

INSPECTION REPORT

HIGH GREEN PRIMARY SCHOOL

High Green, Sheffield

LEA area: Sheffield

Unique reference number: 107052

Headteacher: Yvonne Donkersley

Reporting inspector: Brenda Iles
12000

Dates of inspection: 19th to 22nd May 2003

Inspection number: 246644

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Wortley Road
High Green
Sheffield

Postcode: S35 4LU

Telephone number: 0114 2848264

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Appropriate authority: Governing Body

Name of chair of governors: Graham Peckett

Date of previous inspection: 30th April 2001

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
12000	Brenda Iles	Registered inspector	Science Art and design	What should the school do to improve further The school's results and achievements How well are pupils taught How well is the school led and managed
14178	Pat Willman	Lay inspector		How well does the school care for its pupils Pupils' attitudes, values and personal development How well does the school work in partnership with parents
23453	Carole Cressey	Team inspector	Foundation Stage Mathematics Design and technology	How good are curricular and other opportunities offered to pupils
18143	Bernice Magson	Team inspector	Special educational needs English as an additional language English Music Physical education	
20911	Judy Dawson	Team inspector	Educational inclusion Information and communication technology (ICT) Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

It serves a mixed area of owner occupied and rented accommodation in the High Green area of Sheffield. The school is about average in size and educates 269 boys and girls aged from four to eleven. The school admits children to the reception class from the age of four on a full time basis at the start of the autumn and spring terms. They spend up to three terms in the foundation stage. Forty-one children were taught in the reception and mixed age reception and Year 1 class during the inspection. Early assessments of children's learning show a broad range of attainment but overall it is about average. A small proportion of pupils are identified as having special educational needs. Pupils who are more able are also identified and supported. All pupils are from English-speaking families. The proportion of pupils who take up their entitlement to free school meals is below average but a higher proportion is eligible. The school enjoys strong partnerships with the local community and aims for all pupils to achieve their best. There have been several staffing changes since the last report. The school is now over subscribed.

HOW GOOD THE SCHOOL IS

This is a very good school. Through the very good leadership of the headteacher improvements to the quality of education have been rapid since the last report. The school is also very well managed. Teaching is very good and the standards achieved in English, mathematics and science exceed the expectations for Year 2 and Year 6 pupils. Standards in mathematics are very high. The school provides very good value for money.

What the school does well

- The headteacher provides very good leadership and the school is managed very effectively
- Standards are very high in mathematics and well above average in English and science by the age of eleven
- Teaching is very good with examples of exemplary practice in the reception and Year 6 classes
- Personal development and relationships are excellent

What could be improved

- Standards in music by the age of eleven
- Planning and assessment procedures to further raise standards in the arts and humanities.
- The quality of the accommodation

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was last inspected in April 2001 it was judged to have serious weaknesses because standards were not high enough in Year 2 and teaching was weak. Very good progress has been made in addressing these issues. As a result of substantially improved teaching standards in Year 2 have improved and there has been a rapid increase in the proportion of pupils achieving the higher levels. Standards have also been sustained in the juniors. In response to the other key issues, the new ICT suite is having a positive impact on learning in all year groups but older pupils in Year 6 have not had enough time to benefit from the provision. The staff and governors are now fully involved in decision-making. The school plan guides developments effectively and ensures roles and responsibilities are defined clearly. Very good systematic monitoring enables the school to evaluate its progress, success and areas for future development accurately. The school has the capacity to sustain further improvement.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	B	C	B	C
Mathematics	B	A	A	C
Science	A	A	A	A

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

Inspection evidence indicates that standards in Year 6 are well above average in English, mathematics and science. Pupils make very good progress at all stages of learning and the pace accelerates during Year 6 as a consequence of much high quality teaching and very good support in reading, writing, mathematics and science.

Children make very good progress in the reception year and the majority of children meet the early learning goals in all six areas of learning before the end of the Foundation Stage. Progress in the infant classes is also very good. The last set of national tests for Year 2 showed that standards in reading and writing were well above average and in mathematics the results were in the top five per cent of schools nationally. Inspectors found that standards in the current Year 2 are of a similar high standard. Pupils' confidence to apply these skills to other subjects is a significant strength. In Year 2 standards in information and communication technology (ICT) are also well above average. In religious education, art and design and design and technology, geography and history they are above average. In Year 6 standards in art and design and design and technology remain above average while in history, geography and religious education they are average. In music and ICT standards are below average. Standards in ICT are at least average in other junior classes.

There is an upward trend in the performance of Year 2 pupils. Standards in Year 6 have also improved. School targets are challenging and expectations are high. More able pupils achieve well and are consistently well challenged across year groups. Pupils with special educational needs also make good progress. No gender issues relating to attainment were identified during the inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school and to learning are very good
Behaviour, in and out of classrooms	Behaviour is very good in lessons and at play
Personal development and relationships	Personal development is excellent and pupils enjoy harmonious relationships with adults and each other
Attendance	Attendance is very high

Pupils enjoy many opportunities to use their initiative and to support one another. They are very well prepared to contribute to their local community as responsible young citizens.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

The teaching of literacy and numeracy is a significant strength and underpins successful learning across subjects. There are features of excellence in the teaching of children under five and pupils in Year 6. Skills and knowledge are taught through interesting activities and work is appropriately challenging. Lessons have a very fast pace. Questioning techniques encourage reasoning and independent problem solving and the range of strategies teachers use to maintain motivation and ensure the full inclusion of all pupils is very good. Staff have very good relationships with pupils and know them very well. The small amount of satisfactory teaching seen in the juniors reflected the identified training needs of new staff and teaching assistants. Pupils who are identified as gifted and talented are very well challenged. Those with special needs receive good support and make good progress. The consistency of very good teaching enables all pupils to make very good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum offers a broad range of exciting opportunities to develop pupils' reasoning and investigative skills. Statutory requirements are met in full
Provision for pupils with special educational needs	Provision is very good
Provision for pupils' personal, including spiritual, moral, social and cultural development	Personal development is excellent. For spiritual, moral and social development provision is very good and for cultural development it is good.
How well the school cares for its pupils	Pupils' are very well cared for in a vibrant learning ethos

There are effective links with parents and good quality information enables parents to support their children's learning well. Links with partner schools and the community are strong and the use of strengths, expertise and resources enhances the quality of provision significantly.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The clear vision and very good leadership of the headteacher is a significant strength. She is supported well by senior staff and there is strong commitment to move the school forward. The school is very well managed.
How well the governors fulfil their responsibilities	Governors offer good support. They are actively involved in decision making, planning, monitoring and evaluating the school's progress.
The school's evaluation of its performance	Evaluation is very good. There is very good awareness of how the school has improved and the current and future priorities for improvement.

The strategic use of resources	Funds are very well managed and day-to-day routines are very effective. Resources are used well to support learning and teaching. The headteacher and governors are rigorously pursuing ways to access local facilities to extend provision for sports.
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The staffing and learning resources are adequate. There have been many improvements to the accommodation in the last two years. Despite the action taken, weaknesses in the adequacy of the accommodation, beyond the school's control, inhibit teaching and learning in subjects such as PE and music. There is no space to provide a dedicated medical room and small groups of pupils are frequently taught in cloakroom or corridor areas. The library is situated in a corridor and lacks the facilities and space to support pupils to undertake independent research. A key issue is to continue to seek ways to improve the environment. The school is well aware of the impact of these weaknesses on learning and, in all its decisions, applies the principles of best value very well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children are expected to work hard and achieve their best • The ease with which they can discuss issues with staff • The quality of teaching and standards of behaviour • Children like school and make good progress • The way in which the school is led and managed 	<ul style="list-style-type: none"> • The amount of homework their children are given • The range of activities beyond lessons

Parents are very pleased with most aspects of the school's work and comment very favourably on the improvements made in the last two years. Inspectors support parents' positive views. All pupils receive homework that is linked to the work in lessons. The range, purpose and expectations vary, which sometimes confuses some parents. The range of extra-curricular activities is similar to that in most primary schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS

The school's results and pupils' achievements

1. **Standards achieved by the end of the reception year.** Early assessments of children's learning when they start school show that their achievements are about the same as the local average. The curriculum is very well planned and prioritises learning through practical investigative play. A very good range of activities is designed to develop children's knowledge and understanding. Children make rapid progress in all the areas of learning because the quality of teaching by teachers, nursery nurses and teaching assistants is very good with features of excellence in the reception class. By the end of the reception year the majority of children are likely to exceed the expectations of the early learning goals in their personal, social and emotional development, communication, language and literacy, mathematics, creative, physical development and in their knowledge and understanding of the world.
2. **Standards achieved by the end of Year 2.** The 2002 test results, trends over time and inspection evidence shows standards have improved and are now well above average in reading and writing and in the top five per cent of schools in mathematics. Teacher assessment in science showed standards were average.
3. More pupils than average achieved the higher levels in reading, writing, mathematics and science. Compared to the national averages girls' achievements were better than boys'. While there appeared to be significant variations in the achievements of boys and girls there was a high proportion of boys with special educational needs in the cohort. Standards seen in the current Year 2 have been maintained in mathematics, reading and writing. In science they have improved and are now above average. There were no significant gender differences observed. This represents very good progress from the last report when standards were below and well below average in these subjects. The serious weaknesses identified in the infant classes have been addressed. Pupils make very good progress in relation to their attainment on entry to the school.
4. **Standards achieved by the end of Year 6.** In last year's national tests standards were well above average in mathematics and science and above average in English. The proportion of pupils achieving the higher Level 5 was well above average in all core subjects. When compared with prior attainment pupils made good progress with particular gains being made in mathematics. The school's performance is about the same as other schools who record a similar take up of free school meals. More pupils are eligible than the data indicates so these comparisons should be treated with a degree of caution. Standards seen in the current Year 6 are similarly high. Inspection evidence shows that in all three subjects high standards have been maintained. Pupils' progress is very good. The school is on course to meet the challenging targets set in English, mathematics and science.
5. The very good improvements evident are the result of strong leadership. Problems have been analysed and resolved. The high expectations made of staff and pupils have enabled them to achieve high standards.
6. **The achievements of different groups of pupils:**

<ul style="list-style-type: none"> • More able pupils make good progress because their needs are identified by teachers and they are challenged well
<ul style="list-style-type: none"> • Pupils with special educational needs make good progress
<ul style="list-style-type: none"> • The different needs of boys and girls are addressed well

7. The school has successfully addressed the underachievement of boys in English. Their performance improved because teaching styles were adapted to meet boys' needs better, for example, using different methods of written recording. There was no significant difference in the attainment of boys and girls in mathematics and science. Pupils with special educational needs achieve well. Following early identification of their precise needs, sharply focused targets for improvement are identified in individual education plans. In the reception year children make very good progress towards these targets, and good progress is achieved in Years 1 to 6. Gifted and talented pupils have also been identified and special programmes of additional activities have started. It is too early to judge the effectiveness of these education plans in raising their standards even higher.

Standards achieved in other subjects		
Subjects	Year 2	Year 6
Art and design	Above Average	Above average
Design and technology	Above Average	Above average
Geography	Above Average	Average
History	Above Average	Average
Music	Average	Below average
Physical education	Average	Average
ICT	Well above average	Below average
Religious education	Above average	Average

8. The below average standards achieved in music in the juniors reflects the lack of recent emphasis placed on developing the music curriculum. The lack of suitable expertise and space to better support the teaching of music results in pupils not retaining and developing their knowledge, skills and understanding in sufficient depth. Above average progress in art and design and design and technology reflects the strong links with problem solving and decision-making taught across subjects. Standards in ICT have risen considerably in the infants and are mainly at least average in the juniors. Standards in Year 6 are below average because pupils have not benefited for long enough from the improved facilities and quality of teaching. Good progress has been made in raising standards in ICT. In history, geography and religious education standards are higher in Year 2 than in Year 6 because the development of pupils' skills is not planned systematically in the junior years. Work does not always match the ability of pupils.

Strengths
<ul style="list-style-type: none"> • Pupils' thinking skills are well developed and they apply their skills and knowledge well in a wide range of learning situations • Numeracy and investigative skills are very high and a significant strength • Many parents attend meetings organised by staff to help them to support their children's learning • Literacy and numeracy skills are applied effectively across subjects • More able pupils are fully challenged to reach the highest standards possible by the end of Year 6
Areas for development

- Standards in music and ICT are not high enough in Year 6
- Good standards in religious education, history and geography in Year 2 are not maintained in Year 6

Pupils' attitudes, values and personal development

9. Because of the strong spiritual, moral, social and cultural values promoted by the school, all pupils, including the children in the Foundation Stage and those with special educational needs, have very good attitudes to their learning and play a full and enthusiastic part in school life. There is a very good commitment to the inclusion and integration of pupils with special educational needs in the life of the school. They are integrated successfully into their class groups and are happy and confident. Their contributions are valued, and all pupils and adults celebrate their successes. In class, special needs' pupils concentrate well and show good levels of perseverance. Gifted and talented pupils show a strong commitment and enthusiasm to the improvement of their specialist interests. They enjoy opportunities to undertake further studies both in school and in the local community. Parents are very supportive of these values and this consistent approach is a very significant factor in the high standards of behaviour in the school and pupils' excellent personal development. The relationships between the pupils and with the adults who work with them are often excellent, based on care and respect for each other. As a result, the school functions as a mutually supportive, happy and cohesive community. The overall quality of this aspect of the school's work has improved since the last inspection and is a very significant strength of the school.

10. The pupils' attitudes and behaviour are very good. There have been no exclusions.

The contribution of pupils.	How the school promotes success.
<ul style="list-style-type: none"> • The children in the Foundation Stage attend regularly, arriving happily each morning, keen to get started • They are enthusiastic and inquisitive learners who apply themselves very well to their tasks and their behaviour is usually excellent • Pupils comment that they really enjoy coming to school and they participate enthusiastically in all aspects of school life • Pupils work hard in their lessons and try to do their best. They say that their lessons are fun • Pupils' very good responses to literacy and numeracy lessons has a very positive impact on the high standards they attain • Pupils enjoy the practical and creative nature of many lessons, for example in science and art and design and technology lessons • Pupils behave very well throughout the day. • They are polite and helpful and care for resources and each other's belongings 	<ul style="list-style-type: none"> • Reception staff welcome the children into school and provide an exciting range of interesting activities for them to enjoy • Classroom routines are clearly established and children feel secure and understand what is expected of them • Staff provide very good pastoral care and every pupil is valued • Teachers expect pupils to work hard • The high standards of teaching ensure lessons are interesting and challenging • All staff have high expectations of pupils and encourage them to behave well by applying the school's procedures with consistent, kind and firm application • Pupils are involved in formulating their class and school rules, so they accept and abide by them • Staff are excellent role models, treating each other and the pupils with courtesy and respect

11. Pupils' personal development and relationships are excellent.

The contribution made by pupils.	How the staff promote success.
<ul style="list-style-type: none"> • Children in the Foundation Stage are friendly, confident and happy. They get on very well with each other and with adults and learn to co-operate and share • They work well in groups and organise their activities independently • Pupils have high levels of awareness for the needs of others, showing care and concern when a friend is hurt or unhappy • There are no concerns about bullying and pupils know the school will deal with any such incidents swiftly • The Playground Buddies take their responsibilities seriously and play an important role in watching out for the younger pupils • Pupils trust their teachers and other adults who work with them • Pupils have a very good understanding of how words and actions affect their friends so they treat each other with kindness and respect • Pupils are tolerant of differences and aware of the needs of those less fortunate than themselves • They take pride in their achievements, applauding generously in class and assemblies to show their approval • They often work constructively together in groups and pairs, listening to ideas and improving their work as a result. They know other viewpoints can be valid even if they do not agree with them • Pupils carry out their class jobs sensibly. The School Council members take their responsibilities very seriously and represent the pupils' views very effectively 	<ul style="list-style-type: none"> • Reception staff consistently praise pupils for their contributions which makes them feel special and valued • Children are encouraged to work and play together and to help each other • In the reception class many activities are organised which promote the development of the children's self confidence and self esteem very effectively • All staff encourage and praise pupils for showing kind and caring attitudes towards each other • Any incidents of conflict are dealt with quickly and consistently and parents support the school's procedures to deal with any bullying or unkind behaviour • Boys and girls are encouraged to work constructively together and to respect each other's ideas • In lessons, teachers value all pupils' ideas and viewpoints which effectively promotes self-confidence • In some lessons pupils have the opportunity to investigate and evaluate other people's lifestyles and beliefs • Pupils are encouraged to take part in charitable fund-raising activities and to contribute to the life of the wider community • Personal, social and health education lessons promote a high level of discussion which encourages understanding and appreciation of moral dilemmas

12. By Year 6, most pupils have a clear set of moral values. They are friendly and sociable and well equipped with the personal and social skills with which to make sensible and well-informed choices.

Attendance is very good
<ul style="list-style-type: none"> • The level of attendance in the school has been consistently well above that found in most primary schools for the last three years. Unauthorised absence is well below the national average

- Pupils are punctual and lessons start promptly
- Most absence is the result of childhood illness, although there are some parents who take their children on holiday during term time

HOW WELL ARE PUPILS OR STUDENTS TAUGHT

13. **Teaching is of very good quality for all age groups. Examples of excellence were seen in the reception and Year 6 classes.** There has been very good improvement since the last report when a high proportion of the teaching seen in the infants was unsatisfactory. Over half the teaching seen was at least very good with just over one in six lessons being excellent. Exemplary teaching reflected strengths in the subject knowledge of staff and very clear understanding of the needs of the pupils in each age range. In a science lesson the teacher's subject knowledge, modelling of language and skill in using a broad range of strategies, which included discussion, paired and group work, supported pupils' investigative learning very well. Her enthusiasm and drive encouraged pupils to generate their own ideas, to hypothesize and share their predictions. The links to prior learning and to teaching in literacy and numeracy lessons ensured that skills and knowledge were applied well.
14. In the reception class teaching is consistently of very high quality and nursery nurses and teaching assistants give very good support. The range of practical activities to support learning is exciting and encourages independence from the earliest days at school. The teacher makes excellent use of questioning to develop children's language skills, requiring them to articulate words accurately and clearly. She expects them to talk about their observations and celebrates their achievements leaving them in no doubt that they are all successful learners. Teaching assistants and nursery nurses also give very good support, modelling the practice demonstrated by the teacher. These features are worth sharing beyond the school.
15. The remaining teaching was mainly good. A few satisfactory lessons were seen in the juniors reflecting the training needs of new staff and teaching assistants. This picture reflects the very good progress and consistent use of a range of teaching styles and shows very good awareness of how to motivate and interest pupils. Literacy, numeracy, science and ICT are taught very well.

Strengths of teaching:	Features of effective learning:
<ul style="list-style-type: none"> • Teachers have very good subject knowledge and expertise • Teaching of numeracy and investigative skills are strengths • Literacy skills are taught very well • The consistency with which staff promote positive values and ensure learning is motivating and fun • Relationships between staff and pupils are excellent. Staff have very good knowledge of pupils' individual needs and ensure they are challenged well • Well organised and structured activities encourage discussion, collaboration, evaluation and debate. • High expectations and challenge promote 	<ul style="list-style-type: none"> • The pace of pupils' learning is fast and they apply their knowledge and understanding across subjects • Pupils are numerate and literate and understand how to use their knowledge skills and understanding to solve problems. They enjoy the challenges of calculating and recording words and numbers. • Pupils develop self- esteem and confidence. They respect and value their teachers, contribute to lessons and love learning • Pupils make good progress because their work challenges and excites them. They have good knowledge of

<p>success</p> <ul style="list-style-type: none"> • Staff consistently manage pupils' behaviour very positively, reinforcing expectations, school rules and values • Teachers use subject specific vocabulary effectively. They model sentences clearly and extend the range of pupils' language effectively • A broad range of strategies are used to make lessons interesting and engage pupils, for example the use of talking partners, practical problem solving tasks, and opportunities to work with partners, groups, individually and as a class • Learning objectives are defined clearly at the start of all lessons • Praise and constructive criticism are used very effectively • Good use is made of support staff to work with groups of pupils to support their individual needs • Questioning techniques are very good. They challenge, encourage and require pupils to reason and contribute to discussions • The pace and timing of lessons provides a very good balance of interaction, paired, group and independent work 	<p>their learning</p> <ul style="list-style-type: none"> • Pupils behave very well. They abide by the school rules and celebrate success and achievement • Pupils' range of vocabulary is broad. For example, in science in Year 6 pupils confidently talk about photosynthesis and the way plants produce oxygen • Pupils maintain high levels of interest and motivation and are enthusiastic, in both written and practical tasks • Pupils have a clear knowledge of what they are to learn during each lesson • Pupils know when they have succeeded and understand how to improve • All pupils are fully included in lessons and progress well. Pupils of different ability give reasons for their opinions, thoughts and ideas • Pupils understand how well they progressed and what they need to learn • Pupils sustain their interest and motivation and demonstrate their learning through a range of practical and recorded responses
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Areas to develop	How this affects learning
<ul style="list-style-type: none"> • Some teaching assistants would benefit from further training to enable them to support teaching and learning more fully 	<ul style="list-style-type: none"> • While support is never less than satisfactory there are occasions when pupils could make faster progress with more extended questioning and interaction which models the example set by teachers

16. The quality of teaching of pupils with special educational needs is very good in the reception year and good in Years 1 to 6. Pupils who are gifted and talented are taught alongside other pupils. Additional specialist activities to extend learning are provided as necessary in English, mathematics, music, French for Year 6 and sporting activities, both in class and in local school or community events.

Strengths	The impact on learning
<ul style="list-style-type: none"> • Each term pupils' progress is tracked towards their individual education targets • Pupils are taught individually, in small groups, as an integral part of the whole class, or in withdrawal groups. • A good partnership exists between teachers and special needs teaching assistants • Staff encourage pupils to work 	<ul style="list-style-type: none"> • Learning remains meaningful and pupils recognise their personal progress • Pupils with learning and behavioural difficulties are well managed and encouraged to adopt suitable strategies so that they can participate fully in all activities. • Pupils benefit from consistent and

independently <ul style="list-style-type: none"> • Outside agencies are invited to give specialist help as necessary 	appropriate support and care <ul style="list-style-type: none"> • Pupils develop self-esteem and confidence. They receive sensitive support to ensure their success
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HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS

17. The curriculum is good with many significant strengths. It is stimulating, challenging and it effectively meets the needs of pupils, helping them to flourish. A range of good quality learning opportunities prepares pupils very well for the next stage of their education.

The reasons why the curriculum is good
<ul style="list-style-type: none"> • The school's values and principles have a very positive effect on the quality of the teaching and learning • Emphasis on nurturing high quality personal and social skills has a very positive effect on achievement and attitudes to learning • All subjects are taught with enthusiasm and interest. • Children in the reception classes benefit from very high quality practical experiences which are exciting, imaginative and focussed on enabling them to develop a love of learning and to make rapid progress • Policies and schemes of work provide a good framework for teaching and learning in most subjects • The literacy and numeracy strategies are taught with considerable rigour and have been very effective in raising standards since the last inspection • Links with other subjects add interest and enrichment to learning. For example, pupils use their literacy skills well as they create thoughtful poems in religious education or write detailed instructions in design and technology. Skills and knowledge in history and art are developed as pupils research the paintings of Holbein to find out more about the Tudor kings and queens • Arrangements for pupils' personal, health and sex education are very good. Time is made available within lessons to develop these areas in ways which are appropriate for the ages and needs of the pupils • The development of citizenship and the responsibilities of the individual and the group to their local, national and international community are developed through a wide range of activities and experiences, such as the setting up of mock elections; visits from the local parish councillor; taking part in festivals, competitions and environmental initiatives • A good range of extra-curricular activities enriches the statutory curriculum and enhances personal and social skills. Clubs include art, football, netball, gardening, brass band, recorders, choir, dance and drama. All are very well attended and all, including non-teaching and support staff, give very generously of their time to extend pupils' interests and skills • Local visitors and visits to museums, art galleries, theatres, sports halls and the community ICT suites extend pupils' knowledge and understanding well. • Links with the local church, emergency services, health workers and local businesses are effective in developing pupils understanding of citizenship and commerce as well as providing generous sponsorship • Strong links with the local primary and secondary schools are very effective in improving teacher expertise and enhancing the learning for pupils. For example, a secondary school project has resulted in considerable funds being available to improve standards in science

Areas to develop

- | |
|--|
| <ul style="list-style-type: none"> • There is a lack of consistency in developing skills in geography, history and music in Years 3 to 6 resulting in pupils not achieving as well as they could by the end of Year 6 |
|--|

18. **Provision for different groups of pupils is very good.** The school has a very clear commitment to equality of opportunity and all pupils are fully included in the teaching and learning. Activities and resources to support boys' learning have effectively raised standards.
19. The provision for pupils with special educational needs is good in Years 1 to 6, and very good in the reception year. The special needs of lower attaining pupils' and those with special educational needs are recognised and all pupils' contributions are valued. Booster classes and additional literacy sessions provide support for pupils who learn at a slower rate. This has a positive effect on the self-esteem of all pupils and impacts on the progress they all make. Individual targets in literacy, numeracy or in behavioural management provide a clear structure to the development of knowledge and skills for pupils with learning and behavioural difficulties. Adequate specialist resources are available for their use. Small specialist groups are used to focus on specific curriculum areas to accelerate learning
20. Pupils identified as gifted and talented participate in all curriculum activities and are offered additionally curriculum activities to extend their learning. They have very good opportunities to develop their creative, imaginative and academic skills enabling them to work well at the higher levels. Pupils are fully integrated in all curriculum activities, including after school activities, sometimes with adult support if necessary.
21. **The school's provision for pupils' spiritual, moral and social development is very good and provision for cultural development is good.** This is an improvement since the last inspection when this aspect of pupils' education was good overall.

Strengths of the provision	Examples observed during the inspection
<ul style="list-style-type: none"> • Pupils are encouraged to explore their own response to the things they learn and to empathise with characters and situations in all aspects of the curriculum. • Teachers ensure that the pupils value their own efforts and those of others • Teachers encourage pupils to explore issues of right and wrong and the teaching is geared towards pupils making personal decisions and to be responsible for their actions • The excellent school council enables pupils to express their views about important issues and to democratically reach decisions • Most of the lessons involve pupils in making decisions and applying their learning 	<ul style="list-style-type: none"> • In an assembly a pupil assumed the role of Moses' mother and was questioned about her feelings • Pupils write about their feelings as, for example, Ann Boleyn or a disciple at Pentecost • Pupils and children in the reception and Year 1 class talk about positive aspects of their identities • Years 4 and 5 explore reasons for sharing • Year 6 write a school charter before they leave to inform the code of conduct • Class representatives discuss the outcomes with the class and pupils' views inform the next meeting • Older pupils selected the most effective type of computer program to use to create abstract snail pictures and infants designed a questionnaire to find out about

<ul style="list-style-type: none"> • The excellent application of the English curriculum encourages pupils to write about moral and social issues within other subjects • Pupils learn about different faiths and cultures and are encouraged to respect and appreciate cultural diversity • Pupils are consistently encouraged to use a diversity of language, writing styles and images to interpret and display their learning • The curriculum is supported with a good range of visits and visitors to school 	<p>life in Ethiopia.</p> <ul style="list-style-type: none"> • The infants learn about the plague and consider the causes and the bravery of the people of Eyam • Infants learn about the Torah and compare the Hebrew script with their own • Pupils use computers to create artwork in the style of Matisse some have used Holbein's painting to find evidence about Henry the Eighth's wives • Pupils visit local museums, an ex-pupil and headteacher shared her memories of the school in the past and the Sheffield Music Service performs to the pupils
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22. There is a good range of activities to support pupils' understanding of their own culture. However, there are few opportunities for pupils to have first-hand experiences of communicating with pupils from other countries or to visit non-Christian places of worship. There are missed opportunities for pupils to explore music from diverse cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

23. The welfare of all pupils, including those with special educational needs and the children in the Foundation Stage, underpins the school's ethos. The kindness and commitment of all adults who work with and care for the pupils ensures their well-being and security. The quality of the educational and personal support provided is very good. Staff give strong commitment to the care of each pupil. The procedures for monitoring pupils' academic performance and personal development are satisfactory overall, and good in English, mathematics and science. The weakness from the last inspection has been remedied, although there remains room for improvement in the foundation subjects of the curriculum.

24. The provision made for those pupils with a statement of special educational need is good. The school fully meets the requirements of the Code of Practice for pupils with special educational needs. After early identification of special needs in learning, physical or behavioural difficulties pupils are placed on the Special Educational Needs Register. Individual education plans offer suitable challenges for improvement and identify areas in which adult intervention and support are necessary. Progress towards personal targets is tracked each term, and pupils' own views about their progress are sought before new targets are set. Pastoral care is an important element of this provision. Pupils who are gifted and talented have recently been identified and individual challenges introduced to accelerate their learning.

25. Parents say that they trust the school to take care of their children and are confident they will be kept informed of any problems that may arise. This good quality of care is an improvement since the last inspection.

Strengths in the provision

- There are good formal and informal procedures to ensure that the school is a safe and healthy environment and that pupils are well cared for
- The statutory requirement for risk assessment is met
- Provision for first aid is good and pupils are supervised very well during playtimes and lunchtimes
- Effective emergency evacuation is practised at regular intervals
- The school follows recognised guidelines for child protection and staff have a good awareness of this aspect of care
- Pupils are taught how to keep themselves safe during their personal, social and health education lessons
- Pupils learn about the benefits of good diet and hygiene and receive appropriate information about sex and drugs to enable them to make informed decisions.
- Representatives from the emergency services visit the school to teach pupils about aspects of personal safety.
- They learn how to use resources safely in their science, physical education and design and technology lessons
- The school is clean, warm and welcoming
- The quality of play and supervision during the mid-day break is very good

Area for development:

- Raise staff awareness of day-to-day health and safety issues

26. The school monitors and supports pupils' behaviour and their personal, social and emotional development effectively and provides a very high level of personal support and guidance. The strong and supportive relationships between pupils and their teachers promote open communication which monitors and develops pupils' personal and social skills very well. A particular strength in the school's provision of personal support and guidance for pupils is the kindness and consistency with which all members of staff apply the procedures.

Strengths in the provision

- Systems for monitoring attendance and tracking absence are rigorous and have sustained a level of attendance well above most primary schools. Pupils enjoy school and parents understand the importance of regular attendance
- Registration complies with legal requirements
- There are very good systems for monitoring and promoting good behaviour which are respected by pupils and lead to high standards of behaviour
- The involvement of pupils in decision making through the School Council and the Year 6 Charter is very effective in promoting understanding and acceptance of rules
- Bullying, racism or any other form of anti-social behaviour is not tolerated and the procedures to deal with any incidents are effective
- Teachers make good use of the programme for personal, social, health and citizenship education to monitor and promote pupils' personal development.

27. The school has good procedures for monitoring and supporting pupils' academic progress overall. The use of assessment to analyse pupils' achievements and plan what should be taught next is very good for the core subjects of English, mathematics and science. This ensures that the work is matched to the needs of the pupils and contributes to their very good achievement throughout the school.

Strengths in the school's assessment arrangements	Areas for development
<ul style="list-style-type: none"> Regular analysis of statutory and non-statutory tests enables the teachers to check that pupils are making appropriate progress and to set targets for English and mathematics. For example, during the inspection a teacher identified a question in the statutory mathematics tests for seven-year-olds that several pupils had not achieved and planned the next lesson to address this. The assessment of children's progress in the reception classes is very good across all the areas of learning. The school has identified differences in rates of progress between boys and girls and is beginning to focus on the different ways pupils learn to address this. Gifted and talented pupils and those with special educational needs are identified through assessment of their achievements that are used effectively to meet these pupils' needs. 	<ul style="list-style-type: none"> Regular, manageable assessment and monitoring of the development of pupils' skills in the humanities and arts to aid curriculum planning

28. The school is in the process of setting up a comprehensive database to support assessment for all subjects and the development of this is included in next year's plans for school development. Assessment procedures have improved since the last inspection.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS

29. Parents have very positive views of the work of the school and value the educational and personal opportunities provided for their children. The school has a good relationship with parents and the quality of this partnership has improved since the last inspection. This has a good impact on the work of the school and the progress the children make. The school recognises and values the positive impact that parental involvement has on the life of the school. Those parents who expressed a view prior to and during the inspection are very pleased with almost all aspects of school life. They strongly support the values promoted by the school and many comment that they trust the school to take good care of their children. They consider that their children are happy at school and are pleased with the very good standards of behaviour. A few parents expressed a concern about the level of after-school clubs organised by the school. Inspection evidence shows that the range of opportunities offered by the school is similar to that found in most primary schools.

How the school promotes effective links	How this impacts on parental involvement
<ul style="list-style-type: none"> The quality of the information provided for parents about the school is informative and practical There are very good opportunities provided for the induction of parents and children into the Reception classes The pupils' annual progress reports are good giving clear information about how well children are doing and identifying targets for further improvement Consultation evenings are very well attended and are used effectively to 	<ul style="list-style-type: none"> New parents have a clear idea about the school's procedures and how their children will be taught The good access to classrooms and teachers at the beginning and end of the day allows all parents the opportunity to discuss any small matters of concern The annual reports give parents a clear understanding of the level of achievement of their children and how hard they have worked during the year Consultation evenings provide a good

<p>share children's targets with parents and provide them with strategies to help their children achieve these targets</p> <ul style="list-style-type: none"> • Parents are provided with detailed information about what children will be learning in each class each term • The school values parents' views and staff are always pleased to listen to any concerns parents may have about the progress or welfare of their children • The reading and homework diaries provide a useful channel of communication between home and school • Regular, good quality, newsletters are provided to keep parents informed about up-coming events in the school • Parents are encouraged to help in school and training is provided to maximise their usefulness in the classroom • Staff support the fund-raising efforts of the Friends of the School and appreciate the extra resources provided as a result 	<p>opportunity for parents and teachers to get to know each other and to help parents to understand how they can support the work of the school</p> <ul style="list-style-type: none"> • Most parents help and encourage their children with their homework • The curriculum information provided helps parents to support their children more effectively at home • Parents willingly share their practical skills helping to improve the environment • Parents attend school performances and sports days in large numbers • The parent governors play a full part in the decision making process of the governing body • The trained parent helpers and volunteers in classrooms have a good impact on children's progress • There is strong support for the functions organised by the parents' association and substantial funds are raised which are used to supplement resources
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30. The school works effectively with the parents of those pupils with special educational needs and those identified as gifted and talented. Together they create a good working partnership. Parents are invited to all meetings and they regularly attend. Parents participate fully in review meetings and give good support to their children as they complete learning targets. The school values their contribution.

HOW WELL IS THE SCHOOL LED AND MANAGED

31. The headteacher provides very strong and effective leadership and the school is well managed. She has led a rigorous programme for school improvement and her clear vision and example have moved the school forward at a fast pace. She is well supported by the senior staff and governors. There is a strong sense of teamwork, knowledge of roles and responsibilities and the schools priorities. There is a keen and energetic commitment to move the school forward and issues raised in the last report have been addressed well. The headteacher has managed changes to staffing and the governing body very well. Governors and staff now receive the information and opportunities they need to help them to fulfil their roles. They contribute to the planning process and are fully involved in decision-making. The school is very well managed and financed and day-to-day routines and organisation enable the school to run smoothly.

Strengths in leadership and management

- The roles of senior staff have developed well through good training opportunities.
- The school ethos reflects strong partnership and commitment
- Subject leaders have a clear knowledge and understanding of their roles and how they can improve standards and provision. They have time to monitor planning and regularly discuss issues with staff
- The school plan very effectively guides the pace of progress and offers a long term and annual overview.

- Subject action plans support the maintenance and development of the curriculum well
- Governors have a good knowledge of how the school has improved and the areas that are next in line for development. They fulfil their statutory duties
- A systematic monitoring programme enables staff and governors to judge the strengths and weaknesses in provision and agree priorities for improvement
- Governors provide good links with local community groups, for example, the church, police and partner schools
- The staff benefit from regular professional development opportunities and training to support their needs and to enable school targets to be met
- The headteacher acts as special needs co-ordinator and in conjunction with the governing body ensures the good quality provision for pupils with special educational needs. Statutory requirements are met and specific grants for pupils are used appropriately. Provision for special needs' pupils is fully considered in the preparation of the school development plan.

Areas for improvement

- Leaders of subjects other than English, mathematics, science and ICT, have not yet had time to monitor teaching and learning in their subjects. However, the school plan indicates when each subject will become a priority and coordinators know these opportunities will be given

32. Financial planning, monitoring and administration are very good.

Strengths in the leadership and management of resources

- Budget decisions are carefully linked to identified priorities and itemised in the school plan
- Subject leaders each manage a small budget to develop provision in their subjects.
- The administrative manager provides very good support to the headteacher, staff and governors. She is very efficient and day-to-day administration is very good.
- Accurate accounting and reporting procedures enable the headteacher and governors to monitor expenditure patterns regularly.
- The school makes every effort to check prices and to evaluate the impact of decisions on teaching and learning. The principles of best value are applied very well.
- Funding for pupils with special educational needs is used effectively.

33. The school building is 160 years old and while it is maintained in a clean and tidy condition there are many features which impact negatively on the quality of provision, particularly in physical education (PE) and music. The school makes the best use of the available space and displays of high quality ensure the learning environment is bright and stimulating.

The main weaknesses in the school's resources

- Mobile classrooms are old and lack toilet facilities
- There is insufficient space to provide a dedicated medical room for sick pupils
- The position of the hall in the centre of the main building results in some lessons being interrupted unavoidably
- The library, situated in a corridor area is inadequate to meet the needs of older pupils, support independent research and access to the Internet
- The school hall is too small to support the teaching of PE to full classes of older pupils. There is also no school field. Rigorous action has been taken to negotiate the ownership and use of nearby land to support future provision for PE. There are difficulties regarding public pathways which are restricting progress and beyond the

school's ability to resolve.

34. The changes made to improve the environment have been very successful, for example, the development of a garden and wild life area, the resurfacing of the playground, the development of the outdoor play area for reception aged children, partitioning of space to create a staff room which is large enough for the staff team and the rolling programme of internal redecoration to brighten the environment. Governors and parents have supported these initiatives very well. Every effort has been made to gain funds to improve the accommodation and it is important that this degree of rigour is maintained. Developing the accommodation is therefore a key issue for improvement.
35. Very good progress has been made in addressing the issues raised in the last report and pupils achieve very well in relation to their prior attainment. The school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER

- (1) ***Raise standards in music by the end of Year 6 by:**
 - developing staff subject knowledge and expertise
 - reviewing the curriculum to provide greater breadth and better progression in learning.
Paragraphs 8, 16-17, 22, 33, 55-57

- (2) ***Improve the quality of provision in the humanities and arts by:**
 - planning the systematic development of skills to increase the pace of progression in the juniors
 - developing manageable systems for assessing pupils' progress
 - monitoring the impact of provision on the standards achieved.
Paragraphs 8, 17, 27-28, 48, 50-52

- (3) ***Maintain the rigorous efforts taking place to improve the quality of the accommodation to support teaching and learning.**
Paragraphs 33-34, 58, 60

In addition the governors may wish to consider the following minor issues for inclusion in the action plan:

- ***Raise standards in ICT by Year 6.** Paragraphs 8, 53-54
(This issue is already being addressed successfully and is only applicable to current Year 6 pupils who have had insufficient time to benefit from the school's improved provision)

*** Indicates that the issue has been recognised by the school and is included in its development plan**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	10	19	21	7	0	0	0
Percentage	18	33	37	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage points.

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)		269
Number of full-time pupils known to be eligible for free school meals		7

FTE means full-time equivalent.

Special educational needs	Nursery	YR-Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		31

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	7
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.2
National comparative data	5.4

School data	0.2
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 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	18	33

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	10	14
	Girls	18	18	18
	Total	30	28	32
Percentage of pupils at NC level 2 or above	School	91 (68)	85 (68)	97 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	13
	Girls	18	18	18
	Total	30	32	31
Percentage of pupils at NC level 2 or above	School	91 (71)	97 (86)	94 (89)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	27	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	12	14
	Girls	21	22	23
	Total	33	34	37
Percentage of pupils at NC level 4 or above	School	79 (83)	81 (83)	88 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	15	16	17
	Total	25	28	29
Percentage of pupils at NC level 4 or above	School	60 (60)	67 (70)	69 (78)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	262	-	-
White – Irish		-	-
White – any other White background	1	-	-
Mixed – White and Black Caribbean	1	-	-
Mixed – White and Black African		-	-
Mixed – White and Asian		-	-
Mixed – any other mixed background	2	-	-
Asian or Asian British - Indian		-	-
Asian or Asian British - Pakistani		-	-
Asian or Asian British – Bangladeshi		-	-
Asian or Asian British – any other Asian background		-	-
Black or Black British – Caribbean	3	-	-
Black or Black British – African		-	-
Black or Black British – any other Black background		-	-
Chinese		-	-
Any other ethnic group		-	-
No ethnic group recorded		-	-

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	10
Number of pupils per qualified teacher	30
Average class size	30

Education support staff: YR-Y6

Total number of education support staff	9
Total aggregate hours worked per week	211

Financial information

Financial year	2001-2002
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	£
Total income	573,266
Total expenditure	559,051
Expenditure per pupil	2,040
Balance brought forward from previous year	5,282
Balance carried forward to next year	19,497

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	269
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	56	41	3	0	0
My child is making good progress in school.	56	42	1	1	0
Behaviour in the school is good.	57	42	0	0	1
My child gets the right amount of work to do at home.	42	38	19	0	1
The teaching is good.	58	42	0	0	0
I am kept well informed about how my child is getting on.	37	48	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	65	28	7	0	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	42	50	7	1	0
The school is well led and managed.	53	41	2	0	3
The school is helping my child become mature and responsible.	57	40	2	1	0
The school provides an interesting range of activities outside lessons.	21	35	31	6	7

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

36. The provision for children in the Foundation Stage is very good with some outstanding features and is a significant strength of the school. The school's provision for children in the Foundation Stage is in the reception class and a mixed age class of older reception children and younger Year 1 children.
37. The overall attainment level of most children entering the Foundation Stage is broadly average with a small minority entering school with lower than expected speaking and listening skills. As a result of the very good provision and high quality teaching most children make rapid progress through the stepping-stones. They achieve well and make significant gains in their learning. As a result, the majority of children meet the early learning goals in all six areas of learning before the end of the Foundation Stage.

Main strengths of the provision

- Teaching is consistently very good in all areas of learning enabling the majority of children to learn quickly; teaching assistants provide very high quality support to enhance learning
- In the reception class teaching is outstanding; it is inspirational and exciting, capturing children's imagination and making them eager and well motivated learners
- All staff have a very secure understanding of how young children learn and of the importance of play
- Emphasis is placed on providing exciting and challenging first hand experiences linked closely to what children need to learn to reach the early learning goals; the teaching and learning are well planned for those children in the mixed age class
- Outdoor play provision is of a particularly high standard
- Activities and tasks are very well planned to enable children to make rapid progress in learning to read, write and count
- Relationships are excellent and as a result children feel valued and secure, work hard, are very proud of their achievements and behave very well

Strengths in teaching and learning

- Teachers and classroom support assistants are very experienced, enthusiastic and have very high expectations of the children. They make school an enjoyable experience which promotes a love of learning
- Sessions provide a very good balance of teacher directed activities and those children can choose for themselves
- There are very well planned, interesting and challenging activities to promote children's literacy and number skills; interesting objects, such as sea creatures, puppets, natural materials and soft toys add interest to learning and make it fun
- Elements of the literacy and numeracy strategy are implemented very well for children and this has a very positive effect on their achievement
- High quality role play situations provide very good opportunities for children to develop their imagination and use their literacy and number skills in 'real' situations both inside and outside the classroom
- Staff provide very good models of spoken language to enhance children's confidence in speaking; where teaching is particularly outstanding, rich language is a constantly used by adults and as a result children use interesting vocabulary and sentence structures in their own speech and writing; during the inspection 'delicate' became a feature of

children's description of sea creatures as a result of the teacher introducing it early in the week

- The sensitive use of praise, encouragement and prompts to remind children of previous learning very effectively develops eager and confident learners and promotes positive behaviour and attitudes
- Staff give very clear precise instructions and support, building up confidence and skills and as a result children are clear about their activities and what they are expected to learn and how they can be successful
- Questions, comments and tasks which involve children solving problems are very effective in extending learning; skilful interactions continually push children's learning with questions such as; 'What might happen if...?' and; 'Do you think?'
- The assessment of children's learning is very rigorous; staff know the children well and set different tasks and challenges to enable all children to achieve the highest standards they can; staff use their knowledge of children's progress to plan the next step in the teaching and learning; there is a very useful record system to indicate children's progress towards the early learning goals
- Staff identify children with special educational needs at an early stage and give extra support to enable them to achieve well
- Parents are actively involved in their children's learning through sharing storybooks and early reading scheme books at home and in reception class.

Personal, social and emotional development

Children's successes

- Children enjoy coming to school and happily leave their parents and carers at the start of sessions; they eagerly choose from the wide range of stimulating activities available and are evidently keen to learn new skills and to explore new ideas
- Children develop a very good understanding of appropriate behaviour and of what is right and wrong. They share resources and work together in a variety of situations, such as role-play and outdoor play. In the craft area negotiations are conducted in an atmosphere of sharing and co-operation as children take turns with materials and tools
- More able children work independently for sustained periods of time and take pride in their reading and writing successes. They work hard at challenging tasks, such as writing stories about 'sea creatures' or mixing different shades of paint
- Children develop a sensitivity and awareness of other people, their different religions, cultures and ways of life; they reflect on what makes them happy or sad and can empathise with imaginary characters in stories

Communication, language and literacy.

Children's successes

- Children are attentive and eager listeners to stories, comments and instructions
- Children respond well to the encouragement of their teachers and richly use vocabulary and increasingly complex sentence structures
- They enjoy the many opportunities available to engage in conversations and confidently explore new vocabulary as they take on the roles of customer, shopkeepers, beach attendants and explorers in imaginative play situations
- Children recognise and write their own names using capital and small letters with increasing confidence
- Children enjoy the well planned games and activities which promote their understanding of letters and sounds; younger children attempt simple words using initial and final sounds while older, more able children write three and four letter words accurately
- Children use their increasing knowledge of sounds to write independently for a variety of

purposes; for example, postcards from imaginary holidays, poems about exciting sea creatures, lists, letters, menus and instructions

- Children display a delight in reading and are beginning to understand the nuances and humour of the written word; they understand the difference between story and information books; the very youngest of children choose books as an activity and retell stories and predict what might happen from pictures; more able children are reading books with increasing confidence using their knowledge of sounds to read unfamiliar words; all children take books home on a regular basis to share with family members; this has a very positive effect on children's progress in learning to read

Mathematical development

Children's successes

- The children use mathematical ideas and skills in practical situations; for example, they are learning the names and value of coins as they price items in the 'seaside' or 'garden' shop'; they recognise and use numbers as they use the telephone to make appointments or write out orders
- When playing with two and three-dimensional shapes, small world toys or emptying and filling containers in the very well planned sand, water and outdoor play area, children consider size, shape and position; children confidently identify three dimensional shapes, such as sphere, cylinder and cuboid
- In an exceptionally effective numeracy lesson children counted in tens to hundred and more able children eagerly rose to the challenge of counting in hundreds up to a thousand
- Older children count in twos up to thirty as they sort and arrange the animals to go into Noah 's ark; they understand odd and even numbers and use the vocabulary of addition and subtraction with accuracy and confidence
- All children are learning to record their investigations in simple graph form

Knowledge and understanding of the world.

Children's successes

- The natural curiosity of young children is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore a wide range of made and natural materials
- Children show a good sense of time as they learn about the different seasons, celebrate birthdays and festivals; older children learn about life in the past as they compare household objects from long ago with those of today
- Children are developing very good scientific skills; they observe the changes which occur when soap and water are combined or when water is added to icing sugar and flour; older children are learning that the sun is a source of light
- Children work independently with a wide range of construction toys discovering how things are made and move
- A wide range of materials help children develop their skills of cutting, folding and sticking
- Children are becoming competent users of ICT to support their learning as they operate tape recorders and roamers; they are competent in using different computer programs to support their learning in mathematics and language and literacy
- Through the celebration of Christian Festivals such as Easter, Harvest, and Christmas children are developing a good understanding of their own faith and community; they learn about other cultures and religions through activities related to Chinese New Year and Eid

Physical development

Children's successes

- Children's natural exuberance and energy is promoted exceptionally well through planned lessons, topics and routines and daily opportunities to enjoy the excellent outdoor play facilities
- Children are learning of the importance of healthy eating and exercise
- Children handle a variety of tools and materials and small equipment safely and with care showing considerable dexterity when handling pencils, scissors, brushes, construction toys and jigsaws
- In planned PE and Dance lessons and well planned outdoor play children show very good control over their bodies as they run, jump, skip, hop, balance, climb and slide on a variety of interesting and challenging equipment

Creative development**Children's successes**

- Children enjoy taking part in the many very good role-play situations which exciting resources promote; they develop their imagination and extend their language skills and creativity well as they become builders, painters and decorators, gardeners, fire officers, holiday makers and campers
- A very good range of musical instruments, songs and rhymes helps to develop children's understanding of sound and rhythm and pattern; most children accurately keep a beat as they clap to familiar songs and rhymes and are confident to perform before the whole school
- Children develop their senses through investigating texture, shape and colour; they mix their own paint; know the primary colours and are able to add black and white to create different shades which are suitable to creating different images and scenes
- Children choose different materials to create their own designs, pictures, models and collages. They work with clay, wood and junk materials to create two and three-dimensional pictures and models
- Materials such as paint, sand and water are available for children to explore on a daily basis

English

38. Standards in Years 2 and 6 are well above average. Since the last inspection the rate of improvement has been very good. In national tests standards have remained consistently above average in Year 6. In 2002 almost 50 per cent of Year 6 pupils achieved the higher level 5 and with little difference in the attainment of boys and girls. Standards in Year 2 have risen significantly in both reading and writing in the last reporting year. Many more Year 2 pupils in 2002 achieved standards above the national average in both reading and writing. The current pupils in Years 2 and 6 are also attaining standards well above average in English. There has been very good improvement in standards in Year 2 in speaking and listening and in writing and good improvement in reading. Girls achieve significantly better than boys in Year 2 over time, which is similar to attainment on entry to school, but by Year 6 there is little gender difference. Pupils with special educational needs achieve well and each term most achieve literacy targets identified in their individual education plans.

The main reason why standards have improved at the end of Year 2 and match those achieved in Year 6

- The quality of teaching has improved
- Pupils learn at a more rapid rate and are

<p>since the last inspection</p> <ul style="list-style-type: none"> • Pupils' work is analysed regularly so that strengths and weaknesses in learning are identified • Lesson objectives are focused on developing the next stage of learning 	<p>challenged effectively in their learning</p> <ul style="list-style-type: none"> • Pupils' strengths are extended and weaknesses corrected • Pupils have a good self-knowledge of the learning task in each lesson
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39. Progress is very good overall. Pupils achieve well in speaking and listening and in writing. By Year 6 pupils debate issues enthusiastically, using language effectively, and confidently answering questions. Writing skills develop effectively throughout the school and pupils make very good progress. By Year 2 most pupils can write at length and many use various techniques to make their writing more interesting to the reader. For instance, in a science lesson they use sub-headings and bullet points to collate the properties of various materials. By Year 6 writing standards are very good. Pupils write with empathy, expression and sensitivity. In reading progress is good. The literacy strategy is applied well to help pupils improve their reading skills. However, there is inconsistency across the school in the recording of progress in reading. In the best lessons pupils are encouraged to read and review appropriately challenging literature. However, in other classes pupils are allowed to choose reading books that are too challenging and the pleasure to be achieved in reading is lost. Many reading diaries fail to offer parents advice to help their children improve.

40. The quality of teaching is generally good throughout the school but with a notable strength in Year 6. During the inspection teaching was good or better in 75 per cent of lessons. Some very good lessons were observed in Years 1, 2, a mixed aged class of Years 4 and 5, and in Year 6.

Strengths in teaching which bring about effective learning	
<ul style="list-style-type: none"> • Very good teaching of basic skills in reading and writing • Literacy skills are reinforced across the curriculum • In each lesson opportunities for speaking and listening activities are planned by the teacher • Each week pupils have opportunities to write at length for a range of audiences • Through the use of focused marking teachers offer praise and advise pupils how to improve • A variety of activities promote thinking skills • Lessons incorporate a good variety of activities • Through on-going assessment teachers evaluate their teaching and determine good learning styles for subsequent lessons • Individual writing targets for pupils are challenging but achievable, and limited in quantity, so that they are meaningful • Teachers and teaching assistants work well together in Years 1 and 2 providing 	<ul style="list-style-type: none"> • Pupils read and write confidently, and have good analytical skills • Pupils extend and improve reading and writing skills in other settings • Pupils develop a mature vocabulary, and by Year 6 are confidently using technical vocabulary • Pupils develop an understanding of the style of writing relevant to each audience • Pupils become reflective about their performance sharing ideas in oral or written dialogue with their teachers • Pupils learn to be analytical in their approach to comprehension exercises • Pupils remain motivated, concentration is intense and learning is fun • Challenges remain meaningful and relevant • Pupils know how to improve their writing and can self-correct their own mistakes • Pupils have increased opportunities to interact with adults in smaller groups • Older pupils learn strategies and

<p>effective support to pupils</p> <ul style="list-style-type: none"> • The additional booster support in Year 6 is focused and targeted very effectively to raise standards • There are good examples of the use of computers for research and word-processing to support pupils' learning 	<p>practise skills to improve standards in reading and writing</p> <ul style="list-style-type: none"> • Pupils appreciate the extent of knowledge and speed of computers in research, and the improved opportunities for drafting, editing and presentation of written work.
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Areas to develop

- The recording of pupils' progress in reading
- Pupils' library skills
- The provision of non-fiction material for pupils in Years 5 and 6

41. The leadership and management of English are very good. The two co-ordinators work well together as a team. They have a very good understanding of the school's strengths and weaknesses based on good systems of assessment. Following the last inspection the co-ordinators introduced a series of measures to raise standards, which have been well supported by the whole staff team. The school has benefited from strong local support. Progress towards perceived priorities are monitored regularly, and under the leadership of the co-ordinators, teachers moderate pupils' achievements regularly. Co-ordinators offer suggestions to overcome any weaknesses in performance.

Mathematics

42. Standards in Years 2 and 6 are well above average. By the age of seven and eleven the majority of the pupils, including those with special educational needs, achieve very well in relation to their prior attainment and make good progress over time. Boys and girls achieve equally well as a result of strategies that recognise the different learning styles appropriate for different groups of pupils. At the time of the last inspection standards in Year 2 were well below the national average and in Year 6 were above average. Standards are now high across the school and those pupils reaching lower than expected standards at the last inspection have caught up and the large majority are now exceeding the expected level for their ages. The rate of improvement has been very good overall.

The main reasons why standards have improved

- Teaching has improved since the last inspection and is consistently very good
- The schemes of work provide a very good framework for teaching and learning and places considerable emphasis on developing pupils numeracy and problem solving skills
- The support of the LEA and the quality of training have improved teacher confidence and the quality of the learning activities
- The subject is particularly well managed; the coordinator is a very enthusiastic and skilled teacher; he rigorously monitors the teaching and learning across the school working with the LEA to identify ways in which standards can rise further; there is a tangible commitment from all staff to improvement
- A rigorous analysis of test results identifies whole school and individual strengths and weaknesses in the subject
- Teaching assistants are used well to support pupils of all attainment levels and have a positive impact on the quality and speed of pupils' learning
- Relationships are exceptionally good and encourage pupils to 'have a go'. The best of

lessons leave pupils enthusiastic about mathematics and excited about the untold possibilities of what numbers can do

Strengths in teaching and learning

- Teaching builds very well on the excellent start children have in the Foundation Stage
- The numeracy strategy is taught with rigour and enthusiasm and pupils respond with an eagerness and enthusiasm for the complexities of mathematics
- Lessons have a very good pace and include a wide variety of methods to develop pupils mathematical skills and understanding; very effective whole class mental sessions and fast moving question and answer sessions assess the pupils' understanding and extend their thinking
- Problem solving is given a very high priority and all lessons include opportunities for pupils to explore, investigate and explain their reasoning and answers
- Teachers provide pupils with very precise instructions and engage them well in their own learning; learning intentions are shared and the lesson is a dialogue between teacher and pupils enabling pupils to make rapid progress in learning new skills
- Pupils are encouraged to use precise mathematical vocabulary when answering questions or discussing their work
- All teachers have very high expectations of what pupils can do; they challenge pupils to complete difficult tasks in good time and to a very high standard; for example, pupils in Year 6 are working confidently with complex algebra problems which are part of the Key Stage 3 curriculum
- Teachers make very good use of ICT to enhance their own teaching and extend pupils learning
- Mathematics is used well in other subjects, such as design and technology, science and history
- Marking is used very effectively to help pupils understand how they can improve
- The work in mathematics is very well planned to take account of pupils' different levels of attainment; assessments are built into the planned work and teachers are very knowledgeable about the level of attainment pupils are working at and what is needed to extend their learning further; this has a very positive impact on the speed of pupils' learning

Pupils' successes

- Younger pupils have a very good knowledge and understanding of basic number work; pupils who learn at a faster rate can order number up to a hundred and are becoming confident at adding and subtracting and subtract to twenty
- In Year 2 most pupils are able to add and subtract to 100 effectively. Higher attaining pupils are learning to record their calculations in a formal way and can use addition, subtraction, division and multiplication to solve mathematical problems; they use their ICT skills to create a data base to record their study of plants found in different environments
- In Years 3 and 4 pupils are developing very good recall of multiplication and division facts; use precise vocabulary when describing the properties of shapes
- Year 5 pupils investigate reflective symmetry and over two thirds of the pupils recognise that a circle has infinite symmetry; they use number well in science as they investigate the sizes and distances of the planets
- Year 6 pupils work at a very high standards with almost all pupils working at or beyond the expected level; a significant majority are working well beyond the expected level for their ages; above average pupils use function machines and formulae to investigate patterns and relationships; they eagerly use dominoes to discover the patterns and relationships between numbers to identify a rule for building bridges; they confidently work out real life problems choosing the appropriate calculation to work out the

perimeter of a field; pupils confidently use and interpret graphs, charts and diagrams very well to explain findings and results

43. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. There are very good opportunities to reflect and consider the successes of their own and other pals' efforts. Talking partners and well-planned tasks enable pupils to co-operate and help each other. Older pupils learn about the important contribution made by Greek mathematicians, such as Pythagoras developing their appreciation and respect for other cultures.

Science

44. **Standards are above average in Year 2 and well above average in Year 6.**

Pupils make very good progress. Gifted and talented pupils are identified and challenged well in lessons. Consequently, by Year 6 they achieve standards that are well above those expected of the age range. Trends show sustained high standards over time and good improvement in Year 2 since the last inspection. The improvements results from:

- Teachers' high expectations of pupils to achieve their best
- Lessons which are exciting and encourage independent decision making and the use of investigative skills
- Teaching which is often very good
- Strong links with partner schools which enable the sharing of resources and expertise

Pupils' successes

- Pupils have a very good understanding of how to conduct an investigation and carry out a fair test
- Projects such as 'Healthy Eating' enable pupils to learn how foods and exercise can contribute to a healthy life style
- They understand how scientific research contributes to technological advancement e.g. through studying forces, friction and electricity
- Knowledge of living things and how the human body works are very good. By Year 2 pupils explain the conditions needed for plant growth and identify reasons why plants need light, warmth and nourishment. They understand how insects and the wind can disperse seeds. By Year 6 pupils describe how plants produce oxygen and the action of sunlight on leaves to create chlorophyll
- Pupils use scientific vocabulary accurately. By Year 6 pupils use terms such as 'photosynthesis' and 'meniscus'
- Collaborative work is a strength. Very good links with literacy support debate, reasoning and decision making very well. Pupils also decide how best to record their work, for example, through labelled diagrams, reports and accounts that summarise the findings.
- Pupils apply their learning in mathematics and ICT to present data from their investigations. They create graphs, pie charts and spreadsheets to present and explain their findings
- Work is also linked well to art and opportunities for creative expression. Pupils in Year 2 observed the structure of ivy leaves and then used them to create symmetrical patterns and prints. They also observed the structure of fruits and seeds and made detailed observational drawings to show the position, shapes and organisation of seeds in peppers, cucumbers and oranges

Areas for further development

- Opportunities to undertake personal research are limited by the lack of adequate library

space for pupils to access books and use the Internet for personal projects

45. **The quality of teaching and learning are at least good and in Year 6 there are features of excellence.**

Strengths in teaching and learning	Areas to develop
<ul style="list-style-type: none">• Subject knowledge and expertise are very good.• Very good use of questioning techniques support the assessment of learning and ensure pupils understand their strengths and areas to develop• Subject vocabulary is used effectively and pupils meet the high expectations made of them to use these terms in their recording• Support for the most able pupils and those with special educational needs ensures they are fully included and meet their potential• Pupils describe science as a favourite subject. They look forward to lessons because activities engage them in practical problem solving situations that require teamwork and collaboration. For example, the use of 'talking partners' to debate ideas is a particular strength.	<ul style="list-style-type: none">• There is some inconsistency in the quality of written marking. There are occasions when comments do not tell pupils how well they have succeeded or what they need to do to improve• Some teaching assistants would benefit from further training to enhance the quality of their support. While provision is at least satisfactory and often good there are occasions when some assistants are unsure when to interject to support pupils and when to encourage independence• Assessment arrangements are being reviewed to support further the tracking of individual pupils' progress.

46. The subject leader is new to the post and provides good leadership. National guidance supports teaching and learning well and staff training and development, including strong LEA guidance, have been effective. Good links are made to other subjects and the application of skills learned in literacy and numeracy is very strong. There is fun in lessons and excitement in discovery. Even the youngest children in the reception class are encouraged to talk about their discoveries. The subject makes a very good contribution to pupils' personal, spiritual, social, moral and cultural development. Monitoring arrangements have supported developments and the subject action plan identifies clearly priorities for future developments. The capacity for on going improvement is very good because staff work as a committed team.

Art and design and design and technology

47. **Standards are above average in Years 2 and 6.** Pupils of all ages express a high level of motivation for both subjects and talk with enthusiasm about the opportunities they have to work with fabrics, clay and paint and to draw, design and learn about the works of famous artists. Their only criticism is that they would like more opportunities to explore their learning further! Standards were not judged in the school's last short inspection. By Year 6 there are many strengths evident in pupils' ability to problem solve and to apply the skills they have learned in English, mathematics, science and ICT to their learning. Their knowledge of the design process and ability to evaluate how well techniques and the use of material have worked is good. This is because pupils of all ages are encouraged to question, hypothesize and consider alternative strategies to achieve success. Thinking skills are applied effectively and many pupils who are less successful in the more academic aspects of learning achieve significant success in expressing themselves through the arts.

Strengths of the provision	The impact on teaching and learning
<ul style="list-style-type: none"> • National and local guidance supports teaching and learning well • Projects require pupils to consider the relevance of their learning to every day life. For example, when designing slippers in Year 6 and comparing the materials used to build houses and homes in the past and present in the infants. • Good links are made to other subjects such as English, mathematics, ICT and history. • Displays celebrate pupils' achievements and enhance the environment. They are consistently of very good quality. • There are many opportunities for pupils to collaborate and work together 	<ul style="list-style-type: none"> • Planning ensures curriculum requirements are met and good links to other subjects. • Older pupils evaluate the most effective designs and younger pupils compare and contrast differences and similarities between houses in the past and present. They link the study of materials in science very well to their projects, for example, understanding which materials are porous and which are waterproof. • Literacy and numeracy skills are applied well. Pupils accurately draw designs to scale, label diagrams and write succinct evaluations of their work • Pupils are proud of their work and eagerly refer to displays to describe their learning • Pupils develop strong relationships and make choices and decisions through negotiation

48. Teaching is good.

Strengths in teaching	Impact on learning
<ul style="list-style-type: none"> • Teachers have good organisational skills and subject knowledge and encourage pupils to make decisions and choices • In the reception and Year 1 classes the youngest pupils are expected to mix colours and create shades • Relationships are excellent • Projects are designed to be of interest and relevance to boys and girls. • Good links are made to work in other subjects 	<ul style="list-style-type: none"> • Pupils plan and design their projects applying their investigative skills well • Pupils in Year 1 understand that shades of colour can be changed by adding lighter and darker paint to their base tone. They know that blue and yellow make green and that adding white to red creates pink. • Pupils are confident to experiment using a range of materials and ideas to achieve a design brief or an effect, for example when studying the work of Holbein • Pupils make good progress in applying

<ul style="list-style-type: none"> • Teachers model language well and review new words regularly to ensure pupils use the appropriate terms in their answers and recordings • Pupils with particular talents and those with special educational needs are identified and fully included in activities • Teachers encourage pupils to create their own designs and patterns and to choose their materials. Good use is made of sketch books for recording progress • ICT programs are used effectively to support planning and designing • Assessments of work are shared with pupils through discussions • Teachers use praise well. Questioning techniques are effective and support informal assessments of pupils knowledge, skill and understanding 	<p>learning to new situations. They use words introduced by teachers in their responses and written recordings, for example, 'slabbing' when working with clay</p> <ul style="list-style-type: none"> • Sketchbooks enable pupils to refer back to their previous drawings and designs and improve them. For example, when creating clay tiles using decorative patterns which reflect ancient Egyptian civilisation. • Pupils recognise the key features of works of art by Kandinsky and Warhol. Collages and portraits of Tudor monarchs reflect the study of the style of Holbein • Pupils use a range of ICT programs to create pictures and use infill techniques to create different effects • Pupils enjoy the time given to evaluating their work. They value the views and ideas of their teachers and friends. Self-esteem is high because pupils are confident of the support and guidance they receive • Pupils recognise and celebrate their successes and know how to improve their work
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Areas for improvement

- Assessment arrangements to systematically monitor teaching, learning and pupils' progress

49. The subject leaders have clear knowledge of the action to take to make further improvements. Subject action plans are in place and dedicated time will be allocated for monitoring when the subjects become a school priority. These features are already identified in the strategic school plan.

Religious Education, History and Geography

50. Standards in all three subjects are above average in Year 2 and average by the end of Year 6. This is because there has been a strong emphasis on raising standards in the core subjects of English, mathematics and science and the planning for the humanities has not been a priority in recent years. There is an interesting curriculum for history, geography and religious education and pupils' knowledge of what they have learnt is generally good at the end of the juniors. Links between different subjects, particularly the use of English and ICT, are very good. However, there are weaknesses in the planning for the development of pupils' skills throughout the school and formal assessment procedures for these subjects have not yet been developed. As a result, ongoing skills such as making and interpreting maps, and understanding of the validity of historical evidence or the similarities and differences between faiths are not as well developed as they could be.

51. The teaching was good overall in the lessons observed during the inspection and was very good in a geography lesson in the infants. Some aspects of the teaching are very good throughout the school.

The quality of the teaching	The impact on pupils' learning
<ul style="list-style-type: none"> • Teachers encourage their pupils to learn by solving problems and researching. • Empathy and discussion of moral and social issues are a strong feature of the teaching for all three subjects. • All teachers have very good relationships with their pupils and are delighted when they succeed. • Teachers mark pupils' work very effectively, often engaging in dialogue and questions that lead pupils towards further research. • Teachers make good use of resources and encourage pupils to select appropriate sources of information. • Gifted and talented pupils are encouraged to extend their learning and to work independently. • Pupils with special educational needs are given appropriate support in lessons. 	<ul style="list-style-type: none"> • Infant pupils use photographs of the school and search for clues to sort them in chronological order. • Older pupils have written high quality poems as disciples at Pentecost and younger juniors used the feelings of Ann Boleyn as their focus for poems. • Pupils are highly motivated and try to do their best. • Pupils often pursue their research at home, bringing the results to share with their classes. • In one lesson pupils used notes they had taken on a walk round High Green to produce maps of the area, showing changes since Victorian times. A parent provided original documentation from 1819 found in her house. A digital camera and multimedia presentations help pupils present their work. • A teaching assistant helped less able pupils and those with special educational needs to put school photographs in alphabetical order.

Areas for development
<ul style="list-style-type: none"> • Teaching historical, geographical and religious education skills. Although teachers teach facts very effectively there is some inconsistency in the teaching of skills to support the subjects. This means that, for example, pupils in Year 6 do not have mapping skills appropriate for their age, their understanding of the validity of historical evidence is underdeveloped as is their understanding of man's impact on the environment. Pupils do not have a clear understanding of the generic beliefs that embrace the major faiths they have studied or the fundamental differences between them. • Matching the work to pupils' abilities and building on previous learning. Sometimes the lessons are not well matched to the abilities of the pupils and the least able pupils struggle to understand the work. In a sample of work across the subjects, some of the least able pupils' books had lots of unfinished work.

52. The subject managers are well aware that the subjects need developing. There are plans to incorporate assessment of pupils' skills into an assessment data package so that teachers plan their lessons to match pupils' needs more closely. Resources are satisfactory and are supplemented with loans from museums and libraries. Teachers make good use of the locality and visitors to school. The vicar, for example, is a regular visitor and teaches pupils about aspects of Christianity. The headteacher, who is coordinating religious education at present, is aware of the lack of opportunities for pupils to experience non-Christian faiths first-hand and is trying to rectify this. All three subjects make major positive contributions to the pupils' spiritual, moral, social and cultural development.

Information and communication technology (ICT)

53. Standards in ICT were below average at the end of Year 2 and Year 6 at the time of the last inspection. The school has been very successful in addressing this weakness. Standards are now well above average in Year 2. Although pupils make very good progress throughout the school the improved provision for the subject has not been in place long enough for the oldest pupils to reach the expected standards in all aspects of the subject and standards remain below average in Year 6. However, in the other classes in the upper part of the school standards are already at least at expected levels. The teaching was good in the lessons observed during the inspection and pupils' work in their personal files, the progress they have made and the very good use of information and communication technology across the curriculum is evidence that the subject is taught very well.

The quality of the teaching	The impact on pupils' learning
<ul style="list-style-type: none"> • Teachers have a secure knowledge of the subject and teach new skills carefully. • The new computer suite is used very effectively to practice new skills and the teaching assistants support groups of pupils well. • CD-ROMs, the Internet, word processing, data handling packages, graphics and multi-media programs are used as tools across the curriculum and the interactive whiteboard, class PCs and laptops form part of the resources for many lessons. • The teachers have very good relationships with their pupils. The lessons are challenging and fun and pupils' work is valued • Pupils are expected to apply their skills independently and to experiment. In one lesson, for example, pupils selected the most effective package to design an abstract picture • Pupils with special educational needs and gifted and talented pupils are supported well • Spiritual, moral, social and cultural development is promoted by encouraging cooperation, independence and responsibility 	<ul style="list-style-type: none"> • Pupils throughout the school are confident, control the "mouse" and keyboard well and are eager to extend their expertise. • Pupils listen and watch carefully during the introductory lessons and practice have time to consolidate their learning independently, with effective support when needed • Pupils understand that ICT is an integral part of the curriculum. They research and present their work with pride • Some of the oldest pupils use a range of techniques to plan and cost a class trip and to advertise the venture. School council minutes are word-processed rapidly at the end of the meeting and the Internet is an everyday research tool • All pupils take good care of the equipment and leave the suite ready for the next class • Small groups work together in the computer suite and work is planned to meet their needs.

54. The subject is managed very effectively. The school has developed a good curriculum, based on government guidance for the subject and teachers can check pupils' progress as their work is saved in individual folders. There are systems for recording pupils' achievements and assessment procedures are being refined. Gaps in pupils' skills in the juniors, for example, programming and control and the use of sensors and modelling packages to support music and design technology have been identified and lessons are planned to enable pupils to build on their previous learning. The school has valued the strong local support and guidance it has received. Younger pupils achieve very well and the measures that have been adopted since the last inspection ensure that the potential for raising standards in the juniors is very good.

MUSIC

55. Standards are average in Year 2 and below average in Year 6. Progress is satisfactory in Years 1 and 2, but unsatisfactory in Years 3 to 6. Pupils with special educational needs make similar progress to other pupils. Pupils who have instrumental tuition and those who are gifted and talented achieve well. Since the last inspection standards have declined for pupils in Year 6. This is because there has been limited development in the subject. The school has recognized the need to raise standards further.

The main reasons why the rates of progress have declined since the last inspection

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| <ul style="list-style-type: none"> • Pupils do not have enough opportunities to learn about composers or styles of music • There are too few planned opportunities to learn about composition for pupils in Years 3 to 6 • There is limited assessment of pupils' progress. |
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56. In lessons seen the teaching was satisfactory.

Strengths in teaching which bring about effective learning

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| <ul style="list-style-type: none"> • Lessons include good opportunities for pupils to evaluate their work • Specialist teaching of musical instruments for about a third of pupils, starting in Year 3 • Opportunities to play together in music groups and bands • Good links are made between subjects of the curriculum in which music is included • Performances by specialist musicians in school or on visits to the theatre enrich the curriculum • Good relationships exist between teachers and pupils. | <ul style="list-style-type: none"> • Pupils learn from each other and appreciate the contributions of others • Pupils have a greater depth of musical knowledge learnt from practical experiences • Skills of cooperation and enjoyment of music are increased • Pupils learn to appreciate music in other settings, for example listening to sounds heard in a forest linking with work in geography • An appreciation of music is enhanced. For instance pupils in Year 6 learnt about musical patterns through seeing a performance by the "Stomp Theatre." • Pupils work hard, listen attentively and contribute effectively in activities |
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Areas for development

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| <ul style="list-style-type: none"> • Opportunities in lessons for pupils to listen to a range of musical styles and learn about composers • Pupils' knowledge of musical notation and composition. • The use of ICT in composition • The subject knowledge of teachers |
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57. Subject leadership and management are satisfactory. The co-ordinator has provided a general monitoring role and prepared an action plan for the development of the subject. Although all aspects of the subject are taught, pupil progress is uneven. New procedures for assessment are just developing. Current systems of assessment provide insufficient information to ensure consistency in the development of knowledge and skills. Resources are adequate, although tuned percussion instruments are limited. Extra-curricular activities such as band, recorders and choir are well-supported by pupils and provide good links with the community. A particular strength of the school is

the community brass band in which pupils, parents, governors and members of the community all participate.

Physical education

58. Standards are average for pupils in Years 2 and 6. Pupils make satisfactory progress in gymnastics, athletics and games, and good progress in swimming. Pupils with special educational needs participate in all activities and make satisfactory progress. Some pupils are recently identified as gifted and talented and additional activities are provided to cater for their specific needs. During the inspection athletics, gymnastics and games were observed. Judgements on dance and swimming have been made through examination of teachers' planning and discussions with pupils and teachers.

The main reasons why the rates of progress are satisfactory

- The small hall and the limited outdoor accommodation has a significant impact on the teaching of physical education and restricts rates of progress
- Assessment procedures and the recording of pupils' progress are at an early stage of development

59. In lessons seen teaching was good

Strengths in the teaching which bring about effective learning

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| <ul style="list-style-type: none"> • Curriculum guidance is available to teachers for gymnastics • Lessons have a clear structure and sequence and resources are well-chosen so that pupils can be successful • Good links are made to other subjects such as science • Pupils in Years 3 to 6 have regular swimming lessons throughout the year • Many pupils in Years 5 and 6 attend the after school sporting clubs • Specialist teaching is provided each term by the local secondary school increasing teachers subject knowledge • Teachers demonstrate skills to encourage pupils to reflect and evaluate their performance • Lessons are well-managed and organised. | <ul style="list-style-type: none"> • Pupils are introduced to a wide range of gymnastics activities • Pupils develop their knowledge and skills systematically. They are developing good levels of confidence • Pupils extend their understanding of health education • Pupils are confident in water. They practise swimming skills regularly • Pupils improve games skills in team sports and learn to play cooperatively • Pupil performance is improved by focused attention to specific skills • Pupils see examples of good performance which they can copy • Pupils' behaviour is very good. The subject makes a very good contribution to pupils personal development |
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Areas to develop

- Assessment of knowledge and skills in all aspects of the physical education curriculum
- Opportunities to participate in games activities within the community
- A wider range of large apparatus for gymnastics lessons

60. The co-ordinator has a clear understanding of the National Curriculum programmes of study. Although recently appointed, the co-ordinator is already beginning to influence the development of the subject and ensure that there is a well-balanced approach to

the development of knowledge and skills. An appropriate plan of monitoring and support is prepared to start next term. The headteacher and governors who recognise the restrictions on pupil progress caused by the accommodation give good support. A project has started to clear a grassy area within the school boundary so that there will be more opportunities for athletics and team games.