

INSPECTION REPORT

HALFWAY JUNIOR SCHOOL

Halfway, Sheffield

LEA area: Sheffield

Unique reference number: 107046

Headteacher: Mrs Kathleen Vince

Reporting inspector: Michael Onyon
18146

Dates of inspection: 1st – 4th July 2002

Inspection number: 195426

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11 years
Gender of pupils:	Mixed
School address:	Halfway Centre Halfway Sheffield South Yorkshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Dyane Midgley
Date of previous inspection:	7 th – 10 th July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18146	Michael Onyon	Registered inspector	Mathematics, art, physical education and religious education	What sort of school is it? The school's results and pupils' achievements. How well is the school led and managed? What should the school do to improve further.
9843	Sarah Drake	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
15023	Ali Haouas	Team inspector	English, geography, history and equal opportunities	How good are the curricular and other opportunities offered to pupils?
23319	Vincent Leary	Team inspector	Science, information and communication technology, design and technology, music and special educational needs	How well are the pupils taught?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Halfway Junior School is a community school situated in south Sheffield. There are 213 pupils on roll; 105 girls and 108 boys. This is smaller than average in comparison with junior schools nationally. The percentage of pupils from ethnic minority backgrounds, of Pakistani and Afro-Caribbean heritage, is very low. One pupil speaks English as an additional language and is at an advanced stage of language acquisition. Around 13 per cent of pupils are eligible to receive free school meals, which is broadly in line with the national average. Thirty-three per cent of pupils have special educational needs, which is above the national average. Five pupils have a Statement of Special Educational Needs, mostly for general learning difficulties, which is well above the national average. However, there are also significant numbers of pupils who enter the school with attainment that is above what is expected for their age, and the range of attainment for pupils who enter the school is average overall. The children come from a range of economic backgrounds, but the profile is fairly typical of the national picture. An average number of pupils start at the school or leave it at interim times between Years 3 and 6, but there has been much more change than would be expected for the current Year 6, with the overall attainment of those joining the school being significantly lower than those who left. About one third of the teachers have been at the school less than two years, and the school is fully staffed with permanent teachers.

HOW GOOD THE SCHOOL IS

This is a good school with very effective leadership, particularly from the headteacher and deputy headteacher who form a very effective team. This leadership has successfully improved behaviour and the spiritual, moral and social development of pupils. Their current focus on the quality of teaching is beginning to have a significant impact upon provision. However, this is not yet reflected in test results due to pupils leaving and joining the current Year 6. The school's standards, although still average, do not yet fully reflect the improvements that have taken place. Good quality teaching is beginning to make a significant impact. Very good attention is given to pupils' personal development as well as their academic work. As a result, pupils have very good attitudes to learning and behave very well. The school gives good value for money.

What the school does well

- The leadership and management of the headteacher are very good. She is very well supported by the deputy headteacher, subject co-ordinators and other staff.
- The quality of teaching and learning is good, being consistently very good and better in Year 6.
- Pupils' very good attitudes to work, very good behaviour, and the very good relationships between pupils and with teachers, have a positive impact on learning.
- The very good provision for pupils' spiritual, moral and social development, combined with the care the school gives pupils, have a strong positive impact on the ethos for learning.

What could be improved

- Consistency in the quality of teaching and learning, so that the quality of the very best is consistently reached by all teachers.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in July 1997. Since then it has improved well, better than would be expected. Results in English, mathematics and science have steadily improved, matching the rate of improvement nationally. The school met its target for results in English last year, although not in mathematics. Standards have also risen in design and technology, physical education, information and communication technology (ICT) and particularly in art. The quality of teaching has significantly improved. There were four key issues in the last inspection report and the school has responded to these with very clear and effective action. In addition, behaviour has particularly improved, and discipline

in the school is now very good. Subject co-ordinators are now properly involved in monitoring their areas of responsibility and assessment is now much more effective.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	C	E	C	B
Mathematics	D	D	C	D
Science	C	D	C	C

Key

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

The standards of the current Year 6 broadly match those of last year; they are average in English, mathematics and science. The challenging targets for this year's English and mathematics results are unlikely to be met. However, this is because nearly one third of the pupils arrived after the start of Year 3, with many of the arrivals having significantly lower attainment than those who left. Whilst results have fluctuated over the last three years, the school is aware that the performance in mathematics has not been as good as it could have been. There has been a sustained and successful focus upon improving results in this subject. Rigorous changes to the curriculum and closer monitoring of standards and teaching are now having a positive impact on standards with some pupils working well in advance of expected levels as part of the school's provision for gifted pupils. Most pupils in the school are now making good progress in many lessons, so their longer-term progress, and achievement, are likely to rise.

Standards are high in art, where pupils are achieving well, and satisfactory in the other curriculum subjects. The majority of pupils show sound achievement overall, including the higher attaining pupils – those who are gifted or talented. The impact of a successful focus upon raising standards is leading to improved achievement, with strengths in different aspects in some subjects. For example, skills of communication in geography, the use of evidence in history, formal notation in music and a wide-ranging knowledge of different religions studied in religious education. The significant numbers of pupils with special educational needs make good progress against the targets set in their individual education plans, as a result of good teaching from support staff and teachers.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen to do well.
Behaviour, in and out of classrooms	Very good, both in lessons and around the school. The pupils are very supportive of each other.
Personal development and relationships	Very good. Staff provide very good role models and pupils respond very well. Pupils have a very good understanding of how their own actions could affect others. They are able to take responsibility for themselves.
Attendance	Much improved to be now satisfactory, and in line with national averages.

There has been good progress in addressing attendance issues over the last two years, with an impressive reduction in unauthorised absences and an improvement in pupils' punctuality.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	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.

During the inspection Year 5 pupils were visiting the Mayfield Outdoor Centre and, as a result, it was only possible to observe two of their lessons. There is a particular strength in the teaching in Year 6 where the quality of the planning, the care taken in assessing how well pupils are doing and the pace and challenge of the teaching results in very good learning. The quality of teaching was judged to be good or better in seven lessons out of ten.

The National Literacy and Numeracy Strategies are effectively employed and these skills are taught well in other subjects as well as English and mathematics. The quality of teaching of mathematics and English is good. The teaching of pupils with special educational needs is good overall. These pupils' personal targets are well known to the teachers and support staff, and are effectively addressed during lessons.

Where teaching is very good and excellent there are high expectations and independent learning is encouraged. Learning objectives are shared with the pupils who understand exactly what is expected of them. Effective strategies are employed to manage pupils and time, support staff and resources are used well to have the maximum impact on learning. There is good pace to lessons.

Planning of lessons is usually very effective in the school. The planning effectively identifies appropriate learning outcomes for lessons. Discipline is very well managed, and, as a result, behaviour and concentration have greatly improved since the last inspection. Pupils now work hard and make good progress in lessons.

However, in satisfactory, but relatively less successful lessons in a range of subjects, the activities planned, the questions asked and the worksheets provided for pupils are insufficiently challenging.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Statutory requirements are met well, and the taught curriculum is supported by a very good range of extra-curricular activities. Links with the community are very strong. The school's topic approach works well for the subjects it covers.
Provision for pupils with special educational needs	Good. Pupils make good progress towards the targets in their individual education plans and are supported very well by classroom care assistants.
Provision for pupils with English as an additional language	Provision is good for the very small number of pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Personal, social and health education is very well provided for. Provision for spiritual, moral and social development is very strong. Provision for cultural development is good, and the school has, rightly, identified this as an area for further development.
How well the school cares for its pupils	Good. Assessment and its use are effective. Good behaviour is encouraged very well. Pupils are well looked after - the school provides a very caring and supportive environment in which they feel confident, safe and valued.

The school has a good partnership with parents and provides particularly good information for them.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides a very clear strategic direction and a determination to raise standards. She has a very effective partnership with the deputy headteacher, and they enable all subject co-ordinators to play a full and effective part in moving the school forwards, focusing on raising standards.
How well the governors fulfil their responsibilities	Well. They play an effective part in shaping the future direction of the school guided and supported by the headteacher. Their understanding of the school's strengths and weaknesses is satisfactory.
The school's evaluation of its performance	Good. A strong system of planning, monitoring and evaluating is employed by the headteacher, deputy headteacher and subject co-ordinators. This effectively ensures that appropriate priorities are established and strategies put into place to ensure improvement.
The strategic use of resources	Good. Staff are well matched to the demands of the curriculum and money is well used for development. Financial planning is good and the school makes careful, well informed decisions about spending. The school applies the principals of best value well.

Over the last two years the senior management team have focused successfully upon building a better ethos, having a positive impact on the behaviour and personal development of pupils. This is improving the quality of teaching and learning and is likely to impact positively on standards as teaching continues to improve. Staffing, accommodation and learning resources are satisfactory overall.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • The school is well led and the teaching is good. • The school expects pupils to work hard. • The school is helping its pupils to become mature and responsible. • They feel comfortable about approaching the school if they have questions or a problem. 	<ul style="list-style-type: none"> • Some feel they are not kept well enough informed about how well their child is doing. • Some feel the school does not work closely enough with parents.

The inspection team agrees with all the positive points the parents raised. In the judgement of the inspectors, parents are provided with good quality information, in particular the reports and about how well their children are getting on at school. The school also works closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There have been some fluctuations in national test results over the years since the last inspection, with a dip in standards in Year 2000 when English results were lower than other subjects. The next year's mathematics results were weaker and English was the strongest of the three subjects taken. The overall trend in results has been up, however, with a rise in line with that seen nationally. The leadership team of the headteacher and deputy headteacher has been operating now for nearly two years and the success of the strategies they have put into place is starting to show in a variety of improvements in the school. Although the standards of the current Year 6 are still average overall, rather than higher, this is explained by the changes there have been to the year group between Years 3 and 6. Many of the pupils who joined the school late had significantly lower standards than those who left. The pupils in Year 6 have made satisfactory progress overall throughout their time in the school, with good progress during the last year.
2. There has also been some variation in standards reached by boys and girls over the last three years. In Year 2000 the girls did better than the boys compared to the national picture and in 2001 the position was reversed. Girls' results were still better in English and science, but not by as much as is the situation nationally. The inspection team did not identify any differences in the rate of learning or the overall achievement of boys and girls in the current Year 6. No significant differences in achievement between pupils of different genders and different ethnic backgrounds were identified in the school. The inspection team did identify that pupils with special educational needs are making better progress than other pupils – since their progress is good rather than satisfactory. This is because the provision for the pupils with special educational needs is particularly strong. The school has also targeted particular pupils well, successfully aiming to improve their levels of attainment. In a few lessons the challenge for the highest attaining pupils is not enough, and the pace of learning drops. However, most pupils in the school are now making good progress in many lessons so their longer-term progress, and achievement, are likely to rise.
3. Pupils' attainment in speaking and listening, reading and writing is average by the end of Year 6, and achievement is satisfactory in English. However, listening skills are stronger than speaking skills because the teaching of the latter is not always directly planned. The majority of pupils read fluently and accurately and their handwriting is legible and fluent with accurate spelling. Literacy skills are practised and improved across the range of subjects that pupils study, as are numeracy skills. Standards in mathematics are improving and some pupils are now working well in advance of expected levels as part of the school's provision for gifted pupils. Achievement is also satisfactory overall in mathematics.
4. By the end of Year 6, the standards of work in science are average and achievement is satisfactory. The pupils have a sound basis of scientific knowledge and understanding and appropriate skills of scientific enquiry, with some particularly confident in this. Even in Year 3 the pupils understand the idea of carrying out a fair test. Standards in ICT are similarly average with satisfactory achievement in all aspects of the subject.
5. Art has significantly improved since the last inspection - standards are now above average at the end of Year 6 and pupils in all year groups are achieving well. They study a range of artists and use their techniques to improve their own work. By Year 6 the pupils are well aware of the purpose of the artwork they are creating and learn well from each other, discussing and reflecting on possible approaches.
6. Standards in most of the other subjects are average and achievement is satisfactory. However, there are some strengths in different aspects in some subjects. These include skills of communication in geography and the use of evidence in history. Formal notation is developing

well in music, and pupils have a wide ranging knowledge of different religions studied in religious education.

Pupils' attitudes, values and personal development

7. At the time of the previous inspection, concerns were expressed about the behaviour of a small number of pupils and the reluctance of some to involve themselves in physical education lessons. During this inspection, all pupils behaved very well and it is clear from the relaxed yet purposeful atmosphere that now pervades the school that such positive attitudes and orderly conduct are the norm. Pupils like their school; they are keen and enthusiastic to involve themselves in whatever their teachers have prepared for them to do and are very eager to volunteer their services to help out in any way that they can. They show good levels of responsibility and initiative when, for instance, carrying out their classroom jobs, running the tuck shop, setting up the hall for assemblies or acting as 'playground friends', but not all teachers give them enough opportunities to show this independence in lessons. Pupils are thoughtful about other people's needs and have a good understanding of how to work in harmony with others. Pupils' positive outlook on life is one of the school's strengths and creates a very good environment for learning.
8. The open-plan nature of the school building requires pupils to be particularly aware of the effect of their actions on others; they move around in an extremely orderly manner and those who have others passing through their classrooms are good at sustaining their concentration, since they are interested in their lessons. They know exactly how they are expected to behave and respond very well to teachers' high expectations and their swift reminders, given when necessary. In assemblies, during breaks and at lunch-time pupils sustain this very good behaviour and are consistently polite; for example, instinctively holding doors open and remembering to say 'Thank you'. They treat books and equipment with respect and dispose of litter carefully. Many also enjoy acting as 'Wednesday Wombles', collecting litter left by the public on the field, which is shared with the community. Unusually, this year the school has had to exclude pupils on five occasions for very short periods. This was the culmination of a series of incidents relating to a small number of boys and, together with support for these pupils, has proved very effective in improving their understanding of what is, and is not, acceptable and helping to maintain the calm, relaxed atmosphere for all pupils.
9. Pupils with special educational needs have very good attitudes to school. Most are attentive and follow instructions well. They are confident and show enthusiasm for learning. They work well together and support each other in their learning. During the week of the inspection, pupils with a Statement of Special Educational Needs worked well with other pupils. For example, in the ICT suite, a statemented pupil was involved in producing an instruction booklet. The other pupils in her group involved her in the designing of the book cover. The behaviour of pupils with special educational needs is good.
10. Pupils build very good relationships with each other and adults, which help to make the school a warm and welcoming place to work. They work well together in pairs and small groups and are extremely patient when, for instance, waiting their turn to work on a computer. Pupils of different ethnicity, gender, age groups and abilities play and work together well. They are particularly positive about including pupils who have special educational needs, happy to work as partners with them and appreciative of their successes. This mature awareness of others' needs was palpable at the end of a Year 4 mathematics lesson where volunteers were completing a 'fraction wall' in as short a time as possible. The first pupil did the exercise correctly, but more slowly than anticipated; the second pupil started at great speed, but made a 'fatal error' part of the way through his turn. Those watching noticed the mistake, but none said a word, still urging him on to finish quickly and showing on their faces their agony at his mistake. At the end, nobody laughed at the error and, typically for this school, the teacher turned the whole experience into a positive event.
11. Pupils' levels of attendance are satisfactory overall and have improved significantly over the past two years. This academic year has seen an impressive reduction in unauthorised absence and

an improvement in pupils' punctuality. The attendance of a very small number of pupils is still unsatisfactory, but the major reasons for most pupils' absence are genuine illness or holidays taken in term time; around ten per cent of pupils had some holiday absence in June.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. Overall the quality of teaching and learning is good. This represents an improvement since the previous inspection. The good quality of teaching is a significant factor in the improvements in discipline at the school since the previous inspection. At that time, a small number of teachers were experiencing discipline problems and the school was required to address, as a key issue, the inappropriate behaviour of a small minority of pupils. The current inspection finds no such weaknesses. The teaching was judged to be good or better in seven lessons out of ten. Teaching was very good in one in five lessons and excellent in one in ten. No unsatisfactory teaching was observed.
13. The relationships between staff and pupils are an important strength of the school. All teachers manage pupils well and create a calm and purposeful working atmosphere. This allows all pupils to concentrate and to do their best, whilst encouraging pupils to develop a mature approach to learning. All staff have high expectations of pupils' behaviour and are quick to deal with infringements. Due emphasis is given to reinforcing appropriate attitudes through the use of praise, underpinned by a clear system of rewards. The very good management of all the pupils is a credit to the school as the open-plan design with the close proximity of classes presents a number of challenges for the teachers.
14. In Years 3 and 4 the overall quality of teaching is good. Over one half the lessons seen were good or better. Excellent teaching was observed in English. Typical of the most successful lessons are the teacher's very good subject knowledge and the ability to ask questions and to communicate enthusiastically with pupils in a way that makes them aspire to higher standards. The pupils are encouraged strongly to use their literacy and numeracy skills in other subjects, such as history and science. In ICT, the necessary skills have been taught for pupils to feel confident in what they do. In satisfactory, but relatively less successful lessons in a wide range of subjects, opportunities for independent learning were less evident. Questioning did not allow the pupils time to express their ideas, refine their thinking and make personal decisions on how they might improve their work. Opportunities to challenge pupils were missed. In some lessons the pupils' tasks centred more frequently on worksheets thereby limiting independent learning. The result was that the pace of work was too relaxed and pupils were insufficiently engaged in demanding work.
15. During the inspection both Year 5 classes were involved in work at the Mayfield Outdoor Centre and it was not possible, therefore, to make judgements about the quality of teaching. In a visit to the centre, during the week, the work seen was of good quality, teachers were well prepared, learning objectives were shared with the pupils and so they understood what was expected of them. A number of volunteer helpers accompanied the pupils; they were well briefed by the teachers and effectively involved in the planned activities.
16. The quality of teaching is very good in the Year 6 classes. In almost one in every three lessons teaching was very good or excellent. Common features, which contribute to the high quality teaching and learning in these lessons, include meticulous attention to planning and preparation and high expectations of what all pupils can achieve. There is good pace and challenge; for example, in a very high quality mathematics lesson with lower attaining pupils, the teacher challenged the pupils to calculate different solutions to given number problems through the use of a 'function machine'. There were clear links to previous learning, carefully building on pupils' previous knowledge and understanding. Pupils clearly felt a sense of achievement and looked forward to the next session, proud of their accomplishments. A particular feature is the very good development of pupils' literacy and numeracy skills. The teachers are exceptionally good communicators who listen to their pupils and are skilful at assessing their needs. They also use many strategies to enhance learning. Target setting, particularly for the lower attaining pupils features strongly in the first-rate learning environment created by these teachers.

17. The teaching of English is good, with some excellent teaching. Teachers understand the National Literacy Strategy well and, as a result, they teach it effectively, helping pupils to recognise and develop new skills. Planning is carefully considered and learning objectives are shared with pupils so that they are clear about what is to be learnt. The quality of questioning was a strong feature of the better lessons seen during the inspection. Good use of resources in many lessons stimulate pupils' interest and focus their attention on key learning points, ensuring that they make progress. For example, in a Year 6 poetry lesson the teacher made very good use of the poem, 'Window' by N Lawrence to develop successfully pupils' understanding of metaphorical language and create a sense of empathy with others. Many opportunities are found to develop the pupils' literacy skills in other subjects. This is a strong feature of the school's curriculum. Pupils with special educational needs are identified at an early stage and are well supported. However, in some lessons the needs of the higher attaining pupils are not always met. The pace of the lesson is too slow and teachers do not focus the teaching rigorously enough on the learning objectives. This results in restless pupils and a degree of underachievement.
18. The quality of teaching in mathematics is good overall. It ranges from excellent to satisfactory with excellent and very good teaching in the Year 6 classes. This represents an improvement since the previous inspection. The National Numeracy Strategy is applied well. The majority of teachers have secure subject knowledge. Lesson planning is effective and the activities provided cater well for most pupils' needs. Pupils are organised into classes by their current attainment in mathematics. When this is combined with teaching of a high calibre, as was observed in a Year 6 lower attaining mathematics lesson, the progress is very rapid. An occasional weakness in the teaching is matching the work to the needs of the different groups of pupils and expecting enough from the higher attainers. The school is effectively emphasising the need to increase the speed of the younger pupils' mental calculations and their completion of written tasks.
19. As a result of timetable arrangements it was only possible to see one lesson in science during the inspection and so it is not possible to make an overall judgement about the quality of teaching. The lesson observed was of a good quality. Planning was effective and the sharing of the learning objectives with the pupils was a notable feature. The main activity was carefully matched to the different levels of attainment within the class.
20. Teaching of ICT is satisfactory throughout the school. All teachers have secure knowledge of the subject. They introduce new programs and skills thoroughly by taking the pupils carefully through the learning objectives step by step. Teachers evaluate pupils' progress carefully. The current resources in the computer suite are used well, but the number of computers available means that individual pupils have limited access to the machines. This restricts the effectiveness of the teaching and learning. Additional computers are on order and this will improve individual access. Teachers make good use of ICT to extend and enrich the pupils' learning in several other subjects. For example, in English, the pupils in Year 6 used their developing skills in combining text and graphics to produce an instructional booklet for Year 3 pupils. In a Science/Geography based topic, Year 5 pupils logged temperatures using a control program; an improvement since the previous inspection. However, the use of ICT across a variety of subjects is still developing.
21. The quality of teaching in most other subjects is satisfactory overall, but it is good in art. No design and technology lessons were observed during the inspection. Strengths of the successful teaching of religious education, physical education, history, geography and art include effective use of resources and good questioning techniques, use of voice to gain and control attention and good time management. In music, there is good subject knowledge and lessons where there is a very good balance of instructional teaching and pupil activity. A notable feature in both music and physical education lessons is that the teachers and pupils enjoy these subjects. Attitudes in physical education lessons have improved since the last inspection. Good opportunities are provided for pupils to participate in additional musical activities. A common weakness in subjects other than English, mathematics and science is the insufficient

use made by teachers of assessment information to identify strengths and weaknesses in pupils' learning and to set targets for improvement.

22. The teaching of pupils with special educational needs is good overall. All teachers have an appropriate understanding of the curriculum needs for pupils who have individual difficulties especially in English and mathematics. They take care to plan activities that take account of pupils' capabilities. ICT, although a developing area, is used to complement teaching and learning. Personal targets are well known to the teachers and support staff. Pupils are aware of their targets. This has an impact on pupils' learning because it means that they feel involved and are able to make good progress. The special educational needs co-ordinator provides assessment advice and resources where needed. Learning support assistants are very well briefed. Individual education plans are in place and are of a good quality. They are reviewed on a termly basis.
23. The teachers make good use of homework to reinforce what is learned in school and to develop the pupils' independent learning skills. They are well supported by the parents. This is having a positive effect on pupils' attitudes to learning and in raising attainment. Teachers work very closely with all the support staff and this close teamwork impacts strongly on the overall good quality of the teaching.

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

24. The planning and content of the curriculum provided by the school are good and have improved since the last inspection. Overall, the curriculum is broad and balanced and meets the statutory requirements of the National Curriculum in all subjects. The allocation of time to each subject is appropriate and all are taught at the appropriate depth. A distinctive strength is the emphasis on cross-curricular links that are well used to enhance learning, with a number of subjects being effectively planned and taught through topics. The match of work to the different attainments of pupils is good and is being further developed to improve the provision for gifted and talented pupils.
25. The school's strategies for teaching literacy and numeracy skills are effective. Many literacy lessons use a historical content and creatively link language skills and knowledge and understanding of history themes.
26. The provision the school makes for extra-curricular activities is very good and significantly enriches the curriculum. Activities include football, with opportunities to take part in league matches, crafts, climbing, ICT and skiing. Opportunities for further study are provided for talented and gifted pupils in mathematics and for lower attaining pupils to boost their achievement. In addition to these clubs, pupils go on residential visits to Whirlow Hall Farm and to Kingswood in Norfolk. All the activities are open to all pupils regardless of gender, ethnic or social background, and are well attended.
27. All pupils irrespective of their background have full access to the curriculum including activities organised outside the school day. Boys and girls participate on an equal footing in most of the extra-curricular activities on offer. The school curriculum offered caters effectively for pupils of different abilities including higher attaining pupils.
28. Provision for personal, social, and health education including drug misuse is very good. It is effectively planned within a range of topics such as 'new life' dealing specifically with key aspects of sex education, and 'my body' dealing with drugs education. The school nurse and the police provide good quality additional input. These themes are well used to promote pupils' sense of responsibility and to raise their awareness of social and moral issues.
29. The school maintains a range of links with the community that enrich the curriculum very well. These include a number of visitors, for instance, an elderly local resident who comes to share with pupils her experience as a child during the Second World War, an Asian music band playing drums and a local artist.

30. Provision for special educational needs is good. The school has adopted the revised Code of Practice. Pupils with special educational needs are identified as early as possible and appropriate steps are taken to assess their needs, write individual educational plans and provide support. Individual educational plans are reviewed appropriately. The school promotes educational and social inclusion, and is committed to raising the achievements of all pupils. All pupils receive support that is of a good quality from their learning support assistants. These pupils also have full access to the curriculum and educational visits.
31. The school maintains constructive relationships with secondary schools to which pupils transfer. There is an effective system for exchanging information and teachers visit each other's classes. During the week of the inspection, Year 6 pupils' work was focused on 'transition work', and is being collated as a portfolio to accompany pupils on transfer to their secondary school. A teacher from the comprehensive school taught an introductory mathematics lesson to one of the Year 6 classes.
32. Since the last inspection, provision for personal development including spiritual, moral, social and cultural development has improved and is now very good overall. There are particular strengths in the very good provision for spiritual, moral and social development. The headteacher and deputy headteacher have worked hard to improve the school's ethos and to effectively create conditions where teaching, learning and attainment can improve. Opportunities for independent learning are not always fully exploited, however, so younger pupils do not yet develop the learning skills to do with taking responsibility for their work as quickly as they might.
33. Assemblies, personal, social and health education and the daily life of the school contribute effectively to pupils' spiritual development. Assemblies are well planned to heighten pupils' awareness of the spiritual dimension through music, praying and singing. A range of well-chosen themes are used to encourage reflection and judiciously linked to hymns that deal with the same topic. This was well illustrated in an assembly led by a visiting minister on 'dreams', which started with exploring pupils' personal dreams in a simple way and then moved to other kinds exemplified by Martin Luther King's own dream of liberation. This idea of hope, ambition and strong belief was then linked in a moving way to pupils' own dreams of what they want to be and how they can achieve their ambition through perseverance in their studies. Spiritual development is also promoted through a range of other activities such as Sheffield environmental week where pupils are enabled to develop positive attitudes of care for the environment, and in religious education where they learn to ask their own questions. In many instances the school day ends with a moment of reflection and celebration of the child of the day or week.
34. Very good provision is made for pupils' moral development and they are given a very good understanding of right and wrong. The school' ethos and expectations create a good context for pupils to develop a point of reference for moral values. These are well reflected in the school's behaviour code that spells out pupils' rights and responsibilities. Pupils respond positively to the code and have been directly involved in its development and review. All staff act as positive role models and personal, social and health education topics, together with circle time, are used effectively to enable pupils to reflect on and discuss expectations and learn to be responsible for their actions.
35. Provision for social development is very good. The school actively promotes opportunities for pupils to work, play and pursue social activities. This is reflected in the way pupils carry out responsibilities in the classroom, the readiness for older pupils to act as 'playground friends', a responsibility of which they are proud and for which they have been trained. Pupils contribute to fund-raising for charities and some go to sing at an old peoples' home and perform for them. Pupils respond readily and enthusiastically when given these responsibilities and appreciate the awards they receive for showing initiative.
36. Provision for cultural development is good. Pupils are given a variety of opportunities to develop an appreciation of their own and others' cultural traditions in a number of curriculum areas and

through visits. Pupils study the historical heritage of the city of Sheffield as an industrial city including the mining industry in the Moss Valley and the development of transport. They take part in the Lord Mayor's parade and make regular visits to the churches in the area. Pupils' knowledge of their English cultural heritage is further enhanced when they study the Tudors, the Romans and aspects of the Second World War. Visitors are involved well, for instance, in music with a visit by a jazz quartet. Multicultural development is satisfactorily promoted through planned opportunities in a number of lessons. There are contributions by ethnic minority parents and a variety of resources, for instance, the use of video in history.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. At the pre-inspection meeting, in their responses to the questionnaire and in informal discussions during the inspection, parents expressed much appreciation of the very good care that the school provides for their children. Staff know their pupils well and, as a result, pupils are very aware of how much trouble their teachers take to listen to and help them. Because of the very good relationships between pupils and adults, pupils have the confidence to go to adults with their concerns and also to express their thoughts and feelings in lessons or assemblies, since they are confident that they are valued for themselves. Staff know the pupils very well as individuals, which allows them to provide them with good quality support. They assess pupils' academic progress well, which is a good improvement on the previous inspection, but, as yet, the monitoring of pupils' personal development is, essentially, informal with no method of recording the big strides towards maturity that many pupils make while at Halfway Junior.
38. The school has good procedures to ensure the health and safety of all who work there. At the time of the inspection, its good risk assessments relating to educational visits were put into effective practice during the Year 5 pupils' visits to the Mayfield Centre. Teachers are aware of potential problems posed by, for example, physical education lessons, and the recent installation of the security fencing has provided big benefits in terms of the reduction in, for instance, the amount of broken glass on site. Midday and other staff supervise the pupils well at playtimes, with the lunch-time organisers and kitchen staff caring for and interacting with the pupils in as positive a manner as classroom staff. They all take very good care of those who have accidents or feel unwell, and carefully record any treatment given. Two parents were eager to praise the excellent steps, including staff training, taken by the school to ensure that everyone is confident to deal with their children's very specific medical needs and allow them to, for instance, take full part in residential activities. The arrangements to ensure child protection are also good, with teachers' very good knowledge of individuals helping them to be swift in noticing any unusual changes of mood or attitude. Any information is kept suitably confidential and there is good liaison with helpful outside agencies, as the need arises.
39. The school's arrangements for assessing and monitoring pupils' attainment and progress have improved markedly since the last inspection and are now good overall. They are well developed in mathematics and to some extent in English and science. The successful and effective system developed in mathematics is now being extended to English. However, procedures are much less well developed in the other subjects of the curriculum, where insufficient reference is made to actual attainment and strategies for using the information to set improvement targets. The school now uses a range of assessment tools including regular assessment tasks in English and mathematics and QCA optional tests. Teachers maintain effective records of pupils' progress in reading.
40. An effective system of target setting has been developed for all pupils in mathematics and English, and this is used appropriately to inform teaching and learning. Targets are displayed in classrooms and highlight pupils' achievement. They are also effectively used in teachers' marking of written work and act as a spur to encourage and motivate pupils, particularly in Year 6. Test papers are carefully analysed and used to inform planning. The assessment co-ordinator has contributed substantially to these developments including the analysis of trends. In English, mathematics and science the school effectively analyses assessment information in terms of gender and ethnicity and effectively targets support as a result of monitoring. There are plans to extend this good practice to other subjects of the curriculum.

41. The school's good procedures and hard work in relation to pupils' attendance are beginning to pay off, with improvements in the last two years. Teachers are aware of any patterns of absence arising among pupils in their class and the headteacher monitors attendance across the school on a half-termly basis. Teachers liaise with parents at an early stage if they have concerns and make good use of the educational welfare service when necessary.
42. Teachers also work well with outside agencies when they feel that this will be helpful for individuals who have difficulty in behaving well. In response to concerns about behaviour raised by the previous inspection, the school established its positive behaviour policy and clearly stepped system of consequences. Over the past four years the systems have been regularly adapted to suit the differing needs of the school, and staff meetings have been used to establish consensus and a consistent response to any indiscipline. In practice, staff are very skilled at deflecting any hint of disruption, taking every opportunity to praise those who are behaving well rather than blaming those who do not, with the result that pupils throughout the school behave very well and make Halfway a pleasant place in which to work. Customs such as 'Child of the Day' really motivate the pupils to develop positive attitudes, behave well and feel proud of their achievements. The improvements to the way the school promotes good behaviour have been a significant factor in raising achievement. The anti-bullying procedures are an integral part of the behaviour system and, from talking to pupils and staff, it is clear that they are effective.
43. The school cares for its pupils well and this caring attitude is reflected in a caring and inclusive ethos of the school. Pupils know that they are very well cared for and valued and this has a positive impact on their learning, particularly those pupils with special educational needs.
44. All members of staff are fully aware that the school exists for its pupils and they take good care to ensure that they feel comfortable there. There are good arrangements to help Year 2 pupils to settle into the junior school as swiftly as possible and similar efforts to prepare older pupils for their move to secondary school. Year 6 pupils start work in English, mathematics and science, which they complete in Year 7, and they make various visits to familiarise themselves. All those spoken with expressed excitement at the prospect of moving to their new school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents and carers view the school positively. All those spoken with, including those with one or two minor reservations, are delighted by how happy their children are to attend. Taking into account their responses to the questionnaire and at the pre-inspection meeting, it is clear that parents very much appreciate that their children are expected to work hard, staff are very approachable and the teaching is of good quality.
46. The school has very good links with parents of pupils with special educational needs. The SEN booklet, revised to reflect the graduated approach to intervention, is clear, concise and informing. Liaison takes place on a regular basis both formally and on an informal basis. Overall, parents are impressed with the provision provided.
47. Whilst some parents do not consider that the school works closely with them or that they are sufficiently well informed about their children's progress, inspectors judge that good information is provided about progress and the school works well with parents. The school holds an open evening each term. Teachers effectively set aside one evening a week for parents who wish to discuss their child in more depth than is possible informally at the end of the day, and pupils' written reports are of much better quality than is usually seen. Using a simple grid system set alongside the attainment targets in each subject, teachers make very clear to parents how much progress their child is making and what standard he or she is working at in relation to the average levels for their age group. The reports include the next steps for pupils to work on in English, mathematics and science, and teachers add additional, personalised comments if they wish to highlight, for example, a pupil's particular aptitude for a subject. Reports for pupils in Years 3,4 and 5 are distributed before the spring term meeting, to give an opportunity for school and home to work together in order to help the pupils to achieve their targets by the end of the

school year. Those for Year 6 are issued at the end of the summer term in order to comply with requirements. Other written information, such as the prospectus and weekly newsletters, is also of good quality and helps parents to keep abreast of events, but teachers do not issue parents with regular information about what their children will be learning in the coming term. All available information is readily accessible in the welcoming parents' room that is open at either end of the school day.

48. Parents make a good contribution to their children's learning, being effectively involved in many aspects of work that pupils complete at home. They support the work of the school through the activities of the Parents, Teachers and Friends Association whose fund-raising efforts have recently helped to provide carpets in teaching areas and contributed towards the cost of the new security fence. There are no regular volunteer helpers in school, but parents are prepared to take a day off work to, for instance, accompany class groups on educational visits. In addition, two regular volunteers list to readers in Year 6 as part of the 'Right to Read' scheme. They will also willingly share their expertise, whether this is about Islam or football coaching. The school has organised a number of workshops for parents about, for instance, literacy and numeracy, which have met with mixed success in terms of the numbers who attend. There is a better response to the written guidance for parents about how to support their children's reading, and to the weekly target sheets for spelling and mathematics. Overall, the school has succeeded in establishing a good relationship with parents through which both partners work together in the best interests of the pupils. All sectors of the community of parents are fully encouraged to be involved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

49. The leadership and management of the school are good overall. The headteacher provides very good leadership and management. She has a clear vision for the school, has accurately identified those factors that will improve standards and has gained the loyal support of staff, parents and governors since being appointed as headteacher. Teachers are aware of the changes that are occurring, and feel comfortable with the pace of change. This is because the headteacher consults with others, taking keen notice of their ideas and suggestions, valuing their contribution. A new deputy headteacher was appointed to the school in September 2000 and she provides very effective support to the headteacher, particularly in the implementation of initiatives to improve standards in mathematics and the quality of teaching. Together, the headteacher and the deputy headteacher provide a very good senior management team. Subject co-ordinators have clear job descriptions and expectations of their role, contributing effectively to the management of the school. It is clear that, in the last two years, the senior management team have focused first on building a better ethos, improving behaviour and improving social and moral development. This work is now having a positive impact on the personal development of pupils and is also effective in improving the quality of teaching and learning. However, it has yet to show any impact on standards, but is likely to do so as the quality of teaching continues to improve.
50. There has been good progress in addressing a key issue in the previous report; to enhance the role of subject co-ordinators. They now take full responsibility for the monitoring of standards in their subjects and effectively maintain a file that reflects their ongoing review of progress in their subject area. For the inspection each co-ordinator provided a written summary in relation to the progress of their subject since the last inspection, judgements about current standards and the priorities for ongoing development. Time away from the classroom is provided for co-ordinators, who are encouraged to make their own decisions about the most effective use of the time, to monitor and evaluate. Good progress has also been made in developing assessment techniques to effectively capture the strengths and weaknesses in pupils' learning. This has been led by the very effective work of the deputy headteacher, in her role as mathematics co-ordinator. There are now good processes in place to track the progress made by pupils, in English, mathematics and science, and this good practice now needs to be extended to the needs of other subject areas. Under the leadership of the headteacher and deputy headteacher a system of carefully analysing the outcomes of assessments has been introduced and the information is starting to be used effectively to help teachers to plan future lessons, to meet the needs of all pupils.

51. A system of lesson observation by the headteacher and deputy headteacher, with formal feedback, has been introduced, which is beginning to impact upon the quality of teaching and the standards achieved by pupils. An effective strategy ensures that the quality of teaching and learning is monitored, in the main, by the headteacher, with appropriate line managers for performance management - which is implemented very well. There are effective systems in place to support the induction of staff new to the school with very good development opportunities offered to current newly qualified teachers working in the school. They have been offered the opportunity to 'shadow' the headteacher in subject management responsibilities and encouraged to develop their role in the school. The school now carefully analyses national test results and the optional tests taken by pupils in Years 3, 4 and 5. In mathematics and English targets are set for pupils to reach, in order to raise standards. Inspectors feel that the school is moving well on these issues, with plans to extend the setting of targets to other subjects. The subject co-ordinators are supporting the headteacher very well and are working hard to improve their own efficiency and the overall effectiveness of the school.
52. The school provides good quality of education for pupils with special educational needs. The special educational needs co-ordinator, supported by the headteacher, manages and organises the provision to a high standard. The school effectively promotes racial equality, and pupils and staff work in a harmonious and purposeful atmosphere.
53. Overall, the contribution of governors to the school is good. They effectively fulfil their statutory duties and a number liaise with subject co-ordinators, to learn more about the work of the school. The headteacher and Chair of Governors meet regularly for a full exchange of information and views. The governors receive regular detailed reports from the headteacher and, when necessary, ask individual staff to attend meetings to provide information about developments in particular areas. For instance, the governors have been briefed about developments in literacy and numeracy. Each of the committees has a Chair who regularly reports back to the full governing body. The Chair of Governors and the finance committee play an appropriate role in monitoring and setting the budget, with up-to-date information provided monthly by a bursar service, provided by the local education authority. There are governors with responsibilities for major areas of provision such as literacy, numeracy and special educational needs, although some governors are uncertain about the current strengths and weaknesses of the school and the role they can play as critical friends. Some governors go into the school as helpers, and this is welcomed by the staff, who appreciate the interest taken. Identified governors have received training in performance management and carry out their responsibilities effectively.
54. The current school improvement plan is an effective working document, setting out clear and appropriate priorities. It is linked appropriately to financial planning with costings carefully calculated and specific grants appropriately allocated. There is an appropriate overall emphasis on raising standards in teaching and learning, improving management and effectiveness, improving the learning environment and the involvement of the governing body. All co-ordinators are actively involved in auditing previous progress and developing an action plan. These are effectively co-ordinated by the headteacher and incorporated into the overall plan. The headteacher effectively monitors developments, and evaluation responsibilities are clearly identified. Consideration of the impact on standards is most effective in mathematics and this consideration could be followed by other subject co-ordinators.
55. The school building was originally designed as a community base and part of the building is designated for community use, leading to demands on the school's budget. Increasingly the school is beginning to make effective use of the whole of the building, effectively using the 'community' spaces. The last full audit of the school's financial affairs found very little wrong and the few items identified have been successfully attended to. The school's administrative staff maintain records in an effective way with appropriate use of information technology. They contribute significantly in this respect to the overall efficiency of the school. They also help to reduce the bureaucratic burden upon teachers by carrying out a number of administrative tasks.
56. All teachers are suitably qualified and there are sufficient teachers for the number of pupils in the school. For the first time, for a number of years the school has, this year, been able to

maintain classes where all the pupils are of the same age. The size of classes is around the national average. The school spends an above average proportion of its budget on classroom support assistants, but they are effectively deployed and fully involved in planning provision for the pupils they work with. There are sufficient helpers for pupils who have a Statement of Special Educational Needs and support is carefully targeted so that these pupils receive help in the lessons where they need it. The school has sufficient resources for the planned curriculum, including the number of computers, which have recently improved as a result of grant funding, with plans to further enhance the computer suite.

57. The accommodation is satisfactory. All classrooms are open-plan, sometimes with two classes in each year group accommodated in the same teaching space. Teachers work hard to get the best out of the space available, planning to ensure that activities do not clash and often teaching in a collaborative way. Often pupils have to pass through classroom areas, whilst lessons are in progress, but they do so without interrupting activities. Careful thought has been given to ensure that all spaces are used well to enable all areas of the curriculum to be provided. Music is taught in a designated soundproofed area, offering great scope for the subject. The library is housed alongside the two Year 6 class bases, which provides a pleasant space where pupils can browse and select books. The outside facilities, including a large playground and grassed area, have been improved since the erection of a boundary fence, financed by parents. This has greatly reduced vandalism and enhanced the school environment.
58. The school applies the principles of best value well. It compares its results to other schools, especially those in similar contexts, although there is room for deeper analysis of standards in subjects other than English, mathematics and science. The school secures efficient and effective competitive services from outside providers. The surplus in the school's accounts is fully committed to expenditure during the current financial year, principally to maintain the number of classes, in support of the drive to raise standards. There is improving consultation with parents whose ideas, suggestions or complaints are taken seriously. The school is much more self-reflective and alert to the areas that need improving, particularly in terms of pupils' achievements. Given the emphasis upon improvement and the careful evaluation of the school's performance the school provides good value for money, although there is still scope for further improvement.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To maintain the school's focus upon raising standards the governors, headteacher and teachers should build upon the good quality of teaching and learning already achieved - to ensure that their quality consistently meets the very high standards achieved by the best teachers by:

- continuing to improve the consistency of the quality of teaching, as detailed in the school improvement plan;*
- raising standards further by improving the expectations of teachers and helping pupils to be more independent in their learning;
- extending the current system of target setting, used in English, mathematics and science, to other subjects;*
- ensuring that the current monitoring and evaluating of the quality of teaching and learning is extended to all subjects of the curriculum.*

* Identified in the current school improvement plan.

These points are explained in paragraphs 2, 14, 17, 18, 21, 51 and 54.

The governors and staff should also consider the following more minor issues for inclusion in the action plan:

- planning better opportunities for development of pupils' speaking skills (paragraph 61);
- giving pupils more opportunities to explain their calculation strategies in mathematics (paragraph 71);
- improving the monitoring of pupils' personal development (paragraph 37);
- extending the use of ICT fully across all subjects (paragraph 20).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	37

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	9	16	12	0	0	0
Percentage	10	22	39	29	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3-Y6
Number of pupils on the school's roll (FTE for part-time pupils)	213
Number of full-time pupils known to be eligible for free school meals	28

FTE means full-time equivalent.

Special educational needs	Y3-Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	70

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.1

Unauthorised absence

	%
School data	0.6

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for 2000-01. National figures for 2001-2 are not yet available. The school data for 2001-2 is: authorised absence 5.4% , and unauthorised absence 0.1%.

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	21	17	38

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	18
	Girls	14	9	15
	Total	31	24	33
Percentage of pupils at NC level 4 or above	School	82 (65)	63 (67)	87 (75)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	17	19
	Girls	13	13	15
	Total	30	30	34
Percentage of pupils at NC level 4 or above	School	79 (65)	79 (75)	89 (63)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	5
Black – African heritage	0
Black – other	5
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	201
Any other minority ethnic group	1

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	5	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: Y3-Y6**

Total number of qualified teachers (FTE)	9.6
Number of pupils per qualified teacher	21.8
Average class size	26.3

Education support staff: Y3-Y6

Total number of education support staff	5
Total aggregate hours worked per week	88

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	497,801
Total expenditure	476,570
Expenditure per pupil	2,407
Balance brought forward from previous year	15,746
Balance carried forward to next year	36,977

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	213
Number of questionnaires returned	39

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	3	3	0
My child is making good progress in school.	53	39	8	0	0
Behaviour in the school is good.	26	66	5	0	3
My child gets the right amount of work to do at home.	50	39	8	3	0
The teaching is good.	61	32	5	0	3
I am kept well informed about how my child is getting on.	32	47	21	0	0
I would feel comfortable about approaching the school with questions or a problem.	61	34	5	0	0
The school expects my child to work hard and achieve his or her best.	68	32	0	0	0
The school works closely with parents.	34	47	18	0	0
The school is well led and managed.	37	55	8	0	0
The school is helping my child become mature and responsible.	55	34	8	0	3
The school provides an interesting range of activities outside lessons.	37	50	11	0	3

Other issues raised by parents

Parents of pupils with special educational needs expressed appreciation of the helpful, supportive and caring work of the staff.

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

ENGLISH

60. Attainment on entry in Year 3 and by the end of Year 6 is in line with the national average and pupils' achievement is satisfactory. Standards have been maintained since the last inspection. Results in the 2001 National Curriculum tests showed that standards attained by pupils at the end of Year 6 were in line with the national average and above average when compared with similar schools. Except for Year 2000, when they were well below the national average, over the last three years, results have been similar to the national average. There is no significant variation in the attainment of boys and girls and the few pupils from ethnic minority backgrounds achieve as well as their peers.
61. Pupils' attainment in speaking and listening is in line with what is expected for 11-year-olds. In Year 6, the majority of pupils respond and engage well when discussing texts. In most areas of the curriculum, pupils listen very attentively to the teachers and many collaborate when working independently, discussing the task and negotiating answers in a sensitive way. However, although pupils listen well, opportunities for using speaking skills are not consistently regularly planned into work on other subjects. When this occasionally takes place, it is often incidental and not specifically designed to enable them to talk at length or argue a particular point of view. The school has yet to develop a scheme of work to enable teachers to assess pupils' progress in speaking against clear objectives and set them specific targets for improvement.
62. Attainment in reading is in line with what is expected of pupils at the end of Year 6. By the time they are 11, pupils are highly motivated, confident and read in a range of genres. The majority of pupils read fluently and accurately and use an appropriate range of strategies to help them in their reading. They use these well when they read independently. Higher attaining pupils predict what might happen using their knowledge of the plot and characters and justify their predictions. They recall with some detail a range of books they have read. The majority of pupils have developed effective skills in using books to retrieve information, but insufficient skills to use inference and deduction. Opportunities for pupils to read silently are well managed. All pupils keep a record of their reading and write extended book reviews. Teachers keep informative records, with diagnostic comments recorded against clearly stated objectives.
63. Attainment in writing is in line with the national average by the end of Year 6. In Year 6, higher attaining pupils write extensively and produce a variety of narrative and non-narrative texts. Writing is well organised with appropriate use of paragraphs, complex sentences and ranging over different types including, for instance, biography, interviews and good examples of pieces written in the same style or voice as the shared texts studied. Evidence from the analysis of pupils' work shows that pupils achieve appropriately over time with gains in their use of punctuation and the length of pieces. For most pupils, handwriting is legible, fluent and mostly joined. Spelling is mostly accurate and is taught and tested regularly. All pupils have targets for improving their writing pinned to their books. Teachers, when marking pupils' work, use these effectively. This is particularly so in Year 6 where pupils are regularly commended for their achievement and are given clear guidance about what to do next to improve their work.
64. The quality of teaching is good overall with very good teaching in Year 6. In the best lessons, teachers have a good knowledge and understanding of English, use effective methods, have high expectations and provide pupils with well planned activities. In these lessons a clear focus is given to the discussion of shared texts. The teachers' effective use of questions, enables the pupils to consolidate knowledge and respond critically. This was well exemplified in a Year 3 lesson where the use of a video about the discovery of Tutankhamun's tomb, the discussion of the text with a clear focus on its structure and the use of connectives and paragraphs were effectively used to prepare pupils for writing a letter, impersonating one of the characters. By the time pupils had to write, they had rehearsed thoroughly the use of time connectives, the letter layout and the organisation of the writing in paragraphs. Providing a frame for writing and well-

targeted support helped lower attaining pupils to make progress. Routine reminders by the teacher to check spelling and punctuation were reflected in the application pupils demonstrated when revising their work. In all lessons, the teachers' planning is clear and learning objectives are thoroughly rehearsed with pupils to focus their attention on what is expected at different points in the lesson. A distinctive feature in the planning, which has a positive impact on pupils' learning, is the clear identification and reference to previous learning and the next steps pupils should take. This effectively builds clear progression in the demands made on pupils. Where teaching is less effective, this is due sometimes to lack of pace. It is also due to some missed opportunities for pupils to use discussion more often when working independently, in order to promote speaking and listening.

65. The school uses the literacy framework well to promote skills across the curriculum. A number of lessons are creatively planned with a historical content enabling pupils to draw on their knowledge in one subject and use it to practise reading and writing in a range of genres. The curriculum is kept under constant review and this process has led to a more concerted focus on writing. Assessment procedures are well developed in the subject with an effective system of setting targets that is regularly monitored and used to inform teaching and learning. The use of ICT is developing, but could be better used. It is used effectively in Year 6 where pupils write instructions for younger friends, including graphics with the text. It is also used effectively for pupils with special educational needs.
66. The co-ordinator for the subject is experienced and has a clear overview of the subject's development. Priorities identified for development are carefully based on tracking pupils' progress and the analysis of assessment information. The headteacher and co-ordinator effectively monitor teachers' planning and scrutinise pupils' work. The impact of the quality of teaching and learning are discussed with teachers, and used to inform improvements. The strength in the subject's leadership and management and the involvement of senior managers in development are beginning to have a positive impact on pupils' achievement. However, the use of ICT in the subject is underdeveloped.

MATHEMATICS

67. Pupils' standards on entry to the school are broadly average, with some fluctuations from year to year. By the end of Year 6, the results of the 2001 national tests and observations during the inspection show that standards are at the national average. Analysis of the progress pupils make through the school shows that the pupils' achievement is satisfactory, even though standards were below those in similar schools in 2001. The school has recognised a below average performance between 1998 and Year 2000, which coincided with changes in staff. Standards have now improved and are similar to those reported at the last inspection. Currently there is little difference between the standards attained by girls and boys.
68. The trend in performance matches the national trend. Over the last two years, since the appointment of the headteacher and deputy headteacher there has been a focus upon analysing the results of assessments and a clear targeting of resources to improve results and drive up standards. It is beginning to have significant impact. Results were better between Year 2000 and 2001 and the predictions of results for 2002 indicate maintenance of this improvement.
69. In lessons seen at the end of Year 6, standards of work match the national average. Results are expected to match the national average when they are published later this year. Most pupils are working confidently within the expected Level 4 of the National Curriculum and many are able to complete some parts of the more advanced Level 5. A small group of pupils are working at Level 6 and have been attending additional provision for higher attaining pupils, effectively raising the standard of work. In one Year 6 class, for instance, average attaining pupils were applying the divisibility rule to three-digit numbers, operating a 'function machine', working on a computer, to check their answers. Higher attaining pupils in another Year 6 class accurately represented algebraic formulae in a tabular form; for example, $y=x+1$. This added expectation of higher attaining pupils meant that they were successfully challenged at a level appropriate to their understanding. Lower attaining pupils and those with special educational needs are also

successfully supported. In a lesson with lower attaining Year 6 pupils, for instance, the teacher asked them to carry out operations with numbers that effectively involved pupils in manipulating numbers to understand that division and subtraction makes numbers smaller, and multiplication and addition makes them larger. Quick-fire questions, at the beginning of lessons, got an immediate response from pupils, who eagerly calculate their own answers.

70. Pupils' mathematical skills are reinforced in other lessons in the curriculum, for instance, in geography where Year 5 pupils have successfully recorded the height at different points in their walk, in their work related to the Mayfield Outdoor Centre. They have a good knowledge of compass directions and contours on a map. Year 6 pupils have also recorded weather data and the points, goal differences etc. gained by teams competing in the World Cup. The deputy headteacher, as mathematics co-ordinator, has effectively revised the content of the mathematics curriculum, providing opportunities to use mathematics and to apply the skills learned, in other subjects. There have been recent improvements to hardware, enabling a better use of ICT in supporting the teaching of mathematics. Currently ICT is used appropriately and opportunities are provided, in the subject, for all pupils equally, regardless of gender, ethnic or social background.
71. The quality of teaching is good overall, with all lessons observed graded as satisfactory and better and seven in ten being good and better. Teaching of outstanding quality was observed in Year 6. Where teaching is good, very good and excellent, teachers plan in detail. They ensure that all pupils receive teaching that challenges them at an appropriate level. Higher attaining pupils in Year 6 have been able to attend sessions for gifted pupils, held at the local comprehensive school. Particularly effective is the practice of planning together, in year groups, ensuring that opportunities are the same for pupils in each class in the year group. Teaching groups are arranged according to levels of prior attainment to ensure that the teaching programme is relevant to their needs. Because teachers are concerned to cater for the full age and attainment range, pupils learn appropriately, making satisfactory progress. Since improvements in teaching are recent their impact upon pupils' achievement is yet to show. Most teachers are confident in using the National Numeracy Strategy materials due to good recent training. Consequently, lessons have a clear structure that helps pupils to learn in a sequential and well-organised way. Teachers make increasingly good use of available resources to bring lessons alive. When they do this, learning takes an upwards turn. Sometimes, however, teachers do not encourage pupils to explain the strategies they have used to calculate answers, or move the lesson along at a good pace. For example, in a Year 4 lesson looking at equivalent fractions opportunities were lost to enable pupils to explain how they had very effectively recognised patterns in numbers to match equivalent fractions. In a Year 3 lesson developing understanding of how to find the difference between numbers, the teacher missed opportunities to move along at a swift pace, sometimes explaining answers that the pupils could have explained. In an earlier lesson in the same class pupils had learnt how to record addition through examples related to their level of prior attainment, they explained how they had calculated answers and joined in a lively oral session putting their methods to the test. This was a more exciting way of consolidating pupils' understanding because the pupils were interested in the questions and how they could swiftly calculate the answers. Teachers manage pupils very well, supporting those who need extra help and making sure that the atmosphere is conducive to learning. As a result, pupils learn in a stress-free atmosphere without interruption. Homework is used successfully, following the recent introduction of a homework policy and target booklets, which encourage pupils, teachers and parents to work together, with a common understanding of how pupils learn.
72. The management of the subject is good. The co-ordinator has carried out a thorough audit of the subject since her appointment, nearly two years ago. This has very effectively involved all staff and enabled a common understanding of priorities in the subject, to be shared. Standards are very carefully monitored and evaluated and steps are taken to put into place effective strategies to seek improvement. The co-ordinator and headteacher are very much aware of what needs to happen for standards to improve even more rapidly. The quality of teaching and the curriculum are monitored and the school improvement plan details appropriate action to improve standards in the subject. Pupils' attainment and progress is assessed at regular intervals. The data from

this assessment has been gathered very carefully to enable the co-ordinator to effectively target groups of pupils. For example, through the use of additional teaching materials as in 'Springboard', in Years 3, 4 and 5, and the 'Superstar Mathematician Club' classes, in Year 6, for pupils close to the Level 3/4 National Curriculum borderline. The school also runs a mathematics club for higher attaining pupils and a team successfully competed in the annual mathematics challenge organised by Sheffield University. The co-ordinator is a leading mathematics teacher, identified by the local education authority, for very good practice. Changes introduced, recently are beginning to have a considerable impact upon standards and there is an understanding of the need to continuously seek improvement.

SCIENCE

73. During the inspection only one lesson was seen in science in Year 3. The school's curriculum is topic-based with a strong focus on the teaching of science in the autumn and spring terms for most year groups. However, evidence from pupils' workbooks, displays, discussions with co-ordinators and an examination of teachers' planning provide sufficient evidence for judgements to be made about standards and pupils' achievements.
74. By the end of Year 6, the standards of work are similar to the national average. In this respect standards have been maintained since the last inspection. However, the national average has risen in the intervening years and the school's results show a clear trend of rising standards, which matches the national trend. Pupils' achievement is satisfactory. The 2001 National Curriculum test results in science were in line with the national average and the average for schools in similar circumstances.
75. At the end of Year 6, the pupils have a sound grounding in the range of scientific knowledge and understanding required by the National Curriculum. They carry out activities that are effective in helping them to develop their understanding of scientific enquiry as much of the work pupils do is in the form of investigation. Some pupils have become confident investigators, organising and recording their work well, making well-judged predictions of their results. A higher attaining pupil, recording succinctly her conclusions wrote: 'when certain materials are mixed a gas is produced which escapes into the air. Therefore, the materials cannot go back to their original state. These are irreversible changes'. Pupils in Year 3 classes can identify different parts of the human body. They know the major organs in the human body and that a balanced diet is required to remain healthy. Through practical observation pupils in Year 4 know and understand what conditions seeds and plants would grow best in and use tables and graphs effectively to represent their information.
76. Pupils understand the concept of carrying out a fair test by making one change in an experiment. For example, when investigating the thickness of pieces of paper in Year 3, pupils were very clear about keeping other variables such as the length and width of the various papers the same. By the end of Year 6, they are developing an understanding of forces and the relationship to gravity. Many pupils relate their learning to everyday life. For example, they know how evaporation and condensation take place in their homes. However, the practice of turning the pupils' own ideas and explanations to make predictions that could be investigated is underdeveloped.
77. Overall, pupils make good use of their literacy, mathematical and information and communication technology skills when writing up reports of experiments. Pupils deploy their numeracy skills effectively, making appropriate measurements; for example, of length, weight and volume, and displaying them in graphical form using computer programs - an improvement since the previous inspection. Links to other subjects such as history, geography, art and music are strong. For example, the pupils in Year 5, in their work on the solar system further developed their art skills in colour mixing and use of textures when investigating the planets. However, in all year groups there is still an over-dependence on the use of commercially produced materials, which is limiting opportunities for pupils to develop further their independent enquiry skills. However, teachers have successfully added to these worksheets in an effort to overcome these difficulties.

78. It was only possible to see one lesson in science during the inspection. The lesson observed was of a good quality. Planning was effective and the sharing of the learning objectives with the pupils a notable feature. As the result of good planning by the teacher, the main activity was carefully matched to the different levels of attainment within the class. The teacher made very good use of a dummy to reinforce pupils' knowledge of the major organs of the body while skilfully linking it to developing the pupils' understanding of 'mummification' and its practice in the Ancient Egyptian culture. Good quality questioning by the teacher resulted in pupils discussing the functions of various organs of the body and relating it to their own bodies. The classroom assistant was well-briefed, and provided sound support for the lower attaining pupils.
79. Since the last inspection, the school has introduced several changes to improve the teaching and learning in science. There are now single-year groups and in teachers' planning, both long and medium-term, there is coverage of all the elements of the science curriculum. Links to other subjects, especially mathematics and ICT are built into lesson plans; an improvement since the last inspection. The co-ordinator monitors the development of science effectively through analysis of the pupils' national curriculum test results, scrutinising their work, collecting work samples and talking to the pupils. Her assessments and evaluations are shared with the pupils and staff, resulting in Year 6 pupils being set relevant individual learning goals as well as providing valuable professional development for the staff. She has carried out a very comprehensive audit and has identified the following priority: the development of a portfolio of pupils' work so that teachers can be more consistent in their assessment and know better how to improve progression between the different age groups.

ART AND DESIGN

80. At the time of the last inspection, standards in art were below expected levels. There has been good improvement since then; standards have risen and are now above average by the time pupils leave school at the end of Year 6. Good achievement is evident across the age range and amongst different groups of pupils, whereas, achievement at the time of the previous inspection was judged to be unsatisfactory. Pupils with special educational needs achieve well as a result of well-chosen topics that interest them, and higher attaining pupils also achieve well because the open-ended projects give them room for ingenuity and originality. There is no significant difference between the artwork of girls and boys.
81. By the end of Year 6 pupils produce interesting work in a range of media. In a Year 6 lesson, for instance, pupils were producing prints, using a polystyrene base and choosing the most effective colours to represent their chosen pattern. The work was related to their studies, in history, of the Tudor period. Pupils were clearly aware of the purpose of their task and developed their ideas to take account of it. They shared ideas well and discussed their own approach and the approach of others' to the work. Pupils have also produced very good pictures of planets, interpreted in wool, imaginatively blending colours, and pencil and charcoal self-portraits. Pupils in Years 3 and 4 have looked at the work of Paul Cézanne, effectively using tone in their own work, employing powder paint and pastel crayons to represent spring flowers. Pupils have successfully used a variety of paper sculpting techniques including tearing, cutting, punching, scoring, pleating, rolling and scrunching. Good work is displayed, in Year 3, showing pupils' sketched and painted views of Moss Valley, a local landscape. Pupils take note of the stylistic features of well-known painters. In Year 5, for example, the work of Kandinsky is on view, and in Years 3 and 4 the landscapes of David Hockney and the work of Van Gogh. Pupils have effectively replicated these styles in their landscapes and still life pictures. These paintings show attention to detail and a real understanding of the techniques favoured by each artist. In several rooms there are good examples of computer-generated art; for example, in Year 3, where the 'Paint' program has been used effectively. The pictures show attention to the use of space and colour and confidence with many of the features offered by the particular computer application. Year 6 pupils effectively used computer screen 'printing and cropping' to produce illustrations for a booklet they are producing for use with Year 3 pupils. In a Year 4 lesson pupils were researching weaving techniques, linking their artwork well with their studies in history. At

the entrance to the school are large-scale animal masks and headwear, produced by pupils, using papier mache techniques, to wear in the Lord Mayor's parade in Sheffield.

82. The quality of teaching is good overall and ranges from satisfactory to very good. Where it is very good it is clear that teachers are making increasingly good use of guidance provided by the subject co-ordinator. They avoid dull and repetitive routines in favour of projects that interest pupils. As a result, pupils feel confident about their learning and are well motivated. For example, in a Year 3 lesson the classroom was well organised, with resources to hand and a good learning atmosphere created. The teacher was very receptive to those who were uncertain and encouraged pupils to ask questions. Teachers effectively use a range of materials, which excite pupils, encouraging them to use their imagination and creativity as they learn to manipulate materials. Pupils are encouraged to apply their skills and to deepen their knowledge of the subject. Most pupils behave very well and are interested in their work. Pupils enjoy seeing their work displayed and enthusiastically talk about this with visitors. Opportunities are provided equally for all pupils regardless of gender, ethnic or social background.
83. The management of the subject is good overall, although there is little time for the co-ordinator to work alongside colleagues or to monitor the quality of teaching and learning. Nevertheless, the co-ordinator provides what support she can to other teachers in the way of good ideas and advice. Art and design is appropriately identified within the school improvement plan and resources are appropriate for the subject. Currently there is a lack of an agreed procedure for measuring pupils' achievements, although the co-ordinator has made a good start by collating a portfolio of work that effectively represents the range and quality of work undertaken. There are attractive displays of pupils' work in all classrooms and in other areas of the school and a club is organised to give pupils the opportunity to develop their interest further. This successfully celebrates pupils' efforts and encourages them to do well.

DESIGN AND TECHNOLOGY

84. During the inspection no design and technology lessons were seen. Judgements about standards are based on a scrutiny of pupils' work, including some photographs, an examination of teachers' planning and discussions with teachers and pupils. It is not possible to make any judgement about the quality of teaching.
85. By the end of Year 6, standards are similar to those found in most schools. Achievement is satisfactory for all pupils, including those with special educational needs. The school has made good improvements since the previous inspection in developing the provision and raising standards in design and technology, as standards at that time were judged to be below levels expected and pupils' achievement was unsatisfactory. Pupils in Year 3 classes have improved their design skills and their progress is sound. They are taught a basic understanding of planning a sequence of activities, which includes measuring and assembling techniques. These skills were put to good use when designing frames for their pictures. Pupils in Year 4 made mobile animals using simple mechanisms. All pupils are developing a sound understanding of the 'design - make - evaluate' process. This is best seen in the work done by Year 6 pupils. They have made some impressive board games. There are detailed labelled sketches with measurements. The pupils talk knowledgeably about the intended user of the product, namely other pupils in the school, and the importance of making the boards colourful and eye-catching. Some groups decided to make large dice as these would be easier for the younger pupils to control. There is a strong creative element in their designing and making. Each board is distinctive and individual. The pupils review, refine and improve their work after evaluation. Emphasis on function and purpose is evident in all pupils' plans and reviews, and this is a strength. The pupils demonstrate an enthusiasm for the subject and a pride in what they produce. It is evident from the work seen that pupils work in a collaborative manner. A notable feature of the design and technology curriculum is the links made with other subjects, particularly art, history and geography. This approach results in raising standards in design and technology, but also reinforces and extends learning and attainment in other subjects.

86. The subject is well led and managed. The co-ordinator has secure subject knowledge and a clear awareness of what needs to be done to improve the school's provision. The school has a draft policy and is in the process of adopting the government's recommended guidelines for the subject. Current planning shows that the school is appropriately following the Programmes of Study related to the teaching of design and technology. Resources are adequate. There are, however, no formal assessment procedures in place, but teachers assess pieces of work and keep effective individual records. The use of ICT is a developing area within design and technology.

GEOGRAPHY AND HISTORY

87. Attainment by the end of Year 6 in history and in geography is at the national average with standards being maintained since the last inspection in both subjects.
88. During the inspection all the pupils from Year 5 were involved in daily visits to Mayfield Outdoor Centre, with a great deal of their work covering history and geography. In their work in geography, pupils demonstrated good mapping skills at different scales. They traced the source of the River Porter and followed its course downstream. Work on display demonstrates good understanding of features in the area, for instance, the use of water mills. The pupils compared the Mayfield valley with their own locality. By the end of Year 6, pupils study a range of mountains focusing on their formation, and they show understanding of how sedimentary rocks fold in the process. From evidence of previous work, they show good understanding of continents and identify seas, oceans and mountains, using geographical terms and a key. Work on rainforests shows that they have understanding of their structures with clear sketching of different features and labelling. In history, Year 3 pupils show detailed knowledge about the Egyptians' beliefs in the afterlife and more specifically about the ceremony of the weight of the heart. They draw on their viewing of a video and other visual resources to describe some of the rituals related to burials. In Year 6, pupils have a very good recall of facts about the Tudors and about Henry the Eighth in particular. Assisted by the very good explanations of the teacher, they summarised orally and in writing the events surrounding his break with the Catholic Church, offering reasons and describing the role and involvement of different personalities.
89. Pupils' achievements, including those with special educational needs, are satisfactory in both subjects. Achievement in history is mainly reflected in the pupils' increasing use of historical evidence to record their findings and of different sources of information. In geography, it is reflected in pupils' increasing skills in communicating their findings and knowledge of geographical vocabulary, for instance, when they study mountains. This is often combined with pupils' positive attitudes and their willingness to respond to questioning. Most of them collaborate spontaneously when working independently and apply themselves well.
90. The quality of teaching in both subjects is good overall. In the best teaching, effective links are made to previous work enabling pupils to draw on what they already know, for instance, when considering the Ancient Egyptians' traditions of burial or events leading to Henry's divorce. Lessons are carefully planned, identifying clear objectives that are shared, and the history content is judiciously used to promote literacy skills, particularly writing. This approach heightens pupils' curiosity about different periods and themes and enables them to practise literacy skills within a specific context. In geography, good use is made of fieldwork to enhance pupils' observational skills.
91. Both the history and geography curricula are enhanced through extra-curricular activities and fieldwork. Good use is made of the local area. The curriculum has been reviewed effectively with changes thoroughly discussed with staff. The co-ordinator offers good leadership and has carried out an audit of skills, which are gradually being built into the scheme of work. However, where priorities have been identified to develop the subjects, there is insufficient focus on how pupils' achievement might be raised. Assessment procedures in both subjects are underdeveloped with no reference to levels of attainment for assessment or a clear focus on how to use them to set targets for pupil attainment. The use of ICT is not yet fully exploited to

support teaching, but there are examples of its use. These include using sensors to record the temperature of the air in geography.

INFORMATION AND COMMUNICATION TECHNOLOGY

92. The school has made good progress since the last inspection in developing the provision and standards in ICT. Overall, the standards reached by the end of Year 6 match the levels expected nationally and achievement is satisfactory. The previous inspection found that the school was not covering the National Curriculum in sufficient depth in the controlling and monitoring strand of ICT and also found that a lack of confidence of some teachers in knowing how to use ICT resulted in lower attainment and hampered progress. The school has now increased the range of equipment and all classes have at least one computer. Nine computers have been used to create an ICT suite. However, control and monitoring resources are still more limited than resources for other aspects of the subject. To compensate for acknowledged gaps in the teachers' knowledge and skills, the school has used available funding to provide –in-service training in ICT. This has improved the quality of teaching, particularly the direct teaching of skills. The various improvements have taken place during a period in which ICT teaching and standards have improved significantly nationally, and the school has improved rapidly enough to make up the deficit.
93. A good feature of the current provision is the way the school is now developing opportunities in most of the subjects for all the pupils to improve and develop their ICT skills. For example, in English, the pupils in Year 6 used their developing skills in combining text and graphics to produce an instructional booklet for Year 3 pupils. In a science/geography based topic, Year 5 pupils logged temperatures using a control program. They described what they did in these terms: 'We have a Discovery box which can measure and record light or temperature. We used it to measure the changes in temperature for 24 hours. We put one sensor out of the window and left the other sensor indoors'. Pupils requiring extra support in English and mathematics are provided with regular sessions on the computer to improve their skills. The work they produce is generally of a good quality. Despite these improvements, pupils have had limited experiences of the controlling and monitoring element of ICT. The school is aware of this and teachers do their best with the limited equipment available.
94. By the end of Year 6, pupils use word-processors to organise and present their work. They use the computer confidently to produce branching databases, for instance, to sort given information into sets. They are able to use the computer in art lessons to develop images using repeated patterns. They move the cursor and click the right mouse button, they use the arrow to select an appropriate size and the majority produce pictures, some very creatively. Older pupils help one another to gain access to the Internet. They know how to start the program and log on to the site using a username and password. Their ICT vocabulary is developing well, as they use words such as *scroll down*, *maximise* and *e-mail address* with confidence. Their research skills are being developed through the use of CD-ROMs and logging on to the Internet to search for and to display specific information. Higher attaining pupils are able to enhance their texts by selecting elaborated fonts and downloading suitable illustrations. Their research skills are being developed through the use of CD-ROMs, and logging on to the internet to search for and to display specific information.
95. Some pupils make rapid progress in sessions in the ICT suite because of the access to computers, clear explanations given by most of the teachers and the opportunities to try things out. However, the sharing of computers, often three to a computer, in these lessons does limit the overall progress of most pupils because of restricted opportunities to apply their skills. Despite the restriction, pupils make satisfactory progress, including those who have special educational needs, in taught sessions. This is largely due to three factors: firstly, the pupils work in a computer suite using up-to-date equipment; secondly, most pupils remember what they are told and are confident in trying things out - their enthusiasm and good concentration contributes much to the success of their learning and thirdly, most teachers introduce new programs and skills in a step-by-step manner, taking the pupils through a planned sequence until they have achieved the purpose of the lesson.

96. Throughout the school pupils are now confident users of computers and programs. They are keen to demonstrate their skills and talk confidently about their work. For example, pupils in Year 6 in an ICT lesson demonstrated real skill in presenting instructional information in a variety of forms, using text and graphics. They knew their audience would be younger pupils in the school and their instructional writing was well matched to their needs. Pupils help each other very well and those with special educational needs benefit from the support of other pupils as well as support from adults. Pupils talk about trying things out at home, especially using CD-ROMs and the Internet to find information.
97. The quality of teaching throughout the school is satisfactory overall. Teachers now have a better knowledge and understanding of the subject. For example, in a Year 4 mathematics lesson, using ICT to develop pupils understanding of ratio, the teacher instructed the pupils in well-organised sequenced steps. She used precise technical language whilst expecting the pupils to respond accurately using the correct ICT vocabulary. Throughout the lesson she carefully evaluated pupils' progress. Lesson planning is detailed and provides appropriate learning objectives and activities. These cater well for all pupils' needs. Of particular note is how well the pupils are managed in the computer suite where conditions are less than ideal. The low ratio of computers to pupils results in pupils having to wait for their turn, sometimes for extended periods. However, some teachers have good organisational strategies for improving access to the computers during their timetabled lessons. For example, in a Year 3 lesson the teacher arranged the groupings so that a targeted group of pupils had good quality access to the computers and the remainder did written work on ICT related activities. This resulted in good progress for the targeted pupils in developing their ICT skills in altering font sizes and combining texts. The lack of equipment for pupils to see demonstrations clearly does constrain the quality of teaching and learning. However, each classroom has a computer, providing additional opportunities for pupils to improve their skills. Teachers make good use of the available resources and pupils are often seen using the computers during their breaks and after school.
98. The subject is well managed and led. The co-ordinator has worked very hard to improve the provision for ICT. She has secure subject knowledge and a clear awareness of what needs to be done to improve the school's ICT provision further. There is sound planning, based on National Curriculum guidelines and it covers all areas of National Curriculum, an improvement since the last inspection. Assessment is of a satisfactory quality and includes samples of pupils' work on individual floppy disks in each year group. The co-ordinator has rightly identified the need to develop further the assessment process.

MUSIC

99. By the end of Year 6 pupils attain average standards. This judgement shows that standards have been maintained since the previous inspection. Overall, most pupils make satisfactory progress in relation to their prior attainment by the time they leave the school. Pupils with special educational needs receive good individual support and also achieve satisfactorily.
100. By the end of Year 6, pupils demonstrate a satisfactory understanding of specific vocabulary such as, 'pitch', 'dynamics' and 'tempo'. The pupils have average skills in composing, listening and appraising and performing music. The majority know, for instance, what a 'pentatonic' scale is and are developing skills in recognising the distance between two notes, in so far as one of them is higher or lower than the other, and are able to record it using formal music notation. They are able to perform their own rhythmic patterns using a range of percussion instruments and are developing skills in appraising the compositions of their peers. In singing, progress is satisfactory. Most pupils sing in tune and generally in time, but their expression is underdeveloped.
101. Several pupils benefit from specialist teaching. Their attainment is above what is expected. They can sight-read formal notation skilfully, and confidently play their chosen instrument with a degree of competence. These skills, which are developed in their instrumental lessons, have some impact in class lessons. For example, in a Year 6 lesson, where pupils were involved in

creating a musical composition to accompany the poem 'The Pied Piper of Hamelin', several pupils made an impressive contribution, with expertise, on a range of instruments. They complemented and enhanced the overall standard of attainment in composing and performing. They are widening their knowledge and experience of music, a significant number being able to identify some of the instruments being played in an orchestral arrangement. Pupils listen to a variety of music, which includes music of other cultures and times.

102. The quality of teaching and learning is satisfactory overall and varies from satisfactory to excellent. Strengths include the very good knowledge of the subject of some teachers, focused questioning and precise use of technical language. For example, in a very high quality lesson in Year 6, the teacher, challenged all the pupils to perform in the style of an orchestra. She insisted on high musical standards. 'You will play together, in time, note the silent parts and remember you are all making a valuable contribution to the performance'. All the pupils responded to the challenge. They remained focused throughout the rehearsal and the final recording was of a high standard. There was aspiration here and an enriching corporate experience for all the pupils. Other strengths included the excellent management of the pupils' behaviour, warm relationships and good links with previous work and other subjects. For example, in a Year 3 class, pupils' language skills and cultural awareness were developed further as they listened to and wrote about their responses to Roble's 'El Condor Pasa'. This experience also enhanced their appreciation of music. There is a satisfactory pace to the lessons and many practical opportunities for pupil involvement. Some teachers evaluate skillfully what the pupils are able to do and ensure that they improve on their earlier performances. The main limitation in the teaching of the subject occurs where teachers are less secure in their subject knowledge resulting in pupils making less progress in developing their skills, and higher attaining pupils not being consistently challenged. Learning is usually fun and this contributes strongly to the pupils' very positive attitudes, behaviour and very good relationships.
103. The co-ordinator is experienced and has good subject knowledge. She has a clear understanding of what needs to be developed. The curriculum is planned well. The school uses a published scheme of work that contains clear objectives for each year group and includes an emphasis on developing the pupils' skills as they progress through the school. Also it caters for the non-specialist teachers. The time allocated for music is satisfactory. These are improvements since the previous inspection. However, the provision for and use of assessment for planning future work is underdeveloped. There is an action plan in place to address this gap in provision. There is a music room; a facility that is used well for music lessons. The use of information and communication technology in music is developing, currently being used effectively to assist with composition. Resources are satisfactory. Liaison between the instrumental service and the school is strong, resulting in improving standards in the pupils' performing skills.
104. This subject has a valued place in the school's curriculum and makes a good contribution to the pupils' wider learning experiences.

PHYSICAL EDUCATION

105. By the end of Year 6 pupils' standards are at the national average and their achievement is satisfactory when their prior attainment is taken into account. These findings represent good improvements from the time of the previous inspection where standards were judged to be below those expected and pupils' achievement unsatisfactory. Good guidance and support is now offered to teachers by the subject co-ordinator who provides satisfactory leadership and management. There are, however, few opportunities for the co-ordinator to monitor the quality of teaching and learning.
106. Pupils by the end of Year 6 have had an equal opportunity to participate in a well-balanced range of activities and have developed a suitable breadth of physical education skills. They change into appropriate clothing for physical education and understand the hygiene considerations associated with strenuous exercise. They know how to warm up at the beginning of lessons and how to warm down afterwards. A good example of this was in a Year 3 lesson

where the warm-up activities for a gymnastics lesson had been adapted following a class member's visit to hospital. Pupils enthusiastically followed the exercises in order to encourage their classmate to undertake them, without embarrassment. Pupils know how to aim, pass and return different types of balls. Most pupils are able to do this effectively from a stationary position. Higher attaining pupils are able to do this whilst moving, as seen in a Year 6 lesson when pupils were effectively developing skills in fielding a rounders ball and returning it to a catcher. In a Year 3 lesson pupils had sound ball catching skills and possessed a determination to improve their skills through practise. All pupils understand the rules of the games they played and a willingness to co-operate together. They enjoy their physical education and are enthusiastic about it, representing an improvement on the previous inspection, where some pupils were judged to not like the subject. Pupils effectively take part in dance. In a country dancing lesson, pupils in Year 4 participated enthusiastically. Most displayed sound levels of co-ordination when carrying out the particular dance movements and clapping in time to the music. Although it was not possible to observe them during the inspection, pupils in Years 5 and 6 have swimming lessons, and all but three pupils in Year 6 have successfully completed their 25 metres swimming award.

107. Overall, the quality of teaching observed was satisfactory, resulting in a satisfactory quality of learning. Good teaching was also seen. Teaching was most effective where teachers were confident in their knowledge of the subject and transferred their enthusiasm to the pupils. These lessons are well organised with a good structure, effectively incorporating a warm-up session, a range of activities, taught at a lively pace, and a warm-down session. Good teaching was seen where teachers effectively demonstrated skills and encouraged pupils to demonstrate good work, for instance, in the Year 4 dance lesson, where pupils very effectively demonstrated good quality movements to their classmates, leading to improved performances. In these lessons there is a good level of challenge and pupils exert themselves well. Teaching is less effective when teachers' own knowledge of the subject is less secure and opportunities are missed to enable pupils to comment upon their own and others' learning. For example, in one lesson where pupils were developing throwing and catching skills, where comments about their performance could have illustrated improvements for other pupils. Relationships between pupils and with teachers are very good, ensuring an atmosphere in which pupils enjoy physical activity.
108. Pupils enjoy the subject and are enthusiastic about it. Extra curricular opportunities are offered in a number of activities, including dry slope skiing and the school competes in a number of sports, with other schools. However, the achievements of pupils are not consistently assessed and the use of assessment information is limited. Good attention is paid to ensuring pupils health and safety, for example, by insisting that all pupils wear appropriate clothing for physical activity.

RELIGIOUS EDUCATION

109. Standards attained by the end of Year 6 are at the level required in the Sheffield Locally Agreed Syllabus. There are no significant differences in attainment between girls and boys and pupils' achievement is satisfactory, including pupils with special educational needs. This is a similar position to that reported at the previous inspection.
110. Pupils at the end of Year 6 have developed a wide factual knowledge of a number of world religions, including the Christian, Muslim and Hindu faiths. They are able, for example, to understand how the main beliefs of Hinduism affect people's everyday lives and to compare it with their own life. They describe what is sacred in a number of religions. Year 4 pupils, for instance, understand the significance of the signs and symbols of the Hindu faith and the different ways in which people worship. Years 5 and 6 pupils accurately describe the differences between Islam and Christianity and are beginning to examine the influence of religion on people's lives. Opportunities are provided, often through assemblies, to consider cultural traditions and to celebrate religious festivals in an open inclusive atmosphere.
111. Overall, the quality of teaching is satisfactory; a position similar to the previous inspection. The very good relationships established between pupils and with teachers supports a calm,

thoughtful learning environment that helps teachers to give time for pupils to reflect. Teachers have good strategies for the management of pupils; they have a quiet authority and good humour, giving pupils the confidence to respond thoughtfully to questions, for instance, in a Year 6 lesson, where pupils commented upon how 'friendship chains' can be maintained and also easily broken. Teachers make effective use of question and answer sessions to encourage pupils to develop their ideas, although sometimes opportunities are lost to encourage pupils to think for themselves and to develop independence. Teachers do not always make sufficient use of discussions between pupils to enable them to examine their own views and beliefs and those of their peers. The factual knowledge of teachers varies, with some less confident in their understanding of subject content. This can lead to a slower pace of delivery and pupils progressing less quickly than they could. Teachers make appropriate links with literacy by reading stories and encouraging pupils to write about their religious education topics. The use of information and communication technology is underdeveloped, however.

112. Leadership and management of the subject are satisfactory. Pupils take care over the presentation of their work and show very good attitudes to the subject. Behaviour in class is very good and pupils listen particularly well. The religious education curriculum is satisfactory, providing equality of opportunity for all pupils. The subject makes an appropriate contribution to pupils' spiritual, moral, social and cultural development, providing opportunities to learn about and reflect upon, other religions and cultures. There is a strong moral dimension in lessons enabling pupils to offer mature contributions when considering, for instance, relationships, trust and thoughtfulness. Teachers provide good role models and pupils are taught right from wrong in lessons. Pupils have appropriate opportunities to develop their social skills through discussions in class, taking turns and working together. The good links with the local church are maintained through regular contributions, by the minister, to assemblies, contributing successfully to pupils' cultural, social and moral development, and visitors to the school further enhance this.