

# INSPECTION REPORT

## **WOODSEATS PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107068

Headteacher: Mrs S Lee

Reporting inspector: Mr David Carrington  
15414

Dates of inspection: 26<sup>th</sup> – 29<sup>th</sup> March 2001

Inspection number: 224103

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Chesterfield Road Sheffield
Postcode:	S8 0SB
Telephone number:	0114 255 4619
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Alan Cordwell
Date of previous inspection:	24 <sup>th</sup> – 27 <sup>th</sup> February 1997

## INFORMATION ABOUT THE INSPECTION TEAM

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15414	Mr David Carrington	Registered inspector	Art and design Design and technology Information and communication technology	The characteristics and effectiveness of the school The school's results and pupils' achievements Teaching and learning
9146	Mr Mark Brennand	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
6752	Mrs Jenny Dickins	Team inspector	Geography History Areas of learning for children in the foundation stage Special educational needs	
9479	Mrs Christine Field	Lay inspector		
30144	Mr Edgar Hastings	Team inspector	English Physical education English as an additional language Equal opportunities	
25771	Mr P Sandall	Team inspector	Mathematics Music	Quality and range of the curriculum
2818	Mr Graham Warner	Team inspector	Science Religious education	Leadership and management

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## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>14</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>16</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>18</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS ?</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>24</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

## **PART A: SUMMARY OF THE REPORT**

Woodseats Primary School is much larger than most primary schools and has 202 boys and 191 girls, with another 52 children who attend the nursery part time. The school is located on the A61 road on the south side of Sheffield in the Woodseats district, which is a mix of older houses, shops and commercial businesses. Most of the pupils are white European, although a significant number are from minority ethnic backgrounds. The school has average proportions of pupils entitled to free school meals and with special educational needs, including statements. All but a few pupils speak English as their first language. The school aims to develop all pupils' full potential so that they achieve well in all aspects of school life. The attainment of children when they start school is broadly average. The school's provision for special educational needs was given additional focus during this inspection as part of a national survey by Ofsted.

### **HOW GOOD THE SCHOOL IS**

Woodseats Primary School is a very effective school. The headteacher gives excellent leadership and has turned round this once failing school, so that it now has a bright future. All staff share the commitment to improvement, and the quality of teaching and learning is good overall. Pupils settle well to their learning, make good progress and reach above average standards overall by the age of eleven, especially in English, mathematics and science. Pupils' attitudes to school, behaviour and relationships are all strengths and they develop into mature and sensible learners. There are one or two things that remain for enhancement, particularly in the Foundation Stage, but here the potential for further improvement is very good. The school gives good value for money.

#### **What the school does well**

- The headteacher has brought outstanding leadership and management to the school and has developed other staff into effective managers.
- The quality of teaching and learning is good and this enables pupils to make good progress overall.
- Good provision in the nursery makes sure that children make a good start to school.
- Standards are above average in English, mathematics, science and a number of other subjects by the age of eleven.
- Pupils develop into kind, considerate and well-behaved people who relate very well to each other and to the staff.
- The curriculum for infant and junior pupils is relevant and rewarding, and prepares them well for the next stage of their education.

#### **What could be improved**

- There are differences in the curriculum in the nursery and reception classes that means that progress is not as consistent as it could be in the Foundation Stage.
- Provision for pupils' personal, social and health education is not cohesive.
- Precise targets for learning are not yet set and shared with the pupils consistently.

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

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

In the 15 months following the placing of the school into special measures in 1997, good progress has been made. In July 1998, Her Majesty's Inspectors of Schools (HMI) judged that the school was no longer failing its pupils and special measures were removed. HMI left four key issues for the school:

- 1 Continue to raise standards, especially in English, mathematics and science.
- 2 Continue to improve the quality of teaching.
- 3 Enhance the systems of checking the school's performance.
- 4 Complete the school development plan and ensure that it and the remaining items on the action plan are fulfilled.

Very good progress has been made in tackling these key issues because the headteacher has led the school determinedly and all staff are committed to make improvements. Everyone works hard to ensure

that all pupils get a good deal. Because there is very good teamwork and keen understanding of the strengths and weaknesses of the school, it is in a strong position to maintain this very good rate of improvement.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	B	B	C	C
mathematics	A	B	C	B
science	B	B	B	B

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

*Similar school are those schools with between 8% and 20% of pupils entitled to free school meals.*

Standards in the 2000 Statutory Assessment Tests (SATs) were average in English and mathematics and above average in science at the end of Year 6. In comparison with schools where similar proportions of pupils are entitled to free school meals, standards at Woodseats Primary School were average in English and above average in mathematics and science. Although the results in 2000 were not as high as in earlier years, standards achieved by eleven and seven-year-old pupils have improved well since the 1997 inspection.

Inspectors judge that in English and mathematics, current standards are above average at the ages of seven and eleven. Standards in science, art and design, design and technology, physical education and religious education are above average when pupils leave school at eleven. They are average in geography, history, information and communication technology and music at this time. Overall standards are average at the age of seven and above average at the age of eleven.

Pupils make satisfactory progress from the time of joining school to the age of seven. It is not, however, consistent in the Foundation Stage, as there are differences in the curriculum in the nursery and the reception classes. Progress accelerates, and is good in the junior years. All pupils, regardless of background, make good gains in skills, knowledge and understanding by the age of eleven. Boys and girls, for instance, work as hard as each other and both make good progress. Pupils with special educational needs are supported well, especially by the learning support staff and this enables them to progress well with their learning. The school sets demanding targets for attainment and there is some setting and sharing of these with the pupils themselves. However, this could be more consistent from class to class.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils work hard and produce good amounts of work. They are interested in their work and respond well to the staff.
Behaviour, in and out of classrooms	Good. The school is an orderly place of work and play. Lessons are settled and pupils are polite and considerate. There have been no exclusions from school in recent years.
Personal development and relationships	Good. Pupils grow into mature and sensible learners who work independently and show that they can be trusted to do well when staff are working with other groups. Personal, social and health education is not planned sufficiently well across the school.
Attendance	Unsatisfactory. The level of attendance in recent years was not as high as in most other primary schools, but it is improving now. Pupils arrive punctually for school.

## TEACHING AND LEARNING

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

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

Pupils work well; they try hard and produce a lot of work. Over their time in school standards improve because learning is good. In the main, pupils know how well they are doing, but this could be improved by more consistency in the setting and sharing of targets for learning. Pupils with special educational needs, those who speak English as an additional language and those with particular gifts or talents make the same good progress as other pupils. This pattern of increasing knowledge, skill and understanding is due to the generally good quality of teaching in school.

During the inspection, 96 lessons or part-lessons were observed. In the nursery, reception and infant classes, teaching and learning were more often satisfactory than good. In junior classes, teaching and learning quality were better, with more good and very good teaching and learning than that which was satisfactory. No teaching was unsatisfactory and, in all, more excellent, very good and good teaching was seen than is usually found in primary schools. Basic skills of English and mathematics are taught well, though some aspects of planning and assessment need to be stronger in many subjects.

There has been very good improvement in the quality of teaching and learning since the previous inspection, and pupils get a good deal from their time in school.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The amount of time spent on each subject is well balanced and the coverage of most subjects is detailed. The Foundation Stage curriculum is not yet fully in place in the nursery and the reception classes. The literacy and numeracy strategies have been successful in boosting standards in basic skills and good work is done in other subjects to improve them even more.
Provision for pupils with special educational needs	Good. The needs of these pupils are well catered for. They are well motivated and hardworking, they make good progress and most attain very respectable standards. The management of provision for these pupils is good and support staff work very effectively to ensure that the pupils do as well as they can. This is a major improvement since the inspection in 1997.
Provision for pupils with English as an additional language	Good. The few pupils who speak languages other than English at home are also well provided for and they speak, read and write English as successfully as the other pupils by the time they leave school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. The school does a very effective job of developing pupils into pleasant people. Pupils learn and work well together and respect each other, and there is a very good level of racial harmony. The works of famous artists, musicians and writers are celebrated and enjoyed. Pupils' spiritual development is satisfactory.
How well the school cares for its pupils	Satisfactory. Pupils are taken care of well. Ways to ensure that attendance is at best levels and the use of the results of assessment to set work that is well matched to pupils' needs could both be improved.
Links with parents	Good. Parents are well informed and there is an effective partnership with the school in the education of their children. Parents think that the school does a very good job for their children and the team agrees with this judgement.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has excellent leadership and management skills. Other staff have been drawn well into the process of school improvement and they undertake their duties very effectively. This has led to a very good rate of improvement.
How well the governors fulfil their responsibilities	Good. Governors are growing well into their role of checking that the school is as successful as it can be. They know the school's strengths and areas for development well and they give good levels of support and encouragement to all staff.
The school's evaluation of its performance	Good. The headteacher and senior managers have very good knowledge of what is done well and what needs improving. Good analysis is made of data on pupils' performance, and comparison is made with other schools to check that the school is competitive. Other staff are increasingly involved in this process of self-review.
The strategic use of resources	Good. All forms of resources are put to good use in the interests of the pupils. There are no shortages of staff, accommodation or learning resources and finance is managed very well. The school applies the principles of <i>best value</i> well to its work and it gives good value for money because pupils make good progress.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like coming to school.</li> <li>• The quality of teaching is good.</li> <li>• Expectations are high.</li> <li>• Pupils make good progress.</li> <li>• They feel comfortable approaching staff when they have a query or concern.</li> <li>• The school is well led and managed</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons could be better.</li> <li>• Improvements could be made to the level of homework set.</li> </ul>

The inspection team has no hesitation in agreeing with the very positive views of parents. It also judges that the range of activities outside lessons and homework amounts are both good.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

##### Good

- Standards have improved very much since the 1997 inspection when attainment was not good enough.
- Children start school with broadly average levels of knowledge and skill.
- They make good progress in the nursery and satisfactory progress in the reception classes.
- Progress is satisfactory in infant classes and good in the juniors.
- Pupils with special educational needs make good progress in all years, largely because of the very effective support given to individuals and groups by the non teaching staff.
- In 2000, standards in the Standardised Attainment Tests (SATs) for eleven-year-old pupils were similar to the level found nationally in English and mathematics and were above average in science.
- Compared to similar schools, standards in 2000 were average in English and above average in mathematics and science.
- Inspectors judge that pupils in Year 2 achieve satisfactory standards and those in Year 6 achieve good standards.
- Better standards in English and mathematics have had a knock-on effect in all other subjects where standards are at the expected level in four subjects but better than this in the remaining five.
- The high attaining pupils do well on the whole, and many attain much better than expected for their age.
- The pupils themselves could be more involved in checking and tracking their own progress.
- Overall, the pupils at Woodseats School do well because their learning is interesting and motivating.

1. Standards were judged to be unsatisfactory by inspectors in February 1997. Unsatisfactory progress was made in many subjects, and pupils failed to build knowledge, skills and understanding quickly enough, particularly in junior classes. This was a key reason why the school was placed in special measures at that time. All this has changed; school managers have worked very effectively to boost results and, today, standards are respectable for all pupils and in some subjects they are good.
2. In the 2000 statutory attainment tests (SATs) pupils in Year 2 achieved average results in reading and writing and well above average results in mathematics. The picture was the same in relation to schools with similar rates of entitlement to free school meals, apart from reading, where pupils at Woodseats School achieved below average scores. The seven-year-old pupils did very well in the science teacher assessments last year. This year, the situation is similar. Inspectors judge that the present Year 2 class is achieving average standards in English and above average standards in mathematics. Whilst standards have remained similar in English, this picture marks good improvement in mathematics since 1997.
3. Year 6 pupils reached the national average in English and mathematics and above this level in science in 2000. Set against similar schools, these results were average in English and above average in mathematics and science. The recent improvements in the teaching of English and mathematics show through in the standards being achieved by the current Year 6 pupils. Inspectors judge that standards in English and mathematics are now above average, as they still are in science. This is very good improvement on 1997, when standards were below average in mathematics and science and average in English.
4. There are some very capable pupils at school and, in general, they do well. In the 2000 SATs, high-attaining pupils did well in reading and mathematics in Year 2 and in mathematics and science in Year 6. School managers acknowledge that more work has to be done to boost the standards of the higher-attaining pupils in English, particularly writing, through the school. Inspectors judge that the more-able pupils make the same satisfactory progress through the infant classes and good progress through the juniors as other pupils. The work set for the high

attainers taxes their thinking well in Years 3 to 6. Those pupils with particular gifts and talents are also set stimulating and challenging work, particularly in junior classes.

5. Pupils with special educational needs make more consistent progress through the school than other groups of pupils. In classes, such as Year 1 and 2, where other pupils make satisfactory progress, pupils with special educational needs make good progress. Their rate of building skills, knowledge and understanding is good in other classes too. This is due to the well-focused additional support provided by the support staff and special educational needs coordinator. These staff are adept at encouraging, coaxing, praising and explaining to pupils; this results in productive learning. All staff make timely checks that pupils with special educational needs are progressing as expected, and the level of support is adjusted successfully to reflect times when more assistance is needed or when the pupils are working well enough independently. Some pupils with special educational needs attain standards that are very worthwhile.
6. The few pupils who speak languages other than English at home make effective progress. This accelerates in junior classes, partly because their base-level of reading, speaking and writing skills is firmly established by then, but also because teachers cater well for their needs and take great pains to correct, practise and extend these pupils' use of English. This attention to standard English is also extended to the other pupils, most of whom speak clearly, fluently and expressively, using a good range of vocabulary by the time they leave school.
7. School managers have examined carefully the pattern of attainment by boys and girls. In the SATs over the last few years, the trend in school has tended to go against the national picture because boys have done better in reading, writing and mathematics in the infant classes and in English and mathematics in the juniors. On the other hand, junior girls have done better than the boys in science over the same period. The school has evaluated the teaching styles and learning patterns of boys and girls and has checked its resources and activities to ensure that they are equally motivating to boys and girls. During the inspection week, it was evident that boys and girls were equally interested in the work and they made the same progress.
8. Pupils from different ethnic backgrounds are very much part of the school and they do not stand out as being any different academically from other pupils. Teachers celebrate the diverse ethnic background of all pupils and the different cultural heritages present in school. All pupils feel valued; there is very good racial harmony, and pupils from all ethnic backgrounds advance in knowledge and skill at similar rates.
9. On the whole, children start school with the expected level of skills and knowledge and they settle quickly in the nursery class. During their time in the Foundation Stage, children make satisfactory progress overall. Progress is good in the nursery because children are given a wide range of imaginative and challenging activities that are firmly rooted in the Foundation Stage curriculum. Progress is not as consistent in the reception classes because the curriculum is influenced heavily by the National Curriculum and children do not yet have enough opportunity to complete all *the stepping stones* that make up the early learning goals. School managers and staff are determined to give all Foundation Stage pupils a firm bed-rock of education in nursery and reception classes. Judging from the success with improvement found in other aspects of the school, the potential for improvement here is very good.
10. The school has set targets for attainment in SATs in recent years and these were exceeded in 2000. The targets for 2001 are much more stringent and reflect the increasing expectations of all staff and also the what the school adds as pupils grow older. The process of setting and sharing targets for SATs with pupils and parents is good and continues to improve. The older pupils generally know how well they are doing and good attempts are made to show pupils where improvements can be made.

11. Overall, standards are good by the end of Year 6 in English, mathematics, science, art and design, design and technology (DT), physical education (PE) and religious education (RE). Standards are satisfactory in geography, history, information and communication technology (ICT) and music by the age of eleven.<sup>1</sup> Overall standards are good by the time pupils leave the school when they are eleven and they have made good progress in their studies, particularly from Year 3 onwards. There are still a number of things to be done to raise standards even further. School managers know this and have incorporated the necessary steps in their development plan. The school shows every promise of making standards *A grade* in the future.

## **Pupils' attitudes, values and personal development**

### **Good**

- Pupils are keen to come to school, they like their work and put in good effort because of this.
- The school is orderly and pupils quickly learn to take responsibility for their own behaviour.
- Politeness, toleration and consideration are strengths of the pupils.
- The pupils accept responsibility well and work independently when required.
- Relationships are very good and have a major impact on learning.
- The rate of attendance is lower than in most schools but has risen recently.

12. Since the inspection in 1997, school managers have worked hard to bring improvements to the attitudes, behaviour and personal development of pupils. Four years ago, these things were largely satisfactory; today they are good, such is the good improvement made. Pupils' attitudes are good. The majority arrive on time and are ready promptly for lessons. Children are friendly and welcoming in their manner and participate in lessons with high levels of interest and enthusiasm. Behaviour in lessons is very good, the direct result of the consistent application of the school's behaviour policy. There are a small number of pupils with challenging behaviour and they are managed well.
13. The school is quick to deal with bullying as the headteacher logs all incidents and retains records until issues have been resolved. The school improvement plan makes the reduction of bullying a primary aim. Discussions with pupils and parents confirm that they feel behaviour in the school is good and currently there are no exclusions.
14. Pupils have a clear understanding of the difference between right and wrong and are aware of the sanctions and rewards which the school applies. They also have a healthy respect of other people's feelings. The support and friendship pupils receive from their peers demonstrates an understanding and respect for each other. At present, there is no structured personal, social and health education (PSHE) programme, and so measures to foster pupils' personal development are not as consistent as they might be. School managers are determined to improve this aspect of education.
15. The school council, prefect system and lunchtime monitors for those in junior classes are successful examples of good opportunities for developing pupil initiative and responsibility. Pupils have also organised a number of charitable fund-raising events, the most recent of which was money raised for Comic Relief, despite the school's being closed for a training day. Last year a group of pupils met a local Member of Parliament and some of their views were raised in the House of Commons. Those in Year 5/6 enjoy the experience of a residential week. Pupils have good relationships with one another and with their teachers. They regularly hold doors open for one another and they provide support in lessons. Older pupils were also observed working independently and sensibly in the ICT suite, as were others making apple crumble in the food technology room. The school is racially harmonious with parents of pupils who speak English as an additional language, confirming that their children are well cared for.

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<sup>1</sup> Standards and progress in all these subjects are evaluated in full detail in part D of this report (pages 25-38).

16. Pupils with special educational needs hold positive attitudes about their work. Because they are supported capably by learning support staff and teachers alike, they are interested in their tasks and work hard. These pupils behave well and relationships are good. Special educational needs pupils show steady gains in levels of independence and responsibility, and they are proud to share their work with staff and other pupils.
17. In the nursery, children are confident, friendly, and very well behaved. Although some of the newer children are still learning how to cooperate and share toys and equipment, older children provide a good model. In the reception classes, children have fewer opportunities to develop their self-management skills, as sometimes too much is done for them. However, some activities do foster decision-making and problem-solving skills effectively. In both nursery and reception, children get on very well with each other and are keen to share their work with one another and with adults.
18. Attendance levels are not as high as in most primary schools. However, the school takes effective steps to encourage good attendance patterns and the overall rate of attendance has risen recently. The school is determined to improve attendance levels even more and is actively seeking practical means to do this, such as the introduction of a rewards scheme for meeting targets set for individual attendance. Most pupils enjoy coming to school; they arrive punctually and are ready for the work in lessons.

## HOW WELL ARE PUPILS TAUGHT?

### Well

- Pupils have good learning opportunities overall because the quality of teaching is good
- Pupils are interested in their work and put in good effort.
- They build skills and knowledge at an accelerated rate, particularly in the juniors, because of this.
- Pupils develop good levels of self-discipline and self-reliance in their learning.
- This could be boosted by more timely focus on what is to be learned in lessons and the review of this at the end of the session.
- Teaching and learning in the nursery and reception, whilst satisfactory overall, are not as consistent as they might be.
- Pupils with special educational needs are taught well and the extra support provided by non-teaching staff is very effective.
- This enables pupils with special educational needs to make more consistent progress than other groups of pupils.
- The quality of teaching seen during the inspection was good overall, with no unsatisfactory teaching and about three-quarters that was good or better.
- All the staff know the pupils well and they respond quickly to ensure learning is generally purposeful and successful.

19. In the 1997 inspection report, it was judged that teaching quality was unsatisfactory overall and, as such, was a major element in the school's failing to meet the needs of its pupils. In that year, over a third of all teaching was unsatisfactory or poor and pupils did not flourish in school. The headteacher was determined from the outset of her time in school to overturn the picture of weakness in teaching and learning and set about staff training and development in earnest. Other senior staff joined this effort with wholehearted conviction and, together with staff old and new, worked very hard and successfully to improve the deal for pupils.
20. This year, teaching is good overall. There is some variation in the early years and in infant classes but in three-quarters of the 96 lessons seen, teaching was good or better. This proportion is higher than is usually found in primary schools, and there was no unsatisfactory teaching. It is evident that the base-level of teaching is effective in school and that in many instances it is good. The best teaching is to be found in the nursery and in most junior classes. The impact of this pattern of teaching is to be seen in the quality of learning and in the rates of progress made by pupils. Again, learning is good overall with accelerated learning from Years 3 to 6. Over their time in school, most pupils build skills, knowledge and understanding at a rate that moves them from

average levels to above average standards and, in this way, the school boosts well the rate of progress made.

21. Inspectors made the following judgements of teaching and learning observed in lessons. These are discussed in more detail in the individual subject sections at the end of this report.

*Teaching and learning in subjects*

	<b>Age up to seven</b>	<b>Age seven to eleven</b>
<b>Subject</b>	<b>Teaching and learning</b>	<b>Teaching and learning</b>
English	Good	Good
Mathematics	Good	Good
Science	Good	Very good
Art and design	Satisfactory	Good
Design and technology	Satisfactory	Good
Geography	Good	Good
History	Good	Good
ICT	Satisfactory	Good
Music	Good	Good
Physical education	Satisfactory	Good
Religious education	Good	Good

22. Pupils are keen to come to school and they mostly enjoy the work that is set for them. All attainment groups are provided for effectively. Pupils with special educational needs are taught well at all stages of their development and this enables them to make good, and more consistent, progress through the infant and junior classes. The quality of additional support given to these pupils is good, and can be very good. Support staff work hard to help and encourage their pupils to good learning and this was seen to be successful on many occasions during the inspection. The support staff do a thorough job because the work is well planned for their pupils, expectations are good and relationships very good. The good quality of lesson planning for pupils with special educational needs is another factor in the good progress made by such pupils. All staff share in the process of lesson planning, know what has to be done and check that the work is completed satisfactorily.
23. The teaching of basic literacy and numeracy is good throughout the school, with little variation. The structure provided by the national strategies for literacy and numeracy is exploited well and many staff are beginning to adjust the basic format of the literacy and numeracy hours in order to tailor them more effectively to the needs of the pupils whom they know so well. Learning in English and mathematics is good. Pupils work hard, concentrate well and enjoy the activities provided for them; this results in all pupils making good progress and standards that are above average by the age of eleven.
24. The school recognises that the strengths in the teaching of pupils with special educational needs and of English and mathematics can be used as the basis for improvements elsewhere. No elements of teaching are unsatisfactory, though there are a number of areas where improvement can be made. These include:
- Differences in approach to planning of the curriculum in nursery and reception classes<sup>2</sup>.
  - The identification in planning of the specific things to be learned.
  - Setting, sharing and reviewing of targets for learning with the pupils in lessons.
  - Higher expectations of pupils in some cases, particularly in reception and infant classes.
- Managers know there is much good practice in school to use as models for staff development in these areas. There are strengths, particularly in the nursery and in junior classes, in teachers'

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<sup>2</sup> The Foundation Curriculum for children under the age of five is a fairly recent introduction and many schools are still working to provide a consistent experience for children in nursery and reception classes.

knowledge and understanding, the effectiveness of teaching methods, the management of pupils, the use of resources and in the brisk pace to learning. Pupils who speak English as an additional language are generally taught effectively and higher-attaining pupils are provided with work to tax them.

25. Typically, a pupil in the school will make good progress through the school. However, there will be times when progress spurts ahead and other times when it will be more measured. Learning in reception, Year 1 and Year 2 classes is satisfactory and progress is at the expected level. In Years 3, 4, 5 and 6 there are times when teaching is inspired and highly effective and pupils speed ahead. The task for managers, which they well understand and are committed to resolve, is to ensure that all pupils get the best deal in learning consistently through the school. Its track record of improvement to date is such that the remaining unevenness in teaching and learning is well on the way to being eliminated.
26. The best in teaching was seen on a number of occasions and included the following example from Year 3. This stands well to show how and why pupils can get a really good deal from their learning. In this lesson, the teacher was developing pupils' knowledge and understanding of the feast of Eid in the Muslim calendar. Although space was tight, the pupils were asked to lie down and imagine themselves asleep. Gradually they awoke, stretched, put on their best Eid clothes and went downstairs to exchange gifts of money and to eat the traditional fare for the celebration. The teacher extended pupils' knowledge in an involving and real way. The pupils identified with Eid celebrants, talked of similarities and differences with Christmas and Easter, remembered when they had seen ladies dressed in the same sort of special Eid costume modelled by the teacher and what two Muslim pupils had said about their personal experiences of Eid. At the end of the lesson, the pupils exchanged Eid money (chocolate coins) and greetings and went back to their next lesson with greatly increased appreciation, understanding and tolerance of other peoples' religious customs and beliefs. They also relished the thought of eating the chocolate!

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

### Good

- The curriculum is relevant and stimulating and pupils benefit from it.
- There are effective strategies for teaching basic skills in English and mathematics.
- The curriculum for pupils with special educational needs is good, though the targets on their individual educational plans could sometimes be sharper.
- There is a good range of activities outside lessons.
- Pupils' personal and spiritual development are satisfactory, but more consistent, planned provision for both would enhance these.
- Pupils' moral, social and cultural development are all good.

27. The school is committed to maintaining a broad and well-balanced teaching programme, and it successfully meets this intention in a way that is relevant to the needs of its pupils. This represents a considerable improvement from the findings of the previous inspection, when the school did not comply with national curriculum requirements in five different subjects. All subjects are taught; the curriculum meets statutory requirements and religious education conforms to the locally agreed syllabus. Sex education is appropriately taught but, although Year 6 pupils will receive some education on the dangers of drugs next term, there is no overall policy to ensure that all pupils are aware at a level appropriate to their needs. As this would indicate, provision for pupils' personal, social and health education is patchy, and the school is aware that there is a need for an overall policy. This was the position at the time of the last inspection. At present there is no agreed amount of time allocated, with aspects being dealt with through links with other curriculum areas. There is a good anti-bullying policy, all the more effective because pupils were involved in its provisions through discussion by the school council.
28. The school has effective strategies for teaching literacy and numeracy. National guidelines are followed in both areas, and there has been very good progress since the last inspection. Care is



taken in whole-school planning to ensure that there is appropriate progression from year to year and continuity from one term to the next. Most coordinators lead their subjects well and they monitor developments closely. Each coordinator reports on the progress made to the governing body, which ensures that governors are well informed about the curriculum.

29. Staff, both teaching and non-teaching, work hard to ensure that pupils have equal access to the curriculum. Apparent differences in the performance of boys and girls are carefully analysed. This has led to enhanced matching of resources that are attractive to both boys and girls to the needs of the curriculum.
30. Pupils with special educational needs are well supported and their work is carefully matched to their individual needs. Their curriculum is well planned and the work increases in difficulty in carefully managed steps that allow these pupils to make good progress through the school. The targets on individual education plans could sometimes be more precise and focus on smaller steps than they do, but, overall, special educational needs are provided for well.
31. The school makes good use of extracurricular opportunities. A wide range of educational visits and visitors is planned into the curriculum. Within school, pupils have access to a variety of clubs, both sporting and artistic. While most are understandably for older pupils, it is encouraging that some are open to pupils in infant classes. Community links also play their part, being particularly strong on the arts side, where the Crucible Theatre has been involved within school.
32. There are strong links with the partner high school, at both staff and pupil level. As well as a day and a half spent on formal transition for Year 6 pupils, there are also special transition projects. The school's coordinator takes pupils with special educational needs on a visit to introduce them to the support they will be getting in future. Year 6 pupils also visit to see sketches and plays put on by the high school. Year heads from the high school meet Year 6 teachers every term. Teachers also meet as part of the cluster group, and there have been some joint training sessions. There are good links with the local playgroup, and children visit the school prior to admission.
33. Good provision is made for the spiritual, moral, social and cultural education of pupils. Within this positive picture the school ensures that there are very good opportunities for pupils to make progress in social and moral areas. Cultural awareness is good. Opportunities for spiritual development are less well defined, and while this aspect is satisfactory it remains a relative weakness. All four areas have improved since the last inspection, when spiritual provision was judged to be unsatisfactory and the others sound.
34. Values and beliefs are well taught in religious education lessons. Other than this, there is no planning across the curriculum to identify likely opportunities that may arise in other subjects for pupils to reflect on their own values and beliefs and those of others. Acts of corporate worship offer opportunities for reflection. These are sometimes well planned for and central to the theme, but can also be brief and rather perfunctory. Music is played at assemblies, but carefully chosen music is not used as a stimulus or to provide a suitable atmosphere to encourage pupils to think beyond themselves.
35. The school actively encourages its pupils to appreciate the cultural diversity around them. Visits are made to different places of worship and pupils study several major religions. The school is active in music, dance and drama under the umbrella of its arts programme, and there are good opportunities for pupils to benefit both within and beyond the curriculum. An Asian member of staff willingly acts as a role model for her culture, giving the pupils first hand experience through someone they know. Different aspects of culture, both past and present, are reinforced through literacy and history lessons, supported by visits to a range of museums.
36. There is a strong moral code. Rather than being defined and written, it is part of the fabric of the school, and is implicit in the expectations teachers have of their pupils. Class rules are discussed and displayed at the start of each year. They naturally vary, but are focused on what

pupils can do, rather than what they shouldn't. The school promotes honesty, fairness and respect for others, and the staff are good role models for these values. Pupils are clearly able to distinguish between right and wrong behaviour. The school council was involved in the production of the policy to deal with incidents of bullying, and representatives also discussed this with their own class, so that all pupils were given a chance to contribute. During the inspection there was an impressive example of pupils discussing racism through their historical studies of modern Britain.

37. All classes give pupils opportunities for responsibility, and these are extended in Year 6. Teachers encourage their pupils to show courtesy and awareness of others: it is an expectation, rather than something to be praised. Relationships in lessons are very good, with boys and girls working together quite naturally. There are frequent planned opportunities for pupils to work and discuss together in pairs and small groups in many subjects, and these work well because of the social skills the pupils have learned, including the very difficult one of listening! The school council meets regularly and has a genuine influence on the matters it discusses. There is a good response to collections for charity, with the ideas for raising money often coming from the pupils themselves.

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

### Well

- The school is vigilant in the steps taken to care for pupils and to ensure their welfare.
- Staff know the pupils well and needs are met effectively.
- Procedures to assess, check and track individual achievement work well in English and mathematics, but require strengthening in other subjects.
- Racial harmony is promoted very well and the school is a harmonious place because of this.

38. Arrangements for child protection and health and safety are good. The headteacher is the designated child protection officer and she is ably supported by the deputy headteacher. Knowledge of the child protection arrangements amongst staff, including the lunchtime assistants, is good. Since the last inspection arrangements for health and safety have improved. The health and safety policy has recently been revised; it is comprehensive and assigns responsibilities to named individuals. The deputy headteacher and the premises committee of the governing body have carried out both risk assessments and an annual audit of the building to ensure that it is safe. Fire drills and records of fire alarm testing are up to date and arrangements for first aid are good. Despite continuing notification to the local education authority, the school is still waiting to be re-wired.
39. The support and guidance given to pupils is good, with learning support assistants being particularly well deployed. The school ensures that learning support assistants are well trained and this, combined with good subject knowledge, means that their contribution to children's learning is very good.
40. Provision for pupils with special educational needs is also good. Individual education plans for these pupils generally show good detail based on the careful assessment of need. In some cases, however, the targets on the individual education plans could be more specific.
41. Arrangements for monitoring attendance are satisfactory and have brought improvement to the level of absence in school. Attendance is better than in the past, though it remains below average. School managers accept the need to promote good attendance patterns more insistently and are working on the development of a system of rewards for good attendance. Systems for monitoring behaviour and bullying are good. Both behaviour and bullying policies have been implemented since the last inspection. Staff, parents and pupils all contributed to the policies before they were introduced and, their having been established, the headteacher together with class teachers retains detailed records of all incidents. Arrangements for monitoring incidents of racism are covered in the bullying policy. Racial harmony in the school is good, aided by imaginative teaching. A Year 5 history topic, studying the reception which people from Jamaica received when

they arrived in Britain during the 1960s, is an example of the great care taken to discuss and promote racial tolerance.

42. The arrangements in place to monitor pupils' academic performance are satisfactory. A record of achievement system that records baseline assessments, results in English, mathematics and science and their SATs is in place for every child. Individual class teachers also have records of the level at which each pupil is working.
43. The arrangements for assessment and target setting are satisfactory. They are good in English, mathematics and science, but have yet to be brought to this quality in other subjects. Ultimately the school intends to apply the system used in science, which is currently the basis of a pilot, across all subjects. Attainment on entry to reception is checked using the local authority baseline assessment and the information produced is used satisfactorily to plan the next stage of work. Across the school, marking tends to be better in the core subjects of English, mathematics and science and also in other subjects towards the end of the juniors. Inspectors observed that some teachers, though not all, share specific targets for learning with pupils at the start of lessons. However, these targets were not often reviewed with the pupils near the end of the session.
44. The arrangements for monitoring pupils' personal development are satisfactory, occurring informally at the end of the day when parents get the opportunity to talk to class teachers. The headteacher acknowledges that more formal record keeping in the Record of Achievement, possibly through the use of photographs, would improve matters.

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

### Very well

- The relationship with parents is good overall and supports pupils' learning very well.

45. Since the last inspection there has been a significant improvement in the relationship which the school has with its parents, such that the partnership is now very good. Those at the parents' meeting and the results from the questionnaire both indicate unanimous support for the way the school is being run. Parents have very positive views about the headteacher and her staff, finding them very approachable and feeling that their concerns are listened to and acted upon.
46. The effectiveness of the links that the school has with parents is also good. Since the last inspection the headteacher has changed the approach to parents by making the school much more open and approachable. She has implemented a complaints procedure for parents, and keeps a log of all complaints whatever their nature to see whether any patterns emerge which need addressing. Parents confirm that they feel they can approach her with their concerns, whereas at the time of the last inspection this was not the case.
47. The impact of parents' involvement in the work of the school is satisfactory. There are a few parents who offer support in lessons and whilst the number is limited their impact is good, particularly in food technology. There are now three parents' evenings a year, where previously there were only two. These evenings are well supported with an attendance level of around 90 per cent. Parents raise significant sums of money through the fund-raising club that organises events at Christmas, together with a summer fair and school discos. The money raised has been used to pay for a party for pupils in the infants together with new equipment for the playground, which is due to be installed in the summer term. A bell-ringing ceremony was held to celebrate the millennium, when around 70 ex-pupils from all ages attended. Some of these are now parents of pupils in school. This is an instance of the good links with the local community and shows the groundswell of support from parents and other people for the school.

48. The quality of information provided by the school is good. There are now half-termly newsletters and these, together with general correspondence and information on the parents' notice-board, keep parents informed about what is going on. Both the school brochure and the governors' report to parents meet statutory requirements and are of good quality. The quality of written reports to parents on their child's progress is satisfactory.
49. Parents of pupils with special educational needs are given good quality information about the progress made by their children. In some instances, the targets on individual education plans could be sharper and this would assist parents to provide better focused support at home. There is a regular programme of consultation with parents of pupils with special educational needs and most parents involved support these well.
50. The contribution of parents to children's learning at home is good. There is a home-school agreement, to which parents contributed before it was implemented. The quality and quantity of homework set is good, particularly in Year 6, where it gives pupils a good idea of what they will receive in secondary education. Information evenings on literacy, mathematics, ICT and the SATs have all been held so that parents can help their children with their learning at home. Parents have also been invited to give their views on the school's bullying project, together with other issues such as the recent proposal by the local authority to change the catchment area of the local secondary school, which would have affected a number of pupils. This good practice has made a strong contribution to the partnership being developed with parents in the education of their children.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

### Very well

- The headteacher is the key to the successes of the school and leads it with excellence.
- Very good improvement has been made since the school was placed in special measures in 1997 and Woodseats Primary School now provides a good quality education for its pupils.
- Other staff carry out their management duties well and there is a strong sense of shared commitment to high standards.
- Governors have firm grasp of the strengths and weaknesses of the school and they carry out all of their duties well.
- Managers know individual pupils' achievements well and they ensure that good quality teaching ensures that pupils make good progress and that standards are good.
- The one or two areas that remain for further improvement are being tackled with determination and enthusiasm by the united staff team.
- Pupils could be drawn into the process of self-evaluation more than they are.
- The management of the provision for special educational needs is good.
- Money and other resources are put to good use in the interests of the pupils.
- There are no shortages of books or most resources and staffing levels are good.
- The school gives good value for money and it fulfils the principles of best value well.

51. A major reason for the school's being placed in special measures at the time of the last inspection was the ineffective leadership and management. This led to a number of deficiencies, including unsatisfactory teaching and some subjects not being fully taught. These deficiencies have been systematically addressed by the present headteacher, who has brought outstanding leadership and management to the school. At the same time she has developed most other staff into effective managers so that overall the leadership and management of the school are very good. This is a great stride forward for the school in providing an effective level of education for pupils. Pupils get a good deal from Woodseats Primary School.
52. The headteacher has brought this about by her aspirations for the school being fully expressed and shared with key personnel. The senior management team has responded with enthusiasm and has joined with her in supporting other staff in committed endeavour to raise standards in the school. This shows in the positive attitudes of all who work hard to maintain and enhance the

provision made for pupils' education. The improvement in teaching, learning and management of subjects has been significant and ensures that the school should have a bright future.

53. Appropriate emphasis has been given to enabling pupils to develop confidence and to work to their true abilities. There is still a need to put the personal, social and health education of pupils on a consistent footing in order to build further on their good attitudes to school. However, meaningful opportunities through practical activities are assisting the good development of skills in English, mathematics and science. All pupils are valued and so make a high level contribution to the success of the school. As a result, there is a real sense of a team working successfully together. There is openness about the self-evaluation started by the school that recognises the importance of this process. Members of the senior management team have a clear remit for their roles in the strategic management of the school and they carry out their duties well. They have made, and continue to make, a strong contribution to the raising of standards since the inspection in 1997.
54. Subject coordinators play a central role in the way that priorities for development are set, agreed and achieved. There is active involvement in monitoring the strengths and weaknesses of the school on a rolling-programme basis. Most coordinators are anxious that the priority is given to their subject. The school is very clear about its wish to provide pupils with a broad curriculum that contains a wide range of meaningful activities. This significant progress made in enabling staff has brought about important changes to all systems. The assessment systems of the school are still being enhanced by coordinators but do not yet include enough precision in target setting. Not enough setting, sharing and reviewing of targets for attainment in all subjects of the curriculum is done with the pupils themselves. However the overall targets set in English and mathematics are realistic and challenging enough to continue the pace of moving the school forward successfully.
55. There is satisfactory management of provision in the Foundation Stage. The coordinator of early years provision is based in Year 1 and, as such, is unable to keep a continuous check on developments in nursery and reception. Whilst she works hard and can point to some success in building a unified Foundation Stage, there are differences in the curriculum and in teaching and learning between the nursery and reception classes. At present, nursery children have more established and better quality early years experience than those in the reception classes. School managers are determined to provide equal opportunities in both year groups and to create a Foundation Stage that is second to none.
56. The special educational needs coordinator (Senco) manages the provision for these pupils well. She is well informed about matters relating to special educational needs and ensures that the school observes the code of practice effectively. The Senco teaches in the Foundation Stage for half of the week, but has ample time for management and administrative tasks associated with special educational needs provision. She uses this time well to assess needs, plan appropriate programmes of work and to improve the quality of provision. The support staff are well managed, know what they are expected to do and give a very effective level of support to pupils in their charge. The additional funds to support the work with pupils with special educational need is well spent, and all these pupils benefit well from the carefully tailored support and good quality learning resources provided. They make consistently good progress because of the well-structured programme of learning in place for them.
57. The governors give good support and encouragement to the school. They agree with the headteacher's clear educational direction and are aware of the school's strengths and weaknesses. They play an interlocking role with headteacher and staff in moving the school forward. They are well involved in the establishment of priorities in the school improvement plan. This includes appropriate priorities for the school and is used effectively to check on how well these priorities are progressing. Priorities are linked carefully to finance. Governors make careful decisions about the provision of resources, including staff. In recent years, the financial balance carried over from one year to the next has increased steadily. This is earmarked for the maintenance of current staffing levels and improvements to the buildings. Governors keep a careful watch on the amount carried forward in this way and ensure that funds are spent wisely in the interests of all pupils. They also ensure that all statutory requirements are met appropriately. Together with the support of the headteacher, they have a clear awareness of the principles of

*best value*. These principles are being applied consistently and thoroughly and governors make careful comparison of the school's results to ensure that challenging targets are set and met, to ensure that the school is competitive and cost-effective.

58. There are no shortages of staff, accommodation or learning resources. The accommodation is spacious and is well cared for by pupils and staff, including the buildings manager and cleaning staff. Support staff are an invaluable asset to the school. The classroom assistants and nursery nurses have a central and highly valued role. They form a very effective partnership with teachers in supporting pupils successfully and helping them to make good progress. Administrative staff are also recognised by everyone in the school for the importance of their support. There is prudent and efficient control of the budget, including money from specific grants, which is very effectively used. Systems for the performance management of staff are well established and the professional development programme has been very successful in improving the quality of teaching and learning.
59. The school does a very good job in reflecting its aims, values and aspirations in its work. The headteacher and staff are the main strengths of the school as they focus so clearly on supporting these aspirations. All are committed to completing the programme of improvement, for instance in the creation of a well planned and delivered curriculum for the Foundation Stage. As pupils enjoy good quality teaching and learning, make good progress and achieve good standards, the school gives good value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

60. The school has come a long way since its first inspection in 1997. Today, it is a very effective school where teaching and learning are good and standards are above average. All staff are firm in their resolve to continue the very good rate of improvement made in the last four years. In order to make things even better for the pupils, the team in school should:

**(1) Draw on the strengths to be found in the nursery and reception classes to establish a good early years curriculum**

by

- Ensuring that all aspects of the Foundation Stage curriculum are planned and implemented consistently;
- Checking that the level of resourcing is even in the nursery and reception classes.

Paragraphs: 9, 55, 63-65, 67 and 74-77.

**(2) Introduce a well-planned and implemented programme of personal, social and health education**

by

- Revising the policy for personal, social and health education;
- Devising a consistent programme of work throughout the school;
- Training staff where necessary;
- Checking regularly that the quality of teaching and learning in personal, social and health education is of good quality.

Paragraphs: 14, 27, 44, 53, 64 and 67.

**(3) Enhance the use of the information gained by assessment to set rigorous targets for individuals and groups of pupils consistently.**

by

- Making sure that precise learning objectives are included in planning;
- Including indication of what will be assessed consistently in planning;
- Setting specific targets for the development of knowledge, skills and understanding in lessons;
- Sharing these targets with the pupils at the start of lessons;
- Reviewing them with the pupils near the end of the session;
- Revising the targets when assessment indicates it is appropriate.

Paragraphs: 24, 40, 43, 49, 54,74, 96, 109, 110, 115, 120, 125 and 135.

In addition, the governors should include the following, lesser issues in their action plan:

- **Enhance pupils' spiritual development;**

Paragraph: 33.

- **Promote the best feature in learning consistently;**

Paragraphs: 20, 24, 25, 95, 102, 109, 116, 121 and 132.

- **Continue to raise levels of attendance.**

Paragraphs: 18 and 41.

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	96
Number of discussions with staff, governors, other adults and pupils	46

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2	20	52	26	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	393
Number of full-time pupils eligible for free school meals	-	70

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	5	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	15

### Attendance

#### Authorised absence

	%
School data	5.7
National comparative data	5.2

#### Unauthorised absence

	%
School data	0.5
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	37	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	29	33	37
	Girls	15	19	20
	Total	44	52	57
Percentage of pupils at NC level 2 or above	School	75 (90)	88 (96)	97 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	32	37	37
	Girls	18	19	20
	Total	50	56	57
Percentage of pupils at NC level 2 or above	School	85 (92)	95 (92)	97 (100)
	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
		1999	30	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	27
	Girls	26	20	26
	Total	49	43	53
Percentage of pupils at NC level 4 or above	School	82 (83)	72 (78)	88 (92)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	27
	Girls	24	22	25
	Total	45	44	52
Percentage of pupils at NC level 4 or above	School	75 (87)	73 (80)	87 (85)
	National	70 (68)	69 (65)	80 (75)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	1
Black – other	12
Indian	0
Pakistani	12
Bangladeshi	1
Chinese	0
White	293
Any other minority ethnic group	11

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

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	15.5
Number of pupils per qualified teacher	27.5
Average class size	28.1

#### **Education support staff: YR – Y6**

Total number of education support staff	5.0
Total aggregate hours worked per week	125

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1.0
Number of pupils per qualified teacher	26

Total number of education support staff	1.0
Total aggregate hours worked per week	25

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

### ***Financial information***

Financial year	1999-2000
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	£
Total income	681 094
Total expenditure	663 267
Expenditure per pupil	1 587
Balance brought forward from previous year	37 968
Balance carried forward to next year	55 795

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	491
Number of questionnaires returned	151

### Responses (percentage of answers in each category):

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My Child likes school	60	37	1	1	0
My child is making good progress in school	62	36	2	0	0
Behaviour in the school is good	43	47	1	1	8
My child gets the right amount of work to do at home	32	51	4	1	12
The teaching is good	60	37	0	0	2
I am kept well informed about how my child is getting on	47	49	3	0	1
I would feel comfortable about approaching the school with questions or a problem	69	25	3	1	1
The school expects my child to work hard and achieve his or her best	62	35	0	0	3
The school works closely with parents	40	48	6	1	4
The school is well led and managed	48	42	2	1	6
The school is helping my child become mature and responsible	40	51	2	0	6
The school provides an interesting range of activities outside lessons	18	37	23	1	20

*Because of the effects of rounding values, the above rows may not total 100.*

## **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**

- The unsatisfactory provision for the under fives identified at the previous inspection has been tackled well.
- Children have the expected level of knowledge and skill when they start school.
- There are differences in the quality of the curriculum and teaching and learning in nursery and reception classes.
- Satisfactory teaching and learning takes place overall.
- Children achieve the Early Learning Goals by the end of the Foundation Stage.
- Good attitudes, behaviour and relationships amongst the children.
- Some improvement to resources is needed to ensure similar provision in the nursery and reception classes.
- School managers are determined to tackle the remaining issues in order to provide consistently good early years experience for children.

61. When the school was inspected in 1997 provision in the nursery was unsatisfactory because of weaknesses in teaching. Provision in reception was satisfactory but concerns were raised about the teaching and learning of more-able children. These issues have been addressed well and improvement since 1997 is good in the nursery and satisfactory overall.
62. Provision for children in the Foundation Stage is made in the nursery and in two reception classes and has been sustained at satisfactory levels overall. Children are admitted to the nursery soon after their third birthday and transfer to the reception classes in the school year in which they become five. Older children transfer in September with the remainder entering school in January. During the inspection, there were fifty-two children attending the nursery part time and sixty children in the two reception classes. Attainment on entry to reception is assessed using the Sheffield local education authority scheme and results indicate that the majority of children have a similar range of skills to those seen at most schools.
63. Teaching and learning for the children in the nursery is good with some very good features. The picture is more mixed in the two reception classes because staff have not yet come to terms with the full requirements of the Foundation Stage curriculum. There are many reasons why provision in the nursery is good but two are clearly the most significant. Teaching is of a consistently high quality because it is well founded on high expectations and imaginative, challenging teaching methods. Secondly, good planning results in highly effective teamwork, which ensures that children are learning effectively all the time. This results in children making good progress because they are content and confident learners.
64. The picture is less consistent in the reception classes. There are some instances of high quality teaching and learning that matches the quality seen in the nursery but in most lessons, teaching and learning is satisfactory. This is mainly because the content and methods are too heavily influenced by the National Curriculum and not enough emphasis is given to children's personal, social and emotional development. Secondly, there are inconsistent approaches to managing children, which leads to fussy and unsettled behaviour at times. Nonetheless, the headteacher has ensured that staff in both age groups are committed to improvement. The Foundation Stage staff work hard to provide effective learning experiences for the children in nursery and reception and children have better chances to do well than they had in 1997. Continuing improvement in the first two years of school is a priority clearly expressed in school improvement plans.
65. The management of the Foundation Stage is satisfactory. The early years coordinator teaches in Year 1 and is not, therefore, involved in day-to-day activities or management of the nursery and reception classes. She works hard to manage the early years and has had some success in developing the quality of teaching and learning and the curriculum. However, there are still things to be done to create learning opportunities that offer children in the nursery and reception classes

equal chances to succeed. This includes the provision of similar levels and qualities of resources in nursery and reception. School managers are determined to enhance the quality of provision in these two years and a promising start has been made to combine the strengths to be found in nursery and reception.

### **Personal, social and emotional development**

66. In the nursery, children are confident, friendly, and very well behaved. They explore all areas of the nursery and sustain their interest for an impressive amount of time. Although some of the newer children are still learning how to cooperate and share toys and equipment, older children provide a good model. For example, an older child gave up his fishing rod to a younger one who then worked very hard to achieve the level of control needed to catch the fish. Her triumph when she succeeded was clear for all to see.
67. In the reception classes, children have fewer opportunities to develop their self-management skills as sometimes too much is done for them. As an example, they were each given a card with the word *day* on to copy, although evidence from their books shows that many would have been able to spell this word unaided. Some activities, however, provided good opportunities for decision-making and problem-solving, as when observing tools closely and drawing them very carefully. In this lesson, children sustained their concentration well.
68. In both nursery and reception, children are confident users of new technology, they relate very well to each other and are keen to share their work with adults and visitors. The children with special educational needs and those learning English as an additional language are gaining in confidence and independence and integrate well with the rest of the class because staff support them very well. Teaching is satisfactory in this area and most children make steady progress in the Foundation Stage and are likely to achieve the level of personal development expected by the end of the school year.

### **Communication, language and literacy**

69. Children in the nursery tend to be a little shy of visitors for the first few moments but quickly gain confidence and enjoy talking about *Meg and the dinosaur eggs*, or when searching for buried treasure in the nursery playground. In the reception classes, most children are confident to speak to the rest of the class and to visitors. They are beginning to ask questions and talk about what they see, as when looking at the night and day pictures or the garden tools they use. In the nursery, children listen to the stories read by their teacher, enjoy taped books and know which stories they like best. They begin to learn letter sounds and some everyday words such as *mum* and *dad*. Story sacks are well used to encourage reading at home.
70. In the reception classes, teachers foster reading and writing skills effectively because they are taught in a way which reinforces both skills. Big books such as *The Hungry Caterpillar* and *Turnips for Dinner* are well used to help children identify key words, letters, and spelling patterns. By the end of the reception year, most children know all the letter sounds and some are beginning to blend them to spell new words. This is seen to good effect in their written work as children write with feeling about the food they like and dislike. Spellings make sense even if they are not entirely correct and some children know when to use a full stop. When children read to inspectors, they did so with confidence, enthusiasm, and accuracy. The most-able readers know how to tackle new words and talk confidently about the book and other stories they are familiar with. Even the least advanced reader was confident and shared a book with enthusiasm. Children take reading books home regularly and most will achieve the levels expected by the end of the school year because they make satisfactory progress.

## Mathematical development

71. In the nursery, children count how many children are at school and most count to 10 and 20 confidently. They enjoy lots of practical mathematical activities; for example, measuring, and weighing the babies, dressing teddy and catching the magnetic fish. Many children can recognise numerals to 5 and some can count the spots to check they have guessed correctly. The most-able children can build and label towers of up to ten bricks. In the reception classes most children count confidently backwards and forwards to twenty and enjoy this oral activity with their teacher. Some recognise numbers to ten and know that 20 is bigger than ten. Evidence from their books shows that the most-able children can use a 100 square to find out which number is 1 more than 30, 35 or 85. They begin to add simple numbers and form their numbers correctly, although more control over size and orientation is needed.
72. There is a good link between literacy and numeracy when *The Hungry Caterpillar* story is used to promote number work. Children in both nursery and reception work in the sand filling and emptying containers and use terms such as *full* and *empty*, *more* and *less* correctly. They thread beads or print shapes to make repeating or alternate patterns and can talk about the patterns they create. The staff work closely together and teachers make sure support staff, and parent volunteers, are well briefed. This means children can work in smaller groups which improves the quality of their learning. Children with special educational needs and those learning English as an additional language benefit from good support from teachers and the support staff. Children progress at the expected rate in all, and will achieve the early learning goals in mathematical development by the end of the reception year.

## Knowledge and understanding of the world

73. Teachers in both the nursery and reception classes provide children with practical opportunities to learn language that describes position and direction, and to learn about the past and the world around them. In the nursery the children follow clues and study their maps as they hunt for treasure in the playground. They explore the properties of water, sand and grit as they fill and empty, pour and collect material. They watch the baby chicks grow, know they have hatched from eggs and show considerable interest in the world around them. In all classes, children have good opportunities to cook and prepare food. Work based around food was some of the best seen because it engaged the full attention of the children.
74. In the reception classes children draw maps of how they get to school and look at the buildings in the neighbourhood. They compare old and new toys and tools and know what materials they are made of. The discussion about tools could have been extended further. For example, the teacher could have varied her technique more, by asking more open questions rather than to just give information. Children in nursery and reception are developing good ICT skills and are confident users of new technology. However, children in the nursery would benefit from access to a roller-ball computer mouse, and some activities used with children in reception need the active intervention of an adult to make them effective. Older children can handle the computer mouse and move the cursor around the screen to select, pick up, drag and drop. Boys and girls display equally good skills. Lesson planning is better in the nursery than in the reception classes because it details more clearly what learning is to take place. Much of the planning is more concerned with describing teaching activities rather than learning. Frequently the assessment box is left blank. Children have sound general knowledge about the world around them, make sound progress and are likely to achieve the expected levels.

## Physical development

75. Opportunities for physical play vary considerably. Nursery children have much greater classroom space and a dedicated outside play area. The reception classes are relatively small and contain too much furniture that restricts activity even further. The classrooms are adjacent to the infant hall, which is empty for long periods of the day. Adapting the existing timetable to implement the Foundation Stage curriculum fully would mean reception class teachers and children had greater freedom to make more effective use of space and time.

76. Nursery children have daily opportunities to develop their physical skills in their designated playground which, though small, has been imaginatively developed to provide a range of experiences. Equipment has been carefully selected and enables children to exercise their bodies and gain increasing control. Staff plan different activities for the playground and in this way foster control and some understanding of road safety and stimulate imaginative play. Staff play with the children and in this way improve the quality of play. Reception children have PE lessons and twice-daily play in the school playground alongside older pupils. This does not provide as rich a range of experiences as that available to nursery children but children are encouraged to play co-operatively. In PE lessons they listen to and respond to music and learn to interpret well-known stories such as *Jack and the Beanstalk* through dance. They have access to small and large apparatus in the school hall and their physical skills are developing appropriately. Teachers and children enjoy these lessons and are always appropriately dressed for physical activity.
77. All staff are very careful about the safety of the children and they are taught safe ways to climb, jump down and travel in the hall and playground. Children in reception would benefit from a more structured approach to playtime that would increase their opportunities for skill development, problem-solving and creativity. Children in both nursery and reception develop their control of small objects steadily and many work neatly with pencils, crayons and scissors. Most children build skills and knowledge effectively and have good control over their bodies. They are likely to achieve the expected levels during the reception year.

### **Creative development**

78. Creative work is fostered in both the nursery and reception classes. Children in the nursery make boxes, using lots of sticky tape to secure them and concentrate hard as they mix paint and apply it creatively. Children in reception work vigorously with paint and produce bright, bold pictures of themselves and the hungry caterpillar. They enjoy music making and singing and can maintain a steady beat using percussion instruments. They can hear and repeat quite complex clapping patterns correctly, and learn the words to new songs quickly. Standards in creative development are in line with expectations of the early learning goals.
79. In both the nursery and reception classes, teachers and support staff work closely together and this improves the quality of provision for children.

### **ENGLISH**

- Good improvement since the previous inspection.
- Good standards overall by the age of eleven.
- Reading standards are good at the ages of seven and eleven.
- Progress accelerates in junior classes and is good overall.
- Boys have not done as well as girls in the past, but the school is tackling this well.
- Good attitudes, behaviour and relationships in lessons.
- Good teaching and learning.
- Good curriculum with very effective focus on basic skills of literacy.
- Targets for learning in lessons could be more effectively shared and reviewed with the pupils.
- Very good leadership and management of English.

80. Standards and provision for English have improved well since 1997 when the school was last inspected. The National Literacy Strategy has been implemented effectively and, due to the good quality of teaching, pupils are making good progress. The needs of the higher-attaining pupils have also been addressed through the provision of more challenging activities.
81. The results of the 2000 SATs show that standards in English are comparable with those in similar schools, and pupils achieve standards in line with national averages in reading, writing and speaking and listening at the ages of seven and eleven. In infant classes, the proportion of pupils achieving the higher level in reading is above the national average, and the boys significantly outperform the girls in both reading and writing. In junior classes, the percentage of pupils

achieving above the level expected for their age is average. However, the evidence of work seen during the inspection suggests that standards are continuing to improve and pupils are making good progress. Standards of reading are good across the school, and there is improvement in the quality of pupils' written work as a result of increased emphasis on writing. Pupils with special educational needs make steady progress due to the good quality of support provided by the school. The small number of pupils who come from homes where English is not the first language do not receive any additional support but they also make good progress.

82. At the age of seven and eleven, standards of attainment in speaking and listening skills are above average. Pupils listen well to their teachers and make confident contributions to class discussions. In junior classes, pupils are able to express their views on the contentious subjects of fox hunting, or that circuses are cruel, forcefully and with clarity, and to make points for both sides of the debate. In Year 3, pupils take on the role of interviewer using mock television and formulate their own questions to ask characters in a television programme. Pupils of all abilities take part in this activity and they do it well. In Year 2, pupils are able to use appropriate vocabulary with confidence to describe the feelings of the three main characters in the story they are discussing in the literacy lesson. They use words like *angry*, *impatient* and *determined*. They are able to say clearly what they anticipate is going to happen next in the story, and give some imaginative explanations as to why *Farmer Duck* is looking so miserable. *'He has eaten too much chocolate cake and is now suffering from tooth decay!'* Opportunities to extend their speaking skills arise in other subjects such as RE and history. For example, in the dramatisation of famous stories or events, pupils take on characterisation through role-play, using their own words for the dialogue. Very good opportunities like these occur regularly and are extended during activities connected with theatre workshops and the school's Arts Week.
83. Attainment in reading at the end of Years 2 and 6 is above average. In Year 2, the majority of pupils read with enjoyment and show a keen interest in their reading. They talk about the aspects of their books that they enjoy the most, the type of book they generally prefer to read and their favourite authors. They understand the purpose of the contents and index pages, and use the glossary to find word meanings. Throughout junior classes, pupils' reading skills are systematically developed. They are all taught library skills and are able to use both non-fiction books and ICT to research information in other subjects. In Year 6, many pupils read with great fluency and expression, and with a good understanding of the text. They are able to recount the plot and talk about and describe the main characters knowledgeably, as well as undertake textual analysis. Pupils make good progress with their reading throughout the school.
84. At the end of Year 2, attainment in writing is at an average level, but inspection evidence suggests that, due to the school's increased emphasis on writing, the level of attainment is improving. Pupils' writing is generally well presented with well-formed letters and sentences demarcated with the correct use of capital letters and full stops. They produce a good range of written work, including independent writing on a variety of topics, stories, news, and creative writing modelled on well-known tales. They also write letters, poems, and instructions on how to make things such as sandwiches. By the end of Year 6, pupils' handwriting has developed into a well-rounded joined style, using a range of punctuation, and is appropriately set out in paragraphs. Good use is made of parts of speech to enhance the quality of stories and poems produced on a range of topics. In a story written about King Herod killing babies at the time of Jesus' birth, a pupil wrote *'Mothers could be heard weeping in their long tiring sadness'*. Pupils are able to engage in persuasive writing to debate contentious issues like fox hunting and to write very effectively from both viewpoints.
85. Pupils are well behaved in lessons and show a keen interest in their work. They enjoy good relationships with their teacher and are able to work well independently. They will often share their own work with the class during the lesson and they are able to make positive evaluative comments on the work of others. Pupils can work in a calm, purposeful way. They show a good measure of self-confidence in undertaking a range of tasks that builds upon their previous learning



86. The quality of teaching is good overall across the school and there were no unsatisfactory lessons during the inspection. The school has made a strong commitment to the National Literacy Strategy and it is taught very well. Teachers have a good understanding of what is required and produce detailed and usually well-focused plans. Basic skills are taught well and there is good provision from the support staff for those pupils who have special educational needs. Time is well used in literacy lessons that are conducted at a good pace. Effective use is made of resources to provide an interesting and stimulating focus to lessons. Teachers have high expectations of pupils' performance and response and set challenging tasks to move their learning forward and to develop their skills to a high level. Teachers manage pupils well and expect high standards of behaviour from them. Effective strategies are employed to deal with those few who occasionally fail to conform to the school's expectation. Teachers use a variety of creative methods to make lessons interesting and stimulating when for example in Year 3 puppets are used to support the reading of the text. Teachers' often enhance pupils' understanding using examples of their own personal experiences in life, well-timed intervention, and the encouragement to be become reasonably independent. The setting, sharing and reviewing of targets in lessons on a more systematic basis would enhance both the pupils' maturity and independence as learners and the standards reached.
87. There are some good opportunities for pupils to build literacy skills and knowledge in other subjects. These are provided for all pupils, including those with special educational needs as well as those for English is an additional language. In Year 2 pupils are enabled to design and produce a glossary with their own word definitions using a word-processing package, whilst Year 3 pupils make book covers for their own writing using a software package. In music, written appreciation of the work of well-known composers is a regular feature. Higher-attaining pupils have the opportunity to carry out investigational work in history, whilst in RE new vocabulary is encountered in understanding what is meant by *blasphemy*, *flogging* and finding the opposite meaning of words like *innocent*. In geography, pupils have the opportunity to design holiday brochures to encourage people to visit different parts of the world, and to develop information and facts about areas such as the rain forests.
88. The school regularly reviews pupils' progress through the careful analysis of assessment data. Weaknesses in boys' writing skills have now been targeted throughout the school, and an increased emphasis on spelling has taken place. Annual targets are set for all pupils in junior classes, based on the results of the end of year tests in reading and writing. Progress is closely monitored. Good quality learning resources are used to support pupils' learning opportunities, including the effective use of ICT. In lessons pupils apply themselves well to their work and show good levels of concentration and co-operation. Pupils are conscientious in the completion of their homework.
89. The subject is very well managed by an extremely enthusiastic and conscientious coordinator who is well informed and aware of the needs of the pupils and their rates of progress. She has been successful in implementing the National Literacy Strategy and ensuring that her colleagues have received appropriate training to enable them to teach it properly. Some teachers are beginning to adapt the literacy hour to meet the needs of the pupils even more successfully. This positive development could be spread across all classes more. Staff confidence has risen as a direct result of the quality of leadership and this has had a positive impact upon the quality of teaching and learning in the school.

## MATHEMATICS

- Very good improvement since the previous inspection.
- Good standards at the ages of seven and eleven.
- Setting in Years 5 and 6 in mathematics is having a positive effect.
- Good progress.
- Good attitudes, behaviour and relationships in lessons.
- Good teaching and learning.
- Good curriculum with a good strategy for teaching basic skills of numeracy.
- Target setting, sharing and reviewing with pupils could be more consistent in lessons.
- Good leadership and management of mathematics.

90. At the time of the last inspection attainment and progress by the end of Year 2 were as expected, but both were unsatisfactory at the end of the juniors. There has been very good improvement since then, particularly in the juniors, where it is quite dramatic. This is a credit to the school. The reasons are to be found in better planning for the subject, built firmly on the National Numeracy Strategy, higher expectations of what all pupils can achieve, and the greatly improved quality of teaching, especially in junior classes. Inspectors judge that current standards of attainment in mathematics are above national averages by the end of Years 2 and 6. This applies both to pupils achieving the expected levels for their age, and also to those who attain the higher level 3 or level 5.
91. Results in the most recent national tests show pupils at the end of Year 2 to be well above national averages, whether compared to all schools or to those judged to be similar. At the end of Year 6, results were in line with those achieved by all schools, but above those with a similar intake of pupils.
92. The well-structured work in number, especially the daily session of mental calculations, is giving pupils confidence and improving their performance. Pupils who have difficulties with number are well supported throughout the school, although in the early stages all pupils would benefit from more practical activities to help their understanding, something that is already recognised by the school. Pupils with special educational needs are given good support in mathematics lessons. Both teachers and the support staff understand the needs of these pupils and they provide work that is well tailored to individual needs. Many pupils show a refreshing interest in and enjoyment of the subject, allied to confidence in handling numbers and mathematical operations. There are not at present sufficient opportunities for them to use these qualities in open-ended and challenging investigations, building imaginatively on their undoubted skills, especially for higher-attaining pupils.
93. Younger pupils in the infants are able to order numbers and recognise *one more than* and *one less than*. While average-attaining pupils are able to estimate the number of objects in a pot, they prefer to count them: the more able estimate with confidence and a good level of accuracy. In Year 2 the majority of pupils understand the relationship between addition and subtraction, and can use this knowledge to answer questions. They are able to take information from simple lists and tables and turn this into block graphs, showing both accuracy and understanding. For example, they allow one unit on the graph to represent several objects, a good level of attainment for this age.
94. Pupils in all year groups in the juniors show attainment that is above that expected for their age and ability. Year 3 and 4 pupils discuss the strategies needed to solve practical problems, some of which are related to their topic on Ancient Greece, as they decide what can be bought with 100 denarii! When constructing and extracting information from graphs all pupils understand what to do, and use mathematical language such as *vertical*, *axis* and *difference*.

This shows good progress, building on the skills learned in Years 1 and 2. In Year 4 pupils apply this knowledge to a real problem, trying to decide whether the volume of traffic outside the school justifies a bus lane. Previous learning is used to good effect, and pupils understand how to collect data and effective ways of representing it, especially where large numbers are concerned.

95. The setting of pupils by ability in the top two years helps work to be more closely targeted at pupils' understanding and has a positive effect on learning. This is especially true in Year 6, where the involvement of the headteacher and a learning support assistant allows the creation of four teaching groups. It is one reason why pupils of all abilities make good progress. Lower-attaining pupils in Year 5 show good understanding of multiplication and can apply this to problems: higher attainers are more confident with the operation but the most able are not stretched by the activity. Work for pupils with special needs in Year 6 is well planned to develop their confidence as well as their understanding. While higher-attaining pupils work at an appropriately demanding level, expectations are also high for average and lower-attaining pupils. The demands made, supported by the quality of teaching, are why pupils generally work to their ability levels. Talking to pupils in Year 6 underlines not only their understanding but also, and this is much rarer, the pleasure and enjoyment they get from mathematics.
96. Teaching throughout the school is never less than satisfactory and is good overall. In the infants it is sometimes good; in junior classes three quarters of lessons were at least good, with a third being judged to be very good. This very good teaching is spread across Years 3 to 6, and as a result it benefits all junior age groups. Pupils are well managed in all lessons, which means that there is a good focus on teaching and learning, with little time wasted. Teachers also have friendly relationships with their pupils, who in turn are generally interested and receptive to new ideas. Basic skills of computation are well taught, giving sound foundations for later discovery. Teachers make good use of support staff and mathematical resources, planning for them carefully. Lessons proceed at a good pace, although occasionally they are too long, with pupils finding difficulty in maintaining their concentration: this is because lessons are stretched to fit the timetable, rather than timetables being designed round the lessons. While teachers have good knowledge of their pupils' understanding, there is less evidence of this being used to plan the next step in their learning. There is increasing setting and sharing of targets for learning in lessons, though this could be more consistent. In other respects, assessment in mathematics works well.
97. The level of teachers' own knowledge and understanding of mathematics, the effectiveness of the planning, as well as the expectations teachers have of their pupils, while satisfactory in infant classes, are better in junior classes. This explains the higher quality of teaching seen in those classes; it also means that the school has the necessary examples of good practice to lift its own performance still further.
98. The mathematics curriculum is well managed by the coordinator, who has invested a lot of time and energy in its development. The National Numeracy Strategy is established and is working consistently across both the infants and the juniors. There is close analysis of pupils' results and the concepts they tend to find difficult, and this is beginning to have a positive effect on teaching and learning. Examples of the use of mathematics in realistic contexts in other subjects are mainly graph work; such opportunities need to be more carefully planned so that pupils get the maximum benefit. Having made such progress, and with the good levels of interest shown by so many pupils and good relationships evident, more opportunities should be taken to celebrate mathematics publicly and to challenge pupils through tasks designed to make them think. The subject is in a strong position for further development.

## SCIENCE

- Good improvement since the previous inspection.
- Satisfactory attainment at the age of seven and good attainment at eleven.
- Good progress.
- Good attitudes, behaviour and relationships in lessons.
- Good teaching and learning in infant classes; they are very good in the juniors.
- Good curriculum, with firm focus on investigation and practical work.
- Very good leadership and management of science.

99. The school was quickly removed from the special measures category imposed at the 1997 inspection. This decision was made for a number of reasons, but included the fact that standards in science were found to be similar to the national average. The vision and commitment of a coordinator who had been recently appointed had moved the subject forward effectively.
100. Teacher assessments last year showed that pupils attained high standards at the end of Year 2. They also showed standards to be above the national benchmarks for similar schools. This was an accurate assessment of where the standards had reached at that time. Results of national tests in 2000 at the end of Year 6 were above average when compared with national benchmarks, particularly at the higher level of attainment. This is a continuation of the rising trend in results for both boys and girls in tests at the end of school over the past four years. These results are a clear affirmation of the way that the school has overcome the difficulties identified at the last inspection. The school is now in a very much better position as far as teaching and learning in science is concerned.
101. Inspection evidence shows standards to be good by the age of eleven and this reflects the strides forward that the subject has made and continues to make. The scrutiny of pupils' recent work shows that infant teachers are giving them interesting tasks. This results in average standards being achieved. The range of science strands required by the National Curriculum are being appropriately covered. Pupils' interest is particularly well captured by the opportunities that they are given to experiment and investigate. The school's ability to provide these opportunities is a major strength of the improvement in science. Observation of a lesson in Year 1 showed that pupils are able to draw upon previous learning about cycles of growth. When they are learning about the cycle of flowering plants they are able to do so accurately. A number talk about seeds dropping into the ground when the flowers dies off. Their understanding of the idea of a cycle of events is confirmed by the correct sequence of drawings that they make. Observation of lessons in Year 2 showed that the pupils' knowledge and understanding of how sound travels is enhanced by the practical nature of their activities. More than one of them says, *'It's getting fainter'* as a learning support assistant walks away from them in the playground experiment testing noise levels whilst blowing a whistle. The accuracy of this test is confirmed as an equal number of steps are taken between whistle blows. The skill of testing fairly is then effectively developed as a much quieter rainmaker instrument, made by a pupil, is tested in the same way. Pupils' accurate written recording indicates their understanding.
102. Investigative experiences continue to be the bedrock of scientific learning in junior classes. The tasks support pupils in the development of independent skills. The very good range of activities boosts learning, particularly at the end of the juniors. In an observation in a Year 4 class, pupils worked in pairs to find out about shadows. They did so in a structured, successful investigation where they measured size in relation to light source. In an observation in Year 5, pupils built effectively upon their knowledge of measurement as they found out about force upthrust. Pupils use force meter readings accurately as they find out that objects weigh less when immersed in water. They have very good knowledge and understanding of the process because they share findings with one another so readily. Skills are extended to a high degree in Year 6 classes. Pupils meet the challenge of applying the processes of sieving, filtration and evaporation as they carry out investigations to separate solids. They are persistent in discovering and thinking about the range of possibilities. As they work in pairs they question one another's judgements in a very informed manner. They ask *'Do you really think that is correct?...What about?'* - a sure sign of

being confident scientists. They record according to their own formats and share findings together so that learning is cumulative. The recordings take different forms but often support literacy and numeracy skills well. Accurate scientific vocabulary extends pupils' language knowledge. The use of bar charts makes the use of numeracy more meaningful.

103. Science lessons give pupils very effective opportunities to learn. Higher-attaining pupils are challenged by the extended tasks that they are given. Lower-attaining pupils are well supported by teachers and support staff, and pupils with special educational needs make similar progress to the others in the class because their work is well matched to their individual requirements.
104. The quality of teaching is good in infant classes and, as a result, progress is good. Teaching is very good in Years 3 to 6, where progress is also very good. Skills are built very carefully throughout the school. There is an appropriate emphasis upon the development of independent decisions and recording as pupils move through the school. By the time pupils are in Year 6 classes they respond to the perceptive questioning of their teachers in accurate scientific language. In all classes where teaching is best there are interesting and challenging tasks devised. Resourcing supports pupils well in carrying out tasks successfully. Learning is sustained at a brisk pace. Teachers monitor learning very thoroughly to confirm pupils' security of understanding.
105. Throughout the school, pupils are keen and enthusiastic learners. They have positive attitudes to science. Consequently their behaviour is invariably good. These factors join together to impact strongly upon the rise in standards that have been achieved. The good relationships that are such an underpinning feature of the way that lessons are developed also strongly support raising standards. Pupils cooperate readily with one another in paired or small group activities.
106. The very effective coordinator gives very good leadership to the subject. She is equally supportive of pupils and colleagues. Clear guidance and support is given through the provision of a sound scheme of work. The tracking system is manageable and consequently is well used. Assessment opportunities are clearly highlighted. Teachers are able to plan so well because of the good resourcing. Resources are stored centrally and are readily accessible to teachers and pupils.

## ART AND DESIGN

- Good standards by the end of Year 6.
- Progress accelerates to be good in the juniors.
- Good attitudes, behaviour and relationships in lessons.
- Good teaching and learning overall.
- Good curriculum which makes a strong contribution to pupils' cultural development.
- Assessment needs improving.
- Very good leadership and management.

107. Art and design is a much improved subject since the inspection in 1997. In that year, teaching and learning varied from class to class and skills and knowledge increased at inconsistent rates. Standards were satisfactory, but much work centred on painting only.
108. Today, standards are satisfactory in infant classes and good by the time pupils leave school at the age of eleven. The curriculum provides ample opportunities for pupils to work with different materials, tools and in different artistic styles. A walk round the school shows some impressive art work on display, in both two and three dimensions. Some of this could be justifiably displayed in the Graves Art Gallery in town. Examples such as the stained glass panels displayed in the fiction library, paper sculpture in a Year 6 classroom and the pots and sculptures in the showcases on the staircase all show an eye for detail and effect that is better than is usually found. The collection of artwork gathered by the coordinator also shows how well pupils build skills, especially in later years of school. Some work by nursery children also shows outstanding promise for future years. In all, pupils' cultural development is furthered very effectively through their art and design experiences.

109. All pupils learn at steady rates through the school, especially in the junior classes, where progress is good. Pupils with special educational needs share this systematic development of skills and knowledge because staff are alert to their requirements and ensure that the work is tailored carefully to meet them. Good progress is made possible in junior classes because of the good quality of teaching of art and design in Years 3 to 6. Subject knowledge, the management of pupils, teaching of basic skills and the use of resources are all strengths. Some aspects of planning and assessment require enhancement but, in general, the subject is taught effectively and all staff enjoy their work. This is communicated to the pupils who are keen to do well and are pleased when their results are of good quality. Behaviour is good and pupils work well in art and design lessons. Older pupils suggest sensibly how future efforts can be improved.
110. The improvements to the subject are largely due to the very effective management of the coordinator. He has very clear ideas of what must come next for improvement and sets about his management tasks with enthusiasm and determination. He has developed staff knowledge and expertise very well and art and design now stands as a model for subject development in school. A system of regular assessment of skills and knowledge is next on the agenda for improvement.

## DESIGN AND TECHNOLOGY

- Standards are above the expected level by the end of Year 6.
- Good progress overall, particularly in the juniors.
- Good attitudes, behaviour and relationships shown by pupils.
- Good teaching and learning in all.
- Good curriculum with appropriate focus on planning and evaluation as well as making articles.
- Assessment is the next priority for improvement. This will strengthen target setting and review in lessons.
- Good leadership and management.

111. Design and technology was not a success at the time of the previous inspection. Standards were below average, progress unsatisfactory, the curriculum was not well planned and teaching quality left much to be desired. Good improvement has been made to the subject so that, now, standards are at least as expected and the quality of teaching and learning is good overall.
112. Few lessons in DT were observed during the inspection but older pupils impressed inspectors with their technological know-how. Year 5 pupils talked expressively of the vehicles they were making. They demonstrated verbally and through actions how energy was conducted when winding an elastic band to power the car. They also had useful ideas about the effects of friction on forward movement of the vehicles. Year 6 pupils showed how this level of knowledge is increased in their lessons. A group of eleven-year-old pupils talked to an inspector about their fairground carousel models. They explained clearly how they had investigated real fairground rides, planned what they would do, designed their model, gathered the tools, assembled the parts and made the model move convincingly. They talked clearly of the effects of torque on movement and the workings of winding machinery. In all this discussion, their knowledge and skills were evidently better than those found usually. Other work on display in school also showed the good standards achieved by pupils, especially in the juniors. Thus, standards are above average by the time pupils leave school.
113. The curriculum for DT covers all the necessary elements including the *plan, design* and *evaluation* stage, not just the *making* of articles. Pupils work with a good range of materials and are given good chances to handle different tools, safely, carefully and with precision. The quality of teaching and learning is good overall and all pupils, including those with special educational needs, make good progress.

114. Pupils are keen to develop their skills and knowledge. They work and behave well and make good progress. This is the result of good teaching that is based on firm understanding of the subject, good instruction in basic skills, effective class management and a brisk pace to learning. DT lessons are fun but also productive and relevant.
115. The subject is well managed by the coordinator who has identified realistic priorities for future improvement, including clearer statement of learning objectives in planning, sharing and reviewing targets for learning with pupils in lessons and the development of a systematic form of assessment of skills and knowledge.

## GEOGRAPHY

- Satisfactory standards at the age of seven and eleven.
- Good progress.
- Good attitudes, behaviour and relationships in lessons.
- Good teaching and learning.
- Well planned curriculum with some good links to other subjects.
- Marking not always used to show pupils how to improve and assessment is the next priority.
- Good leadership and management.

116. When the school was inspected in 1997, there were many weaknesses in the teaching and learning of geography. Attainment was below national expectations by the age of seven and eleven, progress was unsatisfactory and the subject did not meet the requirements of the National Curriculum. Improvement since 1997 has been very good. Attainment is in line with expectations at the end of Years 2 and 6 and teaching and learning are good. Some very good teaching and learning is seen particularly in junior classes. In the best lessons, pupils' good speaking and writing skills are used effectively, particularly when working at open-ended tasks such as the proposal to develop an island for tourism.
117. By the end of Year 6, pupils have developed a good appreciation of some of the environmental issues in geography. For example, a very interesting project in Year 6 requires pupils to use and apply their knowledge about settlements. Pupils are required to apply their knowledge and understanding of maps, symbols and categories of use. They create an island and then put together a proposal to develop it as a tourist site. This enables them to explore a wide range of conflicting issues. Pupils' diagrams and explanations of natural features, such as how the Pennine Hills were formed are of high quality. This work reflects the high expectations of their teachers and the pride pupils have in their work. In Year 3, pupils collect information about the climate in Sheffield and compare it with the climate in Greece. They begin to understand how flora, fauna and lifestyle are affected by the weather. This topic builds very well on work in Year 1 when pupils examine packets and tins, identify the country of origin, and locate it on the world map. This is similar to work in Year 2 when they locate the country of origin for toys such as teddy bears and yo-yos. Teachers make effective use of the locality to help pupils study at first hand. This begins in Year 1 when children walk round the local streets, identify land-use, draw maps of their route from home to school, and make observational drawings of significant buildings they pass.
118. Teachers ensure there are some good links with other subjects that increase pupils' knowledge and understanding effectively. For example, looking at both ancient and modern Greece provides good opportunities for comparative study. Using Sheffield to make comparisons to a Greek town ensures pupils can draw on their own knowledge and understanding. Teachers provide additional support where necessary for pupils with special educational needs and for those learning English as an additional language. The open-ended nature of many of the tasks set means they can be completed at different levels and so pupils with special educational needs make good progress. There is good evidence in completed work that higher achievers are encouraged to produce more work of higher quality. A strength teachers share with their pupils is enthusiasm. For example, this was seen when a teacher shared his Wainwright books with his class and another inspired

her pupils to write persuasively to promote the holiday of a lifetime.

119. Map work does not seem to be studied to the same depth as other aspects of geography and there is less evidence in teachers' planning, termly work plans and pupils' books of this area of work. Pupils are introduced to maps and plans in infant classes. Walking in the local area develops some of the directional and land-use skills and pupils are introduced to maps of the United Kingdom and the world. In Year 4 they are introduced to broader classifications such as amenities but in Year 6 some pupils do not use general terms such as residential or industrial when compiling keys. ICT is used effectively in geography particularly in junior classes and the school makes good use of day and residential visits to improve geographical knowledge and understanding. The emphasis on practical work is one of the reasons why pupils enjoy the subject and make good progress.
120. The geography coordinator also has management responsibilities for history and this is helpful in ensuring that there are sensible links between the two subjects. For example, Year 2 pupils identify toys that originated in different countries and find them on the world map in geography; while in history they study the toys played with by different generations of children in Britain. She has also identified opportunities to support literacy and numeracy through work in geography. The coordinator has not been given time to monitor teaching and learning but has produced a sensible development plan for the subject and manages geography well. Her current priority is appropriately the development of a manageable scheme for assessment and record keeping. There is some highly effective marking that helps pupils (and parents) know how to improve work and it is used to improve lesson planning. But this is not general throughout the school. This is a missed opportunity to improve standards still further.

## HISTORY

- Expected standards at the end of the infants and juniors.
- Good progress.
- The pupils show good attitudes, behaviour and relationships.
- Good teaching and learning.
- Good curriculum though assessment requires more work.
- Good leadership and management.

121. When the school was inspected in 1997, attainment was broadly in line with national expectations at the end of the infants and juniors and pupils made sound progress in developing their historical understanding. However teaching was only satisfactory in half the lessons seen in the juniors. Since then teaching and learning have improved and are now good. Standards are in line with expectations across the school. Open-ended projects and homework particularly in Years 3 to 6 allow able pupils to achieve higher levels.
122. By the age of eleven, pupils have developed the skills and knowledge to enable them to undertake historical enquiry successfully. Although the amount of work they produce is limited by the curriculum time available for history, this is compensated for to some extent by the good work pupils undertake for homework. Pupils in Year 6 have a good grasp of the lives of the Victorians because teachers not only teach information but also provide good opportunities for pupils to develop empathy with people in the past. For example, pupils write movingly about the hard lives and injustices experienced by the poor and know that they suffered many privations. By contrast the best studies of life in Britain in the 60s are vibrant and colourful and illustrate a largely optimistic period in British history. Teachers are not afraid to address difficult issues and, in Year 5, there is sensitive exploration of the racist attitudes and prejudice experienced by immigrants from the Caribbean. One reason why standards are rising is because of dramatic teaching, which captures the imagination of pupils. This was seen to be highly effective in a Year 3 lesson when pupils learned about the prowess of soldiers in the army of Ancient Greece. Year 4 pupils study the Ancient Egyptians and this exposes them to a variety of sources of information. They know the names of all the gods and goddesses and their symbols and areas of influence. A lively discussion ensued as pupils decided which god should be approached for support. History topics



link well with work in art and design, design and technology and literacy as pupils draw, paint, make models, and study different texts.

123. In Years 1 and 2, pupils begin by thinking about their own history and are introduced to picture time-lines. They walk round the local area and notice the types of buildings and the materials they are made of. They look at old and new toys and kitchen utensils. They can sequence them in order of age. However the time-lines they draw do not vary significantly from one year to the next and this is an area for further development. By Year 6, pupils research and use the information gathered to compare and contrast life in the 1850s with life today in a number of areas, including health, religion, women, and children. A visit to the nearby industrial village provides older pupils with good opportunities to record information in a variety of ways, including finely detailed drawings, text, diagrams, and charts.
124. History teaching is good overall and teachers' enthusiasm means this is a popular subject with many pupils. Lessons are lively and make good use of artefacts, videos, and other resources to stimulate pupils' interest and imagination. Pupils behave well in history lessons because teachers have very good strategies to manage them effectively and they enjoy the work. The Internet is used as a research tool. For example, pupils in Year 2 use it to find out about the toys that were common in the past. Pupils with special educational needs and those learning English as an additional language show a similar rate of progress to other pupils. They have good access to the subject because of the effective support they receive from class teachers and the support staff.
125. The same teacher coordinates history and geography. This has enabled the curriculum for both subjects to be developed cohesively, with strong links between the two. For example, Year 4 pupils study the Ancient Greeks in history and undertake a comparative study between a modern Greek town and Sheffield in geography. The subject leader has had insufficient time for monitoring teaching and learning but has produced a sensible development plan for the subject. Her current priority is appropriately the development of a manageable scheme for assessment and record keeping. Whilst there is some highly effective marking, which helps pupils (and parents) learn how to improve the work, this is not general throughout the school. This is a weakness in improving standards further.

## INFORMATION AND COMMUNICATION TECHNOLOGY

- Very good improvement since the previous inspection.
- Average standards but they are still improving rapidly.
- Good progress
- Very good attitudes, behaviour and relationships contribute to the effective building of skills and knowledge.
- Good teaching and learning, especially in the juniors.
- Good curriculum with all strands covered properly.
- Assessment requires improvement.
- The new research centre is proving very effective in the development of skills and knowledge, though its layout could be improved.
- Very good leadership and management of information and communication technology

126. Information and communication technology has moved far since the 1997 inspection. At that time, standards and progress were unsatisfactory because the National Curriculum for the subject was not implemented properly. In addition, the curriculum was fragmented and not enough time was spent using computers. The subject has been overhauled and very good progress has been made with improvement, largely because of the determined stance taken by the coordinator and senior managers.
127. Since 1997, the school has added to its store of computers, housing some in the library where a research centre has been created. These computers are timetabled and used intensively for the teaching of skills and knowledge. The system of working one group at the computers and the other in the body of the library to research from books or to gather data for use when they use the

computers makes very effective use of the resources. It links ICT and other subjects such as English, science, geography and history together well. In addition to work in the research centre, pupils use individual computers in their own classrooms to build skills and knowledge in ICT and other subjects, particularly literacy and numeracy.

128. The school gives good attention to all of the strands of ICT, so pupils make as effective progress in data handling and computer control as they do in word processing and graphics-based work. The coordinator rightly identifies that resources for modelling, control and monitoring could be enhanced in order to give a boost to such work. Overall, pupils attain the expected standards in ICT by the age of seven and eleven. In some cases in the juniors, standards are good and there is every indication that overall levels of attainment will be good in the not too distant future.
129. Reception pupils know how to switch the computers on, use the mouse to chose the program they want and then settle quickly to their tasks. They are building confidence effectively. In the infants, pupils are able to work well together for lengthy periods; they work hard and build skills and knowledge well. They know how to move the cursor and to make simple changes to existing text as they type their names, simple text and draw effective pictures using the graphics software.
130. Junior pupils extend this basic knowledge of computers well. Year 3 pupils for example know how to set out their work carefully on screen and some can import pictures to enliven the results. By Year 6, pupils are completing quite complex tasks. They handle databases, spreadsheets and publishing packages well and are fascinated to see the speed and power of the computer as they manipulate the image. Some work is presented in semi-professional styles, including poetry, graphs and extended writing.
131. Pupils are keen to learn and do well in ICT and they respond most positively to the opportunities provided by teachers to practice and extend their skill level. Pupils show very positive attitudes and confidence in using new technology that they see as a normal part of life. Pupils are trustworthy, patient and persevering when using ICT and frequently cooperate and collaborate very successfully on tasks such as presenting data in graph form.
132. Teaching is good overall and is rather better in junior classes than in the infants. Learning follows this pattern. In general, staff subject knowledge has improved greatly since the previous inspection and all teachers make effective use of ICT resources available. The systematic timetabling of the suite ensures that all pupils have good opportunities to develop skills and knowledge in the subject. Teachers control their classes well, provide an interesting range of activities and teach the basic skills of ICT well. The pace of learning and expectations of work and behaviour are satisfactory in infant classes and good in the juniors.
133. The layout of the research centre causes a few problems for teachers in checking that all pupils are advancing at similar rates. Readjustment of the furniture would go a long way to making teaching and learning more effective. Nonetheless, teachers' subject knowledge is generally good, lessons are used carefully to improve ICT skills, learning is productive and worthwhile and pupils are well managed. Pupils with special educational needs do well because they are set meaningful and relevant tasks, and the higher-attaining pupils are encouraged to use their knowledge and insights well when researching, presenting and interpreting data.
134. Some impressive ICT work is displayed around the school. Word processing and desktop publishing are both used very effectively to present poetry. Year 6 have produced high-quality poems on the theme of winter, where the personalisation of the subject was of advanced standard and the presentation of the work was immediate, attractive and eye-catching because the full features of ICT were used so well.

135. ICT is very well led and managed by an enthusiastic, well-organised and knowledgeable coordinator. She understands the strengths and weaknesses of the subject well and, although she has not had much time to monitor the subject formally, knows clearly what the next priorities for the subject are. She has contributed much to the improvements to staff knowledge and understanding and efficient and effective use of ICT resources made since the previous inspection. The introduction of a standard form of assessment and record keeping is the next priority that the coordinator is working on, as at present these things are inconsistent through the school.

## MUSIC

- Average standards by the end of school.
- Steady progress.
- Good attitudes, behaviour and relationships in lessons.
- Effective teaching and learning.
- Curriculum could have more emphasis on performance of music and some resources could be more attractive to the pupils.
- Good leadership and management.

136. Good improvement has been made in music since the time of the last inspection, when attainment and progress were judged to be below national expectations and the National Curriculum was not fully in place. Pupils' attainment is now in line with national expectations at the end of both Years 2 and 6, and all aspects of music are embedded in the curriculum. In two of the four music lessons seen, pupils' attainment was judged to be good, which suggests that the school is well placed to build on the improvements made.

137. Younger pupils in the infants listen to taped broadcasts and are able to repeat short rhythmic patterns and identify simple repetitions. By the end of the Year 2, pupils can identify different pitch and duration of notes and are beginning to use words such as *smooth*, *sweet*, *soft* and *jerky* to describe timbre. This demonstrates good attainment. Pupils in a Year 4 class sing in tune and with expression; they are generally confident and pitch their voices accurately without instrumental accompaniment. They sing an *ostinato* rhythmically, improvising repeated patterns and improving their own work. Year 5 pupils write and perform their own *rap* with some style. They clap a complex beat accurately and reflect it in their intonation, showing good understanding of the characteristics of the music.

138. Talking to pupils in Years 2 and 6 indicates that while all aspects of the music curriculum are covered pupils are stronger on appreciation than performance. In both assemblies and class lessons they hear music from a wide range of styles and cultures. They have a good knowledge of different composers and can describe different types of music with some sensitivity. The pupils' music books, used throughout the juniors, are of good quality, and the descriptive writing forms a useful link to literacy. They sing with enjoyment, and are used to performing within a group and listening critically but positively to the performance of others. They know how to record the music they compose, using graphic notation, but have insufficient opportunities to play instruments, particularly tuned percussion. There is as yet no opportunity for them to use the school's ICT equipment to compose and refine their own music.

139. Four music lessons were seen, two each from the infants and juniors. Teaching is always satisfactory, and half that seen was judged to be good. The positive way in which pupils are managed throughout the school, and the quality of relationships between teachers and pupils and pupils themselves, make a strong contribution to the quality of lessons. Pupils are confident and keen to do their best and the teaching takes good advantage of this. Teachers use effective methods and the level of expectation ensures that pupils work hard and with some purpose. They are used to working with partners and in small groups, and are able to maintain their focus and concentration. All pupils are fully included, although the music room's position in the basement makes access for physically handicapped pupils difficult. Pupils with special educational needs are well catered for and make good progress because their individual needs are supported by

carefully planned tasks and effective teaching.

140. Pupils enjoy music and behave well in lessons. Relationships are also a strength. Pupils' responses to music activities outside lessons are also good. Whilst there is no choir as such, groups of pupils sing for performances in school or for outside organisations, such as the elderly at Christmas. The school orchestra has fallen victim to the time constraints imposed by the necessary focus on the core subjects of English, mathematics and science, although specialist instrumental lessons are available for interested pupils in keyboards and, unusually, percussion. The school has worked with determination to maintain the subject's position as an integral part of a foundation arts curriculum.
141. Although only appointed in September, the coordinator shows interest, enthusiasm and a capacity for hard work. She has good foundations on which to build and a number of interesting developments in mind. While the split site makes providing resources more difficult, those available at present, while adequate, are not always very exciting or appealing to pupils.

## PHYSICAL EDUCATION

- Satisfactory standards at seven rise to be good at the age of eleven.
- Good attainment in swimming.
- Good progress.
- Pupils show good attitudes, behaviour and relationships.
- Good teaching and learning.
- Good curriculum which focuses well on all elements of the subject.
- Good leadership and management.

142. Standards in physical education are average in infant classes and are above average in junior classes. This is an improvement since the last inspection. There is no difference in the standards achieved between boys and girls, and pupils with special educational needs make as good progress as the others in the class. The curriculum has been broadened with opportunities for pupils to participate in adventurous outdoor activities at Thornbridge Residential Centre each year. A wide range of contact with sporting organisations provides regular additional experiences in short tennis, football and basketball, as well as indoor winter athletics and taster sessions in judo. After-school clubs include activities in dance, basketball, and football for both boys and girls, athletics and gymnastics.
143. Pupils in Years 1 and 2 are provided with opportunities to develop and practise various games skills. They do this energetically and with obvious enthusiasm and enjoyment, although their skill development is obviously at an early stage. By the end of Year 2, pupils work in dance with good body awareness and control to develop underwater sequences to music. They move in time to the music using the space well in controlled movements, changing levels and simulating swimming like fish. They change to sharp darting movements to become fierce fish. They work well in pairs showing good co-operation, and combine their arms and legs to simulate the octopus. They do this effectively and enjoy their work together. They are given time to plan and discuss their work as well as evaluate that of others and this enables them to develop and refine their movement sequences to a good level.
144. In the juniors, pupils develop very good games skills due to the quality of teaching they receive. The teaching is systematic and well planned. In Year 3 boys and girls demonstrate their ability to dribble a football using both feet to keep it under control, and to pass it accurately. They work co-operatively in groups and support one another well, and this assists them in their development of above average levels of attainment. In gymnastics, Year 4 pupils develop sequences using twisting and turning movements and incorporate different speeds and levels. They develop their activities in groups of two and three very creatively and with good levels of co-operation. All pupils participate and work enthusiastically, including those with special educational needs, and produce good standards of work overall. By the end of the juniors, pupils have well-developed dance skills that they adapt to a variety of stimuli. In a Year 6 class they simulate the effect of a

volcano through music and movement to a high standard very effectively. Teachers give very skilful demonstrations, have well thought out and structured lesson plans and high expectations of their pupils. This results in improved teaching and learning.

145. Pupils in Years 5 and 6 learn to swim in the local leisure centre where they receive instruction from a professional coach. They quickly develop confidence in the water and by the time they leave school the great majority can swim at least 25 metres, and many can do much more, gaining awards for longer distances.
146. The subject is well managed by a committed coordinator. He has ensured that a generous amount of time is allocated to physical education. Staff have undertaken considerable in-service training and improved their own personal knowledge of the subject and this has impacted positively on the quality of teaching. Improved gymnastics apparatus has provided better opportunities for pupils to develop their personal skill levels further. The physical education curriculum is well planned and effectively supported by a good range of extracurricular activities and strong links with sporting organisations. The scheme of work combining Curriculum 2000 and the Qualifications and Curriculum Authority guidelines is being trialled by the school this year, and the coordinator has established appropriate assessment and monitoring procedures.

## RELIGIOUS EDUCATION

- Good improvement since the previous inspection
- Good standards at the age of eleven.
- Progress accelerates as pupils learn more about the subject in the juniors.
- Some very good attitudes, behaviour and relationships shown by older pupils.
- Good teaching and learning in the infants; very good in the juniors.
- Good curriculum, securely founded on the locally agreed syllabus.
- Good leadership and management

147. At the time of the last inspection, standards were at the expected level in RE throughout the school. There was no clear judgement made on the progress, or lack of it that was being made. Today, standards are similar to those expected by the local authority agreed syllabus by the end of infant classes and above those expected by the end of Year 6. This is due to better teaching and improved understanding of the agreed syllabus as a result of good leadership of the subject. This marks good improvement since the last inspection.
148. In Year 1 classes, pupils concentrate upon aspects of the Christian religion as the main focus of their learning. Pupils clearly appreciate the stories from the Bible and know the difference between the Old and New Testaments. They make good progress, as they are able to make sensible contributions to discussions as they share the story of Jesus calming the waves. Pupils are able to write well-structured re-telling of the story. Some independence in this writing by higher attainers confirms thorough understanding. In Year 2 they consider a much more difficult idea when they think about the feeling of jealousy. They do this by thinking about the teacher's family. Understanding of this is made meaningful for them as the teacher's new grandson has been brought in by his mother. The teacher's granddaughter's feelings at the arrival of a new member of her family are equated to their own feelings about brothers and sisters. In turn this is then linked to the Bible story of Joseph and his brothers. This shows systematic development of knowledge and understanding. It is preparing pupils well for their work in junior classes.
149. Pupils explore a much wider range of religions in the junior classes. In Year 3 they are fascinated by Eid day as their teacher dresses in traditional Muslim style. The use of artefacts also supports the development of knowledge and understanding effectively. They make sensible comparisons between the religions that have been a focus of previous learning and Islam. Practical role-play in Year 4 helps to develop clearer understanding of the crucifixion. The reasons for the Haj are linked to the theme of pilgrimage in Year 6. Pupils use an information sheet productively to confirm their understanding of the importance of the Haj to Muslims. This positive range of meaningful experiences enables pupils to make very good progress in junior classes. Pupils with special

educational needs share the rate of progress enjoyed by the other pupils in infant and junior classes because their particular needs are supported well.

150. Pupils' attitudes are good in infant classes and very good in junior classes. They are interested in their tasks. They grow in confidence and make increasingly well thought out contributions to discussions. Pupils record neatly with care because they want their work to be appreciated. They are proud to show their work on display around the school, whether it is written or in the form of illustrations. Pupils are encouraged by the display of RE work selected from a good range of age groups.
151. The quality of teaching is good in infant classes overall with some very good teaching in Year 1. Teaching is very good in junior classes. There is good structure in lesson plans. The best teaching is supported by the use of some imaginative resourcing. An example of this is when the teacher makes Eid more meaningful, not only by dressing in traditional Muslim clothing but also using genuine artefacts. Tasks are equally imaginative. An example of this is the illustration used in Year 1 classes to set the scene accurately for the story of Jesus rebuking the storm. The active participation of pupils in enacting the stories effectively reinforces their knowledge and understanding.
152. There is good leadership of the subject. The coordinator has produced clear assessment opportunities to support the development of pupils' knowledge and understanding that are effectively matched to the agreed syllabus requirements. There is an ample number of resources to support all of the religions studied. This is a further example of good improvement since the last inspection.