

INSPECTION REPORT

LOWFIELD PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 106997

Headteacher: Mrs D Martin

Reporting inspector: Mr S F Lake
22191

Dates of inspection: 8 - 11 May 2000

Inspection number: 188965

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	London Road Sheffield
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Appropriate authority:	The governing body
Name of chair of governors:	Mr G Birkin
Date of previous inspection:	July 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr Stephen Lake	Registered inspector	Design and technology Religious education Equal opportunities English as an additional language	The school's results and pupils' achievements How well are pupils taught?
Dr Terry Heppenstall	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
Ms G Beardsley	Team inspector	Under-fives English Art Music	Curriculum
Dr J Collings	Team inspector	Science Information technology Physical education	
Mr A Fullwood	Team inspector	Mathematics History Geography Special educational needs	Leadership and management

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Lowfield Primary School is an inner-city school set on an island of and surrounded on three sides by busy roads near to the centre of Sheffield. There are 239 pupils on roll, including 12 pupils under five taught in the reception class. Pupils come from a wide variety of ethnic backgrounds and include a significant number of refugees. One hundred and three pupils are entitled to free school meals which is well above the national average. One hundred and forty three pupils have English as an additional language, including 24 who are just beginning to speak English. This is very high. There are 73 pupils on the school's register of special educational needs and six pupils have the protection of a statement, which is above average. On entry to the school at the age of four, pupils' attainment varies considerably from year to year. The attainment of the present reception class is below average overall. Each year a significant number of pupils leaves or joins the school. At present over one third of pupils change every year. This often brings in pupils who understand little or no English.

HOW GOOD THE SCHOOL IS

This is an effective school that provides well for a wide range of pupils. The school provides a calm learning environment that benefits all the pupils, especially those who come from turbulent and unsettled backgrounds. Standards are rising overall, but the very varied intake and high pupil turnover mean that standards vary from year to year. Although standards observed are below national averages in many subjects, pupils achieve well in relation to their prior attainment. The quality of teaching is good overall and the school is well led and managed. Taking all factors into consideration the school provides good value for money.

What the school does well

- The standard of the art is above that normally found with similar age pupils.
- The good provision for pupils with special educational needs and for pupils with English as an additional language ensures that both of these groups make good progress.
- Very good provision is made for the spiritual, moral, social and cultural development of the pupils.
- The links with the community and parents are very good and enhance pupils' learning.
- The school makes good provision for the care of its pupils.
- The overall quality of teaching, especially with the children under five, is good.
- The good leadership and management, especially the very good leadership of the headteacher, are enabling the school to bring about improvements.
- The good attitudes and behaviour of the pupils create a happy atmosphere.
- The very good relationships within the school enable good provision for pupils' personal development.

What could be improved

- Standards of attainment in English, mathematics, science and information technology are unsatisfactory.
- The work provided is too easy for some pupils and as a result they are not reaching their full potential.
- Pupils are not able to reach their full potential in physical education because of the unsatisfactory accommodation and the lack of suitable facilities for outdoor play for children under five.
- The use of time, as the school does not meet the recommended taught time for Key Stage 2 and considerable time is wasted during the day.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made satisfactory progress in addressing the issues of the previous inspection, with the exception of raising teachers' expectations for the more able pupils at the end of Key Stage 2. Although significant steps have been taken to address this issue, they have not had enough time to prove fully effective. The attainment of this group of pupils still remains unsatisfactory and lesson plans do not contain enough strategies to meet the needs of these pupils effectively. The expertise and confidence of teachers in information technology have improved considerably and is beginning to make an impact upon pupils' standards of attainment. The role of the subject managers has improved and in many areas they have had a positive impact on the quality of curriculum planning and have suitable strategies for checking on what happens in classrooms. Taking all factors into account the school is well placed to bring about further 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				Key
	all schools			Similar schools	
	1997	1998	1999	1999	
English	E	C	E	C	well above average A above average B average C below average D well below average E
Mathematics	E	E	E	B	
Science	E	D	C	A	

The table above shows that in 1999 pupils who left the school at the age of 11 had results in English and mathematics that were well below the national average and results in science that were in line with the national average. When these results are compared with those in schools where pupils come from a similar background, attainment in English is average, attainment in mathematics is above average and attainment in science is well above average. The inspection finds that attainment in English, mathematics and science is well below the national average at the end of Key Stage 1 and below average at the end of Key Stage 2. All pupils, including those with English as an additional language and those with special educational needs, are achieving well when their attainment on entry to the school is taken into consideration. Attainment in information technology is broadly in line with national expectations at the end of Key Stage 1 but below by the end of Key Stage 2. Attainment in religious education is in line with that expected in the locally agreed syllabus for religious education. Attainment in art is above that normally seen among pupils of a similar age. In all other subjects attainment is in line with that seen with pupils of a similar age. The very high turnover of pupils affects the improvement in results over time. Nevertheless the overall trend in improvement is in line with that seen nationally. The school has met the targets set for improvement by the end of Key Stage 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They clearly enjoy school and work hard in lessons, sustaining concentration well.
Behaviour, in and out of classrooms	The behaviour of pupils is good and in many cases, very good. However, a significant number of pupils present very challenging behaviour which teachers manage well.
Personal development and relationships	The provision for the personal development of the pupils is good and overall, the quality of the relationships between all members of the school community is high.
Attendance	Attendance is below average. This affects the attainment of a significant number of pupils. The large number of pupils who take extended holidays in the Asian sub-continent is a factor in the low attendance, but occasional absence by a few pupils is a greater concern that the school is seeking to address.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
Lessons seen overall	Very good	Good	Satisfactory

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

The overall quality of teaching is good, with 93 per cent of lessons observed satisfactory or better and 44 per cent of all lessons observed good. This included seven per cent that were very good or better and two per cent that were excellent. A small amount of teaching was unsatisfactory. This represented seven per cent of all lessons. A significant strength of the school is the very high quality of teaching in the reception class. Key skills of literacy and numeracy are taught satisfactorily. The needs of pupils with English as an additional language and pupils with special educational needs are met well, but the school does not consistently meet the needs of potentially higher-attaining pupils, particularly at Key Stage 2. Particular strengths of the teaching are the good relationships between teachers and pupils, and the good behaviour management. Areas for improvement in teaching are making better use of assessment to provide suitable challenge for all pupils but especially potentially higher-attaining pupils at Key Stage 2 and improving the pace of lessons throughout the school. Strengths of the learning that takes place are the good concentration and interest in lessons of all pupils, particularly the progress made by pupils with English as an additional language. **However, opportunities for pupils' independent learning are limited, which limits attainment and progress for this group of pupils.**

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall the curriculum provides for the needs of the majority of pupils satisfactorily. A good feature is the way in which the school provides equality of access to the curriculum for pupils from ethnic minorities and pupils with special educational needs by teaching them in classes alongside other pupils. However, some areas for improvement include making consistent provision for higher-attaining pupils and providing sufficiently for certain elements of information technology and science. The length of the school day at Key Stage 2 is below recommendations and much time is lost during the day.
Provision for pupils with special educational needs	Good. Pupils have detailed individual education plans and receive good support both in and out of the classroom.
Provision for pupils with English as an additional language	The school makes good overall provision for pupils with English as an additional language. Many aspects of the provision are very good and the school operates a policy of supporting these pupils in normal classes. However, at the upper end of Key Stage 2 the quality of teaching in this area is unsatisfactory and this limits the ability of the school to improve this aspect further.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is very good overall. Opportunities for pupils' spiritual development are good. Provision for moral and social development is very good and the provision for cultural development is excellent. This is a significant strength of the school.
How well the school cares for its pupils	Good. The school places a high value on providing a secure and caring environment for pupils of all backgrounds.

The school has successfully promoted high quality links with its parents, who provide good levels of help and support. However, there are weaknesses in some of the information provided for parents eg pupils' progress reports and the governors' annual report to parents do not meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and management. The senior management team and subject managers support the headteacher satisfactorily but not consistently across all subjects. The leadership of English as an additional language and of special educational needs is good but the leadership of science is unsatisfactory. The role of subject managers has improved since the last inspection, but many are new to this role and have not had time to develop strategies to check on the standards attained and the learning taking place in the subjects that they are responsible for.

How well the governors fulfil their responsibilities	The governing body fulfils its responsibilities well. Many of the governors are relatively new and are developing their understanding of the role. The chair of governors provides good leadership for the governing body. However, the management of health and safety issues is inconsistent and the annual report to parents does not meet statutory requirements.
The school's evaluation of its performance	The school is conscientious in checking on how well it is doing and is constantly seeking ways in which it can improve.
The strategic use of resources	This is very good. The headteacher is very good at obtaining grants to support the work of the school, and all funds are used very effectively to support the education of the pupils. The school is good at using its money wisely when making decisions about spending.

The school has a good level of staffing to meet the needs of the pupils. Sufficient learning resources of a satisfactory quality are available to support teaching. The accommodation is large enough overall but the hall is very small and the school has no suitable space for outdoor activity for children under five. Some areas such as the hall floor and the cladding on the Key Stage 2 block are in a poor state of repair.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school. • Children make good progress. • The teaching is good. • Good expectations of hard work. • The school is well managed. 	<ul style="list-style-type: none"> • The amount of homework. • A better range of extra-curricular activities. • The quality of information on how children are getting on.

Inspectors agree with most of the comments made by parents but disagree with the comment on homework and expectations about hard work. The inspection finds that the amount of homework is satisfactory. Although teachers expect children to sustain concentration, they do not always expect them to work fast enough.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. When children enter the school their attainment is varied, but overall it is currently below that found amongst children of a similar age. A key factor in this is the limited English language skills of the many pupils whose home language is not English. Attainment on entry has been rising slowly and school records show that until recently attainment on entry was consistently well below that normally found in children of this age. By the time children reach the age of five many have not attained the Desirable Learning Outcomes¹ for children of this age.
2. The results of the 1999 national assessments for pupils aged seven show that attainment is well below average in reading, below average in writing and average in mathematics. When these results are compared with those in schools with pupils from a similar background, reading is above average and writing and mathematics are well above average.
3. The results of the 1999 national assessments for pupils aged 11 show that in comparison to national averages performance is well below average in English and mathematics and in line with the average in science. The trend in improvement in the school's results is in line with the national trend. However, these statistics do not take into account the great variation between groups of pupils in each year and the very high turnover of pupils. In the 1999 Year 6 group of pupils over 34 per cent had changed between Year 2 and Year 6. This turnover included a significant number of pupils with very little or no English who joined the school just prior to the assessments. When the school's results are compared with those in schools with pupils from a similar background pupils' achievements are much higher. The comparison with similar schools shows attainment in English to be average, and mathematics to be above average for this group of schools and attainment in science to be well above average. Attainment overall is above average.
4. Inspection evidence shows that when pupils leave the school at the age of 11, attainment is currently below national expectations in English, mathematics, science and information technology. When these results are compared to those noted in the last inspection it would appear that standards have fallen. However, an examination of the school's detailed records shows that this is not the case. The nature of the school population and the high turnover each year show that over the last three years attainment within the school has improved in line with the national trend. Examination of the work of pupils in Years 3 to 5 indicates that attainment is rising overall, although the greatest improvement takes place in reception and parts of Key Stage 1 and the upper part of Key Stage 2. The improvement in the upper part of Key Stage 2 is linked to the changes made to the organisation of the school last year where a new group of teachers have been formed into a team teaching Year 5 and Year 6 together planning joint activities.
5. The low number of pupils working at higher levels holds down the overall level of attainment within the school, as shown by the **average² point score on the national assessments**. Inspection

¹ Desirable Learning Outcomes: QCA (Qualifications and Curriculum Authority) formally SCAA (School Curriculum and Assessment Authority) has produced a set of "Desirable Learning Outcomes for Children's Learning on Entering Compulsory Education". These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the age of five in six areas of learning: language and literacy; mathematics; knowledge and understanding of the world; creative development; physical development and personal and social development.

² The average point score refers to the total results for the school divided by the number of pupils who took tests. This

evidence shows that potentially higher-attaining pupils are still underachieving in all subject areas. Many pupils are working at or toward the expected Level³ 4 at the end of Key Stage 2, but only a few are exceeding that level due to work being set for them that is too easy. This is a key factor in the judgements on overall attainment in the core subjects of English, mathematics and science. However, the school is successful in raising the standards of attainment for those pupils with special educational needs or English as an additional language.

6. The large number of pupils with English as an additional language affects attainment in English. Overall attainment is well below average at the end of Key Stage 1 and below average by the end of Key Stage 2. At Key Stage 1 this is below the attainment noted for 1999 and records show this to be appropriate given the very different cohorts of pupils.
7. In speaking and listening attainment is below average by the end of Key Stage 2. Pupils listen carefully and many speak clearly, using suitable grammar in **circle times**⁴ **and in plenary sessions** during literacy hour. Attainment in reading is below average at the end of Key Stage 2. Many pupils read clearly and accurately with appropriate fluency, but overall attainment is limited by some pupils lacking a complete understanding of what they have read. Pupils' writing skills are below average by the end of Key Stage 2. The same limitations referred to above apply. Although many pupils write clearly and accurately for a variety of purposes, there are occasions when pupils' understanding of the language limits the way in which they write. When all factors are taken into account, pupils' make good progress and achievements in English are above that normally found with similar groups of pupils. Many pupils enter the school with very little English and, by the time they leave, the majority is attaining broadly average standards due to the good progress that they have made.
8. Pupils' general literacy skills are below average, although in relation to prior attainment they make good progress and achieve well. Literacy skills are used appropriately in other areas of the curriculum such as science, religious education, history and geography.
9. By the end of Key Stage 1 attainment in mathematics is well below average and by the end of Key Stage 2 attainment is below average overall. Many pupils have developed an appropriate knowledge of number. They can add, subtract, multiply and divide numbers to two decimal places. However, they are less secure in knowing which process to use when solving mathematical problems due to the difficulties created by the language used. Pupils start from a low level of understanding because of language skills but make good progress.
10. Attainment in science is currently well below average by the end of Key Stage 1 and below average by the end of Key Stage 2. Although pupils have a sound knowledge of scientific facts, their individual investigative skills, which are not measured in the written assessments, are well below average and this brings down the overall level of attainment. Pupils do not ask appropriate questions or understand how to conduct simple investigations at a suitable level. However, pupils achieve well in relation to their prior learning and make good progress overall. Numeracy skills are below average, but pupils achieve well when their prior attainment is taken into consideration. The skills of numeracy are used appropriately across the curriculum; for

gives an easy to read score for the school, which can be compared against all other schools.

³ On Levels: By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

⁴ Circle Time is an activity in which pupils discuss important issues in a supportive atmosphere. This activity is often used to provide good quality personal development.

example, in measuring for design and technology and in recording information through the use of graphs in science.

11. In information technology there is a clear improvement in provision since the time of the last inspection and pupils have greater access to computers. Standards of attainment are broadly average by the end of Key Stage 1. However, standards of attainment are still below national expectations at the end of Key Stage 2. A significant factor in this is that the school does not meet the requirements of the National Curriculum at Key Stage 2 and pupils do not have experience of using control technology. The school development plan is addressing this issue, but at the time of the inspection it had not been possible to implement the necessary changes as necessary equipment had not been delivered. Although pupils now have considerable experience on the computers using graphics programs and art programs, their typing skills are well below average and this limits their attainment in other areas of the subject. When prior attainment is taken into consideration pupils are making sound progress and their achievement is satisfactory in those areas that are currently taught.
12. Attainment in religious education meets the requirements of the locally agreed syllabus for religious education by the end of both key stages and pupils achieve well in this subject. They have a good understanding of the three faiths covered and talk confidently about special books and special people. Most understand that religion gives them rules to live by and they show respect for the religions represented in the school.
13. A strength of the school is pupils' attainment in art. Standards observed are above those seen among pupils of a similar age, and in some cases work observed was well above the standard normally seen. Pupils show a good understanding of colour and shape. They sketch carefully and accurately and show considerable creativity in their work on African masks. These skills overlap with the work in design and technology, where observation of pupils' previous work showed standards in line with those normally found among pupils of a similar age. However, little work was observed using advanced construction equipment and it is not possible to make a reliable judgement on those aspects of design and technology. A significant factor affecting standards in these areas is the enthusiasm and skill of some of the teachers, particularly the subject managers.
14. It was not possible to observe many lessons in history and geography, but an examination of pupils' previous work revealed standards of attainment in line with those normally found. Similarly the timetable during the week did not allow sufficient observation in music to make a reliable judgement on pupils' achievement, but the small amount observed indicated that attainment is in line with that of pupils of a similar age.
15. In physical education pupils make satisfactory progress and attainment is in line with that normally found among pupils of a similar age.
16. A strength of this school is the progress made by pupils with special educational needs and pupils with English as an additional language. Both of these groups of pupils achieve well due to the good teaching provided for them.
17. Overall the school is meeting the targets set for attainment. However, the very high turnover of pupils makes it difficult to make reliable overall judgements on progress. Nevertheless, when looking at those pupils who have spent the majority of their time in the school it is clear that for most progress is good and pupils are achieving well. Exceptions are the progress and achievement of potentially higher-attaining pupils. Although the 1995 national assessments revealed an appropriate number of pupils working above average, by the time these pupils took the 1999 national assessments the number achieving above the average had fallen significantly.

This was an issue in the previous inspection, but the measures put into place to address this have not proved effective.

Pupils' attitudes, values and personal development

18. Discussions with pupils indicated clearly that they like coming to school and parents strongly share this view. Pupils' attitudes to learning reflect their liking of school; in most lessons observed in the inspection, attitudes were judged to be good and they were unsatisfactory in only one lesson. Pupils concentrate well and they are keen to contribute to discussions and to answer questions.
19. Overall, behaviour is good despite the presence of potentially disruptive pupils and, during the course of the inspection, no incidents to cause concern were observed. Effective behaviour management strategies have allowed the admission and the successful integration of pupils who have been excluded from other schools. Pupils are capable of exercising self-control and, for example, this allowed outside visits, which were observed by inspectors, to take place in an orderly fashion. Any tendency for behaviour to be boisterous is well managed by the staff. In addition to being well-behaved pupils are courteous and trustworthy and they show respect for property. For example, the building supervisor reported no evidence of malicious damage inside the buildings. There have been no exclusions within the last year, but this sanction is used in appropriate circumstances.
20. Relationships within the school are very good. Pupils are co-operative and they like and have confidence in their teachers. Racial harmony is also very good and there is clear evidence of high levels of mutual tolerance between several widely different ethnic groups. Overall, the pupils' personal development is satisfactory. They relate well to adults; for example, they can hold confident and mature discussions, but not enough opportunities are provided for them to take responsibility.
21. Attendance is unsatisfactory. The attendance level is well below the national average, and unauthorised absences are substantially higher. This matter is of concern to the school and considerable efforts are made to improve the situation. However, these efforts have not had a noticeable impact; the level of performance has remained approximately the same for several years. The problems are due mainly to the cultural traditions of some of the pupils from ethnic minority backgrounds and to particular problems faced by their families. For example, pupils may be required to interpret for their families, and a significant number take extended holidays on the Indian sub-continent. Casual absences of this type are one of the main factors affecting attendance figures. However the school's monitoring shows that the extended absences do not affect standards of attainment significantly. Poor communication skills also result in legitimate absences being classed as unauthorised because parents are unable to supply suitable explanations.
22. Punctuality is also regarded as a problem, but during the inspection this was not observed to be a serious issue, although a small number of pupils are regularly late for school. In general, registration is efficient, allowing lessons to start on time.

HOW WELL ARE PUPILS TAUGHT?

23. The overall quality of teaching is good. Ninety three per cent of lessons observed were satisfactory or better and 44 per cent of all lessons observed were good. This included seven per cent that were very good and two per cent that were excellent. A small amount of teaching was unsatisfactory. This represented seven per cent of all lessons. This maintains the standards noted in the last inspection.

24. The quality of teaching for the children under five is very good and a very significant strength of the school. No unsatisfactory teaching was observed with this group and 71 per cent was good or better, including 29 per cent that was very good and 14 per cent that was excellent. The teacher's knowledge of the Programmes of Study for children of this age is very good and the interaction between teacher and the very good classroom assistant ensures that lessons move at a good pace and children learn effectively.
25. At Key Stage 1 the quality of teaching is good, with 38 per cent of all lessons observed good or better and five per cent very good. Overall 95 per cent of the lessons observed were satisfactory or better, but five per cent were unsatisfactory.
26. At Key Stage 2 the overall quality of teaching is satisfactory. Although 90 per cent of all lessons observed were satisfactory or better and 40 per cent were good, ten per cent were unsatisfactory, including two per cent poor. This is a significant factor limiting further improvement in standards of attainment. A particular weakness is the teaching of pupils with English as an additional language in the upper part of the key stage.
27. Key skills of literacy and numeracy are taught satisfactorily. The needs of pupils with English as an additional language and pupils with special educational needs are met well, but the school does not consistently meet the needs of potentially higher-attaining pupils, particularly at Key Stage 2. Particular strengths of the teaching are the good relationships between teachers and pupils and the good behaviour management. Strengths of the learning that takes place are the good concentration and interest in lessons of all pupils, particularly the progress made by pupils with English as an additional language in the majority of classes.
28. Areas for improvement in teaching are making better use of assessment information to provide a suitable challenge for all pupils but especially potentially higher-attaining pupils at Key Stage 2 and improving the pace of lessons throughout the school. For example, examination of pupils' previous work revealed that in most lessons in mathematics pupils are given the same work and in English or religious education all pupils are given the same worksheets. Too few opportunities are provided for pupils to take responsibility for their own learning or carry out independent research. Many lessons are heavily teacher directed. Whilst this provides good support for pupils with special educational needs and pupils with English as an additional language, it does not allow for potentially higher-attaining pupils to be challenged. Too few opportunities are planned for more able pupils to undertake work that is different from the rest of the class.
29. Most teachers have a secure knowledge of the school's literacy strategy and use this effectively. However, although some teachers are secure in the use of the numeracy strategy, overall this is not satisfactory. Many teachers do not conduct lessons at a brisk enough pace and a significant number of mental number sessions observed focused on individuals rather than on the class as a whole. In the upper part of Key Stage 2, teachers make effective use of setting into ability groups during literacy and numeracy. Although this is proving reasonably successful in raising standards, those teachers who do not follow the strategy guidelines appropriately limit their effectiveness. At Key Stage 2 it was noted that in some literacy sessions a small group of pupils are regularly withdrawn for textile work. This is consistent with the way in which the school tries to provide opportunities for speaking and listening. This only affects a small group of pupils but is a minor area of inconsistency that requires addressing when ensuring that all teachers follow the guidelines set out in the school's literacy strategy
30. A significant strength of this school is the way in which teachers manage behaviour. Many potentially disruptive pupils are kept working at their lessons by the good behaviour

management and this ensures good learning both for these pupils and the other members of the class. This consistent approach has developed an effective learning environment.

31. Most teachers know their pupils well and make appropriate use of day-to-day assessment to plan work matched to the needs of the majority of pupils. This is particularly true of the way in which individual education plans are used to support pupils with special educational needs. However, the use of assessment to identify and challenge potentially higher-attaining pupils is unsatisfactory. Teachers' planning does not clearly identify how this group of pupils will be provided for. In many classes this is because lesson plans do not always clearly identify what pupils will be expected to learn during the lesson that they did not know at the beginning. In the best lessons observed this clear identification of what pupils are expected to learn helped to focus the lessons and ensure that they moved at a good pace.
32. A significant factor limiting progress in many lessons is the lack of pace. The emphasis on behaviour management has resulted in some teachers taking overlong periods of time controlling pupils. In many lessons, especially at the top of Key Stage 1 and the lower end of Key Stage 2, time is wasted at the beginning and end of lessons and the pace is not brisk enough to motivate and stimulate many pupils. For example, in one lesson observed those pupils who completed the photocopied worksheet sat quietly for over ten minutes while the rest of the class completed the task. No work was planned to challenge these pupils or to allow them to continue with their work independently whilst the teacher dealt with the rest of the class.
33. Most teachers mark carefully and give pupils useful comments to guide them on improving their own work. In some cases this advice is written in books, but in many cases it is given orally to ensure that pupils with limited English understand. Good use is made of classroom assistants and volunteers to support pupils' learning. In the majority of cases teachers give clear and detailed guidance to assistants that ensure a consistent approach to the lessons. Particularly good use is made of the classroom assistants who support pupils with English as an additional language. All teachers set appropriate amounts of homework that is used to support the work covered during the day. This makes a satisfactory contribution to pupils' attainment and progress.

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

34. The provision for the under-fives is very good. The curriculum is broad and balanced and is in accordance with the nationally recommended areas of learning for children under the age of five. Excellent planning based on a thorough knowledge of how young children learn and careful records of children's abilities and progress are evident in both long-term and short-term plans. Although it is difficult to plan well for children's physical development due to the lack of suitable space for outdoor activities the planning is as good as can be expected in this situation.
35. Standards observed in the last inspection have been maintained. The curriculum at Key Stage 1 and Key Stage 2 meets the statutory requirements of the National Curriculum satisfactorily in most areas, including religious education and satisfactory strategies have been developed for the teaching of literacy and numeracy. This helps ensure that sound learning takes place.

36. Strengths of the curriculum are the provision for art, which is a key factor in the standards attained and the provision for pupils with English as an additional language and pupils with special educational needs. However, there are some areas for improvement:
- the school does not have a suitable scheme of work for science;
 - the lack of planned opportunities for the use of control technology in information technology means that the school does not meet the requirements of the National Curriculum in this area, although this area is being addressed and suitable equipment has been ordered to allow this area to be covered.
37. The length of the school day at Key Stage 2 is below the nationally recommended minimum. In addition to this the timetabling allows for further time to be lost to a variety of activities. For example, taking lesson time to drink milk at Key Stage 1, or losing five or ten minutes at the beginning and end of a session in Key Stage 2 by planning a literacy hour over a complete session of 1 hour 20 minutes and moving pupils around the school to be taught in groups. The net effect is a significant loss of curriculum time which limits the school's ability to improve the attainment and progress of the pupils.
38. A strength of the school is the good provision for pupils with special educational needs. Individual education plans for each pupil ensure that work is planned at the correct level for their understanding and to enable them to participate within their class. Teachers make use of these individual plans in their planning of class activities. The school makes very good overall provision for pupils with English as an additional language, with additional literacy support provided at Key Stage 2.
39. The satisfactory provision for extra-curricular activities such as cricket, football and athletics and a lunchtime club for recorder players enhances pupils' learning. Pupils also have opportunities for visits outside the school to the Elsecar Heritage Centre, to science workshops at the University of Sheffield, to Pizza Express to make pizzas and to perform in a Somali play at the Crucible Theatre. These activities supported by successful bids for funding from the Arts Lottery Council and Millennium Lottery Fund make a significant impact upon the quality of learning as they raise pupils' self esteem and broaden their experience.
40. A particular strength of the school is its strong focus on ensuring equality of access and opportunity for all pupils. Although this is limited for those few pupils who are withdrawn from literacy sessions for textile work in general the additional support provided for pupils with English as an additional language and for pupils with special educational needs contributes significantly to their learning. The wide range of ethnic minorities and the mix of pupils in terms of race, culture, language and socio-economic backgrounds are reflected in the lively displays and integration of different cultures within the curriculum.
41. The provision for personal, social and health education and sex education is good as it is integrated into the topic cycle at Key Stage 2. In particular the school is very sensitive to the many cultures represented when covering these issues. The good liaison between the school and outside agencies such as the local police, general practitioners and health centres makes a strong contribution to the overall quality of education provided. The school has been successful in taking part in the Sheffield Healthy Schools Initiative and has organised drug education within the school with a local drugs-education puppeteer.
42. The school has very good links with the local community which contribute to pupils' learning. A recent project on African artefacts and masks is to be displayed in a local cafe in preparation for its opening. Volunteers from Norwich Union visit the school regularly to hear pupils read,

as do pupils from the local secondary school for support with information and communication technology.

43. The school has good relationships with partner institutions such as Sheffield Hallam University and plays a part in training and mentoring students. The students placed in the school as a result of this work closely with teachers and make a sound contribution to pupils learning. To support and enhance this valuable link one member of staff participates on the advisory committee to discuss mentoring issues. The school also participates in the training of students from the Sheffield College Child Care course. There are good links with the University of Sheffield, where pupils attend a science workshop. Meetings with other schools are valuable as pupils participate in joint science and information and communications technology links and with other schools at five-a-side football. The school also co-operates with neighbouring schools for joint bids such as for an Education Action Zone.
44. The provision for pupils' spiritual development is good. Assemblies are important in the development of spiritual values since they reflect the wide diversity of cultures within the school. The previous inspection report notes that this issue was approached sensitively and this is still the case. A characteristic of the assemblies is a genuine opportunity for reflection. Issues with a spiritual content occur in other parts of the curriculum; for example, a class was observed considering what made certain possessions special. The pupils have a spiritual capacity; during a visit to a local heritage centre, there was a real sense of wonderment at the exhibits.
45. The provision for the moral and social development of the pupils is very good and a similar judgement was reached at the previous inspection. Circle time plays an important role since issues of right and wrong, fairness, etc are considered and these periods help to develop self-confidence. The behaviour policy and associated rules, which are understood by the pupils, have an appropriate moral basis. Fairness is emphasised by the way the school teaches all groups together to ensure equality of opportunity and the way in which pupils with difficult backgrounds are welcomed. The staff provides good role models to pupils on collaboration and co-operation. Social development is enhanced by opportunities for residential visits by older pupils. Relationships between pupils are very good and mirror the very good relationships between most groups in the school. The only small exception is the quality of relationships between a few teachers and the pupils, which are not as good. However, relationships between teachers and pupils are good overall.
46. The provision for cultural development in the school is excellent. Again, a similar judgement was reached at the previous inspection. A wide variety of different cultures are celebrated through high quality displays and as part of the curriculum. The governing body has encouraged at least four visitors, such as music or drama groups, into the school each year. English culture is given attention and there have been recent productions of a Mummers' play and Shakespeare. These have given pupils a deeper understanding of English culture whilst also providing outstanding opportunities for broadening the curriculum.
47. The involvement with local organisations such as the Asian Welfare Association, for which the school designed a logo, and with the Sheffield Children's Festival makes a good contribution to pupils' learning. Pupils make a range of visits to places of interest and there are numerous visitors to the school. Some of the links involve parents; a 'young mums' group operates from the school and courses are offered in the use of computers.
48. There are good relationships with other schools. Arrangements for transfers to secondary schools are appropriate and pupils are not concerned about this move.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

49. The school has introduced a comprehensive set of assessment procedures. The progress of children under five is recorded on a daily basis and used as the basis for planning the following day's lessons. The headteacher has introduced systems to monitor the progress of pupils in English, mathematics and science at both key stages. This is relatively recent. The current school development plan highlights as areas for development:
- reviewing records for all subjects;
 - seeking to embed teacher assessment in curriculum planning by identifying key points to be assessed;
 - understanding target setting and link to information gathered;
 - updating the report format.
50. A new assessment coordinator is being appointed for this work is to be undertaken in the new academic year. The progress of pupils with special educational needs and pupils with English as an additional language is monitored carefully and the school makes regular checks on performance by gender. The school is very sensitive to the different and difficult needs of many of its pupils and it provides an outstanding level of care. Provisions are wide ranging and include, for example, to try and ensure that pupils have enough to eat, breakfast cereals are available in the morning and there is always an opportunity for second helpings at lunchtime. A high level of welfare support was also noted at the previous inspection.
51. There is no formal procedure to monitor personal development, but good relationships and the confidence which pupils have in their teachers minimise difficulties. Circle time provides regular opportunities for informal assessments and discussion with teachers shows that they know their pupils very well.
52. Procedures to monitor and promote attendance are good and the school's efforts are well supported by the education welfare officer. Registers, which satisfy legal requirements, are monitored weekly and there is specific monitoring of pupils whose attendance or punctuality cause concern. There are suitable procedures to communicate with parents and, if appropriate, the headteacher will visit pupils' homes. Action is taken quickly if pupils are absent without a known cause, but there is no consistent system to record temporary absence during the course of the school day. Overall the school does as much as is reasonably possible to improve attendance and punctuality. The very difficult circumstances of some pupils limit opportunities for further improvement. For example, refugees being rehoused and not informing the school create some absences.
53. Arrangements to promote good behaviour and discipline are also good. They are based on rules which are reinforced by rewards and sanctions. The policy and associated rewards etc. have been carefully developed. They are supported by parents and consistent with the school's view that good behaviour is an essential feature of learning. Pupils understand and are influenced by the rewards and sanctions.
54. Arrangements for health and safety are satisfactory and there are appropriate arrangements to inspect the premises and equipment. However, the health and safety policy is unsatisfactory; its scope is limited and it does not define responsibilities. The role of the governing body is uncertain in this area following changes in its structure, but this is under discussion to be dealt with later this term. Some health and safety concerns were identified, in particular damaged slates cladding the walls of one of the buildings. The school is aware of the problems and taking such action as is possible. They have alerted the local education authority to the

problem and have requested complete replacement. Until this is done the school can only repair on a day-to-day basis. This is clearly unsatisfactory.

55. Lunchtime supervision is satisfactory. Supervisors are familiar with their responsibilities and duties and there is a suitable handbook for guidance. Child protection arrangements are also satisfactory. There is a designated teacher and a sound policy, which provides guidance and staff are aware of the procedures.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Various meetings with parents and the results of the questionnaire indicate overall satisfaction with the school. However, concerns were expressed about the amount of homework, the range of activities outside lessons and the information provided by the school. Inspection evidence indicates a satisfactory level of homework, but that there is some justification for the other concerns. In particular the inspection finds that the quality of the reports to parents on pupil progress are unsatisfactory.
57. The previous inspection noted high quality links with parents and these are still in evidence. Parents rightly perceive that they are welcome in school and good efforts are made to address issues of particular interest to them. For example, local jobs and arrangements for welfare benefits are advertised. The school participates in a 'learning together' project which provides information technology training for parents so that they can support their children. Anecdotal evidence suggests that this is a popular innovation, but it is too early to judge the impact upon pupils' attainment or learning.
58. The information provided by the school has some good features. There is a well-presented booklet for new starters, information is provided about project work and there have been successful workshops on the teaching of literacy. In addition, there are regular and attractively-presented newsletters. The prospectus is an attractive document, but some of the language used is difficult for parents who do not speak much English and some minor statutory requirements are omitted. Translations are available for those parents who require them. The governors' annual report is informative, but it also omits some required information. There is insufficient information about special educational needs and provisions for disabled pupils, and there are no details about security, the professional development of staff and the school's targets for Key Stage 2 assessments. The school has acknowledged these shortcomings.
59. Parents' meetings are well attended and parents report that the teaching staff are very approachable. Homework diaries are a further means of communication. However, the current pupils' progress reports are unsatisfactory. They do not distinguish clearly between all the subjects of the curriculum and there is considerable variation in quality. The best examples emphasise achievement but do not give indications of weaknesses or steps for improvement; the worst examples contain no pupil specific comments for many of the subjects. These limitations are being addressed and a new and improved report format is in an advanced state of preparation. There are appropriate provisions for the parents of pupils with special educational needs to attend review meetings and the arrangements are generally well supported.
60. Parents make a good contribution to the life of the school. About a dozen parents help regularly and many more support special events. A 'Friends' association raises funds for school use. There is an expectation that parents will help with a variety of homework activities and there is a satisfactory response.

HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The school is well led and managed. The headteacher provides strong leadership and is effectively supported by the governors and staff. The high standard of leadership has been maintained since the time of the last inspection.
62. The headteacher has a clear vision of the future development of the school, including a strong commitment to achieving high standards. Despite the high turnover of pupils and the varying needs of a diverse pupil population, the headteacher is effective in organising the school to ensure that the needs of the pupils are met. She is aware of the need for staff to provide more consistently for the needs of more-able pupils. The headteacher is a very effective manager of the school, and has a good understanding of what needs to be addressed in order for standards to be improved still further. Through her direct involvement in the management of English as an additional language and special educational needs, the headteacher ensures that a high priority continues to be given to the needs of bilingual pupils and those who encounter difficulties in their academic education.
63. The school improvement plan is a thorough working document that covers the requirements of all subjects and prioritises subject needs for the next three years. The plan sets appropriate targets for improvement, with a particular emphasis on implementing the National Literacy and Numeracy Strategies and raising pupils' achievements in these areas. Targets are costed, have an appropriate time scale and include who will be responsible for its development and how success will be evaluated. Appropriate statutory targets have been set for English and mathematics and were achieved in 1998. In 1999 the school just failed to achieve its targets. The high mobility of pupils within the school makes the setting of targets particularly difficult for the school as approximately only two-thirds of the pupils who took the Key Stage 1 national tests were still at the school to take the tests at the end of Key Stage 2.
64. The governing body fulfils its responsibilities well. The chair of governors is committed and enthusiastic and is playing an effective part in leading forward the governing body, which has many new members. Through the work of the named literacy, numeracy, and special educational needs governors, and the good information provided by the headteacher and subject managers, they are effectively kept informed of the work of the school. As a result new members of the governing body are developing a good understanding of the strengths and weaknesses of the school. As yet the management of health and safety is inconsistent and there are some statutory omissions in the annual report to parents. The governing body continues to give good support to the school.
65. The senior management team works closely with the headteacher to ensure that the school's aims, values and policies are reflected through all its work. They are developing their role in supporting staff, reviewing the curriculum and raising standards. The role of subject managers has improved since the last inspection, but many are new to their role. Generally, those who have been subject managers for some time have had the opportunity to monitor their colleagues teaching and have made full reports on subject provision to the governing body. However, the management of the provision for science is unsatisfactory. Subject managers who are new to their roles since September have not yet had the opportunity to monitor their colleagues but have made a good start in reviewing curriculum provision in the light of the government's Curriculum 2000.
66. The management of special educational needs is good. The coordinator, headteacher and a member of the special educational needs support staff meet regularly to review provision for individual pupils and to ensure that teachers plan appropriately to address the targets in pupils' individual education plans. There is good involvement of appropriate outside support agencies,

such as the local authority's learning support teacher, to ensure that the needs of pupils at Stage 3 or above of the Code of Practice are regularly reviewed. The school ensures that all appropriate parties, especially parents, are involved in the annual reviews of pupils with formal Statements of Special Educational Need.

67. The management of English as an additional language is good. The school has a policy of inclusion⁵ and all support is given within the classrooms. This is managed effectively to ensure that those pupils needing additional support receive it whilst taking part in the normal lessons. This not only supports pupils' academic needs but avoids making them feel isolated through being withdrawn from the class. However, this policy is dependent upon all teachers involved making suitable provision in all curriculum areas. This does not happen effectively in Years 5 and 6 as the teacher in the English as an additional language team does not have a secure understanding of the literacy and numeracy projects and thus does not provide the same level of support in the curriculum as the other teachers in this group. The school is aware of this, but the action taken to address this problem has not proved effective.
68. The management of curriculum areas is satisfactory in most areas, although recent movements of staff between classes have resulted in some anomalies in the management structure. For example, the subject manager for early years teaches in Key Stage 2 and information technology is coordinated by a newly-qualified teacher. The headteacher is aware of these problems and has suitable plans to address the minor issues arising. An exception to the satisfactory management by subject managers is the coordination of science, which is unsatisfactory. The subject manager does not have a secure understanding of the subject and has not addressed the issues arising from the last inspection. For example, the scheme of work is inadequate because it does not ensure the progress of pupils' knowledge, understanding and skills from one year to the next. Neither are investigative skills taught systematically and both these issues were identified in the last inspection.
69. The school is well staffed with teachers who are sufficiently qualified and experienced. The school benefits from well-qualified and experienced support staff with expertise in English as an additional language, information technology and special educational needs. Their work is highly valued. Parent helpers make a valuable contribution in the school, particularly supporting pupils for whom English is an additional language.
70. Overall, the accommodation is unsatisfactory, although there are some good features such as specialist rooms for information technology and for audio-visual activities. The most important unsatisfactory feature is the provision for physical activities. The lack of a suitable space for outside activities for the under-fives limits the ability of the school to ensure development in this area. The poor condition of the floor in the school hall and small size of the hall limit the ability of the school to provide suitable activities in physical education at Key Stages 1 and 2. Classrooms are variable in quality and the arrangement of the rooms, which are housed in three separate buildings, impedes movement around the school.
71. The newest of the three buildings is in a poor state of repair and it has been disfigured by vandalism, which presents a risk to the health and safety of pupils. However, throughout the buildings, high quality displays, which mainly comprise pupils' work considerably enhance the internal appearance and provide good examples for the pupils of the quality of work expected by teachers. The very good displays of art are particularly worthy of note and examples of pupils' work are often used in displays in public buildings around the city.

⁵ Inclusion is the term used when a school seeks to provide for the needs of all pupils within a classroom situation rather than withdrawing small groups of pupils for support.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

72. The strengths of the school quite clearly outweigh its weaknesses. In order to build upon the school's successes, the headteacher staff and governors should:

- (1) raise standards of attainment in English, mathematics, science and information technology by:
 - using assessment information more consistently in planning work to challenge all pupils and especially to identify and challenge those with the potential for higher achievement;
 - ensuring that all elements of the National Curriculum Programmes of Study are met in information technology;
 - developing a suitable scheme of work in science that allows appropriate opportunities for developing pupils' investigative skills;
 - providing more opportunities for pupils to learn independently;

- (2) make more effective use of time by:
 - reviewing the length of the school day to enable it to meet the recommended minimum taught time for pupils at Key Stage 2;
 - reviewing the organisation of the school day to ensure that time is used effectively and valuable teaching time is not lost;
 - improving the pace of lessons;

- (3) seek advice on ways of improving the accommodation in order that:
 - the health and safety of pupils are assured;
 - better facilities are provided for physical education at Key Stages 1 and 2 and for outdoor play for the children under five.

A number of minor issues that the governors should consider when drawing up their action plan are identified in paragraphs: 4, 5, 9, 13, 17, 26, 29, 31, 51, 56, 58, 83, 89, 92, 96, 97, 100, 114 and 144.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	62

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	5	37	49	5	2	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	239
Number of full-time pupils eligible for free school meals	n/a	103

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	6
Number of pupils on the school's special educational needs register	n/a	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	143

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	90.55
National comparative data	5.4

Unauthorised absence

	%
School data	4.91
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 [98]	18 [19]	20 [14]	38 [33]

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13 [12]	16 [15]	17 [13]
	Girls	15 [13]	15 [12]	16 [12]
	Total	28 [25]	31 [27]	33 [25]
Percentage of pupils At NC level 2 or above	School	74 [76]	82 [82]	87 [76]
	National	82 [80]	83 [81]	87 [84]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14 [12]	17 [12]	17 [12]
	Girls	17 [11]	18 [12]	16 [13]
	Total	31 [23]	35 [24]	33 [25]
Percentage of pupils At NC level 2 or above	School	82 [70]	92 [73]	87 [76]
	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 [98]	19 [17]	16 [12]	35 [29]

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9 [11]	12 [9]	15 [13]
	Girls	9 [9]	8 [3]	13 [8]
	Total	18 [20]	20 [12]	28 [21]
Percentage of pupils At NC level 4 or above	School	51 [69]	57 [41]	80 [72]
	National	70 [65]	69 [59]	78 [69]

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13 [9]	15 [13]	16 [16]
	Girls	10 [9]	9 [6]	13 [7]
	Total	23 [18]	24 [19]	29 [23]
Percentage of pupils At NC level 4 or above	School	66 [62]	69 [66]	83 [79]
	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	24
Black – African heritage	16
Black – other	13
Indian	2
Pakistani	82
Bangladeshi	15
Chinese	3
White	61
Any other minority ethnic group	3

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	19.91
Average class size	23.9

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	181

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
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FTE means full-time equivalent.

Financial information

Financial year	1999
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	£
Total income	499,058
Total expenditure	500,067
Expenditure per pupil	209,2.23
Balance brought forward from previous year	1,172
Balance carried forward to next year	163

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	237
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	22	2	2	1
My child is making good progress in school.	58	37	2	1	3
Behaviour in the school is good.	46	41	6	1	6
My child gets the right amount of work to do at home.	28	38	18	8	8
The teaching is good.	59	36	2	1	2
I am kept well informed about how my child is getting on.	46	31	16	2	5
I would feel comfortable about approaching the school with questions or a problem.	60	28	2	2	7
The school expects my child to work hard and achieve his or her best.	60	35	2	1	2
The school works closely with parents.	40	42	5	3	10
The school is well led and managed.	63	29	2	1	5
The school is helping my child become mature and responsible.	51	38	4	2	4
The school provides an interesting range of activities outside lessons.	27	34	17	8	14

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

73. The overall attainment on entry of the present reception class is below average. In the current year the reception class has had three intakes with children arriving in school at the age of four with varying abilities, including 15 pupils with English as an additional language. Assessments on entry to the school at age four showed children's attainment to be below the average of those in similar schools in Sheffield and have been used to plan work to suit the needs of the children.
74. The quality of teaching for the children under five is very good in all areas and is a significant strength of the school. Excellent planning based on very good knowledge of the needs of young children and of the Desirable Learning Outcomes results in lively and appropriate activities which motivate and involve all children. The very good relationships with children and effective questioning whatever the topic enable children to participate in discussions and in their role-play activities even though they may have little spoken English. Teaching methods and the management of learning assistants provide good learning opportunities to support pupils of all abilities within the class, including those who have the potential to be high attainers as well as those with English as an additional language and those with special educational needs. Although their attainment on entry is below average, pupils make good progress in learning the basic skills of literacy and numeracy. The progress of the under-fives with special educational needs and of children with English as an additional language is very good. The management and provision of resources are also good, apart from opportunities for outside play.

Language and literacy

75. There are many good opportunities for children to develop their speaking and listening skills through being encouraged to respond to their teacher and other adults. They experiment with spoken language with growing confidence in role-play experiences such as 'hospitals', or in the use of puppets to relate a story such as 'Peace at last', met as a big book in the literacy hour. Children are eager to describe the simple life cycle of butterflies or progress in the growth of seeds. They listen carefully to stories and join in with rhymes and songs. Children make very good progress in the development of their early reading. The most able children recognise familiar words when reading a simple text and make use of basic phonic knowledge. This is supported by regular phonic teaching where children are encouraged to recognise letters of the alphabet through a letter of the week such as 'p' and letter combinations such as 'ow'. They are also beginning to understand the use of capital letters and full stops through seeing them as part of their reading of big books. The average and below-average children are able to predict text from pictures and appreciate, through stories in big books and through unscrambling sentences, that a sequence of words has meaning. Children make good progress in their letter formation and practise carefully when painting letters and writing their names. They recognise that marks have meaning through writing up their roles in hospital play or writing on the whiteboard. However, despite the good progress that children make in this area of their development, they do not reach the expected levels by five years of age.

Mathematics

76. Children make good progress, but their attainment in mathematics is below expectations by the age of five. The more-able children are able to count numbers to 20 and above, but the majority of children are working with numbers to ten. Children learn to use correct mathematical language and many understand the concept of one more. The most able apply

this to numbers over 20. They are able to make graphs of the numbers of different types of roof and create graphs of the months when the most or the least birthdays appear. Children's understanding of numbers to ten is reinforced by a computer programme which enables them to practise adding to numbers.

Knowledge and understanding of the world

77. By the age of five, children's attainment is below that expected although they make good progress in relation to prior attainment. In science they begin to use appropriate vocabulary and identify a simple order when describing the life cycle of frogs. Children are able to discuss the progress of seeds they have planted. They are enthusiastic when talking about their homes, families and birthdays and have an appropriate understanding of simple weather facts. Children use the computer appropriately for a variety of curriculum activities. Many understand how to use simple programs to help develop their counting skills and some have good mouse control. However, very few have any keyboard skills.

Physical development

78. Children make satisfactory progress in their use of manipulative skills through using play dough and when using the computer or pegboards. They are able to control scissors appropriately when cutting, folding and joining to three-dimensional houses. Although they demonstrate larger physical movements in physical education in the school hall, this only happens once or twice a week and the opportunities for using larger outdoor equipment are limited. Children do not have access to large wheeled toys or suitable climbing apparatus due to the limitations imposed by the accommodation, and this restricts opportunities for development in this area of the curriculum. In those areas where it is possible to make a reliable judgement children make sound progress and by the age of five their attainment is in line with that expected. However, it is not possible to make a judgement of their skills in using and controlling large wheeled toys.

Creative development

79. By the age of five children attain the expected levels in this area. Children respond well to music in their singing and rhyming. They enjoy action songs such as 'One finger, one thumb' and join in enthusiastically if they know the words. Children mix paints carefully and use them well, for example, to paint suitably-detailed pictures of tulips. When using large brushes or the sand tray children reproduce letters they have been learning during the week. They enjoy making up stories as part of their role-play activities, when using puppets and in small world play and construction.
80. The comprehensive early years policy and an early years curriculum update indicate the transition from Desirable Learning Outcomes to the Early Learning Goals, showing that the school is well prepared for teaching the foundation key stage in September 2000.

ENGLISH

81. Attainment in English is well below average at the end of Key Stage 1 and below average at the end of Key Stage 2. This is consistent with pupils' performance in the 1999 standard assessment tests for seven year olds but shows some improvement at the end of Key Stage 2 compared with the 1999 results. The results of the 1999 national assessments for pupils aged 11 were well below average when compared with those in all schools and average when compared with those in schools with pupils from a similar background.

82. Pupils' speaking and listening skills are below national expectations due to the numbers who join the school with English as an additional language. The school is focusing on speaking and listening skills, and pupils at both key stages make good progress through being given appropriate opportunities to use their language in a variety of learning situations. Pupils at Key Stage 1 practise their use of spoken language through retelling stories, asking questions and reviewing their work. They are encouraged to repeat and articulate language correctly as part of text level work; for example, when using words such as 'electricity' and 'television'. Teachers are particularly effective in supporting pupils with English as an additional language by incorporating the use of Urdu in their questioning to draw in pupils from Pakistan. Pupils at Key Stage 2 use their spoken language well in circle times and in feeding back information in plenary sessions, such as reading out their limericks created during a literacy hour or alternative endings to the story of 'The Pied Piper' in a creative writing session. A previous unit of work on the production of 'A Midsummer Night's Dream' gave pupils further lively and interesting opportunities to develop their spoken language abilities. Pupils at both key stages listen and respond constructively to the content of stories and to one another when working in pairs for writing, in circle times and in assemblies.
83. Standards in reading are well below the national average at Key Stage 1, and below average at Key Stage 2. During Key Stage 1 the youngest pupils use pictures or contextual clues appropriately and the higher-attaining pupils can read simple texts with fluency and accuracy and draw upon their knowledge of letter sounds to make sense of unknown words. They learn to sequence parts of a story and build up their knowledge of letter and letter blend sounds through identifying initial letters and recognising letter combinations such as 'ea' and 'ee'. By the end of Key Stage 1, the higher-attaining and average pupils are able to talk about characters in their book and often correct their own errors. They have an interest in books and know how to use an index, but their level of attainment is well below average. Lower-attaining pupils read very simple texts and make satisfactory use of pictures and contextual clues. By the end of Key Stage 2 the higher-attaining and average pupils are reading accurately and fluently with a satisfactory level of understanding in subject areas such as history, science and information technology when finding information from the Internet. Reading is systematically taught throughout the school as part of the literacy hour and through the use of a comprehensive reading scheme. All pupils have a reading record book in which teachers and adult helpers record progress and sometimes comments indicating specific areas of difficulty, but this is not consistent in all classes. The higher-attaining pupils enjoy reading for pleasure and talk competently about the books they have read.
84. Pupils' standards in writing are well below average at Key Stage 1 and below average at Key Stage 2. This reflects the limited literacy skills of many of the pupils, including those with English as an additional language who find it difficult to develop their written language. Pupils make good progress during Key Stage 1, and towards the end of Year 2 they are writing for a range of purposes and are developing their use of sentence structures and phonic skills. Higher-attaining pupils are able to convey meaning in narrative and non-narrative forms and are using writing appropriately in other areas; for example, in science, where they record the results of an investigation into running cars down a slope. Average and lower-attaining pupils are developing their spelling skills through systematic writing and practice of phonetically similar words. Pupils in Key Stage 2 make satisfactory progress in their use of writing for a range of topics, and the higher-attaining and average pupils produce legible writing which is mainly accurate or phonetically logical. Punctuation is mainly correct and pupils make appropriate use of standard sentence forms and link words such as 'furthermore', 'additionally' and 'usually'. In one Year 6 lesson pupils were able to successfully organise their ideas for writing a poster by making notes on each paragraph of information. The structure of the literacy hour is encouraging pupils to be more imaginative in their use of vocabulary and further creative writing sessions support this. Pupils also use their writing appropriately in

different areas of the curriculum such as history, where they wrote about their school in 2020, and in science, when recording the passage of blood around the body. While pupils' progress in writing is satisfactory at Key Stage 2, there are insufficient planned opportunities for the more-able pupils to extend and develop their range of writing skills.

85. Pupils at the end of Key Stage 1 were well below average on entry and continue to be so in spite of the good progress which is now made by many. This particular group contains a very high percentage of pupils with special educational needs and many with English as an additional language. In Key Stage 2, pupils make satisfactory progress overall, although the high percentage of pupils who were not present for the Key Stage 1 tests and assessments makes a detailed and accurate comparison of attainment and progress difficult. Pupils with English as an additional language make very good progress in English throughout the school and good progress is made by pupils with special educational needs. These pupils enter the school with below-average oral skills and experiences of books. They make progress as a result of carefully planned activities that are differentiated to meet their needs. The very good support given to English as an additional language and special educational needs pupils enables them to participate in whole-class sessions with the rest of their class. Valuable additional literacy support is also available as part of the literacy strategy for special educational needs pupils in Year 3 and in a booster group in Years 5 and 6. This is starting to prove effective in raising standards of attainment for lower-attaining pupils.
86. Behaviour is good in English lessons. Pupils are interested and show good concentration on the tasks they are given. They work reasonably well together, as when they were working in pairs for creative writing, but pupils have too few opportunities for working independently.
87. The quality of teaching is good at both key stages. The best teaching is based on good relationships, skilled behaviour management and the effective questioning adopted by teachers. The National Literacy Strategy is in place and planned for effectively, with learning objectives written up **and shared with the pupils**. Teachers who are able to use Urdu in Key Stage 1 classes are able to provide valuable enabling experiences for English as an additional language pupils by giving fuller explanations.
88. The recently reviewed policy for English provides a satisfactory overview of the aims and the work of the school. English has been one of the priorities in the school action plan and appropriate training and resources have been provided to support the National Literacy Strategy. Resources are generally satisfactory and the school has invested in a suitable range of big books and sets of books for guided reading in the literacy hour and more non-fiction books for the library. The range of books display many useful texts which support the school's policy of teaching pupils with English as an additional language or with special educational needs with the normal class setting.
89. Targets have been set for attainment in English and for each key stage appropriate records of pupils' progress are maintained. Pupils' creative writing has recently been monitored by the headteacher and senior management team and useful feedback provided for teachers. The subject manager has wisely revised the goals set in the school development plan to develop the greater emphasis on speaking and listening. However, she has not yet had sufficient further opportunities to gain an overview of pupils' attainment and progress through both key stages in order to appreciate the effects of teaching and monitoring in all areas of English. This limits opportunities to advise colleagues on how attainment might be improved.

MATHEMATICS

90. Inspection evidence indicates that standards of work in the current Year 2 are well below national averages and, in the current Year 6, standards are below national averages. Throughout the school, pupils' weaknesses in mental recall of number facts and times tables have a significant effect on their attainment overall. So too do pupils' knowledge of the English language and their ability to apply their computational skills in problem-solving work.
91. The results of the 1999 national tests were average at the end of Key Stage 1, and well below the average at the end of Key Stage 2. However, when the results are compared with those from schools with pupils from a similar background, they are well above average at Key Stage 1 and above average at Key Stage 2. Great care needs to be taken when comparing results between key stages because of the high turnover of pupils at Key Stage 2. Apart from a sharp fall in pupils' achievements in 1997 at Key Stage 1, standards of attainment have improved faster than the national rise in standards at this key stage, and in line with the national trend at Key Stage 2. There were no significant differences between the attainment of boys and girls.
92. By the end of Key Stage 1, pupils add and subtract numbers to 20. They are developing an understanding of place value to 100 and show a developing accuracy in using pencil and paper methods of calculation. However, few pupils are confident in using mental strategies to add numbers to 20 and take some time to work out number bonds to ten. Pupils recognise and use their knowledge of coins in working out simple amounts of money. Many pupils have a sound knowledge of two-dimensional shapes and identify some of their properties. More able pupils are also knowledgeable about three-dimensional shapes, such as cylinders, cubes and cones. Most can identify simple number patterns but are insecure in their knowledge of odd and even numbers. In handling data, pupils gain experience of collecting information; for example, on favourite fruits, and displaying it in bar charts. However, few pupils are confident when extracting information from graphs and tables. Despite the high priority given to the teaching of the correct use of mathematical vocabulary, few pupils use it when explaining their thinking or talking about their work. By the end of the key stage, the standard of work seen during the inspection was well below the expected level. However, this year group has an unusually high number of pupils with special educational needs.
93. By the end of Key Stage 2, many pupils have developed an appropriate knowledge of number. They can add, subtract, multiply and divide numbers to two decimal places. However, they are less secure in knowing which process to use when solving mathematical problems and are easily thrown by the language used. Teachers do make an obvious attempt to help pupils with this difficulty, but it has so far been ineffective, and insufficient use could be made of the mental arithmetic sessions which usually start lessons. Pupils gain in confidence in using fractions and percentages and have frequent opportunities to display the information they have collected in a range of tables and graphs. As was seen in a Year 6 mathematics lesson, pupils have a sound knowledge of a sensible scale to use when comparing the data they need to display and the size of the paper they will use. They make sound progress in learning number facts, but despite this the speed and accuracy of their mental calculation are often below expectations and insufficient to provide them with confidence when working independently.
94. In the reception and Year 1 classes, pupils make good progress in numeracy. Teachers make good use of the numeracy framework to provide regular opportunities for them to practise their oral skills in mental calculations and to explain how they have arrived at the answers they give. There is a brisk pace to the work and pupils enjoy and are growing in confidence in answering the teacher's questions. Progress in Year 2 is satisfactory. Although pupils make good progress in the knowledge aspects of the subject, progress in numeracy is more limited, particularly mental arithmetic strategies and knowledge of number facts. Throughout Key Stage 1, pupils with special educational needs make good progress in relation to their previous attainment and the targets set for them in their individual education plans. Higher-attaining

pupils achieve satisfactorily. At Key Stage 2, pupils make good progress in their knowledge and understanding of shape and measures. They learn to calculate area by counting squares and to measure distance and angle with reasonable accuracy. Pupils make satisfactory progress in their mental arithmetic skills. However, throughout the key stage a scrutiny of pupils' previously-completed work shows that the needs of potentially higher-attaining pupils are not consistently met. The same work is often set for all pupils who work together as a class. As yet not enough use is made of focused group work to meet the needs of more-able pupils.

95. Pupils have good, positive attitudes in mathematics in all classes. They behave well and listen attentively. Pupils are keen to answer teachers' questions and concentrate appropriately when working independently. As they progress through the school they learn to concentrate for longer periods of time and to take an interest in their work. They share equipment and work well with others when asked to do so. Pupils take pride in their work and present their work neatly. Relationships between pupils and their teachers are good and promote effective discussions about the standards of work being achieved and the improvements that could be made.
96. The school has made sound progress in implementing the National Numeracy Strategy. The subject manager and headteacher, with support from local authority advisors, have monitored the teaching of numeracy and informed their colleagues of strengths and weaknesses. Planning for numeracy is satisfactory. However, many lessons observed during the inspection did not allow sufficient time or give sufficient rigour to the mental arithmetic sessions which begin most lessons. Teachers do not take enough opportunities to teach small groups during the middle part of lessons but spend much time helping individuals. Plenary sessions at the end of lessons often consolidate and sometimes extend what pupils have learned.
97. The quality of teaching is satisfactory. It was good in approximately half the lessons observed and unsatisfactory in one lesson. Teachers always inform pupils of what they are to have learned by the end of the lesson. However, these objectives are sometimes too broad and some teachers set out what pupils will do rather than stating what they are expected to learn from the activity. They manage the pupils well and achieve good discipline in nearly all the lessons observed. The pace of lessons is usually appropriate and in the better lessons brisk. In these cases teachers remind pupils of how long they have to complete an activity and what they will be expected to have completed by various stages of the lesson. Teachers rarely make use of focused group work to provide for the needs of potentially higher-attaining pupils, although specifically-adapted work or extra support is provided for those with special educational needs. Teachers generally circulate well when pupils are working but do not always encourage them to increase the slow pace of their written work.
98. The management of the subject is satisfactory. The subject manager and headteacher have monitored the teaching of numeracy lessons and are aware of what has been implemented well and what needs further improvement. Teachers' planning is effectively monitored by the headteacher. The school makes sound use of setting by ability for classes at Key Stage 2 and uses funds well to provide 'booster' classes in Year 6. Resources are satisfactory and effective in supporting the teaching of mathematics.

SCIENCE

99. Teacher assessment in 1999 showed that the standards at the end of Key Stage 1 were below national expectations but excellent when compared with those in similar schools. Inspection showed that standards in the current Year 2 are well below national expectations. National

tests in 1999 showed that standards at the end of Key Stage 2 were in line with national standards and excellent when compared with those in similar schools. However, inspection evidence shows that standards overall at Key Stage 2 are below those expected as pupils' investigative skills are well below expectations and this aspect is not assessed by national tests. This is mainly because this aspect is not planned for and insufficient guidance is given to teachers.

100. Progress is satisfactory at Key Stage 1, good at Key Stage 2 and good overall. Progress at Key Stage 1 is not as good as Key Stage 2 because many pupils are at an early stage of language acquisition, especially those with English as an additional language. However, progress in the development of pupils' investigative skills is unsatisfactory at both key stages.
101. Since the last inspection the school still does not have a scheme of work, neither teaching nor planning is monitored effectively and there are still too few opportunities for pupils to develop investigative skills. However, part of the school development plan from September 2000 is to implement the Qualification and Curriculum Authority exemplar scheme of work and to give the subject manager time to monitor planning and teaching.
102. At the end of Key Stage 1 pupils describe simple features of animals; for example, worms. They discuss with help from their teacher the conditions necessary for seeds to germinate, and record their work on a simple worksheet. They record healthy and non-healthy foods and examples of materials that are transparent, translucent and opaque. By the end of Key Stage 2, pupils are aware of the factors needed to carry out a fair test into thermal conductivity. They identify magnetism as a force, label the reproductive parts of a plant and record and identify the flow of blood through the body and chambers of the heart.
103. Progress from Key Stage 1 to Key Stage 2 is demonstrated through the life cycle of plant and flower structure in greater detail, naming, for example, the reproductive parts of a flower. Scientific enquiry also shows progress. Pupils at the end of Key Stage 1 cannot independently identify the conditions for a fair test, but, by the end of Key Stage 2, pupils can name the variable that is changed, the result of the change and those variables that have to be held constant.
104. Pupils with special educational needs do not have specific targets for science. However, they are well assisted by all teaching and support staff to ensure that they make good progress towards the targets set. Nevertheless, work for potentially higher-attaining pupils is not sufficiently challenging, particularly in the development of investigative skills.
105. Science supports literacy through the use of language, specialist vocabulary, the recording of investigations and descriptive writing; for example, recording the passage of blood around the body and heart. Numeracy is supported through, for example, the classification tabulation of a range of animals and their characteristics and a bar graph comparing heat loss. Science is not used to support information technology.
106. Pupils' attitudes to science are good. They behave well, enabling teachers to support their learning, especially those with special educational needs and those who have English as an additional language. Pupils concentrate on their work, are willing to make suggestions and listen to the contributions of others.
107. Teaching is sound overall. Of the four lessons seen three were sound and one good. The most successful aspects of the teaching are good knowledge and understanding, and planning which ensures that work is matched to the ability of the vast majority of pupils. Teachers have good classroom management, which ensures pupils' involvement in learning. However, pace in some

lessons, although satisfactory, is limited and the potentially higher-achieving pupils are not sufficiently challenged. A contributory factor to this is the lack of a suitable scheme of work.

108. Assessment overall in science is inadequate because it does not record what pupils know, understand and can do in order to enable staff to plan work based on prior achievement. However, teachers' day-to-day assessment in lessons is good and science is identified as an area for improvement in the school development plan from September 2000. Resources for science are satisfactory.

ART

109. As only two lessons were available for observation during the week, one at each key stage, it was difficult to form a judgement on the teaching of the subject. Evidence from the scrutiny of wall displays, the art curriculum file and the plans for action in the school development plan shows that pupils make good progress and their attainment in art is above that normally seen among pupils of a similar age.
110. At Key Stage 1 pupils experiment successfully with different techniques based on the work of well-known artists. In one class pupils were exploring pointillism through the medium of paints, pastels and felt pens and related to the work of Seurat. They talk about what they have done and discuss the different effects. They had also used Kandinsky's designs for concentric circles as a stimulus for their own designs in fabric. Another group had worked with paint to draw and paint flowers, stimulated by discussing the work of Van Gogh. In Key Stage 2, pupils continue to refine their line drawings by experimenting with straight, jagged, circular or repetitive designs and develop these effectively in paintings where colour mixing enables them to reflect particular moods. Pupils also create attractive and complex designs for ancient Greek vases and stained-glass windows, and experiment with a range of media.
111. Pupils' displays are often stimulated by working with visiting artists, as in the production of a millennium banner in the form of a quilt by Years 5 and 6, and banners for the Lord Mayor's parade. Pupils' work is also displayed in the local community, such as African masks in a local cafe. This makes a considerable impact upon pupils' self esteem and encourages them to do well in other areas of their learning.
112. The school has a clear action plan for art and will adopt the Local Education Authority Art Syllabus to match the National Curriculum requirements for September 2000. A useful portfolio of pupils' work is being developed and sketchbooks are being trialled for all pupils as a means of assessment. This is to allow pupils' work to be compared against work that they have done previously to judge progress made.
113. Resources for art are satisfactory, but the subject manager has plans to develop materials for work with fibres and threads.

DESIGN AND TECHNOLOGY

114. It was not possible to observe any lessons in design and technology, but work previously completed by pupils, photographic records of other pupils' work, and teachers' planning were examined. In all of the examples viewed the standards attained by pupils are in line with those found among pupils of a similar age. Pupils learn basic cutting and joining techniques in Key Stage 1 and use these appropriately to make such items as pop-up toys. At Key Stage 2, pupils develop appropriate skills of planning and evaluation. Records of work show many examples of detailed planning; for example, when pupils make wheeled vehicles. Evaluation skills are

introduced as pupils consider the effectiveness of their designs and suggest ways of improving them. Pupils are given many good opportunities to undertake design and technology tasks and the school is rightly proud of its success in competitions; for example, a geodesic dome made of rolled-up sheets of A4 paper that was large enough to hold the group making it. Many good links are made with other areas of the curriculum such as geography and history, when pupils consider ways of improving the environment around a local canal and suggest structures that would be appropriate. Although a wide range of skills is taught, little emphasis is given to the more technical aspects of design and technology. Older pupils have few opportunities to handle complex construction equipment.

GEOGRAPHY

115. Few lessons were observed during the inspection, but from the scrutiny of pupils' work, teachers' planning and discussions with them, the standards of pupils' work seen are in line with those usually found in most schools for pupils of this age. Pupils, including those with special educational needs, make satisfactory progress and achieve in line with their abilities and previous attainment.
116. By the end of Key Stage 1, most pupils are developing an appropriate understanding of their own locality and can identify attractive and unattractive features within it. Pupils' mapping skills are soundly developed as they learn to draw simple maps of the school and their route to school, or give and follow directions of the routes of fellow pupils. They learn to use atlases to find countries such as China, Norway and South Africa, and are aware of where they live in the United Kingdom. By the end of Key Stage 2, most pupils have a developing knowledge of other countries, such as Sri Lanka, and of the similarities and differences between their own lives and those of the children who live there. They learn about the main towns and physical features of the country and differences in the weather. Pupils learn about the locality, such as visiting the local conservation area at Mayfield Valley. They learn to use the information they have gathered to solve problems, such as the siting of footpaths, so as to limit the damage caused by tourism in the area. Pupils' mapping skills are further developed through use of maps of various scales as they learn to locate the exact positions of physical features and towns, using simple grid references. Pupils are able to give the reasons why a settlement was located in a particular place and the industries and crops which sustain its existence.
117. In the lessons observed, pupils enjoyed finding out about their own locality and the wider world. They listened well to instructions and worked well together, such as when sharing atlases, to answer the questions set for them. Pupils are well behaved and work at a steady pace in lessons.
118. The quality of teaching is satisfactory. Lessons are appropriately planned and sound use is made of resources to support teaching. As the subject is taught weekly, teachers ensure that they effectively remind pupils of the work completed in the previous week. In the lessons observed, teachers made good use of questioning to extend pupils' oral responses and to make sure that all pupils, including those with special educational needs or with English as an additional language, understand what they are to do.
119. The management of the subject is sound. The subject manager has been in place since September and, with support from the headteacher, is reviewing the school's policy and provision in the light of the Curriculum 2000 document. A draft policy has been drawn up and will be discussed by staff during the summer term. Resources for the subject are satisfactory, and include wall maps, atlases and globes as well as reference books.

HISTORY

120. No lessons were observed during the inspection, but from the scrutiny of pupils' work, teachers' planning and discussion with them, the standards of pupils' work seen are judged to be in line with those usually found in most schools for pupils of this age.
121. By the end of Key Stage 1, pupils are developing a sound understanding of the past and simple similarities and differences between then and now. They study objects used for cooking and kitchen utensils used by the Victorians and how everyday life has changed, including going to school. They learn about the games played by their grandparents and how some of them are still played today. Through the study of toys they begin to observe more closely in order to sequence different teddy bears and decide how old they might be. At Key Stage 2, they learn about the Tudors and, through use of timelines, how to sequence events of the time. They name famous monarchs of the period, such as Henry VIII and Elizabeth I, and some of the events that happened during their time on the throne. Pupils learn about the daily lives of rich and poor people and the homes they lived in. By the end of the key stage, they develop a reasonable understanding of the chronology of the history they have studied from ancient Greece and Egypt to the Industrial Revolution in Victorian Britain. They are aware of the fearful conditions of people who worked in factories. Pupils learn about the work of well-known people, such as Mary Seacole.
122. The management of the subject is satisfactory. The subject manager, who has only been in post since September, together with the headteacher, is reviewing the school's subject policy and provision, taking into account of the Qualification and Curriculum Agency's guidelines and the Curriculum 2000 document. The subject manager has quickly established a clear view of the future development of the subject within the school. At Key Stage 1, history is currently taught through general topics and at Key Stage 2 as two-year rolling Programme of Study units. Pupils' literacy and numeracy skills are satisfactorily used in writing short descriptions and accounts of major events, such as the spread of the plague in Tudor Britain, and in compiling graphs of the different toys used by pupils' grandparents. Resources for history are satisfactory.

INFORMATION TECHNOLOGY

123. Pupils' attainment at both key stages is below national expectations. At Key Stage 2 the curriculum does not meet statutory requirements because pupils do not learn how to control external events using technology. However, in the areas covered, pupils make sound progress at both key stages.
124. Although standards overall have not improved since the last inspection, the school has kept pace with the increase in the status of the subject. Since the last inspection there has been considerable development in staff expertise, the creation of a computer suite and the appointment of a new subject manager. The school is well placed to meet national expectations as it implements the Qualification and Curriculum Authority exemplar scheme of work to fully meet statutory requirements.
125. At the end of Key Stage 1 pupils use a graphics program to draw dragons to illustrate work on the Chinese new year, create bar graphs of the classes favourite fruits and word process a letter to Red Riding Hood inviting her to a party. By the end of Key Stage 2, pupils use a word processor to present a project on chemical pollution using a range of presentation techniques, including clip art, paragraphs, centring, bulleting and a range of fonts and font sizes. Pupils also create bar graphs of what the pupils eat for breakfast and down-load examples of bridges

from the Internet to support work in design and technology. However, they do not use information technology to control events, use sound, monitor external events or change the information put into spreadsheets to analyse the effect. Generally pupils do not make sufficient use of both hands on the keyboard and consequently typing is slow and this adversely affects the pace of their work and their progress.

126. Progress in word processing is satisfactory. Throughout Key Stage 1 pupils develop the ability to word process simple text. By Year 4, they include backgrounds, use columns and display their poems use centring, clip art and a range of fonts to enhance their work. By the end of Key Stage 2, pupils use a wide range of presentation skills to enhance the project on chemical pollution.
127. Although pupils with special educational needs do not have specific targets for information technology they are well supported to ensure that they make good progress overall. However, provision to support the more able is limited.
128. Information technology supports literacy through the word processing of poems, stories and science reports on photosynthesis and forces. Numeracy is supported through the use of graphs; for example, favourite pancake filling, the number of sweets of different colours in a tube and the frequency of crops included in breakfast cereals.
129. Pupils' attitudes to information technology are good. They listen, concentrate and persevere to complete tasks even when they find them difficult. Pupils' work is well presented and they take pride in what they have done.
130. It is not possible to make a judgement on the quality of teaching as no direct teaching of information technology was seen during the inspection. However, the school has the substantial benefit of a well-qualified technical assistant who instructs groups of pupils in the computer suite. This makes a significant impact on pupils' attainment and progress. The most successful features of the arrangement are where small groups of pupils can be individually supported, where work is directly related to work in classrooms and where the expertise of the assistant is used. However, a lack of clarity by teachers in guiding the classroom assistant can result in inappropriate expectations of pupils in some of these groups.
131. The recently-appointed subject manager has made significant improvements in the creation of a scheme of work and an assessment and recording system to monitor pupils' progress. These have not been in place long enough to have an impact on pupils' attainment. The school has a good quality computer suite, computers in classrooms, a digital camera and sufficient software for the majority of the curriculum, and these are well used. However, it has yet to implement control and datalogging aspects of the National Curriculum fully, particularly at Key Stage 2.

MUSIC

132. As it was not possible to see any lessons in music it is not possible to judge pupils' attainment reliably. However, from planning, interviews with teachers, the work seen; for example, recorder groups and singing in assembly, indicates that pupils' attainment in line with that normally found.
133. Since the last inspection, staff have received training to develop pupils' musical composition skills, and time is allocated in the school development plan to enable the subject manager to monitor the teaching of music.

134. Pupils with special educational needs and those with English as an additional language are fully involved, are able to learn to play brass instruments and make a significant contribution to, for example, recorder groups. In the activities seen all pupils were fully involved, behaved well, concentrated and collaborated effectively.
135. The subject is well organised by a knowledgeable subject manager. The scheme of work has been revised appropriately for implementation in September 2000 and is based on the local education authority scheme and supported by the scheme and resources produced by the BBC. This includes a wide range of music from ethnic groups and the school benefits from visiting musicians such as those from Ghana. Only limited use is made of information technology to support music.

PHYSICAL EDUCATION

136. Pupils' attainment in both key stages is broadly in line with national expectations, and standards have been maintained since the last inspection. Twenty-five pupils out of 41 at Key Stage 2 can swim 25 metres, which is a little below the expectation for the end of the key stage. Progress is satisfactory through both key stages for all pupils and for pupils with special educational needs, who attain similar standards to other pupils.
137. By the end of Key Stage 1 pupils plan a simple game involving passing balls to each other. They improve with practice, collaborate with a partner and describe their game to the rest of the class. By Year 4, pupils have made satisfactory progress and are able to practise a simple sequence; for example, run up, jump, roll and finish to refine performance, and as a result demonstrate increased control and fluidity. By the end of Key Stage 2, pupils work with increased concentration to refine their skills in passing a ball accurately and apply these skills to playing a game in which they collaborate effectively in teams.
138. Physical education makes a contribution to literacy through pupils explaining their activities to others in the class; for example, the Year 2 lesson in which pupils explained their ball-passing game. Extra-curricular activities include football, cricket, basket ball and athletics and make a positive contribution to pupils' personal development.
139. Pupils' attitudes to physical education are good. They behave well, take part enthusiastically, enjoy the physical activity and collaborate well. This enables them to make sound progress through concentration and practising the skills required.
140. Overall teaching is good. Teachers have good knowledge and understanding to develop appropriate skills, plan well with clear objectives, support individual pupils' needs and make good use of resources. However, in one lesson a lack of pace allowed pupils to lose concentration and this limited attainment and progress.
141. The subject manager is knowledgeable and enthusiastic, and is modifying the scheme of work and assessment procedures in order to take account of the recently-released Qualification and Curriculum Authority exemplar. The hall is inadequate as it restricts the number of pupils who can take part in physical activity safely. This restricts progress, particularly for older pupils as they work in groups and take turns while the remainder watch.

RELIGIOUS EDUCATION

142. The standards of attainment observed in religious education are broadly in line with the requirements of the locally agreed syllabus for religious education and pupils make sound progress throughout the school.
143. The school has chosen to teach Buddhism and Islam in addition to Christianity. This is a recent change and during the inspection many classes were working on Buddhism for the first time. As a result of this the older pupils were working on similar themes to the younger children but at a greater depth. At Key Stage 1 pupils study the main tenets of Christianity, Islam and Buddhism. They have a sound understanding of Christianity and Islam and know the special books, places and people relevant to these religions. The youngest pupils are enthusiastic as they act out the story of the Buddha's early life. The oldest pupils show appropriate concentration as they learn the early stages of meditation by thinking carefully about their own actions. At Key Stage 2, pupils deepen their understanding of the faiths studied. Their knowledge of Christianity and Islam is demonstrated in the many displays of their work and the detailed accounts in their books. By the end of the key stage pupils are aware that religions give rules for living by and are able to compare and contrast the main points of the faiths studied.
144. A key feature of this school is the way in which religious education pervades other areas of the curriculum; for example, the way in which mathematics uses the theme of five in Islam when studying the five pillars. Pupils study the symmetry of pentagons and explore the mathematics behind Rangoli patterns. For many pupils religious education is a lively subject that they clearly enjoy studying. The quality of teaching in religious education is variable. An examination of pupils' previous work showed that many teachers plan carefully, but in a significant number of the lessons observed, too little work was provided to challenge pupils. As a result the potentially higher-attaining pupils do not make sufficient progress. It was only possible to observe six lessons in religious education. However two lessons were judged to be unsatisfactory. In these lessons the key weaknesses were a lack of pace and a lack of suitable work to challenge all levels of ability, which resulted in unsatisfactory behaviour from the pupils. Nevertheless, the examination of the work of other classes shows that, although this level of unsatisfactory teaching is an important area that needs addressing, it is not typical of the school. Indeed, two of the lessons observed were good and stimulated and motivated the pupils through well-chosen activities and the good subject knowledge of the teachers.
145. The leadership of the subject is satisfactory. The introduction of Buddhism has been handled appropriately and suitable support given to teachers. However, the significant amount of unsatisfactory teaching indicates that the procedures for checking the quality of teaching and learning are not secure.