

INSPECTION REPORT

PORTER CROFT CE PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107121

Headteacher: Miss J Middleton

Reporting inspector: Mr J White
17242

Dates of inspection: 12 - 15th February 2001

Inspection number: 193634

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior School
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Pomona Street Sheffield South Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Reverend S Shakespeare
Date of previous inspection:	3 rd March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17242	Jeffrey White	Registered inspector	Equal opportunities; English as an additional language; science; art and design; design and technology; music	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9003	Bryan Findley	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
23566	John Iles	Team inspector	Special educational needs; mathematics; information and communication technology; physical education	How good are curricular and other opportunities?
20645	Rosemary Webber	Team inspector	Foundation stage; English; geography; history	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is located close to the centre of Sheffield and is smaller than average. Its 146 pupils (58 boys, 88 girls) are drawn from a wide range of backgrounds but in general the school serves the local community. Over half of the pupils are of minority ethnic heritage and the number who speak English as a second language is high. Almost 30 per cent of pupils are from Somalia and many are housed in temporary accommodation. About a quarter of the pupils have joined the school in the last year and about one in eight has left. The school has a regular turnover of pupils from a local drug rehabilitation centre. Some pupils are living temporarily in a women's refuge. Local housing is now being bought for student accommodation and this has affected the school's roll, which has fallen since the last inspection. Eligibility for free school meals is well above average. Sixty-two pupils are on the special educational needs register, a figure well above average. Four pupils have statements, also an above average figure. Children are admitted into the reception year at the beginning of the year in which they become five. At the time of the inspection there were 27 children in the foundation stage. School assessments of children on entry to the school indicate that attainment is broadly well below average, especially in English. The school is currently involved in the Excellence in Cities initiative. In the last two years there have been significant changes in the school's leadership, governors and staffing.

HOW GOOD THE SCHOOL IS

By the age of eleven standards are good in science and satisfactory in mathematics. Though standards are below average in reading and writing they have steadily improved over time. The headteacher, staff and governors are beginning to work more closely together after a period of considerable change. Leadership and teaching are satisfactory overall but have good features. The youngest children are taught well. Pupils are keen, work hard and behave well. The school is a harmonious multi-cultural community and provides satisfactory value for money.

What the school does well

- Standards in science are good at age eleven.
- The school's results in national tests are increasing faster than the national trend.
- Teaching of the youngest children is particularly good in English and mathematics.
- Pupils with special educational needs make very good progress in English and mathematics.
- The school is a harmonious community; pupils have positive attitudes and behave well.

What could be improved

- Standards at seven and eleven are below average in reading and writing.
- Standards in information and communication technology are unsatisfactory at age eleven.
- There is no systematic approach to monitoring and evaluating the curriculum, teaching and learning.
- Provision for English as an additional language is not monitored thoroughly enough.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997 and has made satisfactory improvement. Since that time the increase in the number of pupils whose first language is not English has affected standards in reading and writing, which have fallen. Satisfactory standards in mathematics have been maintained. Standards in science have improved at age eleven and are now good. Steady progress has been made in national tests and the school's overall performance is above the national trend. Attainment in information and communication technology has fallen and is now unsatisfactory. Several of the last inspection's key issues have been addressed but some still need attention. Standards in history at age eleven remain unsatisfactory. Pupils with special educational needs are making even better progress in English and mathematics and they have good access to the whole curriculum. The roles of co-ordinators are under review because of the significant staff changes. Assessment procedures have improved and are thorough. Despite some improvements in the curriculum the imbalance in time

allocations to subjects has not been fully addressed. Attendance rates have improved but punctuality remains a problem.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	E	B	E	B	well above average A above average B average C below average D well below average E
mathematics	D	A	E	B	
science	A	A	B	A	

The number of pupils taking the tests has been low and therefore the comparisons with national data and annual fluctuations need treating with caution. The number of pupils whose first language is not English has also contributed to the fluctuations in performance. The results show that performance has been best in science, compared with all and similar schools. Although the 2000 results in English and mathematics were well below the average for all schools, pupils performed well when compared with similar schools. Over time the school's trend in performance has been better than the national trend. The school's statutory targets for English and mathematics were unrealistically high and therefore not met.

The current pupils in Year 6 attain good standards in science because of generally good teaching in the juniors. Good implementation of the National Numeracy Strategy has helped them to attain average standards in mathematics. Standards in reading and writing have begun to recover but remain below average at seven and eleven because pupils need more structured help in literacy lessons. Pupils in Year 2 attain average standards in mathematics and science. Standards are unsatisfactory in information and communication technology (ICT) at ages seven and eleven and in history at age eleven. Most pupils achieve well in much of their work. Pupils with special educational needs achieve very well. Pupils with English as an additional language make good progress in speaking and listening. By the end of the reception year children attain the early learning goals in personal, social and emotional development, mathematics and physical and creative development though not in language, communication and literacy and knowledge and understanding of the world.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils participate enthusiastically in class work and other school activities.
Behaviour, in and out of classrooms	Good. Codes of behaviour are observed well and pupils respond positively to guidance.
Personal development and relationships	Good. Relationships are positive with few tensions.
Attendance	Levels of unauthorised absence and lateness are unsatisfactory.

TEACHING AND LEARNING

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

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

The teaching is satisfactory or better in 97 per cent of lessons and very good in 9 per cent. Only one unsatisfactory lesson was observed. Basic skills are taught well to the youngest children. In the rest of the school teaching is good in mathematics and science and satisfactory in English. Strengths in the teaching include the management of pupils, effective questioning and good development of listening and speaking. A relative weakness in the teaching of English is often the lack of enough help with pupils' reading and writing, including for pupils whose first language is not English. Pupils with special educational needs are helped well to make very good progress in English and mathematics. Pupils usually concentrate well and work diligently. The staff promote good relationships.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Although all subjects are taught there is too much variation in the time allocated to them.
Provision for pupils with special educational needs	Provision is very good.
Provision for pupils with English as an additional language	Provision has strengths and weaknesses. Pupils are helped to achieve well in speaking and listening but need more help in reading and writing.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Overall provision is good.
How well the school cares for its pupils	Pupils are generally well cared for.

Partnership with parents is satisfactory. Good community links enhance the curriculum. Statutory requirements are not being covered in ICT.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory overall but with some good features.
How well the governors fulfil their responsibilities	Statutory responsibilities are met with the exception of meeting requirements for ICT.
The school's evaluation of its performance	Analysis of pupils' performance is thorough but there is no systematic approach to evaluating teaching and learning.
The strategic use of resources	Finance is controlled efficiently but the link between expenditure and educational priorities is not made explicit enough in the development plan.

The headteacher and governors show a positive commitment to the school's ethnic and cultural diversity. The overall staffing and accommodation are generally adequate to support the curriculum but external facilities are unsatisfactory. Learning resources are satisfactory and good in important areas but there is insufficient computer equipment. The headteacher and governors control finances efficiently and employ an external bursar to help them get best value for money. Provision for English as an additional language is not monitored sufficiently.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel comfortable to approach the school if they have questions or a problem. • The school expects children to work hard and achieve their best. • Behaviour is good. • Their children are making good progress. 	<ul style="list-style-type: none"> • They would like regular homework. • They would like more activities outside lessons.

The inspection team endorses parents' positive views. Parents' views on homework are justified. Arrangements for homework are unsatisfactory, because work does not support learning for most of the time a pupil is at the school. Activities organised outside lessons are satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The school's assessments of pupils on entry to the school indicate that attainment is broadly well below average especially in English and mathematics. Compared with the national picture, a very high percentage of pupils are learning English as an additional language and this has increased since the time of the last inspection. In addition, many pupils have suffered trauma in their lives because of being uprooted from their country of origin or family breakdown. In recent times there have been major changes in the leadership and staffing. Pupil mobility is high and therefore tracking pupils' progress over time is not straightforward. In the current Year 6 almost a third of pupils were not in the school at the age of seven. Against this background the school has done well to steadily improve results in the national tests over time. Low numbers in Year 2 and Year 6 have contributed to fluctuations in standards since 1996 but the school's trend in performance has been above the national trend. Standards in English and mathematics at age eleven were well below the average for all schools in the 2000 tests but above the average compared with similar schools. Results were best in science and above average overall because the linguistic demands on pupils are not as high as in the other subjects. The school's statutory targets for English and mathematics were unrealistically high and consequently were not met. Pupils aged seven achieved results well below the average for all schools but did better compared with similar schools especially in reading where results were above the average. The current pupils in Year 2 and Year 6 attain below average standards in reading and writing and average standards in speaking and listening. Their attainment in mathematics is average. In science, seven-year-olds attain average standards and pupils in Year 6 attain above average standards. At the time of the last inspection standards were satisfactory in all three subjects. In the most recent tests at age eleven boys performed better than girls but the inspection found no significant differences.
- 2 Good progress is made in speaking and listening. Teachers and support staff promote oral English well. As a result pupils gain in confidence. They listen attentively and talk eagerly. Infant pupils make good progress in reading and progress in the juniors is satisfactory. Pupils throughout the school enjoy reading. The most able seven and eleven-year-olds achieve well and attain average standards. However, by the age of eleven many pupils are not fluent enough and are very hesitant when reading unfamiliar words. Progress in reading in the juniors is restricted by the lack of guided support in literacy lessons. By eleven, pupils have generally acquired competent library skills. Progress in writing is satisfactory overall but hampered by the lack of structured support in literacy lessons and other subjects. Information and communication technology (ICT) is under-used to help pupils' improve their writing skills. Pupils present their work well and take care with their handwriting. However, too often spelling and punctuation are erratic.
- 3 Infant and junior pupils make good progress in mathematics. Teachers have implemented the National Numeracy Strategy well and this has had a marked impact on standards. Pupils in Year 2 have competent understanding of place value, shape and measures. Pupils' knowledge and understanding of number continue to develop in the juniors and by the age of eleven pupils use their knowledge of number facts to solve problems with reasonable accuracy. Pupils are acquiring satisfactory data handling skills and good links are made with other subjects, for example, drawing line

graphs in science. However, the under-use of ICT is inevitably holding back pupils' progress. Progress in science is good throughout the school because of thorough teaching. By the age of eleven pupils have acquired good scientific knowledge especially in life processes, living things and physical processes. Infant and junior pupils undertake investigations regularly and, except for the absence of ICT, present and record their findings well.

- 4 Standards in ICT are below expectations for pupils aged seven and eleven. Staff changes, a lack of expertise and outdated equipment have contributed to the school not sustaining the very good standards at the time of the last inspection. Pupils have not been taught skills systematically and ICT is not used regularly within the whole curriculum. Pupils achieve satisfactorily in geography and standards are as expected for seven and eleven-year-olds. The expected standards are also attained by pupils aged seven in art and design and history, and by pupils aged eleven in physical education. Physical education was not observed in Year 2. There was insufficient evidence of pupils' work to evaluate standards in design and technology and music throughout the school, and in art and design at age eleven. At age eleven standards in history have not improved since the last inspection and remain below what's expected for pupils' age. In general, in most subjects standards are similar to those found at the time of the last inspection.
- 5 Because of good teaching overall, children in the reception class generally make good progress and are on course to achieve many of the early learning goals expected for children entering Year 1. Most of the children are unlikely to achieve the learning goals in language, communication and literacy but they are making progress from a very low starting point. The key areas of oral English, personal, social, emotional and mathematical development are particularly promoted well. Progress is especially good in mathematical development. Overall standards are similar to those at the time of the last inspection but are lower in language, communication and literacy because of the increase in the number of pupils whose first language is not English.
- 6 Pupils with special educational needs make good progress overall but very good progress in English and mathematics where they are supported well by class teachers and support staff. Pupils learning English as an additional language also make good progress overall but especially in speaking and listening. Class teachers and support staff combine well to ensure pupils' understand what they have to do and give them regular opportunities to talk about their work and contribute to class discussions. Where possible the children's first language is used to aid their understanding. However, pupils receiving specific support are often not given enough help to develop their reading and writing. They often undertake the same tasks as everybody else. The school has identified five gifted and talented pupils from Year 5 and Year 6 as part of its very recent involvement in the Excellence in Cities initiative. One of these pupils is of Somali background, one is white and the others are of mixed ethnic origin. The pupils are either gifted or talented in English, mathematics, art, problem solving and soccer. They are making good progress and a number of strategies are being developed to challenge them even further.

Pupils' attitudes, values and personal development

- 7 Positive attitudes to learning are developed well in the reception class and children make good progress in their personal, social and emotional development. They are learning to be independent but also to share with others. Infant and junior pupils demonstrate the same good attitudes and levels of behaviour evident at the time of the last inspection. Parents generally agree that their children like school and acknowledge the impact of the school's ethos in promoting these good standards of behaviour. Pupils arrive at school eager and keen to work. This is very apparent in the way they organise themselves and prepare for the start of the day. They are enthusiastic in their involvement in activities, because the teachers make their work interesting. Pupils with special educational needs have positive attitudes to learning and they persevere well to succeed in lessons.
- 8 Behaviour is good for most pupils because they understand the codes of conduct, which are made clear and implemented consistently by teachers and support assistants. Pupils generally behave well, for example, in the sensible use of furniture and utensils at lunchtime and the care shown for equipment during lessons. Most require little supervision from adults and there is little need for sanctions of any severity. There have been no exclusions in recent years.
- 9 Relationships between pupils and with members of staff are warm and respectful. Pupils work and play happily together with no discernible tensions. They cooperate very well in lessons. Generally, pupils develop very well during their time in school. They enjoy taking responsibility. For example, junior pupils help infants at play and support adults by operating equipment during assemblies.
- 10 Attendance has improved steadily over recent years but still remains below the national average. Unauthorised absence has improved only slightly and is well above average. The work of a recently appointed learning support mentor, employed under the 'Excellence in Cities' initiative, has not yet had time to make a significant impact on attendance. Punctuality remains a problem and far too many pupils are late for school. Nevertheless most latecomers are in class before the end of registration and there is no disruption to the start of sessions.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 11 The quality of teaching is satisfactory overall. Teaching is good or better in just over half of lessons. Only one unsatisfactory lesson was observed. In the last inspection teaching was good overall but more unsatisfactory teaching was observed. Over half the school staff has changed in the last two years.
- 12 Teaching in the foundation stage is good and helps children to make good overall progress especially in the key areas of personal, social and emotional development, language, communication and literacy development, and mathematical development. Children are given regular opportunities to talk and listen and are learning how to work independently and share together. Basic skills are taught thoroughly. Subject language is used well, especially in promoting children's mathematical development. Throughout the school pupils are managed well and consequently their behaviour is invariably good. Relationships between adults and pupils are positive and as a result pupils work diligently and concentrate well. Numeracy is taught thoroughly and teachers have implemented the national strategy well. Good pace in the teaching is helping pupils to improve their speed in mentally recalling number facts. Expectations are generally high in mathematics and science lessons and effective questioning is a

strong feature of the teaching. For example, in science in the Year 3/4 class regular “how” and “why” questions challenged pupils thinking and gave them good opportunities to explain their work on forces. At the beginning of lessons in science and mathematics teachers often check on what pupils learned in the previous lesson and build on this accordingly. The beginnings of literacy lessons are often taught well and pupils are helped to develop their understanding of vocabulary, punctuation and text. Expectations are high on these occasions. However, the guided reading and writing aspects of the literacy hour are not structured well enough and therefore pupils do not make as much progress as they could do. Learning objectives for this part of the lesson are often not precise enough. Good emphasis is given to the development of pupils’ spoken English and teachers provide lots of opportunities for pupils to talk about their work and to express their views. Role-play was used well in a Year 5 history lesson. Teaching in all other subjects is satisfactory overall but sometimes good. Teachers regularly assess pupils’ performance in English, mathematics and science and they know pupils well. Marking is often positive but it is under-used as an aid to assessment. For example, opportunities are not always taken to suggest how pupils could improve their work. Very little use of ICT was observed during the inspection. Homework is not a regular feature of pupils’ work.

- 13 A mixture of in-class support and pupil withdrawal is used to respond to the needs of pupils with special educational needs. The special needs co-ordinator is an experienced teacher who is available to advise staff about effective intervention for pupils who need additional support. Support staff are very well briefed and work closely with class teachers to provide reliable guidance for pupils. Pupils’ records clearly indicate the nature and effectiveness of the work and the needs of pupils. In a very good lesson the co-ordinator identified a range of activities to address pupils’ weaknesses in reading and spelling. The activities were timed and a blend of challenge and success motivated pupils to succeed. Pupils’ progress was under constant review and this influenced the teaching and subsequent planning.
- 14 Class teachers and support staff liaise well to support pupils whose first language is not English. Support is particularly effective for enabling pupils to understand their tasks and for developing their spoken English. Not enough guidance is given to help them improve their reading and writing.

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

- 15 The curriculum does not meet statutory requirements. Although almost all subjects of the National Curriculum and religious education are taught there is no detailed planned provision for ICT. However, there are policies for all subjects and an appropriate programme of study for personal, social and health education has been devised which includes the teaching of sex education and drugs awareness. The partnership with local police, nurses and parents has supported these developments.
- 16 Curriculum planning in literacy and numeracy is the strongest feature because it is supported well by the national strategies. However, in practice the guidance for literacy is not always followed sufficiently well to support teaching and learning in reading and writing and consequently pupils’ progress is restricted.
- 17 The schemes of work for other subjects are based upon the new national guidance and the local authority’s agreed syllabus for religious education. Although teachers’ plans show coverage of the aspects of subjects there is lack of detail on the intended learning in some subjects, most notably music, design and technology, art and

design, history and ICT. Time allocations to subjects vary considerably between year groups. For example, art and design and design and technology share a time allocation below that of most schools. These weaknesses may explain why there was insufficient evidence to evaluate standards in all subjects. Some of these issues were raised in the last inspection and there has been insufficient progress made in addressing them. The school development plan does not adequately identify the key curriculum priorities especially in ICT. The curriculum for children in the foundation stage is satisfactory overall but planned well in the areas of personal, social and emotional, development, language, communication and literacy development, and mathematical development.

- 18 The provision of extra-curricular activities is satisfactory. There are a small number of after school clubs, which include music and sports opportunities. A member of the support staff runs a club each day providing pupils with the chance to take part in activities to support their social development. This is a new initiative.
- 19 All pupils have equal access to the curriculum, including those with special educational needs and English as an additional language. As part of the school's very recent involvement in the Excellence in Cities initiative it has identified a small number of gifted and talented pupils who will be provided with additional support to extend their learning. The early signs are good. For example, the Year 2 teacher has begun to teach ICT to this group of pupils. Provision for pupils with special educational needs is very good. Pupils are suitably challenged and when appropriate are withdrawn from their classes for precise teaching matched to their identified specific needs. Teachers plan work for pupils with special educational needs taking into account their individual educational plans that are of very good quality. Targets for pupils' learning are appropriate and achievable. Pupils with English as an additional language are generally supported well in their lessons especially in their development of spoken English. However, they do not have enough structured help with their writing. A disproportionate number of pupils whose first language is not English are put on the special educational needs register. This accounts for the well above average total number of pupils on the register. Although the school's intentions are laudable the difference between those who need to learn English and those with learning difficulties is not clearly understood. The national Code of Practice on the identification and assessment of special educational needs makes it very clear that lack of competence in English as a second language must not be equated with learning difficulties as understood in the Code.
- 20 Provision for pupils' spiritual, moral, social and cultural development is good. Assemblies provide time for pupils to reflect on aspects of their lives. Time for prayer is also included at the start of afternoon school. This helps pupils develop a spiritual awareness. The school provides good opportunities for pupils to learn the difference between right and wrong. Classes have the school rules displayed and in an assembly at the end of each week good behaviour is rewarded. Pupils are expected to treat people with respect. They open doors for others and enquire about the welfare of other pupils and adults. Pupils relate well to each other, cooperate well and have opportunities to work together, for example in physical education.
- 21 The diversity of cultures represented by the pupils are valued highly. For example, parents provide good support and bring traditional food to celebrate religious festivals and other traditions of their cultures. Pupils study a range of cultures. They dance at the local festival and visitors support art and design projects such as making a Millennium banner. They take part in Commonwealth Day celebrations and a group visited Westminster Abbey as part of this initiative. Displays in the school reflect

cultural and ethnic diversity and include positive black adult role models. The school recently helped celebrate the achievements of pupils from the local area of black Caribbean heritage.

- 22 Links with the wider community are very good. Employers from local businesses support pupils' reading and sponsor school events such as discos and parties. Pupils also visit different businesses to learn about industry and attend the study support centre at Sheffield United Football Club. The local vicar takes assemblies and pupils visit the church. Relationships with local schools are good. The secondary school supports funding for staff exchanges in literacy, numeracy and science. Partnership with the local university is good and the school supports students during their teacher training. During the inspection two trainee teachers were working in the school and they were being well supported.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 23 Support and guidance for pupils remain good and the school is generally a safe and caring place for learning. Teachers know pupils well and as a result provide good support to individuals. The learning support mentor is providing valuable support for pupils experiencing barriers to their learning and development. Very good care is taken of pupils with special educational needs. Good individual education plans identify precise targets for learning. The targets are frequently reviewed and amended as pupils' needs change. A very good example of the importance the school places on inclusion is the help given to enable a pupil with severe communication skills to make progress. Focused support promotes confidence in pupils to take part in residential visits with friends. This has helped their personal and social development. Their learning has also been developed by teachers helping them to record the events in simple sentences to accompany photographs taken during the residential stay. The school enjoys very good links with the support agencies including the educational psychologist and occupational therapist.
- 24 Arrangements for assessing pupils' attainment and progress have improved since the last inspection and procedures are now good and implemented consistently. Children are assessed on entry to the school and results are used to inform the planning of their work. The results of statutory and non-statutory national tests in English, mathematics and science are carefully analysed to help monitor pupils' attainment and progress and set future learning targets. Individual pupils' records of achievement are carefully kept up to date. Assessments in the core subjects are regular and accurate.
- 25 Good behaviour is promoted effectively through a positive ethos of respect for others and a resulting high quality of relationship between pupils and members of staff. Expectations of good behaviour are high and pupils are trusted. The discipline code sets out clear standards for behaviour and monitoring of inappropriate behaviour results in prompt and effective action to address particular concerns. Measures are implemented consistently well by members of staff and effectively eliminate all forms of oppressive conduct.
- 26 Procedures for monitoring and promoting good attendance have not been sufficiently successful, although there has been a gradual improvement over the last few years. The learning support mentor is providing support for particular families but this is a recent initiative.

- 27 Arrangements for the safety and protection of pupils are good. Health and safety procedures are thorough, with regular risk assessments and follow-up action monitored by the governing body. Child protection procedures are in line with local requirements and welfare procedures provide proper care for pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 28 Parents generally have good opinions of the school and they express support for most areas of its work. In particular, they are pleased with: how much their children like school; the ease of approach to the school with questions or concerns; the school's expectations that pupils will work hard; pupils' good behaviour and progress. The inspection findings support these positive views. A significant number of parents would like to see improvement in the use of homework and activities outside lessons. The concerns about homework are justified because work at home is not systematically planned across the curriculum and very little is set. There is a sufficient range of clubs for the size of the school and after-school clubs are now part of the work of the learning support mentor.
- 29 Parents take a keen interest in school life and some parents would like to work more closely with the school. Parents are not yet involved enough with pupils' learning, either at home or with work at school. However, the school has already identified, in the current school improvement plan, the need to involve parents more. An active parents' association raises funds for school improvement, such as sunblinds for classrooms, and events are usually well attended.
- 30 Information to parents about school life is good, for example, in publications such as the school prospectus, newsletters and parents' notice board. Information about pupils' progress, in their annual reports, is detailed about what they achieve but do not meet requirements fully. Information and communication technology and design and technology are grouped together and one or the other subject is often not reported on at all. Targets are set separately and discussed with parents at consultation evenings.
- 31 The school recognises the importance of developing a partnership with parents to promote effective teaching and learning for pupils with special educational needs. Parents have good relationships with the school and are encouraged to visit school regularly to discuss their children's progress. Parents are always invited to meetings to review individual educational plans and most parents attend.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 32 In the last two years there have been significant changes in the leadership of the school and in the governing body. The headteacher has been at the school for less than two years and a member of staff is the acting deputy headteacher. Very few governors were serving at the time of the last inspection. Inevitably, continuity in strategic planning and in the direction of the school has been affected. The leadership and management are currently satisfactory but the headteacher and governors are keen to work in greater partnership and the signs for the future are encouraging.
- 33 The headteacher, staff and governors have a very positive commitment to the school community's ethnic and cultural diversity. An ethos of respect and harmony is promoted strongly and the headteacher sets the right tone in assemblies. The headteacher's recent analysis of pupils' performance in relation to their gender and

ethnicity is a very positive development and helps the school not only to monitor pupils' progress more thoroughly but also to set more realistic targets. The headteacher acknowledges that the current development plan has weaknesses. A useful evaluation is made of the previous plan and priorities are identified for most aspects of the school's work. However, there are too few clear targets for teaching and learning and key areas in need of development, such as information and communication technology (ICT), are not identified. In addition, the lack of detail on projected costs does not help governors to monitor whether spending on the educational priorities is effective. The intention to link the forthcoming development plan more closely to the Local Education Authority's overall plan is a sensible decision. The headteacher and governors control funding efficiently and are helped to ensure value for money by the services of an external bursar.

- 34 The governors have very recently allocated responsibilities for literacy, numeracy, science and special needs and this will help to them improve their knowledge of what is happening in the school. Governors mostly fulfil their statutory responsibilities but National Curriculum requirements for ICT are not being met and all subjects in the pupils' annual reports are not always reported on. Parent governors are especially becoming more involved in the life of the school and the new chair of governors, who is the local vicar, regularly visits the school including taking assembly. Within the past two years the school's co-ordinators for literacy and numeracy, the headteacher and external advisors have undertaken some useful observations of teaching and learning and the results have been recorded clearly. Samples of pupils' work have also been scrutinised. The findings from the school's monitoring identified the need to improve pupils' writing and an external consultant addressed the staff on the possible ways forward. However, at the moment there is no systematic approach to observing teaching and learning and monitoring the curriculum. Consequently strengths and weaknesses are not being identified early enough to help the school's development. This is particularly the case in respect of ICT, literacy and the imbalances in time allocated to subjects.
- 35 The acting deputy headteacher carries a heavy load including responsibility for English, ICT, assessment and the infant years. She has supported the headteacher and school very well during a period of considerable change. The co-ordinator for special educational needs has made a substantial contribution to making it a strength of the school. The co-ordinator for mathematics manages the subject well and has contributed to the effective implementation of the numeracy strategy. Other staff are either very new to the school or have been allocated a co-ordinator's role very recently. It is therefore too early to judge their effectiveness. The management of provision for English as an additional language (funded by specific grant) is not defined clearly enough and there is not enough monitoring of practice. It is two years or more since the support staff had any training in their role.
- 36 The accommodation is generally adequate for the needs of the curriculum. Areas are kept clean and generally well maintained, except that the hall and many rooms are now in need of redecoration. The playground is in poor condition, with broken surfaces and unlevelled drain covers, and affects adversely the quality of outside lessons and play, especially as there is no grassed area to provide an alternative facility. Space for the youngest pupils to play is also inadequate. Learning resources are good for supporting learning in most major subjects but resources for ICT remain unsatisfactory. The main library has a recently audited stock of books and provides a useful facility for pupils to study.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37 The governors and headteacher should

- (1) Raise standards in reading by giving pupils more structured help in literacy lessons.
- (2) Raise standards in writing by:
 - giving pupils more help when they write within the whole curriculum;
 - providing more structured help in literacy lessons;
 - ensuring that marking consistently helps pupils to improve their performance.
- (3) Raise standards in ICT by:
 - teaching the full range of required skills;
 - ensuring that ICT is regularly used in other subjects;
 - improving teachers' expertise;
 - improving equipment and resources.
- (4) Monitor and evaluate the curriculum, teaching and learning systematically.
- (5) Review the provision for English as an additional language and ensure that pupils whose first language is not English are not mistakenly put on the special needs register.

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL FOR INCLUSION IN THE ACTION PLAN

- Monitor the provision for history to ensure standards at age eleven begin to improve.
- Continue to improve attendance and punctuality.
- Ensure time allocations to subjects are more balanced.
- Review the provision for support for English as an additional language.
- Improve the provision of homework.
- Continue to improve parents' involvement in their children's education.
- Improve the school development plan.
- Make sure that pupils' annual reports meet statutory requirements.

ENGLISH AS AN ADDITIONAL LANGUAGE

- 38 The school identifies 55 pupils whose first language is not English. Twenty are at an early stage of learning English and eleven receive targeted support from two support assistants funded by the Ethnic Minority Achievement Grant (EMAG). The specific support is currently provided in Year 5 and Year 6. The two support staff worked in Sheffield before grant funding was devolved to schools and it is more than two years since they had any training. A further support assistant is funded from the school's budget and supports infant pupils. The support staff have a strong commitment to the pupils and work closely with class teachers. Their help is invaluable where they provide bilingual support especially for Somali pupils. Several occasions during the inspection the support staff were observed using their linguistic skills to put pupils at their ease or to help them understand their work. The support staff work hard but there is confusion over what is expected of them. This arises mainly because of the unclear understanding of the difference between the needs of pupils learning English and those who have learning difficulties. This confusion has resulted in a disproportionate number of pupils with English as an additional language being put on the special educational needs register. This is unacceptable and contrary to the national Code of Practice that governs provision for special educational needs.
- 39 In the work observed during the inspection the support staff related very well to the pupils and the pupils clearly respect them. However, their work is not always as effective as it could be because they mainly support pupils' general work rather than helping pupils to meet specific targets. The support assistants are unsure what pupils' language targets are. Also, in the lessons observed, the pupils being supported often undertook exactly the same work as other pupils in their group (and these were almost always low attaining pupils) and did not receive distinctive help with English, especially reading and writing. For example, in literacy lesson in Year 6, pupils struggling to write were not helped to find words and spellings for themselves and had no models of writing to help them.
- 40 Pupils are assessed on entry to the school including, where possible, in their own language. Subsequent assessments and records tend to be determined by the format used for special educational needs. The headteacher and staff are committed to helping pupils succeed and in general many pupils whose first language is not English make good progress especially in oral English. However, the targeted pupils are capable of making even better progress, particularly in reading and writing, if their support was improved. Management and monitoring of provision and practice are weaknesses that need addressing.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9	44	44	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	146
Number of full-time pupils known to be eligible for free school meals	73

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	73

English as an additional language	No of pupils
Number of pupils with English as an additional language	55

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	37
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.2

Unauthorised absence

	%
School data	2.2
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	6	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
	Total	11	13	13
Percentage of pupils at NC level 2 or above	School	69 (56)	81 (69)	81 (75)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
	Total	11	12	14
Percentage of pupils at NC level 2 or above	School	69 (56)	75 (63)	88 (69)
	National	84 (82)	88 (86)	88 (87)

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
	2000	6	10	16

National Curriculum Test/Task Results		English	Mathematics	Science
	Total	9	9	15
Percentage of pupils at NC level 4 or above	School	56 (78)	56 (78)	94 (84)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
	Total	8	7	9
Percentage of pupils at NC level 4 or above	School	50 (54)	44 (70)	56 (81)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year. Results for boys and girls are omitted where less than eleven in either group took the tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	16
Black – African heritage	27
Black – other	3
Indian	-
Pakistani	6
Bangladeshi	7
Chinese	-
White	51
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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)	6.6
Number of pupils per qualified teacher	22.1
Average class size	19.8

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	231

FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	443,040
Total expenditure	355,292
Expenditure per pupil	2,433
Balance brought forward from previous year	8,418
Balance carried forward to next year	96,166

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	146
Number of questionnaires returned	52

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	4	0	1
My child is making good progress in school.	48	42	10	0	0
Behaviour in the school is good.	48	46	4	0	2
My child gets the right amount of work to do at home.	23	35	29	8	6
The teaching is good.	46	42	8	0	4
I am kept well informed about how my child is getting on.	40	38	12	6	4
I would feel comfortable about approaching the school with questions or a problem.	60	27	2	4	7
The school expects my child to work hard and achieve his or her best.	56	35	4	0	5
The school works closely with parents.	40	37	10	8	6
The school is well led and managed.	33	40	6	8	13
The school is helping my child become mature and responsible.	48	37	6	2	8
The school provides an interesting range of activities outside lessons.	23	29	10	19	19

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

- 41 The school's assessments indicate that most children who enter the school in the reception class have well below average attainment but especially in English which, for many, is not their first language. Many also have poor mathematical skills and their personal and social development is more limited than is often found. Children make good progress because the overall quality of teaching is good. Therefore by the time they are ready to start Year 1 the majority of the children achieve the early learning goals in personal, social and emotional development, mathematical, physical and creative development. Although progress is good in communication, language and literacy most pupils by the end of the foundation stage do not achieve the early learning goals in this area. Overall, the quality of teaching and provision are good. Planning for personal, social and emotional development, communication, language and literacy development, and mathematical development is good. Planning in all other areas of learning is satisfactory but lacks detail on learning objectives. In general, provision and standards are similar to those found in the last inspection but the increase in the number of pupils whose first language is not English has meant that standards by the start of Year 1 are lower. Twenty-seven children were in the foundation stage at the time of the inspection.

Personal, social and emotional development

- 42 Provision to develop pupils' personal, social and emotional development is good. Teaching is effective. Staff ensure that a range of activities such as learning how to work co-operatively in order to handle and move a large parachute in unison in the hall are effectively planned. This ensures children make good progress in this area of learning. Both teachers and support assistants work well as a team to effectively promote social skills. For example, they show children how to dress themselves after physical activity rather than doing it for them and when making hats children are encouraged to choose the materials they want to use in order to develop independent learning skills. Through planned activities such as "circle time" and group work children soon understand the importance of taking turns and show they can share and handle equipment such as musical instruments carefully. When involved in activities most children show good levels of concentration for their age and engage in a range of activities with interest and enjoyment. They listen carefully to adults and their behaviour is nearly always good.

Communication, language and literacy

- 43 Although many of the children enter the school with very limited skills in English most make good progress because activities to promote oral English and basic literacy skills are well planned and the quality of teaching is good. Elements of the National Literacy Strategy, such as shared reading and word sentence work, are used very effectively by the teacher to promote early reading and writing skills. For example, in a good lesson the teacher thoroughly taught basic skills of writing such as how to form letters accurately and the use of a "finger space" between words. Although children enter the school not knowing how to hold a book appropriately most children by the time they leave the reception class enjoy looking at books and have acquired some early reading strategies such as looking at pictures in order to obtain meaning. Letter sounds are well taught during the literacy hour and most children are beginning to know many initial letter sounds and high attaining children read simple words and

phrases well. Children enjoy listening to stories and they can recall some of the main characters in the stories that they hear well. Most listen carefully to the teacher and respond to instructions quickly. Effective questioning by adults and the use of “circle time” effectively develop children’s confidence to speak in front of others. In writing, most children are beginning to write some recognisable letter shapes but only a few can write their own names.

Mathematical development

- 44 In mathematical development the quality of teaching is especially effective and by the end of the reception year most children will have achieved the early learning goals for mathematics. Children make very good progress. Activities are well structured around aspects of the Numeracy Strategy and this ensures children make significant gains in their learning. The teacher and support make good use of mathematical language. Most children count confidently to ten and many count beyond this. Most recognise number shapes to ten and match the correct number of dots to the correct numeral. The teacher effectively promotes appropriate mathematical language when children are engaged in practical mathematical activities and most children are beginning to understand and use the terms 'more than' and 'less than' when sorting sets of objects. Children know that four is one less than five and that six is one more than five. They make good progress in shape, space and measures and can identify and name several two-dimensional shapes such as a square, circle and triangle and one high attaining pupil knew that a six sided shape was called a hexagon.

Knowledge and understanding of the world

- 45 Children’s knowledge and understanding of the world are well below average for their age and most are unlikely to meet many of the early learning goals in this area of learning by the start of Year 1. Children make slow progress in this aspect of their learning because overall there are too few planned opportunities for them to investigate and explore their surroundings in order to develop a better understanding of the world around them. Although the overall teaching is satisfactory learning objectives are often too general in this aspect of learning and planning is not sufficiently detailed. By the time the children leave the reception class most children have a basic understanding of the natural world and know that plants need both sunlight and water in order to live. With support they can name and label different parts of a plant and can order the life cycle of a chick accurately. Through practical activities children begin to understand that some objects sink and others float when they are put into water. Children effectively use computer programs to support their learning and quickly learn how to manipulate the mouse accurately to click icons on and off in order to dress the teddy and create their own pictures on the screen.

Physical development

- 46 It was only possible to observe one lesson in physical development during the inspection. In addition, the learning objectives identified for this lesson had a stronger emphasis on children’s personal, social and emotional development than on physical development. However, further evidence was obtained from the teacher’s planning and this indicates that provision and teaching are satisfactory overall. Adults manage children very well during physical activity and organise a range of appropriate activities that effectively develop both children’s fine and gross motor skills. For example, children learn how to cut and paste accurately while making hats and models of Humpty Dumpty out of junk materials; they join pieces with growing dexterity and control. They learn control and balance as they ride a range of wheeled toys and

effectively learn to explore body movement by running, stretching and curling. Children show a good sense of control and spatial awareness as they run and move around the hall. However, their physical development is restricted to a certain extent because they do not have a satisfactory outdoor play area.

Creative development

- 47 In creative development the quality of teaching is satisfactory and by end of the foundation stage most children achieve the early learning goals in this area of learning. Children learn well how to create different shades by mixing paints in order to paint a rainbow. They develop a strong sense of colour as they work in bold primary colours and enjoy the tactile experience of hand printing. They enjoy music and clap and maintain a simple rhythm and sing familiar songs well from memory. They are encouraged to play untuned percussion instruments in order to explore the different sounds that each make. Most children can identify soft and loud sounds and begin to understand the different ways in which instruments can be played. Although children have access to a role play area there are too few sustained opportunities for imaginative play.

ENGLISH

- 48 Most pupils enter the school with poor skills in English, which for about two in five pupils is not their first language. Almost thirty percent of pupils come from Somalia. Inspection findings show that these pupils make good progress over time and achieve well especially in oral English. Generally, infant pupils make good progress and junior pupils make satisfactory progress. Standards of attainment by the age of eleven are below average, particularly in reading and writing. However, high attaining pupils attain average standards. In the 2000 National Curriculum tests for pupils aged eleven, pupils' overall performance in English was well below the national average. However, in comparison with similar schools pupils' attainment was above average. Although results have fluctuated over time and pupils' performance has remained below the national average, standards have risen since 1996. Standards in the current Year 2 are below average. In the 2000 National Curriculum tests seven year-old pupils' overall performance in reading and writing was well below average. However, in comparison with similar schools pupils' performance in reading was above average and in writing it was close to average. Although results have remained below the national average standards have improved since 1996. Standards of attainment have fallen since the last inspection when they were judged to be average for seven and eleven-year-olds. However, the number of pupils with English as a second language has risen since the last inspection and this has inevitably affected standards.
- 49 Pupils make good progress in speaking and listening and by the ages of seven and eleven attain broadly average standards. Pupils across the school listen attentively in many different situations and are eager to participate in whole class discussions. Teachers encourage oral English and try to develop speaking skills across the whole curriculum. Pupils have opportunities to gain confidence in speaking in front of an audience and are encouraged to express their views and opinions clearly. For example, in history Year 5 pupils were asked to role play while reading aloud from a text a story about Ancient Greek gods. Support staff give good help in pupils' use and understanding of English especially when translating into or from Somali.
- 50 Infant pupils make good progress in reading and progress in the juniors is satisfactory. Attainment at seven and eleven is below average. Throughout the

school most pupils are keen to read and show good levels of perseverance when tackling unfamiliar words. High attaining pupils in Year 2 read texts with reasonable accuracy and independence. They comprehend well and respond to what they read, for example, laughing at the humour in a story. Pupils of average ability are much more hesitant and sometimes struggle to read common words. Although by the age of eleven many pupils have acquired a satisfactory range of reading strategies most are not yet fully fluent and often hesitate when reading unfamiliar words and texts. Library skills are well promoted by teachers across the school and by the age of eleven pupils know how to use a glossary, an index and contents page well. High attaining pupils are confident and fluent and discuss their reading well including books by Tolkien. However, most pupils' progress in reading is restricted particularly in the juniors because teachers do not organise and structure guided reading appropriately during the literacy hour. Pupils are not therefore acquiring skills systematically enough.

- 51 Standards in writing are below average at seven and eleven. This is because teachers do not effectively provide models of effective writing or promote writing skills sufficiently well during guided writing sessions within the literacy hour. The most able pupils in Year 2 are developing a secure understanding of basic punctuation and write stories in a logical sequence of events. Although there are some examples of good extended writing in the juniors, in general, pupils do not have enough opportunities to write in different styles and for different purposes within the whole curriculum. Information and communication technology (ICT) is also very underused to help pupils improve their writing skills. Although teachers appropriately encourage pupils to use dictionaries to support their learning pupils' spelling is often careless and erratic. Most pupils do not have a secure knowledge and understanding of punctuation rules and consequently their use of punctuation is often inconsistent. However, high attaining pupils in Year 6 use a range of punctuation such as apostrophes, commas and speech marks correctly. They also write stories with a good structure. Across the school pupils make good progress in handwriting skills and by the age of eleven most pupils' handwriting is fluent, joined, legible and well presented.
- 52 Class teachers and support staff support pupils who have special educational needs very effectively. Learning targets in individual educational plans are suitably precise. Pupils make very good progress in relation to their prior attainment.
- 53 Pupils who have English as an additional language make good overall progress. They are helped by support staff to understand what is expected of them, particularly in group work during the literacy hour. However, there are occasions in writing when they are not given enough structured help and are given exactly the same tasks as other pupils. Also, during shared reading and whole class discussion, support staff appear not entirely sure how best to help pupils.
- 54 The quality of teaching is satisfactory overall. In two of the seven lessons teaching was good. Teachers have a secure knowledge and understanding of the subject and they effectively promote appropriate subject vocabulary. The school has successfully implemented most elements of the National Literacy Strategy. However, pupils' learning in reading and writing is not as good as it should be because often teachers do not organise or structure guided reading and writing effectively. Learning objectives for this part of the literacy hour are not identified precisely enough in teachers' planning and it is not clear what texts different groups of pupils are to read. Too few opportunities are given for pupils to read aloud in order to develop their skills and teachers do not question pupils sufficiently well about the texts that they read in order to extend their understanding and thinking. In guided writing teachers do not

use demonstration techniques or provide models of writing sufficiently well in order to develop specific skills such as style, punctuation and spelling. In the most effective teaching teachers use resources such as 'Big Books' effectively during shared reading to promote key skills. Also they skilfully demonstrate skills to support pupils' learning and independent tasks are suitably planned for different ability groups. Pupils are given clear instructions and questions are used well to improve pupils' knowledge and understanding of vocabulary, punctuation and text.

- 55 The co-ordinator for the subject is knowledgeable and has had considerable experience of implementing and delivering the literacy hour within the school and across the local authority. However, opportunities for the co-ordinator to monitor the quality of teaching and learning in the subject are insufficient. This has led to elements of the National Literacy Strategy not being appropriately implemented in some classes and as a result there are gaps in pupils' learning. Assessment procedures are good and the school effectively analyses both statutory and non-statutory tests and other school based tests in order to track pupils' attainment and progress.

MATHEMATICS

- 56 In the 2000 National Curriculum tests for pupils aged seven pupils' overall performance was well below the average for all schools and below average compared with similar schools. The results for eleven-year-olds in the 2000 tests indicate that their overall performance was well below the average compared to all schools but above average compared to schools that have a similar proportion of pupils eligible for free school meals. Trends over time show often large variations from year to year mainly because the number of pupils aged seven and eleven is small. Therefore, comparisons with national averages and of contiguous years need to be treated with caution. Also, there have been significant changes of staff in recent years. The current pupils in Year 2 and Year 6 attain average standards and these are similar to those at the time of the last inspection. The National Numeracy Strategy has positively influenced the quality of teaching, which is good overall. This is helping to raise standards quickly.
- 57 All pupils make good progress and pupils with special educational needs make very good progress. Teachers receive very good teaching support from learning support assistants who ensure that pupils of differing abilities receive appropriate help when needed. By the age of seven pupils understand place value in numbers up to 100. They recognise the properties of simple two and three-dimensional shapes and can measure using a range of methods including standard measures. By the age of eleven pupils have extended their knowledge of number. They apply table facts to problems well and understand a range of ways, including percentages, in which fractional parts can be expressed. They know the difference between rotational and reflective symmetry and almost all can name the properties of three-dimensional shapes. There are good examples of how mathematics supports science especially when pupils record their findings in graphs. In a very good science lesson in Year 3/4 pupils made good progress in learning how to construct a line graph. However, there is insufficient use of information and communication technology (ICT) to develop mathematics especially pupils' skills in data handling. This is a weakness that the school is beginning to address.
- 58 The quality of teaching is at least good in over 80 per cent of the lessons. There was no unsatisfactory teaching observed. Lessons are very well structured with particular attention given to the quality of language used to teach a range of pupils with special

educational needs and with English as an additional language. Support staff for special needs are fully aware of the requirements of lessons and over time have worked closely with class teachers. Reference is made to pupils' individual education plans to guide teaching and this ensures that areas of weakness in pupils' learning are supported and that self-esteem is maintained. Pupils with English as a second language make satisfactory progress in their use of language and their progress in mathematics is closely linked to the quality of support they receive from support assistants. Although the quality of the support is satisfactory, opportunities are not always taken to reinforce mathematical language to ensure pupils have a clear understanding of the meaning of new terminology.

- 59 A strength of the teaching is the quality of questioning which is accurately matched to pupils' language levels. Good pace is also helping pupils to improve their speed in mental calculations. Good questioning is maintained throughout lessons and reinforced during plenary sessions. For example, in the Year 3/4 class pupils are reminded to "think about your answers" and to "check with the number chart". Pupils are encouraged to explore alternative ways of reaching and checking solutions. At the beginning of lessons previous learning is discussed to enable teachers to make accurate assessments of the pupils' levels of understanding. This important information is used as a platform for further learning. Pupils in Year 1 were given time to review the values of coins up to 10 pence. The work was very well supported with appropriate language to enable all pupils to internalise number facts. Following the careful assessment procedures the teacher extended pupils' learning through carefully planned games that involved adding and subtracting when exchanging coins.
- 60 Curriculum coverage is good. Strong emphasis is placed on number work. In particular, teachers use innovative strategies to develop investigative challenges. Opportunities to promote mathematical thinking are constantly sought. Teachers use appropriate apparatus to support learning, for example, when pupils in Year 6 investigated the properties of three-dimensional shapes. However, there are occasions when pupils are not given enough opportunity to use the apparatus independently. Consequently, they make satisfactory rather than good progress.
- 61 Pupils thoroughly enjoy their work and are enthusiastic and anxious to succeed. Mathematics provides very good opportunities to support pupils' social development. Pupils work very well together, support each other thoughtfully and listen carefully to instructions given by their teachers.
- 62 Pupils' work in mathematics is assessed regularly and as a consequence teachers know pupils' needs well. Lessons have been monitored by the co-ordinator with support from the local authority. Good practice has been highlighted and the staff have been well supported by very good subject leadership.

SCIENCE

- 63 Eleven-year-old pupils' overall performance in the 2000 national tests was above the national average. All pupils who took the tests achieved the expected level for their age and about a third achieved the higher level including some pupils whose first language is not English. Good teaching in the juniors has ensured that the current pupils in Year 6 also attain above average standards and this is an improvement on the sound performance at the time of the last inspection. On the basis of teacher assessments for science the percentage of seven-year-old pupils reaching the expected level was below average. However, almost a third achieved above average results. The current pupils aged seven attain average standards overall and this is

similar to performance at the time of the last inspection. Only 16 pupils in each year group took the tests so comparisons with national averages need to be treated with some caution.

- 64 In the infants, there is a higher proportion of pupils whose first language is not English than in the juniors. All infant pupils, including those with special educational needs and those for whom English is an additional language, make good progress over time. Also pupils made good progress in the lesson observed in Year 2. Year 1 pupils' work includes opportunities to record their work in writing, simple labelling and pictures. Their knowledge of life processes, living things and physical processes is developing well. Year 2 pupils accurately name the basic parts of a plant and describe the life cycles of plants and animals. They explain how a bulb works in an electric circuit and the more able pupils explain well what will happen if the circuit is broken. Junior pupils' work over time indicates good progress in scientific knowledge and understanding. This has been helped, in the Year 3/4 class, by thorough work on life processes and living things, and materials and their properties. Pupils in Year 5 have undertaken a good range of investigative work such as exploring whether sound will travel through different materials. Their work on seed dispersal and seed germination is also good. By the time pupils are in Year 6 their scientific knowledge is especially good and they have undertaken a good range of work since September 2000. Their work on animal habitats is detailed and pupils also have good understanding of micro-organisms. Year 6 pupils have undertaken investigations regularly and talk well about their findings. They use scientific language appropriately. Discussion with a representative group of pupils showed they had grasped some complex scientific concepts well. For example, the most able pupils gave clear explanations of photosynthesis and also balanced forces. Pupils throughout the juniors have developed good understanding of what constitutes a fair test and predict and interpret their findings. They particularly enjoy this kind of work. For example, a child in Year 5, following an experiment on sound, wrote enthusiastically; "My prediction was right!" Good links are made with mathematics particularly on those occasions when pupils record their work in graphs and tables. However, throughout the school, pupils make very little use of information and communication technology (ICT).
- 65 The quality of teaching is good overall and helps all pupils to achieve well. Teaching was not observed in Year 1 but scrutiny of pupils' work shows they are making good progress. Teachers introduce lessons well often with a useful recapitulation of what was learned in the previous science lesson. The use of well-focused and varied questions is a strength of the teaching. For example, in a very good lesson in Year 3/4 the teacher modified her questions to ensure all pupils, including those with English as an additional language, not only understood their work but also learned something new. Regular "why" and "how" questions gave pupils chances to show their understanding. Teachers also conclude lessons well by making sure pupils have learned key knowledge. In Year 6, at the end of a lesson on magnetic force, pupils' response to the teacher's question; "Why is the bar magnet more powerful than the horse shoe magnet?" indicated how well they had grasped the importance of polarity. In Year 2 in a lesson on electric circuits a group of pupils worked hard to try and make the propeller of a model aeroplane turn. The teacher asked; "Why did the propeller work when you pushed the switch?" A pupil responded; "Because the switch controls the circuit." Pupils are well managed in all lessons and their positive attitudes to the subject help them to achieve well. Pupils are encouraged to help each other. A good example was observed in Year 2 when classmates helped a newly arrived Japanese pupil who speaks little English.

- 66 Pupils' work in science is assessed regularly and analysis of results in national tests helps the headteacher to track their progress. Expectations in the teaching are generally high and build on pupils' knowledge and understanding. Pupils present their work neatly and carefully and praise for their efforts is often given in teachers' marking. However, there are very few occasions when teachers give clear indications of how pupils can improve their performance. The under-use of ICT is a weakness in the teaching.
- 67 Science is well resourced and in the lessons seen resources were used well. Changes in staff have meant that the current co-ordinator has held responsibility for the subject for only a very short period. There is no systematic approach to help identify strengths and weaknesses in the teaching and learning.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

- 68 Only one lesson was observed in art and design and none in design and technology. Pupils' work in art and design was scrutinised in order to evaluate standards. By the age of seven pupils attain expectations for their age and standards are similar to those in the last inspection. Because of recent staff changes there was not enough work to evaluate attainment by the age of eleven. The quality of the very small amount of work available in Year 6 was satisfactory. In all other year groups pupils' achievement is satisfactory overall but there are examples of good work. There was not enough evidence throughout the school to evaluate standards in design and technology.
- 69 Displays of pictures and artefacts encourage pupils' interest in art and famous artists' work has been used to good effect. For example, pupils in Year 2 created colourful collages after discussing Arcimboldo's "Summer". They also produced interesting designs based on work by Klimt. Pupils in Year 3/4 visited a farm and worked with a sculptor to make models of animals. Good use has been made of sketchbooks in Year 5. Pupils have carefully mixed colours to ensure accurate representation of skin colour in their drawings of hands. Their designs for subsequent cold water dying are creative. In Year 6 several pupils' drawing of the human body in motion shows care and thought after looking at work by Degas.
- 70 In the lesson observed in Year 2 pupils achieved well because of good teaching. The teacher demonstrated how to use a range of materials to embellish a collage and by effective questioning helped pupils to improve their ideas. Pupils showed particularly good skills in sewing. They worked well together and used resources carefully.

GEOGRAPHY

- 71 Standards of attainment have been maintained since the last inspection and remain in line with age related expectations by the ages of seven and eleven,.
- 72 Throughout the school pupils acquire a sound knowledge and understanding of a range of places. This is because teachers provide pupils with plenty of opportunities to investigate their local environment and that of other contrasting localities within the UK and abroad. For example, after a visit to a local park Year 1 pupils drew their own plans of an imaginary park and clearly identified several human and physical features such as paths, a pond, a football pitch and a cafe. In Year 5 pupils visit and make a detailed study of Eylam village in Derbyshire and can compare the similarities and differences between the two localities. In Years 3 and 4 pupils successfully compare their school day with that of a child living in St Lucia.

- 73 Pupils make satisfactory progress in understanding how changes in land use can effect the lives and activities of people and that people have different opinions about changes in the environment. Year 6 pupils discussed the consequences of a steel works closing down in the local area in favour of building a bowling alley. Their responses showed they appreciated the contrasting arguments. On the one hand closure of the steel works would lead to a loss of jobs, but on the other hand a bowling alley would bring new jobs and attract people to the area for leisure and entertainment purposes. By the age of eleven pupils use a range of geographical vocabulary such as population, industry and climate confidently. Pupils know how to use an atlas and locate specific places and features on a map.
- 74 The quality of teaching is satisfactory. Teachers' subject knowledge is sound. Teachers use a range of teaching strategies and resources, including videos, to support pupils' learning. For example, in the Year 3/4 class pupils' interest was captured when they watched a video as part of their work on St. Lucia. In this lesson the teacher used very effective questioning to draw out relevant responses from pupils and ensure that specific geographical concepts were covered. Long term planning for the subject has recently been reviewed by the co-ordinator and ensures the appropriate coverage of the subject. Assessment procedures have improved since the last inspection and pupils' attainment and progress are effectively assessed at the end of each term.

HISTORY

- 75 Standards in attainment at the age of eleven have not improved since the last inspection and remain below age related expectations. At the time of the last inspection planning for the subject was unsatisfactory and did not meet National Curriculum requirements. It is only very recently that a new co-ordinator for the subject has effectively reviewed the history curriculum and planning now ensures appropriate coverage of the subject. These very recent changes have not had time to make an impact on standards at eleven. However, standards of attainment have been maintained at age seven and remain in line with age related expectations.
- 76 Pupils' progress over time is unsatisfactory in the juniors. Their factual knowledge and understanding of key characters and events in history are too limited and they are unable to recall confidently aspects of history they have studied. Most pupils show a poor sense of chronology and struggle to order different periods in history appropriately. However, they do demonstrate a better knowledge and understanding of the work they have most recently covered. For example, Year 6 pupils know why World War 2 started and the date it ended. They understand cause and effect and can explain the reason for the blackouts and why children needed to be evacuated to rural areas.
- 77 By the age of seven pupils have acquired a sound knowledge and understanding of different events and characters from the past through carefully chosen stories, such as Guy Fawkes. They begin to develop a sense of chronology by recognising that their own lives are different from the lives of people in the past. For example, Year 2 pupils know that one hundred years ago household appliances and methods of transport were different from those used today. They know that Florence Nightingale was a nurse in the Crimean war who tried hard to make hospital conditions for soldiers much better.

- 78 The quality of teaching is satisfactory. In the best lessons teachers consolidate and build on previous learning effectively. Planning identifies clear learning objectives and resources are used well to support learning. Good links are made with other areas of the curriculum, such as personal and social education, when pupils are encouraged to develop a sense of empathy with the lives of people in the past. Where there are weaknesses in teaching pupils writing tasks are insufficiently challenging often because they are simply required to copy texts.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- 79 By the ages of seven and eleven pupils achieve standards that are below expectations. This is in contrast to standards in the previous inspection when they were judged to be well above average. Since the previous inspection there have been many staff changes and teachers' knowledge and expertise are now less secure. Additionally, the equipment is now out of date and needs upgrading to enable the school to deliver the full range of the statutory curriculum. There is no designated space for a computer suite and existing computers are not linked to a network. Consequently only one computer supports the teaching of the use of the Internet and e-mail and, in general, pupils have limited opportunities and experiences in the subject.
- 80 The only lesson of ICT observed during the inspection involved five pupils in Years 5 and 6 who were identified as gifted and talented. In this good lesson the teacher taught pupils how to access the Internet and to use websites to research information about the planet Pluto. This led to decision making about the suitability of the information for the pupils' project. With good teacher support they selected passages that were appropriate to the ages and reading skills of their friends. Pupils were excited by the amount of information available and showed great interest in the investigation. They were keen to print graphical information to support their study and learned how information can be presented in a range of ways. Because no other lessons were timetabled and there was very little direct teaching of ICT skills in other lessons, judgements cannot be made about the quality of teaching. Pupils' achievements have been judged through discussions with teachers and pupils and sampling of work.
- 81 The ICT policy has recently been updated but there is no clearly developed curriculum to enable pupils to achieve the standards expected in the National Curriculum. The school has prioritised raising the skills of knowledge of staff and a programme of training is to begin shortly. A visiting technician from the local secondary schools supports the teaching well. Pupils are withdrawn in small groups but there is no structure for the technician to follow and this is a weakness. Although pupils are introduced to basic skills such as using a tool bar and the use of keys these skills are not built upon systematically in other lessons. This means that skills have to be revisited before pupils can move on to new skills. Progress is slow. Those pupils who benefit from having computers at home are more advanced in their learning but tend to use their home computers to play games. In discussion with pupils aged eleven very few could relate experience of using the Internet or e-mail. Pupils do not have personal disks at schools and they are unsure how to save their work and store or locate information.
- 82 Pupils aged seven are not yet competent to use word processing and graphics facilities. They lack confidence when using the mouse and keyboard and need adult support. There was very little evidence of the use of ICT to support learning. While there was some word processing linked to English and pupils could access a 'Paint'

program to generate patterns on a calendar there was no evidence of the use of computers for sensing or controlling.

- 83 The subject co-ordinator is aware that there is much to do in order to raise standards but has significant management responsibilities for a range of subjects and is also the acting deputy head. This has resulted in the subject receiving little attention and the school development plan fails to identify the subject as a priority. This is a significant weakness and a reason why standards are lower than at the time of the last inspection.

MUSIC

- 84 No lessons were observed in music so it is not possible to evaluate standards and teaching.
- 85 Pupils have regular opportunities to sing and there is some evidence of the use of percussion instruments. For example, pupils in Year 2 composed interesting sounds to express their feelings about artists' pictures they had looked at. The headteacher teaches the recorder and a very small number of pupils have tuition in brass instruments.
- 86 Music does not have a high profile and there has been little apparent development since the last inspection when it was judged to be unsatisfactory. The school has recently purchased a commercial scheme of work in an attempt to improve provision.

PHYSICAL EDUCATION

- 87 Only lessons in games and gymnastics were observed and none in Year 2. It is not possible therefore to evaluate standards in Year 2. Eleven-year-olds attain standards that meet expectations for their age and these are similar to those at the time of the last inspection. In swimming, pupils benefit from the facilities at a local secondary school to enable them to become confident in water, swimming with or without aids. The school's records indicate the skills that are taught and accomplished. Pupils are making steady progress. The teaching of dance was not observed.
- 88 In the three lessons observed pupils achieved satisfactorily. Pupils in Year 1 made good use of space and showed consideration of others as they ran and changed direction during their warm up activity. They co-operated well and used the mats to perform forward rolls in pairs. They demonstrated satisfactory skill and their performance improved with practice. The teacher made competent use of pupils to demonstrate particular movements. Pupils in the Year 3/4 class joined in enthusiastically in a series of games designed to improve their ball passing and marking skills. These activities took place on the outside hard play area and the pace of the work ensured the exercise was rigorous enough to maintain body warmth in the cold temperature. Pupils enjoyed the activities and showed satisfactory progression in learning as they extended their range of passing and dodging skills. They displayed keen enthusiasm in response to the teacher's praise. Pupils in Year 6 showed satisfactory skills when they practised sending and receiving a ball using their hands. The teacher used a range of balls to support the development of skills with more able pupils. Good encouragement was given to all pupils. A member of the support staff used Somali to help pupils understand what they had to do.
- 89 The school makes the best use of its available resources for physical education. The hall is spacious and provides good facilities for gymnastics and dance. The outdoor

hard play area is used for games but the poor quality of its uneven surface restricts what can be provided. There is no field for team sports and this limits opportunities for pupils to take part in team games and athletic activities. Resources are of poor quality and are under review with old equipment being replaced with more suitable and flexible apparatus designed specifically for primary school use.