

INSPECTION REPORT

WINDMILL HILL PRIMARY SCHOOL

**Chapelton, Sheffield**

**LEA area: Sheffield**

**Unique reference number: 107103**

**Headteacher: Alan Williams**

**Reporting inspector: Terry Mortimer  
18849**

**Dates of inspection: 22 - 25 May 2000**

**Inspection number: 190056**

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

© Crown copyright 2000

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

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

## INFORMATION ABOUT THE SCHOOL

**Type of school:** Infant and junior

**School category:** Community

**Age range of pupils:** 5 to 11

**Gender of pupils:** Mixed

**School address:** Ash View  
Chapelton  
Sheffield

**Postcode:** S35 1ZD

**Telephone number:** 0114 246 8550

**Fax number:** 0114 257 0494

**Appropriate authority:** Governing Body

**Name of chair of governors:** Mr I Hitchmough

**Date of previous inspection:** 14/10/1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
<b>Terry Mortimer</b>	<b>Registered inspector</b>	<b>Religious education Equal opportunities</b>	<b>How well are children taught? How well is the school led and managed?</b>
<b>Pat Edwards</b>	<b>Lay inspector</b>		<b>Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Accommodation The spiritual, moral, social and cultural development of the pupils</b>
<b>John Collings</b>	<b>Team inspector</b>	<b>Science Information technology</b>	<b>How high are standards? How good are curricular and other opportunities offered to pupils?</b>
<b>Pat English</b>	<b>Team inspector</b>	<b>English Art Music Under-fives</b>	<b>Learning resources</b>
<b>Trevor Clarke</b>	<b>Team inspector</b>	<b>Mathematics Design and technology Physical education Special educational needs</b>	
<b>Pat Curtis</b>	<b>Team inspector</b>	<b>Geography History</b>	<b>Staffing</b>

**The inspection contractor was:**

**FULL CIRCLE  
The Brow  
35 Trewartha Park  
Weston Super Mare  
North Somerset  
BS 23 2RT**

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

**The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway  
London WC2B 6SE**

## REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
<b>Information about the school</b>	
<b>How good the school is</b>	
<b>What the school does well</b>	
<b>What could be improved</b>	
<b>How the school has improved since its last inspection</b>	
<b>Standards</b>	
<b>Pupils' attitudes and values</b>	
<b>Teaching and learning</b>	
<b>Other aspects of the school</b>	
<b>How well the school is led and managed</b>	
<b>Parents' and carers' views of the school</b>	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
<b>The school's results and achievements</b>	
<b>Pupils' attitudes, values and personal development</b>	
HOW WELL ARE PUPILS TAUGHT?	14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27

## PART A: SUMMARY OF THE REPORT

### INFORMATION ABOUT THE SCHOOL

Windmill Hill Primary School is a larger than average primary school for pupils from five to 11 years of age. It serves Chapeltown, a suburb situated on the northern side of Sheffield, close to the M1 motorway. The majority of pupils live locally, with a few travelling from surrounding areas. Most of the housing is privately owned, although the local council owns a significant number.

The school is housed in two single-storey, flat roofed buildings dating from the 1960s. Currently there are 336 pupils on roll, 162 girls and 174 boys. Children enter reception at the beginning of the term in which they will become five. Tests are given to the children within a few weeks of starting school to help teachers find out what they can do in areas such as language, number and social skills. The tests at Windmill Hill Primary School show that children's attainment is not significantly different from that expected of children of this age in most areas of learning but is above expectations in personal and social development. These results are about what is expected at this age nationally. There are no pupils who have English as an additional language. The school has 46 pupils on its register of special educational needs, of whom five (two per cent) have a Statement of Special Educational Need. This figure is in line with the national average. Twenty-four pupils (seven per cent) are entitled to free school meals, which is lower than the national average.

### HOW GOOD THE SCHOOL IS

Windmill Hill Primary School is an effective community school that meets the needs of the community, but also has some areas for improvement. The standards in the school overall are satisfactory, teaching is mainly satisfactory with a significant proportion of good teaching seen. The leadership and management of the school are generally satisfactory, but there is room for improvement. The school provides satisfactory value for money

#### What the school does well

- Teaching is good in four out of every ten lessons with a very small amount of very good teaching. Teachers are hardworking and give their pupils lots of help and encouragement.
- Pupils behave well, have good attitudes to their work.
- Pupils' commitment to learning and their attitudes to school are good. The school promotes these attitudes by creating an atmosphere which encourages learning to take place.
- The school pays good attention to pupils' personal development including moral responsibility and maintaining good relationships with staff and each other.
- The school cultivates pupils' moral, and social development well.
- The pastoral care for pupils is a strength of the school.
- The school successfully strives for close links with parents encouraging their help in the school.

#### What could be improved

- Monitoring and evaluation of the curriculum by the governing body senior management team and co-ordinators.
- Standards in information technology and the effectiveness of the school's use of information technology.
- Governing body's role in fulfilling its responsibilities.

- **Communication links regarding specific classroom arrangement issues with parents.**
- **Use of assessment to inform planning.**
- **Developing understanding of the multicultural nature of society.**

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

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

Since the last inspection the school has made satisfactory improvement. Schemes of work have been developed for both design and technology and geography to raise standards and to ensure continuity and progression. Opportunities have been created for staff training and to raise attainment. Teacher appraisal has not been carried out which is similar to that in other authorities. However, teachers have had an annual evaluation and professional discussions have taken place with the headteacher, with targets being set for professional development. Systems for the governing body, senior management team and co-ordinators to monitor, review and evaluate whole-school developments and standards of attainment and the quality of education are in their infancy. The school is in line to continue its improvement.

#### STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	C	C	D	E
Mathematics	C	C	D	E
Science	C	C	D	E

*Key*

well above average      A

above average          B

average                    C

below average          D

well below average      E

Standards as shown in the 1999 tests are below average in English, mathematics and science at Key Stage 2 and well below average when compared to similar schools. This dip in results is due to the fairly high number of pupils who came into the cohort within the last nine months of Year 6 (30 per cent) many of whom were pupils with special educational needs. Trends of results over the past three years show that the pupils attain in line with the national averages. During the inspection, standards attained by pupils at the end of both key stages in English and mathematics are average. In science, pupils attain standards below average at the end of Key Stage 1 and average standards at the end of Key Stage 2. At Key Stage 1 teacher assessments in 1999 show pupils attaining below average. The school has introduced a range of sets for English, and mathematics in Key Stage 2 and these are helping pupils to attain higher standards. Standards in information technology are below expectations. Seven and 11 year old pupils attain standards in religious education that are in line with the locally agreed syllabus. The school has set realistic targets. Standards in all other subjects are comparable with those found in most schools and pupils make satisfactory progress.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
<b>Attitudes to the school</b>	<b>Pupils' attitudes towards school are good. Pupils are keen to come to school. They are interested in their work and join in well in lessons, answering questions and settling quickly to written work.</b>
<b>Behaviour, in and out of classrooms</b>	<b>Behaviour of the pupils is good. Most pupils are polite to each other and to adults and are well behaved in lessons and around the school. Almost all parents think that the behaviour of pupils is good; for example, when they go out of school on trips and visits. The steps taken by the school to ensure good behaviour are largely effective.</b>
<b>Personal development and relationships</b>	<b>Personal development and relationships are good. Pupils co-operate well and have positive relationships with each other and with all adults in school. Pupils work well co-operatively in lessons in small and large groups; they organise themselves quickly and treat equipment and resources very well.</b>
<b>Attendance</b>	<b>Attendance and punctuality are satisfactory</b>

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	<b>Satisfactory</b>	<b>Satisfactory</b>	<b>Satisfactory</b>

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

**In more than nine out of every ten lessons teaching is at least satisfactory, and in four out of ten it is good or very good. Teachers' subject knowledge is secure. They make satisfactory use of learning resources and the support staff available. Homework is variable in its general use, although it is used satisfactorily in English to reinforce what has been learned in school. Pupils are in sets for literacy and numeracy but in other subjects, too often all pupils in the mixed-age classes are presented with the same work. As a result the work is too easy for some, whilst for others it is too hard. Teachers' expectations of pupils although generally satisfactory are sometimes variable.**

**Teaching in English is satisfactory. The school has implemented the National Literacy Strategy well. Teaching in mathematics is also satisfactory overall. The school is successfully introducing the National Numeracy Strategy. Literacy skills are generally applied to other subjects, such as history, and pupils' numeracy skills are used to support their learning in other areas, such as in data handling in science and information technology.**

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
<b>The quality and range of the curriculum</b>	<b>The curriculum throughout the school is satisfactory. Pupils receive an all-round education that covers the full range of academic subjects, and pays appropriate attention to pupils' personal development. The curriculum for literacy and numeracy is satisfactory. Good links are made between the school and the community. Extra-curricular activities are not available for all Key Stage 2 pupils.</b>
<b>Provision for pupils with special educational needs</b>	<b>Satisfactory overall. Pupils with special educational needs make satisfactory progress. Teachers provide adequate levels of help for them in classes. The targets in their individual education plans are clear and help teachers to plan work that is suitable for them. Classroom assistants provide satisfactory levels of help.</b>
<b>Provision for pupils' personal, including spiritual, moral, social and cultural development</b>	<b>Satisfactory overall. Provision for moral and social development is good. The school clearly teaches pupils the difference between right and wrong and there is a good school ethos. It provides them with adequate opportunities to develop their responsibilities towards other pupils and adults. Spiritual and cultural development is satisfactory, although there is a lack of planned understanding of the diverse nature of Sheffield and Britain's multicultural society</b>
<b>How well the school cares for its pupils</b>	<b>The school works closely in partnership with parents in the care of the pupils and has good procedures to provide good levels of care for its pupils. At present there is no formal policy to monitor pupils' personal development.</b>

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
<b>Leadership and management by the headteacher and other key staff</b>	<b>Leadership and management overall are satisfactory. Effective systems for monitoring, evaluation, and review, of the curriculum, quality of education, attainment, and teaching are not yet fully in place.</b>
<b>How well the governors fulfil their responsibilities</b>	<b>The governing body has not yet fully defined their role nor has it completed its development of systems for financial monitoring. Communication with the parents regarding specific classroom arrangements is unsatisfactory.</b>

<b>The school's evaluation of its performance</b>	<b>Satisfactory, overall. The school is continually looking for ways to improve the quality of education it provides. It analyses test results carefully and it now has ways of analysing how much pupils learn in their classes. It now needs to make the analysis have a positive effect on teachers' planning.</b>
<b>The strategic use of resources</b>	<b>The school makes satisfactory use of all resources available, including specific grants awarded to it. It needs to increase the hardware for information technology as a matter of urgency.</b>

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• <b>Children like school.</b></li> <li>• <b>Behaviour in school is good.</b></li> <li>• <b>School expects child to work hard.</b></li> <li>• <b>Helping child become mature.</b></li> <li>• <b>Teaching is good.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Do not feel well informed about child's progress.</b></li> <li>• <b>School does not work closely with parents.</b></li> <li>• <b>School is not well led and managed.</b></li> <li>• <b>Not enough activities.</b></li> </ul>

Generally the team supports the views that please the parents. The team does not agree that the school is not well led and managed. The school has acknowledged the issues that relate to communication and the governing body as having a basis stemming from a decision the school had to make regarding mixed age classes. They have agreed to address this as a matter of urgency. Leadership and management are satisfactory although there are issues that the governing body and the senior management team are addressing. Extra-curricular activities are satisfactory as far as they go. However, they do not extend to a wide enough set of pupils in Key Stage 2.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1. On entry into the reception classes (at age four), attainment for most children is not significantly different from that expected of children of this age in most areas of learning but is above expectations in personal and social development.**
- 2. Overall, children under five make satisfactory progress. All children benefit from the caring, supportive environment and the well thought out structured learning opportunities that are provided. By the time they are five years old, attainment in all areas of learning, namely language and literacy, personal and social development, knowledge and understanding of the world and creative development is in line with that expected nationally at this age. A significant minority makes good progress so that most make a successful transition to the work of the National Curriculum. Children with special educational needs are identified promptly and given sensitive support.**
- 3. The results of the 1999 tests and assessments at the end of Key Stage 1 show that the percentage of pupils reaching Level 2 or above was above average in reading and average in writing and mathematics but below average in science. The percentage of pupils attaining Level 3 was close to the national average in reading, writing and mathematics but again is below average in science. In comparison with all schools nationally, Windmill Hill Primary School achieved results that were above average in reading, and in line with the average in writing and mathematics but below average in science. In comparison with similar schools the results were below average in reading and writing but, because of the low percentage of pupils attaining Level 3, they were well below the national average in mathematics.**
- 4. During the inspection standards at the end of Key Stage 1 were judged to be average in English and mathematics, but below average in science. The differences in judgements regarding attainment are because this is a different group of pupils. In the previous report standards at the end of Key Stage 1 were judged to be above average in English and mathematics. Taking the four years 1996 to 1999 together, the performance of pupils in reading as shown by test results has been generally in line with the national average although for the past two years the trend has been above the national. In writing and in mathematics attainment the trend was close to the average. Girls have generally performed better than boys in reading and writing, but during the inspection there was no discernible difference between the performance or progress of boys and girls. During the four years 1996 to 1999 there has not been a considerable variation between the results of one group of pupils and the next except for mathematics in the 1998 results when they fell sharply. The school had identified that year group as one containing a large number of pupils with special educational needs, and has tracked its progress as it moves through the school.**
- 5. The results of the 1999 tests at the end of Key Stage 2 showed that the percentage of pupils achieving Level 4 was below the national average in English, mathematics and science. The percentage of pupils attaining Level 5 was below average in English and well below in mathematics and science. These results were much lower than those of pupils in 1998. The school had already identified many pupils in the 1999 cohort as having significant learning difficulties. Almost 30 per cent of pupils were on the school's register of special educational needs, two of whom had Statements of Special**

**Educational Need.** Fifteen of the group had joined the school only in Year 6, ten of whom were on the school's register of special educational needs.

6. **During the inspection standards were judged to be average in English, mathematics and science. The differences in judgements on attainment are because of the differences in ability between different year groups. Already there are clear indications that the percentage of pupils working securely at Level 5 is significantly higher than in 1999, especially in mathematics and science.**
7. **The school has set in place various strategies to help improve pupils' results at the end of both key stages. They intend to increase the accuracy of its predicted targets for the percentage of pupils attaining results in line with, and higher than, average at seven and 11 years of age. To do this it has introduced a number of assessments to form a view of the ability of each year group and to monitor their progress as they move through the school.**
8. **Some of these assessments, such as those carried out in the reception classes are carried out under the auspices of the local education authority and suggest indicators of future performance. Others, such as assessments at the end of Key Stage 1, non-verbal tests, reading tests, teacher assessments of written work and national tests during Key Stage 2 are school initiatives to identify the progress pupils have made and their likely performance at the end of the key stage. The school is now using the information to give better information to track individual pupils and have each pupil re-assessed annually to ensure they are on target for the next set of tests. It also has in hand the analysis of the results of end-of-key-stage tests to focus on particular targets and trends.**
9. **The school has considered its staffing structure carefully to try to provide the most effective way of teaching English, mathematics and science. It has, like many other schools, introduced a system of grouping pupils by ability for literacy and numeracy at Key Stage 2. Evidence from pupils' books and lesson observations suggest that the school's decisions have not yet had a significant impact on pupils' standards of work in literacy and numeracy at both key stages.**
10. **The standards attained in literacy by pupils in Year 2 and Year 6 are average. The school's strategies for implementing the National Literacy Strategy have been effective. Pupils have some planned opportunities to undertake a range of written work and the school provides them with a very limited range of reading material. The contribution of literacy to pupils' work in other subjects is satisfactory. Pupils' literacy skills are clearly apparent when they are reading for pleasure and for information, and in the written work they do, which often overlaps two or three different curriculum areas. For example, in history pupils study life in Victorian times. As part of their literacy lessons they complete an advert for Gainsborough Hall and demonstrate their ability to research through the Internet and in art they continue the design of the advert.**
11. **Standards in numeracy are average. Attainment overall is better in number and shape than in other areas of mathematics. Skills in using and applying mathematics, data handling and investigation skills although addressed are not well developed. The school has identified these shortcomings and plans are in place to increase provision in future planning. The introduction of the National Numeracy Strategy has had a very positive impact upon pupils' computational and mental calculation skills. Some opportunities are planned for pupils to extend their knowledge of using and applying mathematics in other subject areas such as science and design and technology. There is satisfactory use of mathematics across the curriculum including measuring and recording in design and**

technology, creating time lines in history and recording observations in science. However there are limited opportunities in Key Stage 2 particularly for pupils to use and apply their mathematical knowledge in extended investigations, and this aspect is not as well developed as numeracy.

12. **In science standards are below average at Key Stage 1 and are average at Key Stage 2. In 1999 attainment at Key Stage 1 was below average and well below at Key Stage 2. At Key Stage 2 the 1999 test results show pupils' attainment to be below national averages when compared with all schools and well below when compared with similar schools. When compared with the general trend over the last four years the low 1999 results at Key Stage 2 can be attributed to a cohort with a large number of special educational needs pupils and a high proportion of lower attaining pupils joining the school a few months before the national test. The work seen during the inspection shows pupils' work to be broadly in line with national expectations particularly in the investigative aspects of science. Since the last inspection this shows that at Key Stage 1 standards have declined and those at Key Stage 2 have been maintained.**
13. **In information technology standards have not been maintained since the time of the last inspection. Although the information technology curriculum is fully met, pupils' attainment is below that usually found at the end of both key stages. The status of information technology has increased from a foundation to a core subject and consequently the expectation has also increased and the school do not have sufficient resources to implement the subject to an acceptable standard for all pupils. Pupils use their computer skills successfully to support their learning in subjects such as English, science and history.**
14. **By the end of both key stages pupils' attainment in religious education is in line with the requirements of the locally agreed syllabus. The syllabus is due for a revision. The school has drawn up a scheme of work to reflect the requirements, but is in the process of reviewing it. At the end of Key Stage 1, pupils are familiar with the stories of Jesus and others, such as Moses, and they know about some religious celebrations of Christians, Jews and Hindus. At the end of Key Stage 2 many pupils know that the stories contained in both the Old and the New Testaments are important to Christians and they develop a knowledge of the religious beliefs of others.**
15. **In the non-core subjects pupils in both key stages achieve standards as expected for children aged seven and 11 and progress is satisfactory, except in art where attainment and progress are above that found in seven and 11 year olds.**
16. **The progress made by pupils with special educational needs is satisfactory across the school. Pupils benefit from detailed education plans, which set targets for their development. These targets are regularly reviewed and all staff provide suitable levels of work to challenge them. The school provides a relevant, comprehensive programme of work for these pupils, within classes, ability groups and, whenever needed, in withdrawal groups.**

Pupils' attitudes, values and personal development

17. **The high standards found at the time of the previous inspection have been maintained. Throughout the school pupils, including those with special educational needs, demonstrate good attitudes to learning, positive values and good behaviour which all make a positive contribution to their overall progress.**

18. **Parents report that their children have positive attitudes to school and are keen and eager to attend. Pupils show interest and enthusiasm in their lessons as seen in a Year 3 geography lesson where pupils were eager to mark the route taken on a recent walk in the locality and illustrate the landmarks seen on a map of the area. The majority of pupils listen attentively to teachers, persevere and concentrate on their work, for example in a Year 1/2 literacy lesson where pupils were committed to their sentence building activities.**
19. **The school has high expectations of pupils' behaviour. Most parents are pleased about this. There have been no exclusions during the last reporting year. The standard of behaviour in the classroom and in the playground is good. Pupils move around the school quietly, calmly and politely. They show respect for the environment, for the school and each other's property.**
20. **Relationships are good throughout the school. Boys and girls mix freely and pupils work and play well together. Pupils are courteous to each other and adults alike. They consider each other's feelings and beliefs, talk and play pleasantly together. They respond well to requests and instructions from their teachers and the lunchtime staff. Inspectors, parents and pupils agree that bullying is not an issue in the school.**
21. **Pupils' personal development is satisfactory. They accept responsibility willingly and enjoy helping with the routine of class and school. Year 6 pupils volunteer to help in the reception classes and play with the youngest pupils in the school at lunchtimes. However there are limited opportunities for pupils to show initiative and take responsibility for their own learning.**
22. **Pupils' attendance for the last reporting year was 94.6 per cent which was in line with the national average. With few exceptions pupils arrive promptly for school and lessons start on time.**

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

23. **Teaching is satisfactory overall, and ranges from very good to unsatisfactory. Teaching is very good in seven per cent of lessons, good in 34 per cent and satisfactory in 56 per cent. The standard of teaching has been improved since the last inspection.**
24. **Teaching strengths identified in the previous inspection, such as hardworking staff and commitment to a whole-school approach leading to a team effort, are still apparent. Nevertheless, areas of weakness identified in the previous inspection include low expectations especially for the higher attainers, a lack of challenge to work and a lack of clarity about what they expected pupils to get from lessons. Not all of these shortcomings have been successfully addressed. The marked improvements in teaching are due to some changes in staffing, the development of a shared approach to planning between teams and an increase in the monitoring of teaching by the headteacher, although there is still room for improvement, in planning and expectations.**
25. **Teachers' subject knowledge in design and technology and geography is now secure and has improved since the last inspection. In all other subjects teachers are secure in their knowledge. Expectations for pupils vary between key stages and teachers. In the under-fives expectations are high. In Key Stage 1 and 2 expectations are generally satisfactory though variable, and teachers do set pupils interesting work that often takes varying abilities into account. However, this does not always happen consistently. In many lessons all pupils are set the same work irrespective of their age or previous**

attainment. For some this work is too hard, whilst for others it is too easy. Only limited evidence was found of teachers using assessment to help plan the next steps in learning. At times pupils were not encouraged to move on to the next steps in their learning because this was already planned for the next lesson. Teachers' expectations of many pupils are often too low in both key stages, as a result some pupils are not challenged sufficiently by the work presented to them. Better use is made of assessment in mathematics than in other subjects. Good use is made of the experienced support staff available to help pupils with special educational needs. Teachers ensure that all support staff are well briefed and understand individual pupils' learning objectives.

26. The quality of teachers' mid and short-term planning varies. Where planning is good, the general aims in the long-term plans are interpreted into specific termly medium-term plans with broad aims, for example, the science scheme of work and those developed in design and technology, and geography. However except for English and mathematics, which are supported by the literacy and numeracy strategies, there is little planning that identifies a range of expectations for the range of abilities in classes. This particularly restricts teachers' expectations of potentially higher attaining pupils who are not systematically identified in order to provide them with more challenging work. Little use is made of specialist teaching to target attainment in the core subjects.
27. There is no doubt that the process of shared discussion during the implementation of the literacy and numeracy strategies has helped teachers to have a shared focus which, in turn, has helped to improve standards in those areas. A common thread to many good and very good lessons in all subjects was the consistency of approach in lessons. Most lessons have clearly-defined learning objectives and relate to the National Curriculum Programmes of Study. Teachers use available resources satisfactorily. Questioning is used to extend pupils' knowledge and understanding and to develop learning. However, teachers' responses to pupils' questions are variable. Sometimes their response does not give pupils' thoughtful and articulate questions the attention they deserve. Appropriate use is made of plenary sessions to recapitulate on the lesson and consolidate learning. In most lessons teachers are careful to ensure that little time is wasted during teaching time. Lessons begin promptly and are generally conducted at an appropriate pace. Lessons invariably start with a brisk question and answer session in which teachers pose searching questions about '*how*' and '*why*' and '*when*'. The skilled way in which teachers use questioning is another positive example of their teaching. It helps them to revise the content of the previous lesson before moving on to new aspects. Lively lesson introductions set the tone for the remainder of the lesson. In the best lessons teachers rarely give a direct answer to a question. Usually a pupil's question will be followed by a teacher's supplementary question that sets the pupil thinking.
28. At Key Stage 1, teachers employ a suitable range of different approaches to class organisation, including the use of whole-class teaching, small-group work and individual tasks. In Key Stage 2 a greater emphasis is placed on whole-class teaching, although pupils occasionally work as small groups. Although teachers have clear objectives for lessons, not all of them consistently make the '*intended learning objectives*' explicit to pupils by writing them down and referring to them during the course of, or at the end of a lesson. Where this did occur it helped to focus the main points of the lesson for pupils to understand and to establish what resources would be needed.
29. Pupils are managed well and, in most lessons, classes are quiet and well ordered, with pupils working purposefully. Teachers have high expectations of pupils' behaviour, so

lesson introductions are usually orderly, there is no calling out and teachers can start the actual process of instruction knowing that pupils will pay attention and be receptive to what they are saying. Behaviour is good and pupils usually work successfully on their own or in groups as required. The good relationships between all members of the school have a positive impact upon the progress that pupils make. Homework is used sparingly and it is uncertain what part it plays in consolidating learning and extending understanding.

30. Work is marked, but inconsistently, in the best practice, teachers provide constructive written feedback for pupils, giving clear suggestions for improvement. However, there are inconsistencies in practice and sometimes marking records completion rather than indicating how pupils can further improve their work. Oral feedback is constructive and helpful.
31. The teaching of pupils with special educational needs, particularly in reading, is sound. Special educational needs assistants are well qualified to support these pupils and use well-planned activities that take proper account of pupils' individual education plans.

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

32. The curriculum is generally broad and balanced but time allocated to information technology is lower than in most schools. The curriculum includes all subjects of the National Curriculum and religious education and meets statutory requirements. Pupils are adequately prepared for the next stage of education with standards broadly in line with national expectations. Since the last inspection the lack of schemes of work in design and technology and geography have been addressed and the requirement for collective worship meets statutory requirements. The National Literacy and Numeracy Strategies are satisfactorily in place. The planning for English and mathematics are firmly based on these strategies. However while there are schemes of work for most other subjects except information technology, there is no strategic overview of the curriculum as a whole. This limits cohesive planning to ensure pupils develop knowledge, understanding and skills systematically across all subjects from one year to the next. For example, the lack of a scheme of work for information technology limits its integration into the curriculum to enable pupils to apply their skills to support other subjects.
33. The lack of appropriate interpretations of schemes of work leads to unsatisfactory standards, for example, in science at Key Stage 1, and the early years of Key Stage 2, where work is not well matched to pupils' age and ability. There is limited use of the Qualification and Curriculum Authority schemes of work to support relevant interpretations of the National Curriculum and to identify clear expectations of what pupils should know, understand and do at each age. Little use is made of specialist teaching to target attainment in the core subjects.
34. The school has no policy or scheme of work for personal, social and health education, however, this is identified in the school development plan to be addressed over the next academic year.
35. The school makes limited use of the community, however, it hosts a range of visitors, for example, live performances of Pinocchio for infants and Tom Sawyer for junior pupils. The curriculum is further supported by a residential course for Year 4 pupils, a

**‘Viking visitor’ to support history and visits to Worsborough Mill, and Elsecar Heritage. Extra-curricular activities include badminton, line dancing, football and volleyball, which are offered mainly to the Year 6 pupils and not Key Stage 2 in general.**

- 36. The school makes satisfactory provision for pupils’ spiritual development. Pupils are given opportunities to reflect on the natural world and to respond to literature, works of art and music, for example a Year 4 display of pupils’ poetry, which includes words that are special to the author. Pupils are encouraged to reflect on what is happening in their own lives and in those of others during collective worship. Work in religious education helps pupils develop an understanding of the values and beliefs of others as well as themselves. Acts of collective worship meet statutory requirements. At present the school has no systematic co-ordinated approach to the planning of worship but the school has recently received a set of guidelines from the local authority to assist with this.**
- 37. The school makes good provision for moral development. The school behaviour and discipline policies are consistently implemented and make a powerful contribution to the development of pupils self esteem and a sense of what is right. Pupils effectively learn to tell right from wrong together with the importance of respect for others and the views they hold. The school attaches great importance to the moral development of pupils and their perception of what is right and wrong.**
- 38. The provision for social development is good. Good role models presented by teachers and other adults in the school are an important feature. Opportunities for collaborative and co-operative working are provided throughout the school as seen in a Year 6 science lesson where groups were not pre-selected and pupils grouped themselves quickly and settled well to the tasks provided.**
- 39. The provision for pupils’ cultural development is satisfactory overall. Pupils are enabled to develop an appreciation of a wide range of art, music and literature including African art and music. They are able to visit places of cultural interest such as Gainsborough Old Hall. However pupils have limited opportunity to become familiar with the cultural heritage of people from other groups who make up the ethnic and cultural diversity of modern British society.**
- 40. The school has satisfactory links with the local community that enrich the curriculum, for example players from Sheffield Wednesday Football Club visit the school to coach pupils and pupils visit the local library to take part in carol singing each Christmas.**
- 41. There are satisfactory constructive relationships with partner institutions including the special educational needs teacher from the local secondary school visits each year to assist with the transfer of information on pupils’ transition to their new school.**
- 42. The school regularly provides placements for students from a teacher training institution.**

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

43. **The school has maintained its effective support and guidance of its pupils as reported at the time of the previous inspection. The majority of parents are happy with the care and guidance offered to their children. They feel that their children are happy in school which provides a caring environment where teachers know their pupils well and value them as individuals. At present there is no formal policy to monitor pupils' personal development.**
44. **The provision overall for special educational needs is satisfactory, but there are many good features. The Special Educational Needs Co-ordinator (SENCO) is experienced and diligent in her co-ordinating role. She liaises well with teachers, parents and outside agencies to ensure that pupils have access to all necessary support. Her organisation and the quality of the records she keeps, particularly the register of special educational needs is good. The quality of the individual education plans is satisfactory. They are compiled primarily by the local education authority support staff (STEPS) in association with the SENCO. Whilst many targets set are sufficiently detailed and achievable in the short term, some are less precise and do not indicate the small crucial steps necessary for pupils to make progress.**
45. **The SENCO ensures that individual plans are reviewed regularly and learning targets modified accordingly. The records kept by the SENCO are comprehensive. She is in regular contact with all concerned outside agencies and contacts all parents as soon as concerns are noted about their children.**
46. **All teachers are aware of the pupils on the register of special educational needs and all make reference to the individual education plans when appropriate. Teaching is informed and attention is given to ensuring that the work set is appropriate and progressive. Learning support assistants are well qualified, experienced and skilled at giving informed attention in a range of activities and have a very positive impact upon pupils' attitudes and the learning that takes place.**
47. **The school monitors attendance regularly. Registers are called at the beginning of every session. Parents are aware of their responsibility to inform the school of the reason for any absence. The education welfare officer works closely with the school where there is perceived to be a problem with attendance.**
48. **Staff apply the agreed behaviour and discipline policies evenly and consistently. Lunchtime staff are attending a training course on assertive discipline to aid them in their role. There are few incidents of bullying but any reported are dealt with promptly and effectively by the staff. Pupils and parents are aware of the school's golden rules which are discussed and agreed by pupils and displayed throughout the school.**
49. **The school has an appropriate child protection policy. Procedures comply with those of the area child protection committee and all staff are fully aware of these procedures. Pupils' health, safety and general well-being are effectively looked after. Sex education and drug awareness form part of the school's science programme and are well supported by the school's links with the community police officer and school nurse. Two members of staff have received first aid training. The school maintains accident**

books for recording incidents, however staff need to ensure that these books are used consistently. Parents are informed of any accidents involving their children and of any treatment given. The governors have approved a comprehensive health and safety policy and regular risk assessment is undertaken. Nevertheless checks on electrical equipment and fire appliances are not up to date. The school is aware of this and action has been taken to remedy the situation.

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

50. The majority of parents indicate that they are pleased with what the school provides and achieves. Useful information is provided for parents in newsletters, at parents' meetings and open days. However communication between the governors, the school and parents is unsatisfactory at present, as the governors have failed to address the issues raised by mixed age classes and keep parents informed of the decisions taken. This issue has created anxiety and doubt in the minds of the parents and the team is informed that this still needs resolving. Parents feel that this is symptomatic of the poor parent partnership.
51. The pupils' annual progress reports are satisfactory. They contain information on work covered and areas for development.
52. Parental involvement in their children's learning is good. Parent helpers feel welcome in school and readily volunteer to assist in classes, with reading, baking, art and on trips. This help is much appreciated by staff. Parents have received and signed the home-school agreement. There is a homework policy and details of this policy are to be found in the comprehensive prospectus issued by the school. The parents' association is open to all and is active in organising fund raising and social events such as the fashion show enabling funds to be raised to assist the school.

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

53. The headteacher and governors provide a caring and generally effective learning environment in which everyone is valued individually. Relationships are good between staff, governors and pupils. However, an unusually high number of parents who responded to the questionnaire expressed dissatisfaction with the leadership and management of the school (35 per cent), which indicates that relationships with parents are not as good as they should be.
54. The school development plan is formulated by the headteacher and presented to the governors for their approval. This plan identifies priorities for the further development; these are expressed in very broad terms broken down into a series of manageable and measurable steps. Action necessary to achieve targets and the means by which the school intends to evaluate its success in achieving its targets are less well defined, and as a result the progress made towards achieving targets is not monitored effectively. All expenditure is clearly focused on the best interests of the pupils; spending decisions are not based on the principles of best value, although this is to be addressed at the next meeting.

55. The governors have clearly-defined roles and responsibilities, based on their individual strengths and skills, though they still have to develop formalised methods of closely monitoring targeted spending. Appropriate committees have been established to support them in their work. The governors are committed to maintaining small class sizes and this has had an negative impact on the funds available for purchasing learning resources. Due to the reduction in finance for the past year the governing body had to make the decision to reduce staff, both teaching and non-teaching. This decision resulted in mixed age year one and two classes. This information was not consulted upon and then parents were not told until very late in the last summer term. Unfortunately this was not popular with the parents and has led them to believe that communications by the school and governors are not satisfactory. The governing body whilst recognising that there is a problem have not done anything about it. The headteacher has recognised that the communications from the school are not sufficient, and has set plans to improve communications with the parents. The parents' association actively supports the school, and its fundraising activities have paid for learning resources in the last year.
56. Monitoring has improved since the time of the last inspection. However, the monitoring by the governing body and the headteacher is not formalised. Monitoring by co-ordinators has begun in English and mathematics and is programmed for the other subjects. Results from regular tests have been used to modify and improve the mathematics curriculum, and in this subject pupils' performance has compared most favourably with that of pupils from other similar schools in the last four years. However, the school does not use assessment information in English and science to identify areas of the curriculum that need further improvement, and attainment in these subjects has not been as good as that in mathematics over the last four years. Appropriately ambitious targets have been set for pupils' attainment. The headteacher has no scheduled teaching commitment; this provides him with more time to execute his duties. He regularly visits classes to monitor the work undertaken; these visits are recorded and discussed with the teachers concerned. However, the impact of monitoring upon the quality of teaching varies between classes. Additionally, the literacy and numeracy co-ordinators have also monitored how effectively the National Literacy Strategy and National Numeracy Strategy are being implemented. Currently no time is provided for other staff to monitor the work of the school in the subjects for which they are responsible. This means that they do not have the opportunity to develop a clear picture of how well their subject is taught throughout the school or of the quality of learning that takes place.
57. Provision for special educational needs is managed appropriately, and the requirements of the national Code of Practice are met. The co-ordinator liaises with teachers, parents and outside agencies effectively. The co-ordinator's organisation and the quality of the records and register are sound. The quality of the individual education plans is satisfactory. These are compiled jointly by teachers and the SENCO and contain much information about the learning difficulties of individual pupils. The targets set are, in the main, detailed, specific and achievable in the short term. The individual plans are reviewed regularly and learning targets are modified accordingly. The records kept by the SENCO are comprehensive.
58. There are sufficient qualified and experienced teachers to meet the needs of the National Curriculum. Support staff make a significant contribution to pupils' learning, particularly those with special educational needs. The turnover of staff is very low.

**When a new member of staff is appointed they receive informal support from the senior management.**

59. **Monitoring, evaluation and development of teaching is mainly informal. Most staff have opportunities to attend local authority training. Performance management is also informal although the head teacher knows the staff very well and discusses their work with them on an annual basis.**
60. **The school has good relationships with the local Teacher Training Institute and four current members of staff have been trained as mentors to support initial teacher training.**
61. **The school has an agreed procedure for appraising teachers and is continuing this in the light of the changes to be made nationally, providing teachers with the opportunity to reflect upon their practice. A good number of experienced support staff make a good contribution to the work in the classrooms.**
62. **Overall learning resources are satisfactory. Since the previous inspection there has been significant improvement in the provision to support pupils' learning in design and technology, history and geography and this is making a major contribution to the progress pupils make in these areas. However insufficient improvement has been made in the provision of resources for religious education. There are insufficient religious artefacts, visual aids and teachers' reference books and the range and quality of Bibles remain unsatisfactory. This has a negative impact on the quality of both teaching and learning in this subject. Some improvement has been made in the provision for information and communication technology since the previous inspection. The school has an appropriate range of computer software to support the acquisition of information technology skills and to support the work in many areas of the curriculum. However the ratio of 40 pupils to one computer is unsatisfactory and has a significantly limiting effect on the progress all pupils make. Funding has been used well to support the national initiatives in literacy and numeracy and new resources are suitably accessible. The library provision in both key stages is unsatisfactory. This has a limiting effect on the access pupils have to the full range of fiction and non-fiction material and on the opportunities to develop understanding of library organisation and independent information retrieval skills. Pupils' learning is supported well by a good range of educational visits to sites such as Elsecar Heritage Centre, the Cathedral and Worsborough Mill. Visiting theatre groups and members of the local community, sharing expertise and special interests, enrich the curriculum. The opportunities for residential experiences support pupils' personal and social development significantly.**
63. **The accommodation is satisfactory overall. The school is housed in two separate buildings, one for each key stage, on the same site. The overall floor space is generous for the delivery of the National Curriculum. However there is no direct access to the separate playground for the under-fives which limits its use. The hard surface of all playgrounds is worn and uneven in places. The building has areas of rotten woodwork and needs repainting both inside and out. The two halls that are used for physical education contain stored equipment that creates a safety hazard, which staff have to remind pupils about before lessons. The halls are also not big enough to have the whole school in for collective worship.**

64. **The school budgets for new and clearly focus expenditure rather than relying on previous spending patterns. Prudent financial management has reduced an overspend due to a reduction in staff due to falling rolls but this has produced a negative financial reserve. Financial planning is generally well linked to long-term priorities and to school improvement in the short term. Target dates are set and success criteria identified to judge cost effectiveness.**
  
65. **The governing body receives up-to-date financial information from the school's computerised systems each month which places them in a strong position to consider alternative spending possibilities. The school administrator and financial officer are an excellent team. There is thorough and very efficient administration of the school's finances. There has been no external audit of the school's finances. Funds from alternative sources such as the parent-teacher association are greatly appreciated and used effectively. Taking into consideration pupils' attainment on entry to school, the quality of education provided, the attainment of pupils by the ages of five, seven and 11 years and the cost of education per pupil, the school provides satisfactory value for money.**

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. **In order to build upon the improvements made since the last inspection the governors, headteacher and staff should:**

- (1) As a matter of urgency complete the development of systems which enable the governors, the headteacher, senior management team and co-ordinators to monitor, review and evaluate the effectiveness of the school developments by:**
  - finalising the policy for monitoring, reviewing and evaluation of teaching;
  - implementing the policy immediately; (paragraph 56)
  - continue training governors, senior management and co-ordinators in the appropriate methods for monitoring and review of the standards of attainment and the quality of education; (paragraphs 54, 56)
  - continue training governors, senior management and co-ordinators in the appropriate methods for monitoring, reviewing and evaluating teaching.
  
- (2) Raise the standard of information technology at both key stages and its use by staff by: (paragraph 135)**
  - increasing the number of computers;
  - developing a comprehensive strategy for information technology which includes a policy, scheme of work and planned process for updating and renewal of equipment.
  
- (3) Extend the use of the current analysis of standards and the exemplars of record keeping in design and technology and science to other subjects to ensure planning of work is matched to the full range of ability particularly the higher attaining pupils. (paragraph 24)**
  
- (4) Consolidate curriculum planning to formulate an overall coherent curriculum plan by: (paragraphs 32, 33)**
  - completing and reviewing all schemes of work to ensure all staff understand the progression of knowledge, understanding and skills from reception to Year 6.
  
- (5) Develop means to improve communications between the governing body, senior management team, staff and parents to ensure that all parties have a shared understanding of the school's vision and purpose. (paragraph 55)**
  
- (6) Develop curricular opportunities to ensure pupils are well prepared for life in the multicultural society found in Britain today by: (paragraph 39)**
  - ensuring that the issues of equality as identified in the equality policy, eg race, gender and disability, are included in the development of the school's PSHE policy and curriculum.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	72
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	34	56	3	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	336
Number of full-time pupils eligible for free school meals	n/a	24

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	5
Number of pupils on the school's special educational needs register	n/a	46

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	13
Pupils who left the school other than at the usual time of leaving	13

### Attendance

Authorised absence		Unauthorised absence	
	%		%
School data	94.6	School data	
National comparative data	94.1	National comparative data	0.5

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

*Attainment at the end of Key Stage 1*

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	27	27	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	22	21	23
	Girls	27	27	25
	Total	49	48	48
Percentage of pupils at NC level 2 or above	School	91 (84)	89 (80)	89 (91)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	22
	Girls	27	24	25
	Total	48	46	47
Percentage of pupils at NC level 2 or above	School	89 (81)	85 (91)	87 (86)
	National	82 (81)	86 (85)	87 (86)

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

*Attainment at the end of Key Stage 2*

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	23	31	54

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	17
	Girls	19	17	22
	Total	37	34	39
Percentage of pupils at NC level 4 or above	School	69 (68)	63 (69)	72 (68)
	National	70 (65)	68 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	17
	Girls	19	17	22
	Total	37	34	39
Percentage of pupils at NC level 4 or above	School	69 (63)	63 (66)	72 (72)
	National	68 (65)	69 (65)	75 (72)

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

### *Ethnic background of pupils*

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	301
Any other minority ethnic group	0

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

### *Teachers and classes*

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	14.6
Number of pupils per qualified teacher	23:1
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	100

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a

Total number of education support staff	n/a
Total aggregate hours worked per week	n/a

Number of pupils per FTE adult	n/a
--------------------------------	-----

*FTE means full-time equivalent.*

### *Exclusions in the last school year*

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

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

### *Financial information*

Financial year	1998-99
	£
Total income	546,589
Total expenditure	524,865
Expenditure per pupil	1,450
Balance brought forward from previous year	-24,968
Balance carried forward to next year	-3,244

*Results of the survey of parents and carers*

Questionnaire return rate

<b>Number of questionnaires sent out</b>	<b>336</b>
<b>Number of questionnaires returned</b>	<b>129</b>

Percentage of responses in each category

	<b>Strongly agree</b>	<b>Tend to agree</b>	<b>Tend to disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
<b>My child likes school.</b>	<b>43</b>	<b>53</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>My child is making good progress in school.</b>	<b>35</b>	<b>54</b>	<b>9</b>	<b>2</b>	<b>0</b>
<b>Behaviour in the school is good.</b>	<b>24</b>	<b>64</b>	<b>6</b>	<b>2</b>	<b>5</b>
<b>My child gets the right amount of work to do at home.</b>	<b>21</b>	<b>51</b>	<b>15</b>	<b>8</b>	<b>5</b>
<b>The teaching is good.</b>	<b>33</b>	<b>56</b>	<b>4</b>	<b>2</b>	<b>5</b>
<b>I am kept well informed about how my child is getting on.</b>	<b>22</b>	<b>43</b>	<b>29</b>	<b>4</b>	<b>2</b>
<b>I would feel comfortable about approaching the school with questions or a problem.</b>	<b>38</b>	<b>47</b>	<b>11</b>	<b>2</b>	<b>3</b>
<b>The school expects my child to work hard and achieve his or her best.</b>	<b>39</b>	<b>54</b>	<b>4</b>	<b>0</b>	<b>3</b>
<b>The school works closely with parents.</b>	<b>16</b>	<b>45</b>	<b>30</b>	<b>2</b>	<b>6</b>
<b>The school is well led and managed.</b>	<b>15</b>	<b>41</b>	<b>26</b>	<b>9</b>	<b>9</b>
<b>The school is helping my child become mature and responsible.</b>	<b>22</b>	<b>67</b>	<b>8</b>	<b>0</b>	<b>3</b>
<b>The school provides an interesting range of activities outside lessons.</b>	<b>9</b>	<b>21</b>	<b>35</b>	<b>22</b>	<b>14</b>

## 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

67. **Children enter reception at the beginning of the term in which they will become five. Not all children have had the same pre-school experience prior to entry and the full range of stages of development is demonstrated. Baseline and teacher assessment indicates that, overall, children's attainment is not significantly different from that expected of children of this age in most areas of learning but is above expectations in personal and social development. At the time of the inspection 18 children had been in school for less than a month. All children make at least satisfactory progress and a significant minority makes good progress so that most make a successful transition to the work of the National Curriculum. Children with special educational needs are identified promptly and given sensitive support.**

#### Personal and social development

68. **By the age of five children have a well-established range of personal and social skills. The well-organised induction procedures enable most children to enter full-time education with a good measure of confidence. The youngest children are already coping very well with the routines of school life. The school, wisely, places a high priority on the development of this area so that by five most children have an appropriate understanding of social conventions and relate well with each other and adults who work with them. The least mature children may well be more comfortable playing along side others but most co-operate appropriately. This was well illustrated by three children, playing with a train track, negotiating what each might do to avoid a crash and settling for taking turns to use a junction. Children confidently seek help and because adults consistently respond positively to their needs, value their ideas and are sensitive to their expression of feelings the children have a growing awareness of their own worth and that of others. Most pupils have a well-established understanding of right and wrong and an increasing understanding of the consequences of their actions on themselves and others. The appropriate expectations of adults and suitably planned purposeful activities enable children to settle to self-chosen or teacher-directed activities and sustain concentration for reasonable periods. Children enjoy taking responsibility, as, when taking the register to the office or efficiently clearing up after sand and water activities.**

#### Language and literacy

69. **By the age of five most children's attainment is in line with agreed age-related expectations and a small minority achieve beyond this. Children listen attentively to stories and rhymes and are eager to join with familiar phrases. Most children follow simple instructions appropriately as, for instance, when settling down to group activities. As the bank of words that they understand and can use increases, children talk confidently about their ideas. This was well illustrated in a mathematics lesson when children explained the possible permutations of four coloured buttons teddies could have on their coats. Satisfactory progress is made in acquiring reading and writing skills. Most children know that print in books and seen around them carries meaning. They know that books are organised from left to right and handle them responsibly. They talk about the pictures and from them interpret the content. Children recognise sounds associated with a range of letter shapes and a small minority confidently remembers some frequently recurring words. They enjoy reading together**

in a class session. Most children identify their work by writing their name and make sound progress in recording their ideas and experiences in pictures and explain them using letter-like shapes and copied words. Higher attaining children use familiar words and their increasing phonic knowledge to write independently when re-telling the story of 'Little Red Hen' or explaining how, at Worsborough Mill, "The big stone makes the flour". The support for language and literacy development permeates all aspects of the work in reception classes and makes a major contribution to the sound progress all children make.

#### Mathematics

70. By the age of five, overall attainment is in line with what is expected of children of this age. All children make at least satisfactory progress. They enjoy whole-class sessions and are eager to join in counting activities involving counting to 20 and, with support, continuing beyond. For example children showed great delight in estimating the number of conkers in a box and counting to check who made the nearest estimate. Most children sort objects according to colour, shape or size and recognise and create sequences and patterns for example when designing tri-coloured ice lollies. They count objects to ten and recognise associated numerals. In practical situations children explore the composition of numbers to ten and are establishing an understanding of addition and subtraction. When using sand and water children are developing and appropriately using mathematical language associated with weight and capacity. An understanding of length and shape is developed appropriately through construction activities.

#### Knowledge and understanding of the world

71. By the age of five attainment is broadly in line with that expected of children of this age and children make good progress overall. Through a suitable range of activities children develop an appropriate awareness that changes take place over time. For example they recognise changes in themselves and the differences in the generations within an extended family. This was well illustrated by a child explaining that the figure in a picture was not "a mummy" but "a grandma" because his grandma has grey hair and mummy does not. They make observations of the changes in weather and seasons. Three children demonstrated their awareness of the features of the local environment well when collaborating to create a roadway showing a range of residences and open areas. Children recognise the differences in properties of materials when creating collages or when designing and making a rattle for a baby. They cut, join and build when developing a model car with wheels that turn. They observe the changes in consistency achieved by mixing ingredients and the irreversible state created by heating the mixture when making cakes. Children use small-world toys and construction equipment appropriately to illustrate what they know about the world. Progress in managing information technology is less well developed than generally found in children of this age. Children are introduced to operating computer programs by using a mouse but of those children using a tape recorder none was able to load or rewind the tape for themselves.

#### Creative development

72. Children have an appropriate range of activities to develop their creativity. By the age of five attainment, overall, is broadly in line with expectations for children of this age. Children make particularly good progress in art activities. Children develop increasing control when mixing and using paint, working with crayon and collage materials to

**create self portraits, express their ideas about God and make observational drawings of flowers. Drawing and painting from observation is particularly mature. The children sing songs and rhymes from memory with great enthusiasm, good articulation and, with appropriate support, are able to sustain pitch. Children have suitable opportunities to explore the qualities of non-tuned instruments although this aspect was not directly observed. Suitable opportunities are provided for children to engage in imaginative role play in, for instance a toy shop or animal hospital. However of those children observed few were able to sustain the activity for long or develop ideas by collaborating with others.**

## Physical development

73. **Children's physical development is broadly in line with expectations for children of this age. The development of fine motor skills is well supported by the daily opportunities to handle tools such as pencils, scissors and glue spreaders and to manipulate small construction equipment. Children move confidently around the classroom and outside play areas, clearly aware of their space and others in it. Photographic evidence indicates that movement skills such as running, jumping and balancing are appropriately developed.**

## Quality of education provided

74. **The quality of teaching is never less than satisfactory. This consistency of teaching makes a major contribution to the progress made by all children. Teachers have a secure knowledge of the agreed curriculum for children of this age. This is well illustrated by planning that clearly identifies learning objectives and provides a balance of opportunities for children to develop skills and understanding through a structured range of self-chosen and teacher-directed activities. Because children are purposefully engaged in learning they sustain concentration for appropriate periods and this supports their progress well. Teachers have high expectations and children rise to them. However weakness occurs when tasks are set that inappropriately challenge some children and they become confused or distracted. Good use is made of open questions to encourage children to share their ideas and pertinent supplementary questions are posed in order to extend thinking or clarify understanding. Teachers, support staff and helpers relate well to children and consistently seek to raise children's confidence and self-esteem.**
75. **The management of provision for children of this age is satisfactory. A suitable policy is in place to ensure the provision of a broad and suitably balanced curriculum. Schemes of work, developed by the co-ordinator, cover all the required areas of learning. These support the systematic development of skills and understanding and the successful transition to the work of the National Curriculum at the time best suited to each child. Procedures are in place to assess children's attainment on entry and to track progress in achieving the nationally agreed outcomes. The co-ordinator has identified the need to extend the detail provided by baseline assessment and to develop record-keeping procedures that are part of a whole-school system in order to improve the quality of information available to influence planning at all levels throughout the school. Overall resources are satisfactory but there is a limited range of books to support individual early reading activities. Whilst a play ground is designated just for reception children it is not secure and there is no easy access enabling children to engage in a planned programme of vigorous imaginative outdoor play.**

## ENGLISH

76. **At the end of Key Stage 1 the results of 1999 national tests indicate that standards in reading are above average when compared with all schools and below average when compared with schools of a similar context. Standards in writing are in line with the national average when compared with all schools and below average when compared with schools of a similar context. The trend in attainment over time is not significantly different from the national average and improvement is in line with national trends. At the end of Key Stage 2 statutory test results in 1999 indicate that standards in English are below the national average and well below average when compared with schools of**

similar context. The trend in attainment over time is below average and the attainment of boys is below average.

77. Inspection evidence at Key Stage 1 indicates that attainment in both reading and writing are broadly in line with national averages. Differences in the range of assessment and fluctuations in the distribution of pupils presenting with learning difficulties influence overall performance. The current cohort has seven per cent more pupils with learning difficulties than the previous year. At the end of Key Stage 2 inspection evidence indicates that attainment in English is average. The cohort that was tested in 1999 included a significant proportion of pupils with special educational needs and others with low attainment who had transferred from other schools within the year prior to taking the test and the actual percentages of pupils attaining the expected Level 4 or above was only marginally below the national average.
78. The findings of this inspection vary from those in the previous inspection, in relation to Key Stage 1, where standards were found to be above national averages. The findings of this inspection, in relation to Key Stage 2, are similar to those of the previous inspection.
79. Standards in speaking and listening are above average in both key stages. Pupils enter Key Stage 1 with standards in speaking and listening that are well in line with those expected of children of that age. All pupils make at least satisfactory progress and a significant minority makes good progress as they move through the school. Year 1 pupils are introduced to specific vocabulary associated with all areas of the curriculum and because they are consistently encouraged to use it when talking about their ideas they quickly gain confidence. Most pupils listen attentively to stories and instructions and respond appropriately. By the end of the key stage pupils' attainment is above age related expectations. Pupils listen attentively to teachers and each other asking relevant questions to clarify their understanding. When speaking, higher attaining pupils show an awareness of the need to hold the attention of the listener by adjusting volume, speed and intonation. As pupils move through Key Stage 2 most maintain good listening habits and continue to acquire an ever-increasing vocabulary. They respond to questions with increasing fluency and detail and read aloud from their work, with a good measure of confidence. This was well illustrated in the plenary session of a Year 4 lesson where pupils shared poems they had read or developed themselves. By the end of the key stage most pupils show a sound understanding of the conventions associated with standard English and are aware of when it is appropriate to use them. In discussions they offer considered opinions and are more ready to listen to the ideas of others, raising pertinent questions and developing their own thinking further. The good development of speaking and listening skills owes much to the value teachers consistently place on pupils' oral contributions and to the emphasis all teachers place on extending pupils' working vocabulary through all aspects of school life.
80. Attainment in reading overall, at the end of both key stages is broadly average. Most pupils enter Key Stage 1 with an appropriate range of early reading skills. All pupils make at least satisfactory progress with a significant minority making good progress. Year 1 pupils increase the range of frequently occurring words they can recognise on sight. They know single letter sounds and an increasing number of combinations that make one sound and begin to use these and clues found in pictures to establish meaning. Throughout the key stage pupils are introduced to a range of texts through which skills are systematically developed and consistently reinforced. By the end of the key stage most pupils have an appropriate range of phonic knowledge and strategies for tackling unfamiliar words. They recognise punctuation conventions and many use these to

support fluency and understanding. These skills are further supported by the opportunities to talk about what they have read with the teacher in guided reading sessions. Most pupils can explain terms such as ‘contents’, ‘index’ and ‘alphabetical order’ but their practical experience of using a library is underdeveloped. In Key Stage 2 the direct teaching of complex letter strings and irregularities is continued. Throughout the key stage pupils explore the features of a range of texts identifying those common to particular genres. Year 3 pupils, for example identify the structure of a news report. Year 4 pupils investigate the impact of rhythm and layout used in two poems while in Year 6, pupils explore the ways poets use metaphors and similes. By the end of the key stage most pupils show an understanding of themes and the nature of characters in fiction and are able to explain preferences. Experience of using a library and development of independent research skills are unsatisfactory. Too often opportunities for personal research in areas across the curriculum are overlooked.

81. At the end of Key Stage 1 and by the time pupils leave the school, at 11, attainment overall, in writing is broadly average. Most pupils entering Key Stage 1 have established writing skills appropriate to pupils of that age and throughout the key stage they make satisfactory progress. In Year 1 they continue to develop handwriting skills so that letters are increasingly more clearly formed and spaced. Most pupils are able to record their activities such as, a visit to church and retell stories in pictures and simple sentences using their developing phonic knowledge and copied words appropriately. By the end of the key stage most pupils confidently write for a suitable range of purposes. They use appropriate structure and sequence of ideas when writing alliterative poems, imaginative stories or developing a booklet on how to look after a pet. Higher attaining pupils add interest to their writing by introducing direct speech and unusual order of words as in, “Not knowing what the sound was...”. Spelling and basic rules of punctuation are systematically taught and practised but a significant minority of pupils has difficulty remembering common irregular spellings and working out spellings for themselves. Handwriting skills continue to be practised but the use of joined script is unnecessarily delayed for those pupils who have successfully developed print script. Throughout Key Stage 2 grammar and punctuation conventions continue to be systematically taught and pupils extend the range of formal and informal writing. Through direct teacher intervention, pupils become increasingly aware of how established writers use words and varied sentence structure to hold the reader’s attention. For instance younger pupils in the key stage prepare headlines for news reports. In Year 4 clauses such as, “I crept through a damp, cold tunnel...” are used in imaginative work and Year 5 pupils are concerned to develop more complex sentences. By the end of the key stage pupils plan and draft their work to improve, content, punctuation and style when devising an interview, preparing a brochure, developing an argument for an issue or writing a letter of complaint. However a significant proportion of pupils continue to lack confidence in spelling. The school has clearly identified the need to raise standards of achievement in writing and strategies for this have been instituted although it is too early to evaluate the impact. However opportunities for pupils to practise learned skills through independent extended writing activities in other areas of the curriculum are too often overlooked.
82. Pupils with special educational needs make satisfactory progress in relation to the targets identified in their individual education plans. The progress owes much to the prompt identification of needs, a flexible use of the National Literacy Strategy and specific programmes to support the development of phonic skills. The progress of all pupils is clearly being supported by the introduction of personal targets.

83. Pupils throughout the school have positive attitudes to the work in this subject. Most pupils listen attentively to teachers and each other. They are eager to be involved in whole-class sessions and settle to group tasks responsibly, sustaining attention for an appropriate time. Their consistently good behaviour and attitudes make a major contribution to their progress.
84. The quality of teaching at Key Stage 1 is consistently satisfactory. At Key Stage 2 it is good overall. In five of the eight lessons observed it was judged to be good or very good. Teaching of this quality makes a significant contribution to the progress pupils make within lessons. All teachers use the advice of the National Literacy Strategy effectively and lessons have a sound balance of whole-class, group and independent activities. Teachers use this organisation to maximise opportunities for direct teaching of skills and knowledge and to encourage all pupils to express their ideas. Where teaching is best, planning builds on pupils' prior experience and identifies exactly what pupils will know, understand and be able to do by the end of the lesson. Learning targets are shared with the pupils so that they are clear about how the lesson will progress and time is used well to maintain good pace. These strategies support pupils' active learning. Questioning pertinent to particular pupils is used well to probe and extend ideas and assess progress. Learning activities are purposeful, and are devised to suitably challenge all pupils with specific reference to individual education plans where required. All teachers readily make the links between speaking, reading and writing and consistently reinforce learned skills.
85. The co-ordinators manage the provision for English effectively. A suitable policy has recently been developed and is awaiting adoption by the governing body. It ensures that the requirements of the National Curriculum are met. They have successfully instituted the National Literacy Strategy and used available funding well to improve resources. In a relatively short time the co-ordinators have identified areas for development and are trialing strategies to raise standards in reading and writing but, it is too early to judge the impact. Procedures are in place to assess pupils' attainment and track progress and action plans identify further improvement. However in assessing writing in relation to National Curriculum descriptors, teachers do not have the support of a detailed and moderated portfolio of samples. Teachers have observed each other's teaching but co-ordinators do not have the support of a detailed whole-school procedure for monitoring and evaluating the provision in the subject. Overall resources are satisfactory. However library provision is unsatisfactory and this has a negative impact on the breadth of pupils' reading experience and the development of independent research skills.

## MATHEMATICS

86. Pupils enter the school with levels of attainment, which are generally in line with national expectations. Test results for 1999 show the percentage of pupils achieving the expected Level 2 and above at Key Stage 1 were close to the national average. However whilst the percentage of pupils reaching the higher Level 2B and above was close to the national average the percentage of pupils achieving Level 3 was below the national average. At Key Stage 2 the percentage of pupils achieving the expected Level 4 and the higher Level 5 was below the national average. Trends over the four years 1996 - 1999 show that standards at both Key Stage 1 and Key Stage 2 were close to the national average. The performance of boys and girls is similar at both key stages. A significant number of pupils who joined the school in Year 6 did not achieve the expected Level 4 and this had a negative impact on the overall percentage scores. The cohort that was

tested in 1999 included a significant proportion of pupils with special educational needs and others with low attainment who had transferred from other schools within the year prior to taking the test.

87. Inspection evidence indicates that the current pupils at Key Stage 1 and Key Stage 2 are on line to achieve levels of attainment in line with those expected nationally. This represents satisfactory learning at both key stages. Attainment overall is better in number and shape than in other areas of mathematics. Skills in using and applying mathematics, data handling and investigation skills although addressed are not well developed. The school has identified these shortcomings and plans are in place to increase provision in future planning. The introduction of the National Numeracy Strategy has had a very positive impact upon pupils' computational and mental calculation skills. There are a limited range of opportunities planned for pupils to extend their knowledge of using and applying mathematics in other subject areas such as science and design and technology.
88. At the end of Key Stage 1 all pupils can count forwards and backwards to ten and many are confident with numbers up to 100. In mental practise activities most pupils confidently use number bonds to ten and more able pupils are confident to 20. Many pupils can name correctly three-digit numbers and use their understanding of partition and place value to separate the numbers into hundreds, tens and units. Most pupils understand how money is used and can make accurate calculations using 1p 2p 5p 10p and 20p coins. Pupils develop their knowledge of two and three-dimensional shapes and can sort and name them by their attributes. They know hexagons, pentagons, and irregular shapes. Many pupils understand what symmetrical shapes are and that folding is one method of testing for symmetry. They understand the significance of lines of symmetry and a number of the more able can create complex symmetrical patterns using cubes and then copy accurately these patterns onto squared paper. Pupils are beginning to measure accurately in centimetres. Many pupils understand the difference between odd and even numbers.
89. In Key Stage 2 pupils build upon the knowledge and understanding gained earlier. Lower attaining pupils can add, subtract and multiply in tens and units. Older pupils are able to produce bar charts from tallied information and offer simple interpretations. They are encouraged to give oral and literal interpretations of the graphs making good use of literacy skills. However the opportunities for collecting data and using and applying mathematical skills are limited. Mental arithmetic skills develop well with practice and a number of pupils are able to make complicated calculations with considerable speed and precision. For example, when Year 6 pupils explained strategies for calculating different percentages of three digit numbers. More able pupils can interchange fractions, decimals and percentages and understand and work accurately with, a range of metric measures. Year 6 pupils were able to calculate accurately  $\frac{5}{8}$ ths of £19.76. They understand area and perimeter and can calculate the areas of regular and irregular shapes in square centimetres. Pupils understand long multiplication and a number of more able pupils are confident when explaining how they use continuous subtraction to solve problems such as 336 divided by 18.
90. From lessons observed and from discussions and the analysis of pupils' work indications are that learning in the areas seen is satisfactory at both Key Stage 1 and Key Stage 2. However the analysis of teachers' planning and pupils' work indicates that progress in mathematics overall is limited by insufficient attention being given to planning and presenting work from the whole range of the mathematics curriculum. Pupils with special educational needs make satisfactory progress towards meeting the

targets in their individual education plans. Work presented to them is well matched to their abilities and previous experience and very good support and teachers and learning support assistants give encouragement to them. Pupils generally have positive attitudes to their work in mathematics and their behaviour in the classroom is good overall. In whole-class and group work most pupils listen attentively, and respond enthusiastically to questions. This is particularly so in the pacy and challenging mental arithmetic sessions at the start of some sessions of the numeracy hour. Most pupils concentrate satisfactorily on the tasks set for them, and they work well together. Relationships between pupils and their teachers are good overall and this has a positive impact upon learning and the effectiveness of teaching.

91. There is satisfactory use of mathematics across the curriculum including measuring and recording in design and technology, creating time lines in history and recording observations in science. However there are limited opportunities in Key Stage 2 particularly for pupils to use and apply their mathematical knowledge in extended investigations, and this aspect is not as well developed as numeracy.
92. The teaching of mathematics is satisfactory in both key stages. In Key Stage 1 teaching in a half of all lessons observed were good. In Key Stage 2 a quarter of lessons were good. Only one mathematics lesson seen in the school was unsatisfactory, in lower juniors. Although pupils were grouped by prior attainment in this lesson, not enough was done to ensure that the work given challenged each individual. The absence of a lesson plan with clear objectives coupled with a lack of pace and low expectations resulted in slow progress. At both key stages, teachers' knowledge of the National Numeracy Strategy is sound, and they show confidence in their teaching. Most lesson plans contain clear learning intentions, based upon the National Numeracy Strategy curriculum and provide effectively for the differing needs of pupils. Teaching methods are sound with an appropriate balance between pupil activity and direct teaching. Most lessons are appropriately organised, interesting and proceed at a suitable pace.
93. The National Numeracy Strategy has been implemented and the lively mental mathematics introduction is a notable feature of all lessons. Pupils engage in the activities with obvious enthusiasm and enjoyment and teachers make the most of the sessions to provide opportunities for the practice and consolidation of mathematical skills. Time and resources are used appropriately. The effective use of questioning to focus attention and aid understanding, and the constructive use of praise to motivate pupils are regular features of the good teaching. Teachers manage their classes well and generally have appropriate expectations, although reference to activities that will challenge and extend higher attaining pupils are rarely included in their planning. Whilst some teachers' records are comprehensive and detailed, the process of record keeping is inconsistent. Planned opportunities for day-to-day assessment are not always explicit and there is no clear evidence, which indicates that assessment, is being used to inform short-term planning. Whilst there are many instances of good oral feedback being observed, the analysis of pupils' work indicates that most marking, though regularly undertaken, consists mainly of ticks and crosses and there is little evidence of constructive or helpful comments aimed at improving understanding or extending learning. There is no consistent homework policy to support learning in mathematics.
94. Overall pupils respond well to the tasks set for them, and take part enthusiastically in question-and-answer sessions. They are interested, sustain concentration, co-operate effectively and generally behave well. Pupils have good relationships with staff and peers and this impacts positively on their progress. Pupils with special educational needs make sound and sometimes-good progress throughout the school. Work is well

matched to their abilities and previous experience. Good, well-informed support and encouragement is given to them by teachers and classroom assistants.

95. The co-ordinator manages the provision for mathematics satisfactorily. The introduction of the numeracy hour in September 1999 has had a positive impact upon the standards in mathematics. However the lack of monitoring of the implementation of the strategy has led to some inconsistencies in its delivery. The current scheme of work for mathematics based upon the National Numeracy Strategy and some Sheffield Local Education Authority proposals is incomplete, and consequently continuity throughout the key stages cannot be assured. Planning within year groups is consistent. However planning for continuity across key stages is less secure. The school has begun to create portfolios of pupils' work in mathematics. However they are not clearly moderated and annotated against national criteria and do not indicate sufficiently to teachers the standards required at the end of each year. The deputy headteacher has completed an analysis of recent and past national test results in mathematics and her findings will be influential in future planning.

## SCIENCE

96. Pupils' attainment at the end of Key Stage 1 is below average and average at Key Stage 2. At Key Stage 2 the 1999 test results show pupils' attainment to be below national averages when compared with all schools and well below when compared with similar schools. When compared with the general trend over the last four years the low 1999 results at Key Stage 2 can be attributed to a cohort with a large number of pupils with special educational needs and a high proportion of lower attaining pupils joining the school a few months before the national test. The work seen during the inspection shows pupils' work to be broadly in line with national expectations particularly in the investigative aspects of science. Since the last inspection this shows that at Key Stage 1 standards have declined and those at Key Stage 2 have been maintained.
97. At the end of Key Stage 1 pupils sort materials by their characteristics and identify forces as push, squeeze or pull. They investigate the distance cars travel after running down a slope, which ball bounces the highest and what is attracted and what is not by a magnet. By the end of Key Stage 2 pupils define solids, liquids and gases, explain day and night, moon phases and understand that the force of gravity acts to the centre of the earth. They investigate the differences in pitch produced by blowing across test tubes containing different amounts of water and then compare this with the pitch produced when the same test tubes are tapped.
98. Progress through Key Stage 1 is unsatisfactory. This is due to mixed aged Year 1/2 classes. Except in the presentation, there is little difference in the content of the two years resulting in little progress in the science content. At Key Stage 2 good progress is made. Pupils start in Year 3 below national expectations and by the end of Year 6 being in line with national expectations. For example Year 3 pupils identify where different organs of the body are and by the end of Year 6 pupils describe the function of some of these organs for example, the heart.
99. Pupils with special educational needs make satisfactory progress, being appropriately supported by class teachers and support staff. There is little identification or support for potentially higher achieving pupils.

100. Science supports literacy through a range of labelling and recording of investigations, for example, which shoe had the best friction. Numeracy and information technology are supported through drawing graphs for example, cooling curves in Year 5.
101. Overall pupils' attitudes are good. They are interested in the work, pay attention, want to succeed and, particularly at Key Stage 2 this enables pupils to complete work effectively and make good progress.
102. Overall the teaching of science is satisfactory. Eight lessons were seen, two at Key Stage 1 and six at Key Stage 2. Three lessons at Key Stage 2 were good and the rest were satisfactory. The most successful features of lessons were teachers' knowledge and understanding enabling them to question and challenge pupils, classroom management to ensure all pupils were on task and learning and appropriate objectives were shared and reviewed with pupils.
103. The subject is satisfactorily led by an enthusiastic co-ordinator who has identified some inappropriate material in the current scheme of work and is reviewing closer alignment with the Qualifications and Curriculum Authority exemplar. At Key Stage 1 there is insufficient difference in the work given to Year 1 and 2 pupils and this results in lack of progress and challenge for the Year 2 pupils. The co-ordinator does not get sufficient time to monitor the subject and this results in inappropriate work being set particularly in some classes in Years 3 and 4. The school has no recent moderated examples of work to support teachers in accurate assessment and this leads to work not always being well matched to the pupils age and ability, sufficiently challenging for higher attaining pupils or the planning of work being based on pupils' prior achievement. Resources are satisfactory and are well used which results in the investigative aspects of science being well implemented.

#### ART

104. Lessons were only observed in Key Stage 2. Judgements related to Key Stage 1 are based on displayed work, examination of documents and discussion with staff.
105. At the end of both key stages standards in art are above those normally expected of pupils of these ages. Overall pupils make good progress as they move through the school. This represents an improvement since the previous inspection when standards were judged to be in line with age-related expectations.
106. Children transfer from reception with an appropriately broad experience of using paint, pastels, fabrics, printing techniques and malleable materials to express their ideas about their environment and themselves. Throughout Key Stage 1 pupils build on these experiences exploring how to make a range of secondary and tertiary colours through looking at and discussing the work of established artists, such as, Kandinsky. They practise creating and using these shades and tones when painting a bowl of hyacinths, pictures to illustrate a story or creating patterns using geometric shapes. The development of drawing from close observation is good and, using pencil and crayon, pupils record faces, with good positioning of features, fruit, and artefacts such as a flat iron associated with a history project. Pupils make similarly good progress throughout Key Stage 2. Drawing and painting skills develop well. For example when drawing and painting a pot of primulas, or a bowl of fruit in the style of Cézanne pupils in Years 3 and 4 consider, more closely, the effect of light and achieve such effects with a good measure of success. Older pupils in the key stage create perspective effectively in land and townscape pictures. The control of tools and the range of media increase

appropriately. Pupils explore techniques such as printing, model making, tie-dyeing and working with clay. This was well illustrated by Year 6 pupils creating coil pots.

107. In the lessons observed pupils' attitudes were good. They enjoy creative activity and use resources responsibly. Behaviour is good because pupils are interested in the task. Pupils with special educational needs are well supported and make equally good progress.
108. The subject makes a good contribution to the development of literacy skills. Teachers consistently use subject-specific language and, in turn encourage pupils to use it. Throughout the sessions pupils are encouraged to articulate their ideas and opinions and suitable intervention is made to support the use of standard English. The opportunities provided to introduce all pupils to the work of established artists and crafts-people supports their spiritual and cultural development. Skills in information technology are supported where pupils use a computer program as an alternative method of creating patterns or human shapes. The work in both key stages is closely linked to the current topics and regularly supports the work in history, geography and religious education.
109. It is inappropriate to make a judgement on teaching at Key Stage 1. The teaching observed at Key Stage 2 was judged to be satisfactory overall with one in four lessons judged to be very good. Where teaching is best the planning and preparation is thorough and the objectives build directly on pupils' prior experience. The teacher demonstrates techniques well and during the activity uses searching questions to check understanding and advice to improve skill.
110. The provision for the subject is suitably supported by a policy that ensures all aspects of the subject are taught. Since the previous inspection medium-term plans, developed by year group teachers, have been collected to form the basis of a scheme of work. This represents improvement. However to date there are no effective procedures in place to monitor and evaluate the quality of the provision in order to accurately inform the planning and ensure that knowledge, skills and understanding are systematically developed as pupils move through the school. Overall resources are satisfactory and accessible to all.

## DESIGN AND TECHNOLOGY

111. As a consequence of the timetabling of design and technology, during the week of the inspection pupils were only observed undertaking practical work in two Key Stage 2 lessons. Scrutiny of displays, photographic evidence, exercise books and discussion with pupils and teachers' plans indicates that standards achieved at both key stages are in line with national expectations. This represents a significant improvement upon the findings of the previous inspection.
112. Pupils at Key Stage 1 demonstrate sound manipulative and making skills in articles related to their topics or lessons. In Year 1 in a topic on bicycles pupils consider manufactured products, use design sheets to outline their own choices and glue wheels to paper plates. Year 2 pupils use a range of making skills when making hand puppets of fairy tale characters. They also carry out a jam tart and sweet survey as part of the food technology programme.
113. Year 3 pupils produce some sophisticated designs and incorporate their understanding of simple electrical circuits and controls when designing and making torches. Year 6

pupils work impressively and show much interest and industry whilst creating pneumatic models. The designs are simple but nevertheless detailed and measuring is appropriately accurate. Pupils talk critically of their efforts and make informed suggestions for improvement. However design skills and consideration of appearance, function, safety and reliability at the design stage are underdeveloped, as are investigations into the functioning of certain mechanical products. Older pupils also have limited experience of using information technology to refine and extend design ideas.

114. In the aspects of design and technology that the pupils experience learning is satisfactory at both key stages. Pupils have a positive attitude to the subject; they co-operate well and are well aware of the need for safety when using tools. In conversation they take obvious enjoyment in explaining and recounting what they have been making or have made. With good provision and support pupils with special educational needs take a full part in design and technology lessons and make satisfactory progress in relation to their prior attainment.
115. The quality of teaching is satisfactory overall. Teachers plan and prepare thoughtfully and materials and equipment are well managed. The planning and management of group activities are sound and resources are used effectively. Well-constructed examples of pupils' work are carefully displayed around the school both to give information and to celebrate pupils' achievements.
116. The most enthusiastic and effective curriculum co-ordinator for design and technology has prepared a clear policy statement and is finalising a scheme of work which when completed will ensure curriculum coverage and improve continuity and progression in pupils' work. This is a significant improvement upon the findings of the previous inspection and directly addresses one of the key issues. Sound cross-curricular links are made between science and art, and there are instances of design evaluations incorporating writing skills. With the exception of machinery for disassembling, the resources for design and technology are adequate, they are accessible and of an acceptable quality.

## GEOGRAPHY

117. By the end of both key stages, attainment is in line with what can be expected of pupils of this age.
118. At Key Stage 1 pupils become familiar with globes, atlases and maps. Directions to reach one place from another are practised using a floor robot. Numeracy skills are emphasised throughout the exercise. Pupils know that weather is affected by the location of the country.
119. At Key Stage 2 mapping skills continue to develop and many pupils make good progress with this area of geography. Technical language in the subject shows development. As examples, pupils can explain co-ordinates, tributaries and weather patterns. Pupils can locate continents and countries on maps and name the capitals of major countries.
120. The previous inspection reported that standards were below national expectations. The school has made considerable improvement in the teaching and provision of resources for this subject. Staff training has been provided to develop teacher expertise and confidence in geography and the pupils' attainment reflects the work that has been

done. Pupils, including those with special education needs, make satisfactory progress in most aspects of geography.

121. All teaching seen in geography was good and work in pupils' books and work displayed indicates a broad curriculum that covers the National Curriculum requirements. Pupils' attitudes to the subject are enthusiastic because of the well-planned and interesting lessons. For example, a Key Stage 2 topic involved a visitor to the school talking and showing pictures of Zanzibar. The pupils were able to compare their lives with the children from this area. They learned much of the contrast of climate and life styles. The work was further enhanced with a music lesson featuring African music.
122. The subject is well led but the co-ordinator is not allocated time to fulfil the role of monitoring and supporting the subject. Assessment that is consistent across the year groups needs to be planned to enable accurate records of pupils' skills and progress to be recorded.

## HISTORY

123. By the end of both key stages, standards are in line with what can be expected of pupils of this age.
124. At Key Stage 1 pupils are developing a knowledge of the past. During the inspection week a topic on Victorian times was taking place. Pupils could discuss the differences in school days and compare some of the domestic differences.
125. At Key Stage 2 pupils could talk about the work they had done on ancient civilisations, ancient Greece and ancient Egypt. They are demonstrating skills of research using books, CD-ROM and information downloaded from the Internet. They showed they are beginning to understand the differences between first-hand and second-hand evidence in a lesson where they were given a bag of evidence to try to discover what the Vikings might have eaten.
126. All pupils, including those with special educational needs, make satisfactory progress. They are developing and understanding that history is a subject that has special skills of research as well as interesting facts. Most of the National Curriculum requirements are met although there is need to develop local history topics.
127. Teaching is good at both key stages and the teachers enliven the teaching with well-organised visits and visitors to lessons. This enhances the reality of history for the pupils. Key Stage 1 pupils visited a Victorian centre and took part in a Victorian school day, dressing up and writing on slates. Key Stage 2 pupils visited a Tudor house, again dressing up and visiting all the parts of the house. Follow up work included a literacy exercise of writing an advertisement leaflet for Gainsborough Hall. Pupils enjoy their lessons and behaviour is good.
128. The new co-ordinator has clear plans to ensure progression from reception to Year 6 across the subject, but at present has insufficient time to fulfil the role of monitoring, moderating and supporting the subject. Assessment is inconsistent throughout the year groups.

## INFORMATION TECHNOLOGY

129. **Although the information technology curriculum is fully met, pupils' achievements are below national expectations at the end of both key stages. This shows that standards have not been maintained since the last inspection. However the status of information technology has increased from a foundation to a core subject and consequently the expectation has also increased and the school do not have sufficient resources to implement the subject to an acceptable standard for all pupils. Progress in both key stages is also unsatisfactory.**
130. **At the end of Key Stage 1, pupils create graphs of their favourite drinks, word process a simple word story including a large font title, use capitals and full stops and program a Roamer to move forwards, backwards and turn left and right. By the end of Key Stage 2 pupils create a graph of the most popular wind direction, extract weather information from CD-ROM and use a digital camera to create a brochure of life in Year 6. Pupils use datalogging to record the changes of light and temperature over time and create a control procedure for traffic lights control.**
131. **Progress is demonstrated though the inclusion of graphics into word processed work, the development of control technology from programming a toy to controlling traffic lights, and the use of CD ROM to extract information to support learning in other areas of the curriculum, for example, the weather information for geography.**
132. **Pupils with special educational needs make satisfactory progress overall. However no provision is made to identify or support higher attainers in the subject. Information technology makes a sound contribution to literacy through the use of word processing, for example, animal poems in Year 5. Numeracy is supported through the use of graphs for example, the height of pupils in the class in Year 5 and graphing liquids cooling in Year 6.**
133. **Pupils' attitudes are good. They concentrate and behave well which is a significant factor in pupils making the progress they do with the inadequate number of computers in the school.**
134. **Insufficient teaching was seen to make an overall judgement. However from the lessons that were seen, pupils' work and discussions with pupils, teaching is at least satisfactory.**
135. **The co-ordinator is knowledgeable and enthusiastic. However there is no scheme of work, or systematic means of assessment. The school have inadequate resources with only one computer to 40 pupils. This is well below the number found in most schools. The school has no means by which teachers can identify expected standards and this is a significant feature in the lack of progress in knowledge, understanding and skills from one year to the next and the identification and provision for challenging higher attaining pupils. However the school development plan identifies the need to review the provision and adapt the Qualifications and Curriculum Authority exemplar scheme of work and assessment expectations to the school's needs.**

## MUSIC

136. **At the end of both key stages evidence suggests that, overall, attainment is in line with what is expected of pupils of these ages. Satisfactory progress is made throughout the school. This reflects the judgement made at the time of the previous inspection.**
137. **Pupils enter Key Stage 1 with an appropriate experience of singing rhymes and songs and playing non-tuned instruments. In Year1 pupils demonstrate great enthusiasm when singing, yet they are able to sustain pitch well throughout the song. They articulate the words clearly and are able to keep a regular pulse when accompanying their singing with basic non-tuned instruments which most pupils can name. By the end of the key stage pupils have an appropriately broad experience of listening to music in a range of styles. They readily offer ideas about each piece and confidently compare and contrast them, demonstrating an appropriate understanding of such technical terms as dynamics and tempo. Year 2 pupils use both non-tuned and tuned instruments to develop musical patterns for themselves. They willingly practise to improve their technique. In Key Stage 2 pupils extend their experience in composing and performing. This was well illustrated in a Year 3 lesson where pupils develop a graphic score to record their compositions. In Year 4 pupils work hard to refine their singing performance and develop more complex rhythm patterns as an accompaniment. They gain an increasing awareness of the structure of a composition.**
138. **Pupils with special educational needs are well integrated in these lessons and the practical nature of the learning objectives ensures that these pupils have opportunity to make appropriate progress.**
139. **In the lessons observed pupils enjoyed making music. They used instruments responsibly, co-operated well with each other and were ready to praise each other's best performance.**
140. **Teaching in Key Stage 1 is satisfactory. In Key Stage 2 insufficient lessons were observed to give an overall judgement but of those observed none was less than satisfactory and in one lesson it was judged to be good. The best teaching is characterised by thorough planning so that changes of activity support the maintenance of good pace and the lesson is fun. Good questioning enables the teacher to check understanding and pupils are given opportunities to reflect and consider improvement in performance.**
141. **Opportunities to support skills of speaking and listening are used well in this subject and the good balance of songs taught and music chosen for appreciation supports pupils' spiritual and cultural development well.**
142. **The provision for this subject is managed effectively. A suitable policy is in place to ensure that the curriculum is well balanced and a scheme of work has been developed from the mid-term plans made by year group staff. The co-ordinator has already identified the need to review schemes of work to ensure that the knowledge, skills and understanding associated with the subject are systematically developed as pupils move through the school. There are currently insufficient procedures in place for the co-ordinator to monitor and evaluate the provision for this subject and this has a limiting effect on her ability to effectively plan to raise standards further. Good use has been made of available funding to provide a satisfactory range of resources and where**

specialist teaching has been used it has been to good effect. The subject is significantly enriched by the year group and key stage musical presentations throughout the year and the re-established recorder club.

#### PHYSICAL EDUCATION

143. **During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons in dance, games, and gymnastics. Not enough lessons were observed at Key Stage 1 to make a secure judgement on teaching, but pupils were observed at play, and before and after school.**
144. **At the end of both key stages pupils achieve standards in physical education in line with that expected for children aged seven and 11. They make expected progress in developing control and co-ordination in travelling, jumping and balancing. Pupils are broadening their experiences of using a range of stimuli to create dance-like movement sequences and they are acquiring competence in a range of games skills. All pupils make at least satisfactory progress, including those with special educational needs who achieve results that enhance their self-esteem.**
145. **At the end of Key Stage 1 most pupils demonstrate sound co-ordination when using large body movements. They move with control and make good use of general space. In the playground they move freely, engage in a range of chasing games and are able to stop and start movements safely.**
146. **At the end of Key Stage 2 pupils move with increasing control, and demonstrate an expected range of passing and catching skills. In competitive situations they show appropriate understanding of attacking and defending techniques in soccer type skills. Year 3 pupils demonstrate average bat and ball skills whilst clearly lacking in experience of hitting practices. Pupils in Year 4 are enthusiastic when creating dance sequences to African rhythms, but lack the movement vocabulary and skills to fully complement the music. Pupils in Year 5 demonstrate good basketball skills and Year 6 pupils produce creative movement sequences, which are lacking in quality but bursting with enthusiasm. The school currently supports an effective swimming programme and most pupils are able to meet the swimming requirements of the National Curriculum before the end of Key Stage 2. Pupils with special educational needs are well supported. They make sound progress overall and achieve results which enhance their self-esteem.**
147. **Most pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and nearly all change into appropriate clothing. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to practise their skills. Behaviour is usually good; apparatus is sensibly and responsibly used and in competitive situations pupils show due regard for laws and fair play.**
148. **Teaching in physical education is always satisfactory sometimes good and occasionally very good. Most teachers are enthusiastic about teaching physical education, and most wear appropriate clothing. This has a positive effect upon pupils' attitude to the subject. The better lessons are characterised by good management, sound teacher knowledge with appropriate tasks set and pupils encouraged to practise independently. In these lessons pupils' performances are used well to demonstrate achievement, focus on good practice and to encourage others to observe and evaluate their own actions.**

However pupils are not always given the opportunity to comment upon performances and consider how the quality might be improved.

149. The recently appointed enthusiastic co-ordinator is in the process of constructing an appropriate policy for physical education, and using the Qualifications and Curriculum Authority physical education scheme of work as a basis for the school long-term planning. However, at the time of the inspection there is no whole-school scheme of work which ensures appropriate, progressive development of the physical education Programmes of Study throughout the two key stages Resources for physical education overall are satisfactory.

## RELIGIOUS EDUCATION

150. Attainment in religious education at the end of both key stages is in line with expectations of the locally agreed syllabus. At the end of Key Stage 1, pupils are familiar with the stories of Jesus and others such as Moses. They know about some religious celebrations of Christians, Jews, Hindus and Muslims. They are aware of the need for rules and can give reasons for their importance and they have a clear understanding that all people are of value. At the end of Key Stage 2 many pupils know that the stories contained in both the Old and the New Testaments are important to Christians and they develop a knowledge of the religious beliefs of others. Years 3 and 4 learn of the values, symbols and objects of different religions such as found in the Jewish and Christian and Islamic religions. During Years 5 and 6 they are learning about Holy Books associated with major religions and the links between religions.
151. Evidence in displays, written in books, discussions with pupils as well as from the lessons observed show that pupils, in both key stages, including those with special educational needs, make satisfactory progress. Their progress is enhanced by the way that the subject is linked with other subjects in the curriculum such as history, geography and English, and by relating it to their own experiences.
152. Attitudes to learning are good at both key stages. The majority of pupils are attentive during class discussions and have searching questions for their teachers. A good level of involvement takes place in 'thinking time' when the reception class has a circle time and the pupils share their feelings with their teacher about what they have at home that is special. This is shared very well with the class teacher who also talks about what is special to her and uses her possessions to illustrate the point (an old teddy bear, a locket, a Bible). Older pupils show genuine interest in extending their knowledge of Islam and work hard to complete tasks set and when asked, discuss issues generally in a mature and responsive way, although there is still some unthinking behaviour which can occur in classes.
153. Teaching and learning are satisfactory at both key stages. Teachers have satisfactory knowledge and planning makes links with other areas of the curriculum such as spiritual and cultural development and as a result pupils' knowledge of the Christian religion and that of other faiths increases satisfactorily. However, the cultural link is the area which causes most uncertainty for the staff and is the weakest area of subject knowledge. This lack can lead to misinformation and misunderstanding on behalf of the pupils and is an area of concern which needs to be addressed. Much of the work is learnt through discussion. This results in good exercise in speaking and listening and effectively supports pupils, including those with special educational needs. Learning

**resources are inadequate but those that the school has are easily accessible for the teaching of the subject.**

154. **The leadership and management of the subject are satisfactory. The agreed syllabus for Sheffield is to be revised, as is the scheme of work and the procedures for monitoring of the subject. This will provide the opportunity for the subject to be reviewed thoroughly to ensure the reflective aspects of the subject to be placed more securely into the planning process. At present the co-ordinator has no time allocated to be able to monitor the classroom practice, nor does she monitor teachers' planning.**