meets the statutory requirement to teach all of the subjects of the National Curriculum and Religious Education according to the locally agreed syllabus for religious education. The curriculum provided for children in the Foundation Stage is appropriate and already takes account of new legislation.

22 Satisfactory provision is made for pupils' personal, social and health education, including sex education and attention to drugs misuse. However, the taught curriculum time in Key Stage 2 is below the nationally recommended 23.5 hours per week and there is some time wasted around lessons in both key stages where the length of a lesson is not clear. Although all of the elements of physical education and information and communication technology are present there are discrepancies in the amount of time allocated to each of these subjects.

23 A good range of activities is provided outside lesson time which enhance pupils' education, but these are only for pupils in Key Stage 2. Pupils have the opportunity to take part in a wide range of sporting activities, including dance, learn to play the recorder or a brass instrument, join an Internet club or learn to produce cross-stitch pictures. These activities are well supported and this greatly enhances the quality of learning and contributes to the good relationships that exist between staff and pupils.

24 The National Literacy and Numeracy Strategies have been implemented successfully. Basic numeracy skills are taught satisfactorily but literacy skills are hampered by the lack of focus upon raising standards in Key Stage 1 through a careful analysis of learning needs. This means that support staff and the deployment of resources are not as good as they could be.

25 Links with the community and other schools are satisfactory. Visits to the theatre, the library and local places of interest make the curriculum more relevant to pupils. In the recent past these have included a visit from a "Victorian School Inspector" and "Queen Victoria" herself! Residential visits arranged for pupils in Years 2 and 6 are relevant to the needs of pupils and give an added dimension to their learning. Links with other primary schools and the local secondary school ensure that pupils feel part of a family of schools and ease their transition into the next stage of their education.

26 The curriculum of the school continues to be satisfactory as it was at the time of the previous inspection. New legislation has been implemented satisfactorily but time slippage, insufficient curriculum time in Key Stage 2 and lack of focus on the raising of literacy standards in Key Stage 1 now need to be addressed.

27 Curricular provision for pupils with special educational needs is good. Pupils are supported not only by the class teacher but also by experienced classroom assistants. The school employs three classroom assistants specifically to support pupils with special educational needs. The class lesson plans do not incorporate planning giving specific direction for the classroom assistants. Pupils with special educational needs also receive additional help in the form of withdrawal from lessons taken by two part time specialist teachers. The teacher in Key Stage 1 supports the pupils' needs by running a parallel Literacy Hour, while in Key Stage 2 the teacher operates a timetable which withdraws pupils at different times of the day for regular intensive phonic work.

28 Provision for the pupils' cultural development is satisfactory while for moral and social development it is good. Provision for their spiritual development is unsatisfactory. Some assemblies make a contribution to the spiritual development of the pupils but the school does not plan for the spiritual development of its pupils. There is a general lack of staff awareness of the importance of this aspect. For example, the school does not plan opportunities for pupils to reflect on their experiences and develop their spiritual awareness as to who they are and their place in the world. However, the local vicar, a Methodist minister and two representatives from the Salvation Army come into school on a weekly rota to take assemblies with the pupils. These assemblies make a good contribution to the pupils' understanding of a Supreme Being.

29 Provision for pupils' moral development is good. The expectations of the staff and the general ethos of the school provide a strong framework of values that supports pupils' moral development. Pupils know what is appropriate behaviour and they respond well to the expectations of their teachers and other support staff. There are valuable opportunities within the curriculum offered for pupils to discuss moral issues. For example, in a religious education lesson, Year 3 pupils discussed the value of class and school rules. They colour coded these rules according to their importance. They took time in discussing whether different actions were right or wrong and during this they demonstrated a well-developed sense of right and wrong. Along the main corridor there is a Hall of Fame where good work and behaviour of the pupils is recognised and praised. Class, school, lunchtime and golden rules are well displayed around the school.

30 Provision for pupils' social development is good. There are positive, supportive relationships in classes and adults set good examples of respect for others. Co-operation is a feature of many lessons, for example in science and in information and communication technology where more able pupils readily supported less able. During an assembly the teacher took time to encourage pupils to think about how they can make someone else feel special. There are good opportunities for the pupils to take responsibility, which they do willingly. Pupils prepare the hall for assemblies, organising music and songs. They move and set up the computers ready for class use. They act as monitors in the school library and dining hall.

31 Provision for pupils' cultural development is satisfactory. The opportunity was taken within a Key Stage 1 assembly to broaden the pupils' awareness of other cultures through the comparison of their celebration process. Pupils in Year 3 found out about the clothes people wear in other countries. Pupils study the work of famous nurses from other countries, for example Mary Seacole from Jamaica. They improve their knowledge of the local culture by their care of the environment at the Shirebrook Nature Reserve.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32 The procedures for promoting health, safety, welfare and child protection are unsatisfactory with little improvement since the time of the last inspection. The school meets the legal requirement to have a Health and Safety policy and premises audits, which note necessary repairs and maintenance which regularly take place. Despite this, several Health and Safety issues remain outstanding, these were

brought to the attention of the governing body during the inspection. Risk assessment procedures are not yet completed. Arrangements for child protection are under review by the newly appointed head teacher, however at this time they remain unsatisfactory. Fire safety procedures are in place but are negated by the failure to ensure that all fire exits are kept free from obstruction. First aid and medical arrangements are satisfactory and pupils are confident that they will be well cared for by staff if they are feeling ill or have any problems. Health education, which is mainly taught through the science curriculum is satisfactory, for example, Years 3 and 4 pupils considered the importance of a healthy diet and the effects this would have on their teeth.

33 The behaviour policy is an effective document, which considers rights and responsibilities as well as rules and sets in place good procedures to encourage pupils' behaviour. Expectations are shared with the pupils and versions of the most important rules are displayed in all classrooms. However, there are occasional inconsistencies in the way that these are applied. Adults provide good role models and work together well to encourage good behaviour and to deal calmly with any problems. Lunchtime supervisors meet the head teacher once or twice a term, these meetings are too infrequent to ensure that information is exchanged and policies consistently applied. The school consults parents at an early stage when there are behaviour problems. Pupils are keen to earn praise and enjoy receiving the stickers, certificates and tokens available. These are awarded for personal qualities as well as good work and pupils of all abilities are remembered. The presentations are made with due ceremony in assemblies, this contributes to pupils' understanding of the school's values. The effectiveness of the school's practices can be seen in the way that pupils move around the school, their good behaviour outside, in assemblies and in almost all lessons. When inappropriate behaviour occurs in lessons they are generally well managed and the learning of other pupils is not disturbed.

34 Although there have been improvements in assessment procedures since the time of the last inspection, the overall impact of these is not yet satisfactory. Teachers collect a good deal of information on each pupil. A variety of tests and assessments are undertaken at suitable intervals. Information from these is supported by class activities such as the "Once a Month Book" in Key Stage 1 and assessed writing booklets. Some teachers make effective use of programmes to analyse data and use this information to set new targets. This has been successful, for example in raising expectations of higher attainers in mathematics and science. The number of pupils leaving and joining the school each year is quite high and this makes tracking progress and forecasting results more difficult. However, there is insufficient involvement of staff on a whole school basis in the analysis of assessment data and the setting of targets for groups of pupils. Teachers work hard and keep very full records in good order, but some aspects of assessment duplicate effort and are time consuming. Information is used well to form groups and to identify pupils who may require additional support, for example in literacy. However, the assessment information which is available is not always used as effectively as it could be by teachers to help them plan work which provides suitable challenges for all pupils.

35 The school has satisfactory procedures for supporting pupils in their educational and personal development. All pupils feel valued, teachers use praise whenever possible for all types of achievement. Points for improvement are given in a positive and encouraging way, always trying to raise self-esteem. Support for pupils with special educational needs is good. Pupils are regularly given targets in most subjects and for personal qualities. The best of these are immediate, personal and are closely linked to previous work. Those targets which are written to suit a number of pupils are less effective. Pupils are encouraged to reflect on their learning and set personal targets, for example in the "Reading and Writing Target Booklet" used in Key Stage 2. Reward systems work well, for example the merit assemblies. Marking is not consistent throughout the school. Where it is good, there is an enthusiastic dialogue between pupil and teacher, encouraging further effort. However, in some classes marking consists only of ticks and occasional comments. Examples were seen of unmarked stories with no advice or targets. Good quality feedback is usually provided in lessons and teachers often refer to the learning objectives shared at the beginning. Reports to parents are well written and give a lot of detail. Progress in these is

not always clear, for example if a pupil is said to be “very good” each year, parents may not know if progress is being made. There are appropriate policies for sex education and drugs awareness. The school has developed a good working relationship with local secondary schools, pupils are prepared well for transfer. Guidance for the provision of personal, health and social education does not ensure a coherent programme for all pupils, although all teachers give this enough time. Progress in this area is not monitored closely enough.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

36 The majority of parents have a favourable view of the school and are generally happy with the standards attained by their children. Through the questionnaire, parents meeting and discussions with parents during the inspection, most parents expressed the view that they find the school approachable. However, they are dissatisfied with the quality of information provided for them and feel that the school does not always do as much as it could to involve parents in the life of the school or their children’s education. Inspection findings support this view.

37 Although reports to parents meet legal requirements the template used by the school does not make it easy for parents to track their children’s progress from one year to another. Targets for improvement are given in the subjects of English, mathematics and science, however these are often generic and not specific to the individual pupil. For example “use capital letters and full stops to demarcate all sentences”. This together with the lack of information as to what is currently being taught in each subject supports parents’ views that the information provided to them is unsatisfactory and does not enable them to support their children at home as well as they could. The newly appointed head teacher is aware of parents’ views and has already taken steps to address these concerns in recent correspondence. As a result, the school’s links with parents are now much improved.

38 A small number of parents provide valued support in classrooms. They are well briefed by teachers and have developed good relationships with pupils; this has a positive impact on the standards attained, for example, a parent using her expertise as a science technician to support pupils’ progress through her good use of questioning when investigating the habitats of woodlice. Parents are keen to support their children’s learning at home and many do so especially with support for reading, however this could be further improved with better guidance provided by staff.

39 The newly appointed head teacher is committed to working in partnership with parents and has already successfully communicated this to them, this places the school in a good position to ensure future improvement.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40 Leadership and management are satisfactory. The recently appointed head teacher has undertaken an initial review of the strengths and areas for development in the school. As a result, she has a clear understanding of the priorities to be tackled and is making plans for discussions with staff and governors. In the past, the school has not made sufficient progress towards dealing with all the issues identified in the previous inspection. However, the school has worked hard to improve the assessment and recording of pupils’ work, although these assessments are still not used as effectively as they could be to set targets for individuals and groups and so raise pupils’ standards further. The school has undertaken a review of the role of subject co-ordinators and the monitoring of teaching and evaluation of the curriculum have been undertaken which has led to the successful implementation of the National

Literacy and Numeracy Strategies. Coupled with the review of policies and schemes of work, following the recent changes to the curriculum, this has helped the school improve pupils' attainment. However, there is still much work to be done to achieve a balanced curriculum and a review of the time allocated to each subject is a high priority for the head teacher. Although staff development is now more closely linked to the school development plan, the school has not yet provided the necessary training for support assistants to further improve pupils' attainment and progress.

41 The quality of teamwork is now good and fosters a positive ethos in the school where all pupils are valued. The head teacher and curriculum co-ordinators have made an effective start to the monitoring of teaching and the delivery of the curriculum. For example, the co-ordinators for English and mathematics have observed teaching and learning and provided good information to teachers of examples of good practice. This valuable support is one of the reasons that the National Literacy and Numeracy Strategies have been successfully implemented. The staff have a shared commitment to raise standards. They have succeeded in creating a learning environment where relationships are good and pupils feel secure and valued. A positive ethos reflects the school's commitment to improve educational standards and provide equal opportunity for all pupils.

42 Governors are very supportive of the school but have been ineffectual in fulfilling their role towards achieving the targets identified in the previous inspection. A number of governors work in the school regularly and they provide valuable help to pupils. Governors have a good committee structure to enable them to support the head teacher and meet their statutory responsibilities. However, governors are not sufficiently involved in the preparation of the school development plan. They have not yet identified an effective means of tracking the progress being made. They do not have a clear finance policy that defines the roles and responsibilities of the governing body and its committees and the limits of delegation to the head teacher. The school's aims are clearly expressed, governors support these well and are particularly pleased with the improvements made in pupils' results in National Curriculum tests this year.

43 The school fulfils all legal requirements for special educational needs and the co-ordinator handles the work very efficiently and effectively. Good policies and procedures aimed at ensuring support are in place. For those pupils who are on the school register there are clear, well defined targets to help them overcome their difficulties. The register is well organised and up-to-date and any changes in the circumstances of pupils are noted and, if necessary, acted upon. Individual education plans are in place for those pupils who require them and parents are involved in the review of their children's progress. The school liaises very well with outside agencies when necessary. The support for pupils with special educational needs is effective, as a result, they make good progress. The co-ordinator prepares an annual report for the governing body to help them maintain an appropriate awareness of the special educational needs provision in school.

44 The head teacher is developing a very good working relationship with the administrative staff. This is a crucial partnership in managing and monitoring the school's finances and in ensuring the principles of best value are followed. The use of information and communication technology is satisfactory and the day-to-day administration of the school is good. The secretaries have a good knowledge and understanding of both the school and local authority systems, which makes a positive contribution to the smooth and efficient running of the school. Money allocated for the support of pupils with special educational needs is directed towards meeting their needs. Funding intended for professional training of staff is effectively used for that purpose. The school recognises the need to provide further training for support assistants to help them to improve pupils' learning still further. Although there has been inconsistent progress towards solving all the issues raised in the previous inspection, pupils' attainment is improving and the present head teacher has clearly identified the improvements needed to continue this trend. The recent improvements indicate that the school is now well placed to successfully implement future initiatives. As a result, the school provides satisfactory value for money.

45 The number, qualifications and experience of teachers are sufficient to ensure that the demands of the curriculum are met. There is a good blend of long-serving and more recently qualified staff. All teachers, apart from the newly qualified, have curriculum responsibilities, which are manageable and clearly stated in job descriptions. The special needs co-ordinator and support teachers are sufficiently well qualified and experienced to make a positive impact on the progress pupils make.

46 The number of classroom assistants is high but the quality of support given by them varies. They make the most significant contribution to pupils' progress when they understand the learning objectives of the lessons and are used to develop activities that are clearly focused on raising standards. There is a successful induction programme for newly qualified staff based on the Sheffield Local Education Authority model. Newly qualified teachers have a mentor who helps them to settle into the life of the school and ensures that development needs are identified and addressed. The appraisal arrangements for teachers do not meet statutory requirements although a policy for Performance Management is in draft form. The staff development programme of the school is effective because it focuses mainly on the school's priorities of improving standards in literacy and numeracy.

47 The accommodation provided by the school is satisfactory and adequate for the present number of pupils but the condition of the mobile classrooms is poor. The site has adequate hard play and grassed areas, which are well maintained. The buildings are clean and the classrooms and corridors are enhanced by displays of pupils' work which help to create a stimulating learning environment.

48 There are sufficient resources for subjects to be taught effectively but some classroom furniture is of poor quality. Major spending on resources is linked to the school development plan, which focuses mainly on literacy and numeracy; all curriculum areas receive a small allocation of funds each year. Resources for pupils with special education needs are adequate. The two library areas are attractive and provide valuable space for pupils to browse and select books. Although there is little parental involvement in the life of the school a small band of very committed parents support the school well. Two parents run a lending library for Key Stage 2 pupils and, during the week of inspection, several accompanied Year 1 pupils on an outing. The school is aware of the need for more computer software to support history and geography and is in the process of improving these resources. Basic art materials and posters demonstrating the work of established artists are in short supply, although the school compensate for this by borrowing resources from the local authority. There is easy access to resources by staff and pupils and they are used well by teachers and pupils.

49 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education, standards and progress in the school, the head teacher, staff and governors should:

- A. Improve pupils' standards of attainment in English and mathematics by:
- identifying what it is that teachers will assess at the end of each lesson or sequence of lessons;
 - identifying, through analysis, which parts of national and school tests are not understood by pupils;
 - using the information gathered by these assessments to help plan the next stage of learning for different groups and individual pupils;
 - ensuring that better use is made of time for each aspect of the curriculum over the course of a year and the timing of the Literacy and Numeracy Strategies is followed more closely;
 - ensuring that the school's marking policy is implemented by all staff and the results of this are used to set targets to help pupils improve their skills;
 - evaluating the deployment of the support assistants and providing suitable training to further guide them in the implementation of the Literacy and Numeracy Strategies.
(Paragraphs 1, 2, 3, 5, 6, 7, 16, 17, 19, 22, 24, 26, 27, 34, 40, 44, 46, 59, 60, 61, 63, 66, 67, 70, 72, 77, 78.)
- B. Improve the provision for pupils' spiritual development by:
- planning for the spiritual development of pupils;
 - raising staff awareness of the importance of pupils' spiritual development and providing suitable training to implement this aspect of pupils' education. (Paragraph 28.)
- C. Attend to the Health and Safety issues identified to the head teacher and governors during the inspection and produce a school policy for Child Protection. (Paragraphs 32, 47.)
- D. Improve pupils' attendance by closely monitoring pupils' absence using the good procedures already in place and develop school strategies to promote better attendance. (Paragraphs 10, 14.)
- E. Improve the strategic leadership of the school by making governors more critically involved in:
- monitoring the work of the school and standards achieved by pupils;
 - monitoring the progress being made by the school to achieve the targets set in the school development plan;
 - producing a finance policy which clearly defines the roles and responsibilities of the governing body and its committees, to include the financial procedures to be followed and the limits of delegation to the head teacher and staff.
(Paragraph 42.)

In addition to the key issues above, governors should include the following issues as part of the action plan:

- Improve the quality of annual reports to parents, particularly on their children's progress.
(Paragraphs 35, 37.)
- Establish ways to involve more parents in the work of the school. (Paragraphs 36, 37, 38, 63.)

NB. The head teacher's initial review of the school has identified all the issues raised above as areas for development and improvement in the new draft school development plan.

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	31

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	27	34	36	0	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 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	307
Number of full-time pupils eligible for free school meals		135

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		6
Number of pupils on the school's special educational needs register		70

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	30
Pupils who left the school other than at the usual time of leaving	32

Attendance

Authorised absence

	%
School data	8.2
National comparative data	5.4

Unauthorised absence

	%
School data	1.4
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
	1999	28	24	52

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	17	17	24
	Girls	17	17	19
	Total	34	34	43
Percentage of pupils at NC level 2 or above	School	65(64)	65(90)	83(92)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	18	25	26
	Girls	18	19	21
	Total	36	44	47
Percentage of pupils at NC level 2 or above	School	69(84)	85(92)	90(90)
	National	82 (81)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	24	26	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	9	14	18
	Girls	14	13	17
	Total	23	27	35
Percentage of pupils at NC level 4 or above	School	46 (65)	54 (59)	70(69)
	National	70(65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	8	16	17
	Girls	13	11	18
	Total	21	27	35
Percentage of pupils at NC level 4 or above	School	42(63)	55 (65)	70 (71)
	National	68 (65)	69 (65)	75(72)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – Afro heritage	0
Black – other	9
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	275
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 – Y6

Total number of qualified teachers (FTE)	14.2
Number of pupils per qualified teacher	24
Average class size	27.9

Education support staff: YR – Y6

Total number of education support staff	8
Total aggregate hours worked per week	188

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	30

Financial information

Financial year	1999
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	£
Total income	615,131
Total expenditure	619,074
Expenditure per pupil	1,790
Balance brought forward from previous year	41,543
Balance carried forward to next year	37,600

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

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

359

Number of questionnaires returned

76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	37	3	0	3
My child is making good progress in school.	55	38	3	1	3
Behaviour in the school is good.	39	46	8	1	5
My child gets the right amount of work to do at home.	33	50	9	3	5
The teaching is good.	53	46	1	0	0
I am kept well informed about how my child is getting on.	30	46	18	3	3
I would feel comfortable about approaching the school with questions or a problem.	58	37	4	1	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	34	49	12	3	3
The school is well led and managed.	30	57	4	0	9
The school is helping my child become mature and responsible.	38	53	4	1	4
The school provides an interesting range of activities outside lessons.	12	34	28	14	12

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

50 Children in the Foundation Stage are taught in a separate nursery unit and in the two reception classes in the main building. At the time of the inspection only one reception class was operating, a second class will be created to cater for the next intake of children who will start school in January 2001. Children in the Foundation Stage follow a broad and interesting curriculum. Many children enter reception class with standards of attainment which are below those normally seen in children of this age, particularly in communication, language and literacy and knowledge and understanding of the world. All children, including those with special educational needs, make good progress in all of the areas of learning. By the end of the Foundation Stage most of the children have attainment which is in line with the early learning goals.

51 Children's attitudes to learning are good. They work and play with enthusiasm and enjoyment. They use resources carefully and begin to develop independent skills. Children learn to share and take turns and they begin to work co-operatively. Most listen carefully and often levels of concentration are good. Children persevere for lengthy periods to complete a task. Three boys in nursery cut lengths of wool which they glued on to their drawings of a sheep. They persevered and stayed on task despite the fact that it became more difficult as their fingers got stickier. Children respond very well to teachers and other adults and most are keen and confident to share their ideas. Three new starters and a child in her final term at nursery were engrossed in their play with the playhouse and play people. Whilst the new children played quietly, occasionally talking to themselves, the older child was active, dramatic and extended her play around the table and into the space nearby. She used a play bus to collect passengers and transport them to their holiday hotel, made several trips, talking herself through her play and having conversations with the passengers. She made appropriate noises for each toy she used and tried very hard to engage the new children in her play. In contrast four children in the reception class were able to play co-operatively in the "Wobble Café". One child who said she was called 'Kathleen the Waitress' booked my table, then telephoned me several times to change the booking because they were busy. The cook, the waiter and the cashier were able to respond imaginatively too, using language appropriate to the situation. Behaviour is good, children are well mannered and take care of each other, their environment and the resources provided for them. They understand familiar routines and are helped to understand the structure of the day by looking at a simple activities wheel, where a picture of an activity is displayed alongside the colour of the group undertaking it.

52 Skills in language and literacy are developed through many activities such as purposeful imaginative play, consistent routines, supplying the rhymes in poems and through opportunities for children to take part in role play and talk in front of the class. From their first days at nursery children share Big Books with the teacher and learn how a book is used. Older children in the reception class know that print is different from pictures, that it carries meaning and that it is read from left to right. Most children recognise their name and some letters of the alphabet, usually letters found in their names. Letter sounds are carefully taught and children use their voices to play with sounds. They use computer programmes such as "Animated Alphabet" to reinforce their recognition of letters. Almost all children are beginning to read by the end of the Foundation Stage. Higher attaining children begin to use sensible strategies such as picture clues, for example one child looked at the picture at the beginning of her reading book and told me, "He don't want to come to school". When she reached the final picture she smiled delightedly and said, "He's realised what a lot of fun he's had, now he don't want to go home". Children enjoy aspects of the Literacy Hour which reinforces their early development of reading skills and develops an understanding of books. Using the big book "The Little Red Hen", the children and their teacher shared the text together. Children listened for patterns of repeated words and learned how to join in expressively at these points. Speaking and listening skills are carefully taught and children listen to instructions, stories

and each other. In nursery, registration period is used well for this purpose. The teacher addresses each child in turn, using their name and encourages each child to respond in the same way. In the reception class, children extend their speaking and listening skills very well within imaginative activities such as interviewing a stick puppet of “Little Red Hen” about her actions in the story. In this way they learn to formulate the sort of questions which will help them to find information. Children are encouraged to engage in many “mark making” activities such as “writing” letters and café orders, before steadily acquiring writing skills. Higher attaining children write their first name independently and others will attempt to do so. By the end of the Foundation Stage many children spell simple words but some are still unable to attribute the letter sounds they have learned, to the beginning of words they are using in their independent writing.

53 Children play number games and every opportunity is seized in normal, daily routines to develop their number concepts and skills. For example, when completing the register children are helped to count by rote up to the number of children present. In the reception class, children learn the value of numbers in a multi sensory way, they clap, finger-click, body-tap or jump the correct number of times. Most of the older children count accurately up to ten, higher attaining children are accurate beyond ten. As a group, they count on from a given number to ten and order teddy numeral cards to ten. They make and use number lines to ten and record data pictorially on their number lines. Children develop simple ideas of size and weight and use associated vocabulary such as small, large, heavy, thick and thin accurately. They recognise a range of two-dimensional shapes such as circle, square, triangle, rectangle and can order objects by size. They recognise and name colours. They extend their learning in response to focused questions, “How many more?” “Is that right?” “Shall we check?” They become competent with basic skills and use simple computer programmes confidently to support their learning in mathematics.

54 Children develop knowledge and understanding of the world through a variety of practical experiences. They talk about the weather, keep a weather chart and consider the effect of the weather on people and animals. They develop an understanding of living things when working on topics such as “Animals” which also highlights the poor general knowledge of some children who are unable to give the names of baby animals. For example, “What do we call a baby dog?” “Woof”. Their scientific awareness is developed when investigating different types of food and they begin to learn about the concept of change when cooking or baking. Children were engrossed in an interesting lesson when they followed a recipe to make bread. They worked sensibly in groups mixing, kneading, pulling and describing. By the end of the lesson they knew this food must be cooked and why. They learned also that they must wash their hands before and after handling food, put on a clean apron and the reasons for this. Children use magnifiers to look closely at seeds and plants, where well judged intervention by the teacher prompts them to look more carefully, with the result that they record their findings in simple, observational drawings. Children use the computer to support their learning, they use the mouse to select and drag items into place on the screen.

55 In both nursery and reception class children enjoy a wide range of activities, equipment and materials, which allow them to practise and improve their manipulative skills. They pour water into large and small containers, they squeeze and squash, cut and glue. They complete jigsaws and they use a range of construction materials which require increasing dexterity. Indoor space in nursery is restricted and although children enjoy marching and rowing to music, their physical development is inhibited where they are unable to learn to move safely in a space, without bumping into others. The outdoor environment does not promote children’s physical development as well as it might. Although there is a range of wheeled toys, there is no fixed apparatus to physically challenge children’s large-scale movements such as climbing or balancing.

56 Children experience a wide range of activities which include art, dance, music and imaginative play. They draw, paint, mix colours, use pencils, brushes and materials to create pictures of good quality.

Before beginning to create a background for their frieze about “The Little Red Hen”, children looked closely at Van Gogh’s painting of a haystack. One child promptly noted that someone was cutting wheat like “The Little Red Hen”. Their attention was skilfully directed by the teacher to look at shades of colour used by the artist and they talked about autumn colours. Children make observational drawings and paintings, for example chalk drawings of wheat on black paper. Children’s creative development and communication, language and literacy skills, are usefully linked when they make Beautiful Birds, Incredible Insects and Marvellous Mammals.

57 The quality of teaching for children in the nursery is mainly satisfactory, sometimes good or very good and in the reception class it is mainly good and sometimes it is very good. Here, the teacher is skilled in switching strategies to secure attention and interest, without fuss. Her good use of praise, expressive voice and actions, captures children’s interest and ensures their continued participation. Good lessons are supported by detailed planning for each area of learning. A baseline assessment is made in the first few weeks in school but this has not proved to be a reliable indicator of each child’s future performance. Day to day assessments are made and are used to inform the next stage of planning for each child. However the teachers do not share a common format for assessment with the result that some children are repeating work in reception, for example in early number work. Activities are well prepared, stimulating and carefully organised. They are appropriate for children of this age, being visual, hands-on or interactive. Teaching and non-teaching staff work extremely well together. Non-teaching staff make a positive impact on the quality of education provided. All staff know individual children very well and are knowledgeable about their needs. There is a good balance between direct teaching of the whole class or groups and independent activities. Teachers know the value of structured play in early learning and make good provision for it. Resources are carefully selected and very well organised, ensuring that children are well supported in particular lines of development. Valuable learning occurs when children browse and play with musical instruments, magnifiers, colour paddles or mathematical equipment. Areas of learning are usually linked and daily routines are used to reinforce children’s knowledge and skills. The teacher’s skilful questioning prompts children to think about new concepts and to develop new ideas. Each day is well structured, lessons proceed at a good pace and changes in activities take account of young children’s concentration span. All staff have developed very good relationships with the children and know them very well. They have created a very positive climate for learning which results in most children making good progress by the end of their time in the reception class.

58 The Foundation Stage has been introduced in September 2000. It is about developing key learning skills such as listening, speaking, concentration, persistence and learning to work together and co-operate with other children. It is also about developing early communication, literacy and numeracy skills that will prepare young children for Key Stage 1 of the National Curriculum. The Foundation Stage represents children in nursery and the reception class. In order to be able to implement the new requirements the teachers have worked together to rewrite the school’s early years policy. They meet monthly to plan and review. They have revised all planning sheets and formats but have not yet finalised how much of the Stepping Stones curriculum nursery will be expected to cover. At present there are no shared assessment formats or procedures in use, although a new format is being tried in reception. The Foundation Stage co-ordinator is knowledgeable, very enthusiastic and a good role model for colleagues but she is also the co-ordinator for Key Stage 1 and this is a heavy load.

59 The previous inspection report identified that higher attaining pupils could achieve more in language and literacy if activities were better matched to their ability. It also identified the nursery’s outdoor play area as bleak and that the lack of on-site, suitable equipment for climbing hindered the development of children’s gross motor skills. This inspection confirms that this remains the case.

ENGLISH

60 Pupils' attainment in English at the end of Key Stage 2 remains below the national average despite good teaching in individual lessons in both key stages. When children are admitted to the school they are attaining below the levels expected for their age in language and literacy skills. They make good progress in the nursery and reception classes and by the time they move into Year 1, they attain the levels expected for their age in speaking and listening, reading and writing. This good progress is not sustained in Key Stage 1 and as a result, by the end of the key stage pupils attain low levels in reading and even lower in writing. Insufficient pupils attain above the minimum level expected. Insufficient use is made of assessment data or marking to identify areas for improvement in the curriculum or to set targets for future learning that can be shared with pupils and their parents. This does not get them off to a good start in Key Stage 2. The progress made during Key Stage 2 is good. In this key stage teachers are better at using marking to identify areas that need more work or when to set more challenges. Teachers set targets to be attained during the course of a lesson or series of lessons and as a result learning is better.

61 The quality of teaching and learning in lessons is good and there are instances of very good teaching. Teachers have a good understanding of what has to be taught, their relationships with pupils are good and they make English lessons interesting and relevant. For example, in a Year 1 class the text being studied was about farms prior to a farm visit later in the week so the class were keen to learn the new words. Lessons in both key stages maintain a good pace with the result that pupils are interested and work hard. The plenary sessions at the end of each lesson reflect on what has been learned and in the best lessons the teacher uses this discussion to identify what individuals or groups of pupils need to learn next. Generally marking is not used well in this respect and in some instances work is not marked regularly enough. Where marking is done well in Year 6, for example, pupils' work is marked regularly and targets for improvement are identified. When teaching is very good in both key stages, teachers make good use of their voice to establish order and maintain interest, explain tasks clearly and concisely and make good use of classroom assistants to promote learning. Pupils with special educational needs are fully integrated into the lessons and make good progress. This was seen in the mixed Year 3 and 4 class where pupils were learning how to use the narrative form by reading "Not Always a Perfect Place" and then translating this into their own writing.

62 Pupils have good attitudes to their oral work and therefore make satisfactory and often good progress in speaking and listening skills. They enjoy books and most of them read to their parents regularly at home. Teachers keep a careful record of what has been read but do not often identify ways in which parents could help. Pupils express their thoughts and ideas through writing and usually settle down to task well. However, work is not always well presented and incorrect formation of letters is not always checked. Older pupils check their work by drafting and re-drafting and checking spellings but in other instances when corrections are needed they are not followed up.

63 The activities related to the English curriculum are an important part of each school day. The National Literacy Strategy is well implemented in each class but because the data generated by standardised tests is not analysed in the detail needed, progress over time is impaired. The school makes good use of theatre visits and visiting theatre groups to enrich the curriculum. Pupils with special education needs often receive support from classroom assistants. This support is better focused in Key Stage 2 and therefore progress is better. Additional support assistants have been recently deployed specifically to raise standards in English. These staff are also better deployed in Key Stage 2 where they have had some training for the role they fulfil and both they and the teachers are clear about what needs to be done. Parents are very supportive of their children by listening to them read at home and charting their progress. However, they are not sufficiently well informed about the English curriculum or what the next steps in learning should be so they are not as active in the process as they could be.

64 The English co-ordinator is well informed and enthusiastic about the subject and has managed the implementation of the National Literacy Strategy well. She has monitored and evaluated the lessons

taught by colleagues; hence the good teaching seen during the inspection. This has also meant that pupils make good progress in Key Stage 2. The school does not sufficiently identify what needs to be done to raise standards further, consequently in Key Stage 1 too few pupils are attaining above the level expected.

65 The range of resources available for the subject is satisfactory and are regularly upgraded after consultation with staff. This would be more effective if staff were clearer about the areas they need to address. The school has a number of classroom assistants, most of whom support English as part of their duties. They are more effectively deployed in Key Stage 2 when their brief is clear.

66 Standards of attainment in English have declined since the previous inspection, however, standards are now improving because of better teaching and the implementation of the National Literacy Strategy. Although the quality of teaching has improved there is still too little challenge for the higher attaining pupils at the end of Key Stage 1. Parents are still involved in supporting reading at home but are not sufficiently informed about how they can contribute to raising standards in English with their own children. Assessment data is not yet used effectively to inform the planning of future lessons.

MATHEMATICS

67 By the end of both key stages, pupils' attainment in mathematics is below the level expected for their age. There is no significant difference between the attainment of boys and girls. The results in the National Curriculum tests in 2000 are an improvement on previous years, however national figures are not yet available and so comparisons cannot be made. Standards are improving in the school because of improvements in teaching and the implementation of the National Numeracy Strategy. The recent improvements in pupils' learning have begun to raise pupils' attainment. These standards are similar to those of the last inspection. By the time pupils are eleven years old, they have made satisfactory progress from entry at the age of four, when their attainment was below that expected on entry to school, in the development of their mathematical knowledge, understanding and skills. Standards however are still not high enough at the end of both key stages.

68 In Key Stage 1, pupils make satisfactory progress in lessons. This is because teaching is often good and the National Numeracy Strategy is well implemented. In reception classes, children count backwards and forwards on a number line to 20 to develop an early understanding of number. In Year 1, pupils count orally from 1 to 25 with great confidence. Higher attaining pupils know that numbers below zero are minus numbers. They know the everyday names for two and three dimensional shapes, with below average ability pupils developing the vocabulary to describe the properties of two dimensional shapes in simple terms. Pupils with special educational needs make good progress when they are given tasks that start from what they know and build effectively upon this. In a Year 2 class, pupils extended their mental arithmetic skills by orally recalling addition facts to 10. The majority of pupils developed their knowledge and understanding of place value and recognised that the units figure stays the same when adding in tens. Pupils made good progress in this lesson, as their activities were matched to their different abilities. Early data handling skills develop as pupils sort their numbers into a table. The majority of pupils understand mathematical signs and symbols and use the correct vocabulary to describe them.

69 In Key Stage 2, pupils make satisfactory progress when the lessons are well focused and the learning objectives are shared with the different groups in the class. In the majority of lessons the impact of the Numeracy Strategy is clearly having a positive impact. In Year 3, pupils practise the mental recall of addition and subtraction facts to 50 and use successful strategies to calculate numbers by rounding up. In a mixed Year 3/4 class, pupils consolidated their knowledge of addition and subtraction using a series of numbers up to 50. In Year 6, pupils make good progress in their knowledge and understanding of pattern when they identify different number patterns using their knowledge of multiplication tables up to

10 x 10. The majority of teachers make successful links with other curriculum areas in mathematics lessons and they use correct vocabulary when describing mathematical concepts, symbols and strategies.

70 The quality of teaching in both key stages has been maintained since the previous inspection, it is often good and, in Key Stage 2, sometimes very good. When teaching is very good, lesson plans are very detailed and teachers match the activities effectively to the different ability of the pupils. Teachers have a secure knowledge of the teaching of basic skills; lessons are brisk and challenging, with time managed well. Pupils are given many opportunities to reinforce their existing skills and knowledge, but lessons are designed to extend and develop their understanding. These effective teaching strategies, and the successfully implemented Numeracy Strategy, are beginning to raise standards in both key stages. Although there have been improvements in assessment procedures since the time of the last inspection, the overall impact of these is not yet as good as it could be. Teachers collect a good deal of information on each pupil. A variety of tests and assessments are undertaken at suitable intervals. Some teachers are making effective use of programmes to analyse data and use this information to set new targets. This has been successful, for example in raising expectations of higher attainers in mathematics. Analysis of pupils' work indicates that the majority of teachers mark pupils' work regularly and ensure that work is neat and well presented. In a minority of examples, pupils' work was not correctly marked and incorrect concepts were allowed to go unchallenged. Teachers do not always set specific targets for pupils or fully implement the school marking policy to guide pupils' future learning.

71 Teachers have good expectations of their pupils. They establish effective classroom routines that encourage pupils to listen constructively and participate eagerly. They are enthusiastic about mathematics and value pupils' contributions. This leads to good learning where pupils are keen to contribute to discussions and concentrate well when given their different tasks. Teachers have high expectations of behaviour and pupils respond accordingly. When teaching is very effective, pupils of all ages are very aware of what has to be learned and levels of concentration and perseverance are very good.

72 The mathematical curriculum is broad, balanced and well resourced. All teachers have been trained by the co-ordinator for the National Numeracy Strategy which has been successfully implemented. The management of the subject by the co-ordinator is enthusiastic and influential in the determined effort to lift standards. Monitoring and evaluation of teaching and work has clearly proved beneficial. The co-ordinator is aware that the next stage of development is a closer analysis of pupils' results in tests and to use the information gained to set achievable targets for all pupils. The school's strategy for the development of the subject is well focussed and meets the requirements of the National Curriculum. The school has a clear strategy to move forward and a desire to tackle the use of assessment data. The school is therefore well placed to make further improvements in the standards achieved in mathematics.

SCIENCE

73 Standards of attainment in science have been improving for the last two years. Standards in the 1999 tests for eleven year olds were in line with the national average for similar schools, although still well below average when compared with all schools. Results in 2000 indicate a significant improvement, particularly in the number of pupils achieving the higher level 5. Inspection findings are based on lessons seen and a scrutiny of work done in the previous year. This evidence confirms improving standards in science and pupils' attainment, in both key stages, is in line with that expected for their age. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.

74 Pupils cover the full range of the science curriculum and there is a good quantity of work done in each year. The balance between the various strands of the National Curriculum is good. The quality of presentation is not consistent through the school, but all classes have clear records of tests carried out.

Where work is very well saved and presented, for example in Year 6, both teachers and pupils can see the development of skills and knowledge. This helps planning and assessment. Pupils use charts, diagrams and graphs to explain their findings. They do some of these very well, such as in the Year 4 chart on soil samples and the Year 5 graphs on pulse rates and stream flow. Diagrams are used to support learning and are carefully drawn, for example in Year 3 work on electrical circuits or in Year 6 to illustrate pollination. Teachers encourage pupils to describe their experiments in their own words. For example, in the Year 1 work on forces, some pupils try very hard to write their own sentences and are supported well in this. Teachers continue to give guidance to develop this skill, the Year 5 work on the heart includes some useful advice on how to make notes. By the end of Key Stage 2 most pupils comment on their results, using phrases such as “I was surprised that...” or the despairing “My conclusion is that my woodlouse was just awkward”.

75 In all classes pupils investigate and handle equipment carefully. They learn to observe and to measure the results, such as in the Year 2 work on growing cress or when Year 4 study the transparency of materials. Pupils’ progress in other scientific skills is limited by insufficient opportunities to pose new questions and devise their own tests. When pupils are given such responsibility, such as in the Year 5/6 work on insect habitats, they respond eagerly. However, they show their inexperience by some superficial predictions and interpretations.

76 Pupils behave very well in science lessons, they are keen to ask questions and listen carefully to the suggestions of others. Equipment is used sensibly. Groups and pairs collaborate well and take turns. For a significant number of pupils, enthusiasm wanes when the time comes to write an account of their work. Their writing skills lag behind their scientific understanding and progress is slowed.

77 The quality of teaching is satisfactory in Key Stage 1 and good, or sometimes very good, in Key Stage 2. No unsatisfactory teaching was seen, this is an improvement since the previous inspection. Teachers work hard to prepare lessons and they start promptly. Introductions are generally clear and stimulating. Teachers use questions well and patiently draw responses from pupils of all abilities. Adult help, provided by school staff, parents or students, is used well, they know the pupils and the learning objectives for the lesson and make a valuable contribution to learning. Pupils with special educational needs are supported well and make good progress in both key stages. Marking is inconsistent, in some classes there are lively comments which point ways to new learning. In other classes there are few or no comments in books and there is little to inspire pupils to new achievements. Teachers’ knowledge is good and they use suitable scientific vocabulary. This is seen in Year 6 where “bubbles” stating the scientific principles involved are added to the pupils’ notes. This helps understanding. Homework is set regularly and pupils’ response is good.

78 Procedures for assessment are satisfactory, the statutory requirements for a core subject are met in full. Teachers in all classes keep useful additional records of what their pupils have learnt. For example, some classes begin each unit of work with a “what I know already” task. However, assessment information is not used sufficiently well for the benefit of all pupils. This results in the planned work not always being closely matched to the specific needs of some groups. For example, in most classes the work done by higher attaining pupils is generally the same as that done by the rest of the class. Where assessment is closely linked to planning, as in the priority given in Year 6 to increasing the number of pupils attaining level 5, it has been successful.

79 The subject is led by an experienced co-ordinator who is keen to see standards in science continue to rise. The programme is well prepared and takes account of recent changes. There is a two year scheme of work to ensure that pupils in mixed age classes do not repeat or miss work. There are good links with other subjects, particularly English and mathematics, but there is insufficient use of information and communication technology to enhance learning in science. Some monitoring of teaching and learning takes place and has been effective. Work by all year groups is compared to reach a

consensus view when interpreting National Curriculum levels. Equipment for science is adequate and used effectively. Teachers borrow extra equipment from agencies outside school. These loan items are well chosen and of good quality.

ART

80 Pupils' attainment in art at the end of both key stages is broadly in line with that expected for their age. By the end of Key Stage 1, pupils understand that art takes different forms and they use a variety of techniques to produce drawings, paintings, collage and three-dimensional structures. They know the colours and most use colour imaginatively to express feelings and ideas. They give reasons for their colour selections and discuss details of their work. Pupils experience working in small and large scale and co-operate with others in making friezes and displays. Attainment is best when pupils paint and draw things they see directly. They make simple comparisons between the work of established artists and are aware of differences in style, texture and use of colour. They also incorporate the style of famous artists into their own paintings. Observational drawings in pencil, crayon and chalk show attention to detail and care in presentation.

81 Evidence in Key Stage 2 is limited to one classroom observation, scrutiny and discussions with pupils about their work. Pupils build effectively on their previous skills and their work is more complex. They study the work of established artists, whose techniques they discuss in some depth; they express personal preference in style and composition. Pupils arrange objects for still life paintings, focusing on strong line in composition. They mix watercolours well and use colour test strips to match shades. They evaluate their own work and that of others and make suggestions for improvement. Pupils with special educational needs have access to the whole curriculum and, where necessary, are well supported by classroom assistants.

82 Throughout the school pupils make good progress. Sketchbooks are used effectively in Key Stage 2 and these show how pupils plan their work and practise skills. The books give pupils the opportunity to reflect upon their work and to modify plans in the light of their own and others' critical appraisal of it. Teaching ranges from good to excellent. Lessons are well planned, interesting and identify clear learning objectives. Skills that are necessary for the production of good quality work are carefully taught, including the correct handling of tools and equipment.

83 Pupils' attitudes and response to art are good. There is evident enjoyment as they concentrate well and focus on tasks until they are completed. Behaviour is good and pupils are very patient when resources have to be shared. They show an interest in the work of other pupils and, at Key Stage 2, offer suggestions on how work might be improved. Pupils take a pride in their artistic achievements and enjoy pointing out their work when it is included in displays.

84 The management of the subject is good. The co-ordinator has recently completed an audit, has a clear picture of the strengths and weaknesses of art within the school and has identified areas for development. There is a sound policy statement and staff follow guidelines which ensure National Curriculum coverage. Close monitoring is possible through the regular submission of art samples for a school portfolio. The co-ordinator does the long and medium-term planning for all staff. Assessment is informal and left to class teachers. Basic art materials and posters demonstrating the work of established artists are in short supply, although the school compensate for this by borrowing resources from the local authority. However, many basic items, such as paint brushes, have to be shared by classes; during the week of inspection Key Stage 2 pupils had to share paint boxes, many of which had missing blocks of colour. Art work is well displayed throughout the school and demonstrates the wide range of media pupils use. There has been a marked improvement in this subject since the last inspection.

DESIGN AND TECHNOLOGY

85 During the inspection only one design and technology lesson was observed. Judgements are based mainly on scrutiny of work, examinations of planning and discussions with pupils and staff. Progress throughout the school is satisfactory with pupils of all abilities reaching standards that are in line with that expected for their age.

86 From the evidence seen, teachers try to cover all aspects of the National Curriculum. All pupils are taught to plan and to explain their designs using words and diagrams. They use tools and select materials, as in the making of finger puppets in Year 2. This unit also includes a good analysis of how a bought puppet moves. In Year 5, there is good reflection of progress in their working models, for example "I think it lit up quite well, but we could still improve it". Finishing techniques are used well, as on the working model of a drinking fountain. Teachers insist on high standards of food hygiene, for example in the sandwich project in Year 4 and the salad design in Year 1.

87 There was only one, very good, lesson seen, consequently conclusions about teaching standards are difficult to reach. The quality of pupils' work suggests that teaching is at least satisfactory. In the lesson observed, sandwich design in Year 3, the teacher and classroom assistant led pupils successfully in applying the process of planning, making and evaluating. Pupils responded well, made good suggestions and were beginning to consider the views of other consumers. They accurately described work done previously. The subject supports pupils' social development well. Pupils with special educational needs make good progress in design and technology.

88 The subject is well led by an enthusiastic co-ordinator. The previous inspection report said that there was no whole school scheme of work and that progress in designing skills was unsatisfactory. There is now a good programme, the school has adapted new national guidelines sensibly. Planning and assessment have been improved, the two are linked well and are manageable. There is a portfolio of assessed work, as yet incomplete, which will demonstrate the development of skills and help teachers to relate work to National Curriculum levels. Progress since the last inspection has been good.

GEOGRAPHY

89 Pupils make satisfactory progress in the geography units of study so that by the end of both key stages, their attainment is in line with those expected nationally for pupils aged seven and eleven.

90 In Key Stage 1 pupils learn about their locality from first hand experience and from photographs of well known features, such as the Co-op, the underpass, the corner shop and the lollipop person. Pupils look at a map of the local area and indicate places where they live. They draw maps of the route from their house to school. Prompted by the photographs they add the detail of these features to their maps. Still using the photographs pupils sort them into the order in which they pass them on their journey and learn that there are different ways to represent the same information. Pupils learn about contrasting environments when they consider the differences between living on the Isle of Struay and in Woodhouse. They write about why they would or would not like to live on Struay, for example "There is not a school or playground", and "You can have a ride on a boat anytime you want". Their visit to Scarborough Sealife Centre provides good first hand experience for their topic, "Going To The Seaside". They consider important issues such as how they might improve their local environment and write letters about traffic problems.

91 Pupils in Key Stage 2 extend their mapping skills further so that by the age of eleven they understand symbols and create and use their own. They use maps and atlases, co-ordinates and grid references. They show a developing understanding of the way in which the environment is affected by human activity. They design questionnaires to ask people their views about their area and how local

services might be improved. Using information from the internet they select the most appealing features to attract visitors to “Spend A Week In.....”

92 Pupils’ attitudes in lessons are satisfactory and sometimes good when activities are interesting, matched to ability and contain an element of change. The quality of teaching is satisfactory in both key stages. Teachers follow the study units set out by the Qualifications and Curriculum Authority. Invariably teachers’ planning is very brief and lacks detail but their preparation of resources to support their lessons is better. There is a considerable amount of common work and little evidence of work that is particularly well matched to the needs of higher attaining pupils or those who have difficulty reading a text or a worksheet. The school’s current approach is that there should be no formal assessment in geography, therefore pupils’ progress is not clearly tracked to give an indication of the next stage in their learning.

93 The subject co-ordinator is creating a file containing samples of pupils’ work, this will give some idea of standards achieved in the subject. The school has maintained the satisfactory standards in attainment and progress as identified in the previous report.

HISTORY

94 From the evidence obtained from a survey of displayed work, teachers’ plans, pupils’ recent and current work and from discussions with teachers and pupils, it is clear that in Key Stage 1 pupils do not make satisfactory progress in history. They attain levels which are below those expected nationally for pupils of their age. In Key Stage 2, pupils make good progress and by the end of this key stage they achieve the standards expected nationally for eleven year olds. This is a similar picture to that described in the previous report for Key Stage 2, however standards in Key Stage 1 have not been maintained.

95 In Key Stage 1, pupils begin to develop their ideas about chronology. They examine a range of artefacts such as toys and games and they learn to sequence pictures and descriptions. They know, for example, that Florence Nightingale used a lamp because there were no torches or electricity available and they begin to recognise why people in the past acted as they did. They give simple accounts of people and events in the past such as Guy Fawkes or The Great Fire of London. Pupils use their grandparents’ holiday photographs to make a comparison between what seaside holidays were like then and now.

96 In Key Stage 2, there are two year topic cycles which are followed by pupils in Years 3 and 4 and by pupils in Years 5 and 6. It is obvious from the lessons seen and from the sample of work provided that pupils enjoy an enriched history curriculum in Key Stage 2. When using a visually dull inventory of contents from a Tudor house as a source of evidence, pupils in Year 3 extracted information and engaged in discussion with interest, because they had visited Bishop’s House and had first hand knowledge of Tudor artefacts. Pupils in Years 5 and 6 empathised with the children who lived in Sheffield during the Blitz when they listened to a visitor’s personal account. They asked sensible questions, produced thoughtful, interesting pieces of work and made good progress in these lessons. When history is brought to life in a visual, interactive way, as it was when a “Victorian inspector” came to celebrate the school’s centenary, pupils find it easy to recall facts and show an interest in what they learned. Pupils from both key stages talked about this visit in a lively way.

97 Teaching in the lesson observed in Key Stage 1 was satisfactory, however from the evidence drawn from pupils’ recent work, it is clear that this is not always the case in Key Stage 1. In the work folders from one class at the end of the key stage, there is scant evidence of recorded work, or of the topics and key elements of history being developed in any depth. Worksheets, many of which are unmarked, are often related to cutting up the sheet and sequencing pictures or sentences. In the parallel class the teacher’s expectations are higher and pupils write their own account of events in addition to

worksheets. Throughout both key stages there is a heavy reliance on photocopied worksheets and much common work which does not challenge or extend the thinking of higher attaining pupils. Teachers in the Year 5/6 lessons provided good quality activities which were matched to pupils' ability. Generally in Key Stage 2 there is more variety in the tasks which pupils undertake and they are designed to stimulate and encourage pupils to persevere.

98 The history curriculum follows the Qualifications and Curriculum Authority's scheme of work. There is a school policy which sets out the study units for Key Stage 2 but not for Key Stage 1. Teachers' half-termly plans are monitored but the co-ordinator does not have the opportunity to monitor lessons or teaching, this was done by the previous head teacher. Shortfalls in resources have been identified and the acquisition of information and communication technology resources have been made a priority when money becomes available. The school decided that there would be no formal assessment of pupils' attainment in history. Therefore pupils' progress is not clearly tracked to inform the next stage of their learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

99 Pupils' attainment in information and communication technology is in line with what is expected for pupils' ages by the end of both key stages. All aspects of the national programme of study are incorporated into the school's long term planning.

100 In Key Stage 1, pupils are familiar with the computer keyboard and are capable of using simple word processing programs and they handle data effectively using commercial programs. More able pupils in the Foundation Stage and Key Stage 1, confidently use the computer, building pictures and adding text using a variety of different programs. Pupils in Key Stage 2, use a range of word processors including Word. Pupils use control technology to program traffic light sequences. They send and retrieve e-mail messages and use the Internet to research their work. Pupils' attainment in the control of devices is also in line with what is expected for their age. In Key Stage 1, pupils write simple programs to control the movement of a floor robot and make good use of a screen turtle to create mathematical designs. In Key Stage 2, pupils create more complicated patterns using a more powerful version of the program that follows the principles of control. Pupils with special educational needs make good progress in acquiring skills in information and communication technology.

101 The school has a good range of computer software to support the learning of the pupils in both key stages including a number of compact discs covering many areas. Pupils were observed interrogating an encyclopaedia on the screen to support their science investigations into plants and animals. Pupils have a very positive response towards the subject and look forward to working on the computer. They work together well in pairs and show good levels of co-operation. Collaboration is very good between boys and girls without either group dominating. They are mutually supportive and behave responsibly towards the equipment. Pupils readily take the responsibility to move and set up the equipment.

102 The co-ordinator for information and communication technology has good knowledge of the subject and as a result the teaching seen was very good. The progress seen in the pupils' portfolios of work shows that they have been receiving appropriate guidance. The subject is well led and managed with the co-ordinator providing good guidance for the school through a clear development plan and a scheme, which builds on recent national guidance. The school has planned assessment opportunities to guide the further teaching of information and communication technology.

103 Since the last inspection the school has increased the hardware to at least one computer and printer in every classroom. The resources are adequate but are soon to improve dramatically with the forming of a networked computer suite. It is planned that the majority of the teaching staff will undertake the New Opportunities Fund training to develop their skills and knowledge. The management team is confident that pupils' attainment will rise when the action plan is implemented and the computer suite is completed which will allow for whole class teaching for the subject.

MUSIC

104 Pupils' attainment in music is broadly in line with what is expected for their ages in both key stages. An exception to this general picture is the attainment of some Key Stage 2 pupils who are taught to play musical instruments during lunchtime recorder and brass band clubs. In this setting attainment is very good and progress rapid. Pupils read staff notation confidently, play difficult rhythms and produce a good quality of sound. There is a high level of enjoyment and focused concentration in these sessions which are very well led by the music co-ordinator, a brass specialist and a percussionist. In assemblies pupils sing in tune but there is a lack of expression and little understanding of vocal texture. In this setting there seems to be little expectation that singing will be good. In class lessons expectations are higher and the quality of sound better.

105 The quality of teaching and learning is satisfactory in both key stages although there is limited evidence from classroom observations. Lessons are interesting and confidently led by teachers with secure subject knowledge. Subject specific vocabulary is used well. Pupils with special educational needs take part in all aspects of the music curriculum supported, where necessary, by classroom assistants. Class management is good and pupils' interest in the subject is high. There is written evidence that teachers plan for the subject, that tasks are matched to the abilities of the pupils and that there is clear progression as pupils move through the school. Recording tapes document examples of pupils' work in each class. Several commercial schemes of work are used effectively by teachers when planning lessons and these are particularly helpful to those whose musical expertise is more limited.

106 The management of the subject is good. There is a sound policy for teaching music and National Curriculum coverage is monitored through class planning sheets which are submitted to the co-ordinator. The co-ordinator has not been able to attend in-service training for many years and there have been no opportunities to develop the musical competency of other staff. Resources are good and housed in a purpose built music room. There is a wide range of tuned and un-tuned percussion instruments, including some from non-western cultures; these are well used by all staff. There are recorders, tenor horns, trumpets and cornets for use in the clubs. There is also a good selection of recorded music on audio tapes and compact discs.

107 The school has a good tradition of musical performances for parents and these are photographically documented round the school. The brass band takes part in the Sheffield City Children's Festival and plays to shoppers in Meadowhall shopping centre. There has been an improvement in this subject since the last inspection.

PHYSICAL EDUCATION

108 Pupils generally attain standards that are appropriate for their age in all aspects of physical education. When classes are taught by teachers who have a real flair for teaching dance or gymnastics, pupils attain high standards. Pupils in Year 5 receive swimming lessons and by the time they reach the end of Year 5, most of them can swim at least 25 metres.

109 The quality of teaching and learning in physical education is good and often very good or excellent. Teachers plan lessons carefully, make good use of the resources available and give pupils an enthusiasm for physical exercise. Teachers make good use of the physical education scheme and have obviously benefited from the recent training in a specialist physical education programme. During the inspection an excellent dance lesson was observed in Year 6. The lesson seen was one of a series of lessons where pupils were depicting the changes in Britain since World War II until the present day. The teacher's own enthusiasm for music and dance was infectious so even the most reticent pupils joined in and moved well. The pace of the lesson was set as pupils entered the hall and was never allowed to flag. Very good gymnastic lessons were seen in Year 2 and in the mixed Year 5/6 class. In both of these lessons there was a good recap of what had been learned previously combined with good assessments of what pupils were learning. Activities were challenging but attainable and everyone was encouraged to make good progress in relation to their previous levels of achievement.

110 The full range of the physical education curriculum is met including swimming and outdoor activities. Although there are considerable differences in the amount of time allocated to the subject in different year groups. The head teacher and the curriculum co-ordinator are well aware of this and are already looking at ways of making this more consistent. The range of extra-curricular activities provided is good and includes, football, cricket, rounders, netball and a dance group.

111 The management of the subject is good. The co-ordinator has arranged for staff to be trained using the “TOP” sports schemes and ensures that there are sufficient resources for each aspect of the curriculum. In the main this works well although some of the gymnastic mats are in need of replacement. Several staff feel less confident about teaching dance and this is identified as the next area for development.

112 Standards in physical education are similar to the time of the previous inspection but good when teaching is very good. No unsatisfactory teaching was seen during this inspection. Resources continue to be sufficient and are replaced as needed.

RELIGIOUS EDUCATION

113 Standards of attainment for most pupils meet the expected requirements of the locally agreed syllabus and are matched to pupils’ abilities. Standards have been maintained since the last inspection. Pupils in both key stages demonstrate knowledge of the Christian belief and of other faiths. All pupils, including those with special educational needs, make satisfactory progress in their acquisition of knowledge and understanding of other faiths. In Key Stage 1, pupils recall stories from the Old Testament and explore their feelings about God. In Key Stage 2, lessons are provided with a distinctly religious focus and appropriate activities are used. By the end of Key Stage 2, pupils have some knowledge of both testaments in the Bible. They recount stories from the Old Testament and explain parables from the New Testament including the teachings of Jesus. They understand some of the Christian traditions and the place of worship. For example, in a Year 5/6 lesson pupils discussed the difference between a miracle and a parable when studying the story of the “Feeding of the Five Thousand”. They appreciate the work of some contemporary Christians.

114 The response of the pupils is satisfactory overall and sometimes good, especially when the topic is well understood and useful discussion takes place. Where pupils can choose from a range of approaches to the written task their independence grows. Many make good use of literacy skills to help them re-tell or write about the stories and the characters that they are studying. In the lessons seen the pupils were involved and eager to ask questions about religion. For example, in a Year 3 lesson pupils listened to the story of Moses receiving the Ten Commandments and discussed sensibly the need for rules in their own school.

115 The quality of teaching seen was at least satisfactory and sometimes good. In a lesson in Year 3 about the Old Testament story of Moses the teacher used different tasks, well matched to the ability of the pupils. In a Year 5 class, the teacher made good use of a dramatic approach to develop an understanding of the perspectives of the characters involved in the story of the Good Samaritan. Teachers show appropriate subject knowledge and use the opportunities when they arise to teach moral values alongside religious belief. The subject is co-ordinated by the head teacher as the previous co-ordinator has just left the school. The head teacher has plans to write an extended school policy for religious education. The resources for the teaching of religion are adequate and are stored by themes.

116 Whole school acts of worship take place every day, except when a whole school merit assembly takes place when pupils and staff join together to celebrate achievement. These acts of worship are carefully and appropriately planned and presented. They are an important element in promoting the life of the school and developing a religious and moral awareness. These assemblies comply with the statutory requirements of a corporate act of worship.