

INSPECTION REPORT

GREENGATE LANE SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107056

Headteacher: Miss M Griffin

Reporting inspector: N A Pett
17331

Dates of inspection: 10th – 13th June 2002

Inspection number: 195427

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Greengate Lane High Green Sheffield
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D G Parker
Date of previous inspection:	16 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17331	Mr N A Pett	Registered inspector	Geography History Information and communication technology	Standards Leadership and management
9974	Mr D Singh	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?
21245	Mr W Lowe	Team inspector	English Music Physical education	How well are pupils taught?
10144	Mrs M Marriott	Team inspector	Foundation Stage Mathematics Art and design	How good are the curricular and other opportunities?
20380	Mr N Pinkney	Team inspector	Science Design and technology Religious education	
11642	Ms C Parkinson	Team inspector	English as an additional language Special educational needs Equal opportunities	How well does the school care for its pupils? Assessment

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in High Green, on the north east side of the city of Sheffield. It caters for boys and girls aged between 3 and 11 years of age. There are 252 pupils on roll and it is larger than the average primary school nationally. The Nursery provides for 39 children on a full-time basis who come from a wide geographical area. Most pupils come from the immediate area of established housing and from a wide range of socio-economic backgrounds, with a significant number experiencing disadvantages. A significant minority of pupils leave and join the school during their primary education because of their parents or carers moving home. A small minority of pupils are 'looked after children' and the number of pupils eligible for free school meals is above the national average. The ethnic heritage of the pupils is mainly white European, with only two pupils receiving support for English as an additional language. Forty-four pupils are identified as having special educational needs and 11 hold statements to address their specific needs, figures which are broadly in line with the national average. An integrated resource unit serves the low incidence disability needs of ten pupils from across a wider area of the city. Attainment on entry is well below the expectations for their ages for the majority of pupils. The school's aims seek to provide for the needs of all of its pupils and to develop pupils' personal skills and academic potential.

HOW GOOD THE SCHOOL IS

This school works in difficult social circumstances, in which a significant minority of pupils present challenging behaviour and have significant learning difficulties. However, it has a number of significant strengths and provides a good learning environment. It cares well for its pupils and works successfully to be an inclusive school. Teaching is overall of a good standard. Results in National Curriculum tests are well below the national average, but a significant majority of pupils are achieving well. The headteacher leads the school well and recent initiatives have strengthened the management and it recognises areas which require improvement. The school gives satisfactory value for money.

What the school does well

- Helps most pupils to achieve well through effective teaching in the majority of lessons, even though standards are below average.
- Provides well for children in the Nursery.
- Cares very well for children and pupils especially when they have personal problems.
- Effectively encourages pupils to have positive attitudes and behave well.
- Provides well for pupils' personal development and involves them in school organisation.
- Works successfully to be an inclusive school.

What could be improved

- The management of improvement strategies.
- The raising of standards overall and results in National Curriculum tests.
- Use of the good assessment procedures to support target setting and to help pupils improve standards.
- The involvement of parents in their children's education.

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 1997 and since then has made satisfactory improvement overall. Effective progress has been made in addressing the key issues listed in that report. The shortcomings in the curriculum have been addressed and National Curriculum requirements are now met. Good progress has been made in developing procedures for assessment, although the school recognises that it needs to make better use of these procedures to improve its analysis of performance and in target setting. Monitoring and evaluation structures are in place but need to be used more rigorously. The headteacher and governors have initiated improvements in the role of the senior management team, in whole school review and in creating a strategic plan to focus developments. Good progress has been made in the provision for information and communication technology. Even with these

positive changes and in the face of the difficult social circumstances, the school still recognises that it has much to do to improve standards, as National Curriculum test results remain well below average.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	E
mathematics	E	E	E	D
science	E	E	D	C

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

The low levels of prior attainment for a significant number of pupils, especially in literacy, have an adverse impact on pupils' overall achievement. Significant social issues and some mobility in the school population, as parents and carers move homes, also hampers pupils' progress. There is also a significant number of pupils with special educational needs and learning difficulties. This context needs to be taken into account when making a comparison with similar schools, based on free school meals, as results in the National Curriculum tests are affected by these factors. Results in the tests at the end of Year 6 were well below the national average in 2001. In comparison with similar schools, results were well below average in English, below average in mathematics and average in science. Targets set for results were not met. Results in tests at the end of Years 2 were well below average in reading and mathematics and very low in writing. Results were well below average in comparison with similar schools in reading, below average in mathematics and very low in writing. Teacher assessment in science was well below average. The trend for improvement has been below the national trend. Children in the Foundation Stage have very low standards on entry. Many make good progress, although by the time that they are aged five, the standards being achieved are still below expectations overall. A significant minority of these children, especially some of those who achieve the best standards, eventually attend alternative primary schools which are closer to their homes. Standards being achieved in Year 2 are better than previous results and improving in the core subjects and in other subjects, but remain below average overall. Standards also show improvement by the end of Year 6, although they are still below average in the core subjects. Better teaching and the overall response from pupils is initiating improvement although there is a minority of pupils who underachieve. Pupils' improving progress is supported through booster classes. The majority of pupils with special educational needs make satisfactory progress, as do those who are supported through the integrated resource unit. Where pupils take responsibility for their work, behaviour and attendance, they are making good progress and achieve well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Many pupils have good attitudes towards their work and teachers. They enjoy school and work hard. A significant minority have poor attitudes, which undermines their progress.
Behaviour, in and out of classrooms	Satisfactory. Pupils understand the difference between right and wrong, but a minority of pupils experience difficulties in behaving sensibly. Exclusion is appropriately used to combat poor behaviour.
Personal development and relationships	Good. Pupils show responsibility towards each other overall. They collaborate well and most have good relationships with teachers and each other. A minority of pupils find making and sustaining relationships difficult.
Attendance	Satisfactory for the last reporting year. Unauthorised absence rates are higher than average and there is condoned absence by a minority of parents.

The good approaches to behaviour management are beneficial and pupils understand the purpose of the rules, which they have been involved in setting. Most pupils respond very well to visitors and are very proud of their achievements. Some parents do not always ensure that their children are punctual or attend school.

TEACHING AND LEARNING

Teaching of pupils:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Satisfactory	Good	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.

The quality of teaching has improved since the last inspection. The teaching has a positive impact on pupils' learning and is leading to the improved levels of progress and subsequent standards, although this is not yet seen in National Curriculum results. In the Foundation Stage, teaching in the Nursery is good and satisfactory in Reception. Teaching of literacy and numeracy is good, although there is still room for improvement in ensuring that literacy skills are consistently addressed in subjects across the curriculum. In science and information communication technology teaching is good. In the best lessons, expectations are high and teachers are setting work that meets the differing needs of the pupils. Booster classes function well to meet the differing needs of older pupils. Pupils are responding to praise and rewards, with many showing pride in their achievements. Inspection evidence shows that teaching over time is generally good although where teaching is only satisfactory this is because the strategies used are not always appropriate and the work set does not meet the differing needs of the pupils. Teaching of pupils with special educational needs is satisfactory overall. The effective partnership between teachers and learning support staff is good. Overall teaching is a strength of the school, although it recognises the need to sustain teaching by sharing good practice.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The requirements for the National Curriculum and religious education are met and extra-curricular activities are satisfactory.
Provision for pupils with special educational needs	Provision is satisfactory in both the integrated resource unit and in mainstream classes. The use of individual education plans is satisfactory.
English as an additional language	Satisfactory provision is made and this very small minority of pupils achieve as well as their peers.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Good. There is an effective personal, social and health education programme. The provision for pupils' spiritual, moral and social development is good. The pupils are well involved in school organisation through their own 'governing body' formed from elected representatives.
How well the school cares for its pupils	Despite the very good overall care for pupils at a personal level, which is seen as a strength of the school by the parents, the overall care is unsatisfactory. This is because the procedures for assessment are not used well.

Good use is made of visits to enhance the curriculum. Pupils' personal development is monitored well and child protection arrangements are effective. Assessment and target setting do not take sufficient account of how pupils can be encouraged to achieve higher levels in their work and particularly in National Curriculum tests. High expectations are set by teachers and these improve the overall attitudes and values of many pupils. The partnership with parents is unsatisfactory and the school strives hard to remedy this aspect, but some parents are not being sufficiently supportive.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head-teacher and other key staff	Satisfactory. The headteacher leads well and ensures very effective care for all pupils. The overall management is satisfactory but needs to ensure that initiatives are fully implemented and monitored.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and committed. They fulfil their statutory responsibilities.
The school's evaluation of its performance	Satisfactory. Analysis of tests results is carried out and there is monitoring, but the practice needs further development to ensure that individual target setting is more rigorous.
The strategic use of resources	Good. The school seeks to provide the best opportunities for its pupils and is providing satisfactory value for money.

The management structure has recently been modified to establish a new senior management team. Subject co-ordinators work hard to fulfil their roles and the overall monitoring and evaluation process is satisfactory. The improvement plan effectively addresses priorities. There is a good professional partnership between the headteacher and the chair of the governing body. A significant minority of the governors are new and they are effectively developing their role. The monitoring of the standards and quality of education is satisfactory. There is insufficient emphasis given to focusing key strategies which are then rigorously monitored and evaluated by senior staff and governors to stimulate further improvement in standards. The principles of best value are applied to ensure that every opportunity exists for the pupils. There are sufficient staff that have appropriate qualifications and experience to teach the age range and the curriculum. Subject expertise is good. The accommodation is good. Learning resources overall are satisfactory and are used well. The display of pupils' work adds significantly to the learning ethos of the school.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The views expressed below are drawn from the small minority of parents who attended the pre-inspection meeting and responded to the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The standards and progress being achieved by their children.• How well the school cares for its pupils.• The good attitudes, values and beliefs being promoted and achieved by the school.• The quality of teaching is good.• The school is well led and managed.	<ul style="list-style-type: none">• Activities outside of lessons.• Information about the progress their children are making.• Behaviour.• Homework.• How well the school works with them.

Inspectors firmly agree with all of the points that please parents most. Although the school provides a range of visits, inspectors agree that the school needs to develop the activities outside of lessons. Appropriate opportunities exist to keep parents informed about their child's progress and there is a good 'open door' policy. There are issues relating to behaviour but the school is working effectively to address them and strives hard to work effectively with parents. The response they receive is not always co-operative. There are inconsistencies in the setting of homework but when it is set not all pupils complete it.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When pupils enter the school in the Nursery their standards are well below average overall, particularly for a significant number of children in literacy and personal, social and emotional development. The overall provision leads to good progress in the Stepping Stones and Early Learning Goals which form the Foundation Stage curriculum. A significant minority of these children, especially some of those who achieve the best standards, eventually attend alternative primary schools which are closer to their homes and which do not have a nursery facility. Standards on entry to the Reception class are below average overall and because of staffing difficulties in recent months, inspection evidence shows that children make only satisfactory progress. This has hampered continuity and progression in the teaching and learning. By the end of Reception, standards in relation to the Early Learning Goals are below average overall for the majority of children.
2. The problems of below average standards in literacy are still apparent in Years 1 and 2 and prevail throughout the other year groups of older pupils. Whilst there is a core of pupils who complete their full primary phase education and achieve well, the continuity in progress for a significant minority of pupils is exacerbated by disruption to their learning as they move home. Each year group contains pupils who have only recently joined the school and a significant number of these pupils have below average prior attainment. Some of these pupils, along with a further significant proportion who are already in attendance, experience social and financial disadvantage and the number of pupils eligible for free school meals is well above average. They live in a social priority area. The support that they receive at home is not always focused on ensuring that they attend school or complete their homework. Additionally, the proportion of pupils with special educational needs is well above average and there is a specific integrated resource unit to support pupils with statements for their special educational need from areas outside of the immediate catchment of the school.
3. Results in the National Curriculum tests at the end of Year 2 in 2001 were well below average in reading and mathematics and very low in writing. Results were well below average in comparison with similar schools in reading, below average in mathematics and very low in writing. Teacher assessments for science were well below average. Results in the tests at the end of Year 6 were well below the national average in 2001 in all three core subjects of English, mathematics and science. In comparison with similar schools, results were well below average in English, below average in mathematics and average in science. Targets set for results were not met and the trend for improvement has been below the national trend. The proportion of pupils who achieve the higher standards is low in comparison with the national scene and this reduces the overall results, as a significant proportion of pupils are actually achieving the expected levels for their ages. Standards being achieved by pupils in Year 2 are better than previous results and improving in the core subjects and in other subjects, but remain below average overall. Standards also show improvement by the end of Year 6, although they are still below average in English, mathematics and design and technology but average in science and all other subjects. Better teaching and the overall response from pupils is initiating improvement, although there is a minority of pupils who underachieve.
4. Standards in literacy by the end of both Year 2 and 6 are below average overall. In both cases, potentially higher attaining pupils have good powers of concentration and speak fluently on a good range of topics. Whilst pupils' speaking and listening skills are broadly average, the majority of average and below average attaining pupils often speak with limited vocabulary and use colloquial expressions. When answering questions, they give very short answers and need significant encouragement from their teachers to develop well-reasoned arguments and answers. Their standards in writing, which are below average overall, display this weakness, although a significant proportion achieve average and above average standards, reflecting the progress that is being achieved. Above average pupils write well, at length and for a good variety of purposes. Standards in reading are broadly average, although a significant proportion

of pupils experience difficulty in pronouncing words and because of the limitations in their vocabulary, not all read with understanding. This situation has a significant impact on standards in subjects across the curriculum and in national tests. It brings about the overall lower than average standards as many pupils experience difficulty in understanding and in recording their work. Standards in numeracy are below average overall. Pupils learn their tables and are generally proficient in basic number work. The potentially higher attaining pupils achieve well and can apply their knowledge and understanding as required in other subjects, such as recording in science investigations and in measuring and recording in design and technology and geography. Not all teachers are taking appropriate opportunities to ensure that numeracy is well supported. The standards in information and communication technology have risen in recent months as teachers make good use of the computer room for teaching of basic skills and for work in other subjects. Standards are overall average by the end of Year 6, although the weakness in literacy is still apparent in word-processing work.

5. Pupils with special educational needs make satisfactory progress. The small minority of pupils attending through the provision of the integrated resources unit are well included in mainstream classes. These pupils demonstrate a wide range of capability. They make good progress when they have support, but when they are unsupported, those pupils who have significant speech and language difficulties find it hard to take an effective part in the lesson and their intentions are likely to be misunderstood. These pupils do not have speech aids and the level of their use of British Sign Language is well below their level of comprehension. Other pupils identified with special educational needs make good progress when they are taught individually or in groups, because their work is suitably matched to their needs and they have a clear sense of direction in their work. Pupils with individual education plans understand their targets but tasks in lessons are not always clearly linked to these aims. Progress in class is generally weaker. This is because teachers' use of the recently implemented assessment procedures is not effective enough yet to ensure that suitable work is set for pupils of all abilities. Some pupils with emotional and behavioural difficulties present unsatisfactory behaviour in class and not all staff have sufficient strategies to manage their needs. This results in disruption and reduces the rate of progress of all pupils in those particular lessons. The two pupils with English as an additional language are given sound support and they achieve well in relation to their capability, quickly assimilating their language skills. A small minority of pupils are academically gifted and talented but make only satisfactory progress overall as the work set does not always make adequate demands of them.
6. Overall, pupils make at least satisfactory progress and the majority are achieving well for their prior attainment. There is an element of underachievement by a minority of pupils, brought about by a lack of challenge, but also by social pressures. Assessment procedures are not always ensuring that adequate targets are set to promote even better attainment. Results in tests and standards seen during the inspection show that pupils do improve and that there is sound level of added value in their education.

Pupils' attitudes, values and personal development

7. The attitudes, behaviour and attendance of a significant majority of children and pupils effectively support their values and their effective relationships with each other, leading to a constructive, warm and friendly environment for learning. A significant minority of pupils experience difficulties in maintaining good standards of behaviour and relationships.
8. Children enter the Nursery with a wide range of personal and social skills and through a strong emphasis on their learning through practical activities, they achieve sound standards in their attitudes and behaviour. They respond well to activities which encourage them to interact, explore and investigate. Children also respond well to the high expectations for their behaviour and begin to concentrate and take an interest in their surroundings and activities. Many of them co-operate well with each other and the adults in the Foundation Stage and willingly share resources. There is a minority of children who experience difficulties in their attitudes, behaviour and relationships but their needs are sensitively and effectively handled. Good use of activities contributes well to the personal development of the children.

9. Most pupils in Years 1 to 6 are enthusiastic and enjoy learning, both in class and in other activities. They generally listen attentively and strive hard to achieve good standards in their work. In a Year 6 science lesson they all worked very hard in their investigations, sharing the resources and ideas very well. They respond well to activities which support their personal development; for example, in a Year 2 personal, social and health education lesson. Attitudes to learning were good and pupils effectively identified causes of bullying and racism. In this lesson pupils displayed a conscious effort to learn and a good attitude to questions and discussion, through good purposeful teaching. A similar enthusiasm for learning was evident in a Year 3 to 6 assembly where questioning by the headteacher in exploring the school values and morals was received with a strong sense of purpose. Pupils celebrated their strong sense of belonging to Christian teachings and the value they attach to the school's code of conduct. The attitudes of pupils with special educational needs are good, particularly where they have individual attention or work in small groups. Pupils with individual education plans know their targets and make reasonable attempts to meet them. They work well independently, especially when the task is clear and they are feeling confident. On occasions when teaching tasks are not suitably matched to their needs, pupils become bored, lose a sense of purpose and concentration and there are times when their attitudes are unsatisfactory.
10. Most older pupils have a positive view of their teachers and spoke constructively about the quality of teaching. They value the time teachers give to them, in class and in other activities such as athletics and other after school activities. However, in some lessons, a minority of pupils have a tendency to lose concentration and waste time. This is particularly evident when teaching does not make appropriate demands of the pupils and when they are tired. For example, in a Year 5/6 religious education lesson, most pupils, particularly the higher attainers, answered questions with enthusiasm and participated in the discussion; others lacked motivation and the inspiration to succeed and this affected their attitudes. These attitudes prevail amongst a significant minority of pupils and their overall learning becomes unsatisfactory. Some do not complete their class work or homework assignments, reflecting the social problems that they experience.
11. Behaviour is satisfactory overall, with a significant proportion of pupils behaving very well. Most pupils clearly understand the code of conduct and this is particularly evident from a significant number of older pupils who approach adults with courtesy and in a warm and friendly manner. These pupils have a strong willingness to speak about themselves and their school and their views are often balanced and objective. In the playground, whilst some pupils can be boisterous, bullying or other types of aggressive behaviour are minimal. Most pupils use their leisure time effectively to ensure they interact in a cohesive and purposeful manner. Pupils generally respond well to the rewards and sanctions and teachers effectively encourage self-discipline by relying on pupils to approach their work and activities in a sensible manner, which many achieve. However, there is a small, but significant minority, of pupils who persistently display noisy, lively and occasionally disobedient behaviour, which occurs in some lessons and around the school. Consequently the school has taken a firm stand to combat this poor behaviour and this explains the increase of fixed period exclusions. In the last year prior to the inspection there have been 27 fixed term exclusions, involving ten boys and two girls. The behaviour of these pupils has an adverse effect on their learning and that of the rest of the class.
12. Relationships between pupils and with most teachers and support staff are effective and based on a trusting, warm, caring and sensitive interaction. Throughout the school there are purposeful, constructive friendships between pupils of all ages, gender and race. Pupils are helpful to each other and their behaviour and thoughtfulness, particularly out of class, is often very good. They are particularly sensitive to the needs of pupils with physical difficulties and this has extended to adults and other children alike. The pupils who have physical disabilities are well integrated and respected as equals by the vast majority of pupils. A minority of pupils find making and sustaining relationships difficult and respond to instances of disagreement with anti-social behaviour. Teachers consistently encourage learning in mixed gender groups and some pupils are beginning to challenge their own attitudes and behaviour, which some bring from the home and community. This environment creates an ethos of tolerance.

13. Opportunities for personal development are good and pupils use their initiative and positions of responsibility in a responsible and mature manner to serve as class, school monitors and as 'kiddy governors', a name that the pupils chose for themselves. They are enthusiastic fundraisers and have raised significant amounts for worthy causes. During some lessons and assemblies a small number of pupils were provided with opportunities to assist teachers and this enabled them to use their initiative and develop their independence for learning. These good opportunities ensure that pupils become responsible citizens of the school and wider community.
14. Attendance is broadly satisfactory, but has fluctuated since the last report. Pupils enjoy coming to school, although there is a significant minority of pupils who are regularly late. Registers are administered effectively to ensure they comply with legal requirements. All improved and full attendance is rewarded and a breakfast club for very poor attenders has been set up in a neighbouring school. These pupils are collected from home and returned by a taxi service provided by the school. However, despite these strategies some parents condone absence and a small minority fail to provide written explanations following pupil absence. This accounts for the rise in unauthorised absences, which are strictly observed by the school. Authorised absences are also a cause for concern and this is primarily due to a number of parents taking family holidays during term time.
15. Since the last report the overall good standards have not been sustained, reflecting increased social issues and changes in cohorts of pupils. Nevertheless, most pupils benefit from the overall provision to achieve at least satisfactory and often good standards in their attitudes, behaviour, attendance and relationships.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching and learning is good overall and has improved since the last inspection. In the lessons observed during the inspection, teaching was at least satisfactory in most lessons. It was good or better in well over a half of lessons, very good or better in about a quarter and unsatisfactory in a very small minority. The results of the parents' questionnaires show that 88 per cent agree that teaching is good and 97 per cent say that the school expects their children to work hard. Although this good level of teaching is not reflected in the National Curriculum results, it is leading to improved levels of progress and achievement by the pupils. Teachers provide a satisfactory level of provision for all their pupils regardless of gender, ability and ethnicity.
17. Teaching in the Nursery and Reception classes is satisfactory overall, with examples of good and very good teaching. Expectations are high, especially in the Nursery. Planning covers all six areas of learning of the Foundation Stage curriculum and identifies clearly what children are expected to learn. The staff have a good knowledge of and expertise in the Foundation Stage curriculum, with strong emphasis on children learning through doing practical activities. They are encouraged to interact, explore and investigate. The adults' good skills in behaviour management mean all children make good progress in social and personal development. Regular comprehensive assessments made by staff in the Nursery are used very effectively to monitor all children's progress and to inform planning, although the school recognises that further development is required. The teaching of basic skills in literacy and numeracy is appropriately promoted. In the Nursery very good support from nursery nurses and the teacher ensures that children remain focused and learn well in most aspects of their work. However in the Reception class, due to staffing problems, both teachers and support staff are very new to the post. Teamwork, amongst themselves and with the nursery staff, is in the early stages of development. In the Reception class assessment is in the early stages of development and is not always well focused. Good use is made of resources, which are sufficient in the Nursery but unsatisfactory in the Reception class. More resources are needed for mathematical development and to improve physical development further.
18. In Years 1 to 6, the pupils are eager to learn and work hard as a result of the good teaching they experience and the large majority of pupils concentrate well. This good level of concentration is important because of the open nature of some of the accommodation that could so easily lead to them being distracted by activities in adjacent rooms. It is to the credit of both teachers and

pupils that this rarely happens. However, their rate of learning is sometimes adversely affected by social factors outside of the school's control, the poor behaviour shown by a minority of pupils and the low level of basic literacy skills of a significant number of pupils.

19. The teaching of English is good overall, with some teaching being very good and some excellent. The basic skills of literacy are taught well in the specific lessons, with good emphasis on improving speaking and listening. Teachers are effectively addressing the weaknesses in reading and writing identified from an analysis of test results by providing a good range of experiences for their pupils. Work in English is for the most part, accurately marked and contains helpful comments, although this is not fully consistent across all classes. Teaching in mathematics and science is satisfactory overall, with some good and very good teaching, particularly in mathematics in Years 1 and 2 and in science in Year 6. Where teaching is good or better, teachers plan their lessons well with a clear focus. Teachers demonstrate good subject knowledge and are confident in their extension of pupils' knowledge and understanding. They use the vocabulary of mathematics well to support learning in literacy. Teaching in information and communication technology is satisfactory overall. Opportunities are being taken in discrete lessons to make good use of the computer room and basic skills are well taught. The teaching of basic skills of literacy, numeracy and information and communication technology in subjects across the curriculum is only satisfactory. This is because teachers do not always ensure that opportunities are taken to clearly explain specialist vocabulary, or to seek out opportunities to further develop pupils' skills across the curriculum. The teaching of art and design is good. In design and technology, history, geography, music, physical education and in religious education, it is satisfactory overall, with examples of good teaching.
20. A good feature of the majority of lessons observed during the inspection was the emphasis put by teachers on ensuring that lessons had a clear focus and that their pupils understood what they were going to learn about. Most teachers use their time well but in a minority of lessons the pace was inadequate, especially when teachers talk for too long or an activity is not effective enough for all ranges of attainment. Resources are used effectively and are well focused on the objectives of the lessons. However, lesson planning, although generally satisfactory and sometimes good, does not always provide a range of tasks that fully meet all of the pupils' differing needs. Assessment procedures are good but they are not used effectively enough to inform lesson planning or to set targets for pupils to improve their work. This limits pupils' expectations of their own potential, especially for the minority of pupils who have potentially high levels of attainment. Despite this, teachers demonstrate a good level of expectation of their pupils overall, in both their general planning and the attitudes they adopt towards them. This judgement is reinforced by the parent questionnaire in which 97 per cent of parents felt that teachers had good expectations of their children. The use of homework to reinforce the work done in classrooms is satisfactory. However, although set regularly, the rate of return is sometimes low and this has a detrimental effect on its overall usefulness. Although the majority of parents felt that the setting and amount of homework given to their children was about right, the low rate of return indicates that they need to become more closely involved in supporting their children in this work.
21. The school has worked hard to introduce extra support and initiatives for pupils with special educational needs and teaching for these pupils is satisfactory. These include extra support groups for literacy and mathematics and when pupils are taught individually or in small groups with clear targets, their progress is good. Some pupils with learning and behaviour difficulties are unable to maintain their concentration during the literacy and numeracy hours. The school has attempted to manage this through the appointment of a Learning Mentor and a support assistant, to give individual practice for pupils whose literacy and numeracy skills are well below average. This action is proving to be beneficial. However, in some mainstream lessons, teachers lack effective strategies to deal with these pupils, whose problems sometimes arise in response to teaching which does not meet their needs, reducing their progress. The use of support staff in both lessons and in the teaching of small groups of pupils is good and they make a significant contribution to the learning of the pupils. The small minority of pupils with English as an additional language receive satisfactory support.
22. Teachers use a wide range of methods to motivate and interest their pupils. In a Year 3 music lesson, for example, pictures of the sea and other aspects of water in nature were used very

effectively to provide a focus for the pupils to think about what mood the composer was trying to illustrate. In a Year 2 personal and social lesson, the teacher used discussion well to reinforce the notion of understanding and respecting others. In a Year 6 science lesson, taught in partnership with a teacher from the local secondary school, excellent use was made of the resources, which really challenged the pupils. Teachers often ask probing questions to make pupils think and understand better, but they do not always focus on pupils who have their hands up to answer and try to involve all members of the class. The management of pupils' behaviour is good overall and the systems employed by teachers are very effective, for example, the use of rewards, or where an individual pupil's behaviour is likely to disrupt a lesson, a brief period of "time out" is given to them to enable them to reflect. Where this was observed during the inspection it proved to be effective and kept pupils on task and thus enhanced their learning.

23. Overall, teaching and learning are good. Many pupils achieve well because of this provision but there is still a small proportion of pupils who, because of their attitudes and behaviour, or because the work set does not meet their needs, are underachieving.

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

24. The Foundation Stage curriculum is in place and the provision for children is good. The Stepping Stones and Early Learning Goals are covered and there is good preparation for the introduction of the National Curriculum in Year 1. In Years 1 to 6, there is a broad, balanced and relevant curriculum and statutory requirements are met for the National Curriculum and religious education follows the requirements of the locally agreed syllabus. All pupils, including those with special educational needs and English as an additional language, have equal access to the curriculum. The quality and range of learning opportunities are satisfactory. The last report found that insufficient time in some years was given to science, history and music and the curriculum was not broad and balanced. These issues have all been resolved successfully. The balance of time between subjects is now broadly appropriate, with the core subjects of English, mathematics and science given a higher priority, which is leading to improving standards. The national strategies are effectively implemented for literacy and numeracy and schemes of work, based on national guidelines, have been adopted in most subjects. The school has implemented a two-year cycle for planning in some subjects to cope with mixed age classes. However this is impacting on standards and having a negative impact in some subjects such as science which is sequential in progression. Planning is generally satisfactory.
25. Provision for pupils with special educational needs is satisfactory; the amount of provision is good but the quality is satisfactory. Provision has been effectively improved through the introduction of support groups for the literacy and numeracy sessions and booster groups run by teaching assistants. There is a teaching assistant for each phase and a support assistant has been appointed to support a particular group of pupils individually or in small groups. This help is successful and helps pupils to make good progress. The appointment of a Learning Mentor to support pupils is also a good strategy, although absence has reduced the effectiveness of this appointment despite the school's best efforts. The co-ordinator for special educational needs has insufficient time to monitor teaching and learning in class and the quality of provision in other individual groups. This reduces opportunities to assess the training needs for staff and support for teachers planning work for pupils and managing them in the classroom. The recent appointment of a co-ordinator to develop provision to meet the needs of gifted and talented pupils is further good management. The local education authority's policy has been adopted, but no procedures or finances to provide extra resources are in place yet. However, teachers are positive about the initiative and look forward to its implementation. There are two pupils for whom English is an additional language and, as they are fluent in English, they take a full part in all lessons, with additional support as and when it is required.
26. The overall provision for pupils' personal development is good. The school works hard to ensure that all pupils take a full and active part in all activities. The policy for equal opportunities is well understood by staff and pupils and is implemented effectively. All activities are accessible to both boys and girls. Strategies are in place to deal with any racial or gender-based incidents should they occur in line with school policy. There is a satisfactory range of extra-curricular activities to extend pupils' interests. Seasonal sports are offered, including football, badminton,

rounders and athletics and in addition choir, keyboard and disco dancing. There are a number of visits out of school that are planned to enrich pupils' learning in history, geography and sport. Visitors to the school support and enhance pupils' learning in art, music and religious education. Residential visits for pupils in Years 2 to 6 offer challenge and adventure as well as developing pupils' personal and social education.

27. There is good provision for pupils' personal, social and health education. These aspects are taught in assemblies, in circle time, when classes sit and share their views and as part of lessons. Every opportunity is taken to develop pupils' self-awareness, confidence and independence. Drugs awareness and sex education are handled sensitively and linked appropriately to work in science. Visiting health professionals, such as the school nurse, support the provision for health education. Involvement in the local Healthy Schools Initiative has given added impetus to the promotion of personal, social and health education.
28. Links with the community and other schools are good. Local churches play an important part in the life of the school. The vicar visits regularly and discusses with pupils his role and that of the church. The school choir sings in the local Methodist church at Christmas. Parents are involved in their children's learning through the established homework system. Good links have been established with the local secondary school for the next stage of pupils' education, including visits by staff to jointly teach science. Links are being established with local schools to which children from the Nursery transfer at the age of five.
29. There is good provision for pupils' spiritual development. This is achieved through assemblies, circle time and through the work of the school council of 'kiddy governors' as staff work successfully to address pupils' values and beliefs. In subjects such as science, music, art and design and geography there is time for reflection. A good contribution is made through acts of collective worship, which are of good quality. There are effective links to the good moral provision as pupils are encouraged to understand the difference between right and wrong and to consider moral and ethical issues at an appropriate level of understanding. Support for people who experience difficulties is encouraged through charity collections, displays and discussions. These links are effectively developed through the good social provision. It is enhanced by the presence of a minority of pupils who have physical disability and special educational needs. Lunchtimes and breaks are good social sessions and in lessons pupils are all encouraged to share the resources and ideas. The provision for cultural development is satisfactory. Pupils' cultural heritage is effectively covered through work in English, history and geography, as seen in the work on the Queen's Jubilee. Multicultural provision is attended to through religious education as pupils have their awareness raised on the lifestyles of people who follow the major world faiths, but in music and art and design, there are missed opportunities to cover the further influence of different cultures and generally in subjects across the curriculum to understand the richness of the diversity found in the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

30. At the time of the last inspection, the assessment policy was in draft form and reflected the principles of good assessment. A start had been made on analysing test results to provide information on overall school performance. Since then the policy has been adopted and further progress has been made in data analysis but the overall use of the procedures is unsatisfactory because of inconsistency in its application.
31. The procedures for measuring progress and policies for assessment are very good. In the Foundation Stage the procedures are very good and their use is satisfactory. Procedures designed to assess the attainment and progress for pupils with special educational needs are very good, but the use is again only satisfactory as they have not yet been put into effect well enough or long enough to ensure that there is an effective tracking record for these pupils and the school is aware that this is an issue to be addressed. The co-ordinator has insufficient time to monitor teaching, learning and the use of individual education plans in class and this reduces the effectiveness of procedures, provision and the hard work done in creating them. This lack of opportunity for first-hand observation makes it difficult for the school to assess the effectiveness of procedures in place and the training needs for staff. In particular, the undermining effect of inadequate use of assessment has not been fully recognised. For other pupils, formal

assessments are made successfully by teachers in Years 1 to 6, collated and reported throughout the school. There is a thorough and useful collection of assessment tasks and pupils have their own assessment folders. There are tracking procedures for individual pupils and targets are set. The weakness arises where the assessment information is not used effectively enough to inform planning to ensure suitably graded work is set which meets the differing needs of pupils, including higher attaining pupils and those with special educational needs. This reduces the rate of pupils' progress and leads to some underachievement. Marking remains inconsistent throughout the school. Subject co-ordinators monitor marking and the assessment co-ordinator shares the role with the headteacher for monitoring of the use of assessment in teachers' planning. This situation leads to unsatisfactory outcomes as the overall process is insufficiently managed. The school is successful in communicating the standards of work achieved by pupils at times of transfer to other schools and this ensures that information is shared effectively.

32. Pastoral care for pupils is very good. Since the last report the school has improved the structures for managing pupils' support, guidance and welfare and continues to improve its existing levels of attendance. Very caring and sensitive teachers effectively implement the procedures for monitoring and supporting pupils' personal development. The arrangements for child protection meet requirements, as do arrangements for health and safety. Risk assessments are sound, including safe use of resources in subjects such as design and technology and information and communication technology and the site manager is vigilant in his care of the environment. There are effective arrangements in place for first aid and pupils receive good care and supervision should they become ill or injured at school. All adults in the school make effective use of their time, through formal and informal interaction, to create a caring environment, which enables pupils to share their concerns and for teachers to acknowledge and reward pupils' achievements. The monitoring of children and pupils' personal development is good. Induction arrangements for children in the Foundation Stage are good, through an effective programme for parents and children prior to their beginning school. Pupils who enter at different stages of their primary education are well supported. Effective strategies are used to raise pupils' confidence and self-esteem and to build trusting relationships to enhance pupils' learning and personal development. Pupils' achievements are monitored and reported to parents. The personal, social and health education programme complements pupils' personal development and ensures that pupils are provided with appropriate information, support and guidance to enable them to make informed choices about healthy eating, relationships, smoking and drugs awareness. During the inspection inspectors observed lessons, which illustrated the school's commitment to raising awareness about the devastating effects of bullying and racism. The existing programme contributes significantly to recognising diversity and is conducive to the learning of able-bodied and disabled pupils. Pupils are elected to their version of a school council, which they have chosen to call the 'Kiddy Governors'. They meet regularly to a fixed agenda.
33. There are very good strategies for recording and monitoring pupils' attendance and time keeping. The information is used very efficiently and rigorously to investigate, record, monitor and report all absences and reward good and improved attendance. Good links exist with the local education authority and social and welfare staff to interact with parents and carers to stress the benefits of good attendance and punctuality. The impact of this programme is limited due to the lack of support from a significant minority of parents who do not consistently support the school's efforts to raise existing levels of attendance and improve time keeping.
34. The procedures for monitoring good behaviour are very effective and used well by most teachers and support staff to monitor, acknowledge and reward pupils through a well established system of recognising achievement. This enables pupils to recognise the school's expectation of high standards of behaviour, which are achieved by most pupils and enable them to adopt a positive attitude to their learning and school. Clear and sensible rules exist in classrooms and staff are mostly consistent in what they expect from pupils. This is reinforced by the very effective procedures for monitoring and eliminating oppressive behaviour. School documents indicate that all reported incidents of inappropriate behaviour, including racism, are rigorously challenged, investigated, reported and monitored. Incidents of inappropriate behaviour are dealt with promptly. The existing strategies and action enable the school

community to learn in a tolerant environment and explain the recent increase in fixed period exclusions.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS AND CARERS?

35. Only a very small minority of parents and carers attended the pre-inspection meeting and a minority completed and returned the questionnaire. These parents and carers, as well as those met by the inspectors as they collected their children from school, reported that they are pleased with the education their children receive. They consider that their children make good progress and achieve well overall and their learning enables them to become mature and responsible citizens. Parents and carers express the opinion that their children are well cared for. They believe that teaching is good and supports the behaviour of the majority of pupils, who like coming to school. In their opinion the school is well led and managed and they feel comfortable about approaching the school with their concerns. Inspection evidence and the inspection team generally support these positive views, although the overall care of the pupils is adversely affected by the weaknesses in assessment. However, a very small minority of parents and carers are concerned about the limited number of after-school activities, the behaviour of some pupils, the provision of homework, the lack of information they receive about their child's progress, and that the school does not always work well with them. Inspectors investigated parents' concerns and found that there is an appropriate range of after-school activities provided for children of this age and are used well to support pupils' personal and social development. Behaviour of some pupils does disrupt learning and teaching in some lessons. Homework provided by most teachers is sufficiently challenging, but given inconsistently across the school. However, where homework is given, not all pupils always complete it, adversely affecting the impact on their learning. Inspectors also found that the school strives hard to work closely with parents and carers but that the response that they receive is not always co-operative.
36. The quality of information provided to parents is effective and written in language and style which is accessible and purposeful. The annual report to parents includes all the required information, including targets for improvement and enables parents to help their children to improve. The reports are detailed and clear and give a good picture of their children's progress and complement the information that parents receive at parents' evenings. Work with parents of children with special educational needs is satisfactory. Parents are invited to all reviews of pupils with special educational needs and are kept suitably informed of their child's progress. The school is reintroducing its workshops for pupils in Years 3 and 4, previously supported by parents. However, a significant number of parents do not attend consultation meetings.
37. Effective action is taken by the school to welcome established and new parents and this supports effective relationships and a solid foundation for regular communication between the school and home. Regular newsletters are sent by the school, which informs parents of events in school, community and those organised by the Friends of Greengate Lane School (FROGS) and the topics taught in the classroom. Evidently parents are encouraged to speak with teachers at the beginning of the school day and address any concerns to ensure their child's welfare and well-being. Parents are invited to regular mathematics and English workshops to develop their knowledge and understanding of learning. Display boards around the school and in the playground are used well to inform parents of activities and events in and around the school. The governors' report and the school prospectus complement information for parents. Information is accessible and written in user-friendly language and complies with statutory requirements.
38. The contribution of parents and carers to their child's learning in school is satisfactory; there are those who support exceptionally well but some parents fail to provide appropriate levels of support to enhance their child's learning in the home. Consequently pupils neglect their homework tasks and this affects their achievement and personal development. Whilst some parents support learning in the classroom and a significant number support the very hard work of the FROGS, a significant minority of parents are in breach of the home-school agreement. These parents fail to support the school's efforts to raise attendance and do not consistently observe punctuality. This sets a negative example for pupils and disrupts the work of the school and subsequently affects the achievements of pupils. Since the last report the school has

improved the quality of information to parents and is working diligently to build more purposeful links with all parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

39. The aims of the school are effectively achieved in the way that pupils' day to day needs are met. In meeting their academic needs, aims are achieved with a considerable level of value added to many pupils' performance, although there is an element of underachievement. The headteacher gives effective leadership and provides a sound educational vision. Management is satisfactory overall. She ensures that all pupils' personal needs are well met through the very good pastoral care. Her overall administration is very good. Because of the demands placed on classroom teachers the headteacher works hard to carry out monitoring and evaluation but there is insufficient delegation to share these responsibilities and to further the professional development of staff. Thus, the quality of management to ensure that there is effective evaluation, monitoring and review of whole school initiatives, for the quality of teaching and learning, and in the co-ordination of subjects, is only satisfactory. The consistency and rigour with which the senior staff operate in their roles are inconsistent and whilst awareness of good practice has been raised, the structures are not effectively put in place. The subject co-ordinators do not monitor work within their areas effectively enough. Thus, developing assessment, ensuring that planning is effective and that work meets the differing needs of the pupils, are examples of where management strategies are ineffective. Overall, there is a balance of strengths and weaknesses, with examples of very good practice, but management requires better strategies as the shared commitment for improvement is only satisfactory overall.
40. There is a good professional partnership between the chair of the governing body and the headteacher. A significant number of the governors have recently been appointed and they have initiated a training programme to ensure that they are fully aware of their responsibilities. They realise that there has not been sufficient collective involvement in strategic development planning and whilst governors are very supportive of the school the overall monitoring of the quality of standards and education has not been rigorous enough, although they fulfil their statutory duties. The principles of best value are well applied for contracts and supplies but there has been less effective work in challenging the overall standards being achieved, as not all governors have been fully aware of the school's strengths and weaknesses. The finances are well administered by the secretary, with support from the local education authority. Financial resources are generally well attributed to the demands of the school development plan to formulate a strategic approach to improvement and attention to priorities. The plan is monitored but the effectiveness of this monitoring does not always ensure that issues are consistently implemented. Governors are effectively involved in the monitoring of expenditure and the contingency funds are appropriate. Specific grants, for example, for special educational needs, are used appropriately. The finances are feeling the effect of a falling roll in pupil numbers but governors work hard to ensure that the budget balances.
41. The school was last inspected in 1997 and since then has made satisfactory improvement overall. Effective progress has been made in addressing the key issues listed in that report. The shortcomings in the curriculum have been addressed and National Curriculum requirements are now met. Good progress has been made in developing procedures for assessment, although the school recognises that it needs to make better use of these procedures to improve its analysis of performance and in target setting. Monitoring and evaluation structures are in place but need to be more rigorously used. The headteacher and governors have initiated improvements in the role of the senior management team, in whole school review and in creating a strategic plan to focus developments. Good progress has been made in the provision for information and communication technology. Even with these positive changes and in the face of the difficult social circumstances, the school still recognises that it has much to do to improve standards, as National Curriculum test results remain well below average.
42. The management of special educational needs is satisfactory overall. The administrative management by the co-ordinator, including reviews of pupils with different degrees of learning difficulty, liaison with the teacher in charge of the integrated resource unit, support for the learning mentor and other arrangements, is very good. The provision for pupils in the integrated resource unit is satisfactory. The unit is funded by the local education authority and is managed

by the teacher in charge, who is responsible to the headteacher of the school. The unit provides places for ten pupils for low incidence disability from a wide catchment area. At present, five pupils attend the school and they have physical disabilities with additional problems. This means that they benefit from attending a mainstream primary school where additional expertise and support is available. These pupils work for 80 per cent of the time without support, have 20 per cent of time with support and within that time have occasional individual support apart from the mainstream class. Financial support from the local education authority (LEA) has been reduced this year because of the reduction in the number of pupils. The teacher in charge is funded partly by the school and partly by the LEA. The LEA has further reduced additional funding for pupils with additional needs because of the reduction in pupil numbers. The teacher in charge has additional responsibilities within the school as the physical education co-ordinator and provides valuable specialist support for the special needs co-ordinator. The management of available resources, planning to meet pupils' needs, liaison with outside agencies and support for parents is very good.

43. The number, qualifications and experience of the teaching staff provides an appropriate match to the needs of the pupils. There have been some changes in staffing since the last report and there is a good range and balance of expertise and experience. There are effective procedures to support the induction of newly appointed staff. The teaching is well supported by an appropriate number and range of ancillary staff. The administration is very good; the school secretary and support staff work closely with teachers to enhance the day-to-day smooth running of the school.
44. Accommodation is good overall. It is adequate for the size and age of pupils. Noise levels due to the open plan design affect some classrooms. These classrooms are very well maintained, well furnished and carpeted. Stimulating and colourful displays in corridors and classrooms give value to pupils' work and celebrate their achievements. Two of the classrooms have been converted into a very effective and purposeful information and communication technology suite. The main school building was remodelled to accommodate the needs of disabled pupils, including toilet and shower facilities and doors and ramps for wheelchair users. This provision is very good. The hall and dining room are adequate, but the library is too small, although it has a satisfactory stock of books. There is a purpose-built nursery, which has its own outdoor play area, which is used effectively for all children. The accommodation enables teaching and learning to take place effectively and the indoor and outdoor facilities support pupils' spiritual, social and cultural development. The building is well maintained and cleaned by the site manager and staff. They take pride in their work.
45. Resources for learning are satisfactory and appropriate to meet the demands of the National Curriculum and religious education. However, in some cases, for example, in music, physical education and special educational needs, there are shortages. In information and communication technology, resources are good and being used well. Some of the pupils find writing very difficult because of their physical disability and, whilst there is the provision of laptop computers, suitable technology to help a small minority of them overcome their communication difficulties is limited. The school makes effective use of the Sheffield School Library learning support service to supplement its existing stock of books. Equipment is managed and stored well. The efficient and effective use made of resources contributes positively to the quality of learning and the standards achieved by the pupils. Visits to places of interest enhance the curriculum and help the pupils' personal and social development.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors, headteacher and staff now need to:

i. Clearly define the roles and responsibilities of the senior staff and subject co-ordinators so that:

- they are more effectively involved in managing initiatives; and
- they are more widely involved in monitoring teaching to improve strategies and share good practice.

(Paragraphs 31, 39, 40, 41, 42, 63, 69, 75, 81, 86, 91, 96, 101, 113, 118)

ii. Raise standards further, and especially in the core subjects, by:

- extending the opportunities to improve writing and recording;
- improving the use of language and vocabulary in all lessons by encouraging pupils to extend their answers and use appropriate vocabulary;
- encouraging pupils to further extend their reading; and
- extending the wider use of numeracy and information and communication technology across all subjects.

(Paragraphs 1, 2, 3, 4, 17, 19, 21, 57, 59, 60, 63, 64, 68, 70, 74, 80, 86, 88, 97, 98, 100, 118, 120)

iii. Review the initiatives for assessment to make systems more cohesive and effective so that:

- pupils are better informed of their progress;
- marking is targeted to consistently contain comments to show pupils how to improve their work; and
- data is collected and analysed so that target setting is improved.

(Paragraphs 17, 20, 30, 31,35, 39, 56, 75, 81, 86, 90, 96, 101, 107, 113, 118)

iv. The school should continue to promote the roles of parents to improve their involvement in their children's learning and supporting good attendance.

(Paragraphs 14, 20, 33, 36-38)

Other issues:

- Developing the opportunities for pupils' multicultural development.

(Paragraph 29)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	16	22	1	0	0
Percentage	1.85	25.9	29.6	40.7	1.85	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 nearly two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	213
Number of full-time pupils known to be eligible for free school meals	0	50

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs including the unit	0	16
Number of pupils on the school's special educational needs register	11	35

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school Year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	20

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.6

Unauthorised absence

	%
School data	1.1
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final Year of Key Stage 1 for the latest reporting Year	Year	Boys	Girls	Total
	2001	19	21	40

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	7	14
	Girls	15	13	17
	Total	29	20	31
Percentage of pupils at NC level 2 or above	School	73 (77)	50 (64)	78 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	12	15
	Girls	16	17	14
	Total	26	29	29
Percentage of pupils at NC level 2 or above	School	65 (77)	73 (73)	73 (73)
	National	85 (84)	89 (88)	89 (88)

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

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	17	19	36

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	14
	Girls	13	11	17
	Total	22	21	31
Percentage of pupils at NC level 4 or above	School	61 (53)	58 (55)	86 (69)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 4 or above	School	n/a (43)	n/a (43)	n/a (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	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	181
Any other minority ethnic group	6

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	27	0
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR - Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	25
Average class size	24

Education support staff: YR - Y6

Total number of education support staff	14
Total aggregate hours worked per week	268

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	3
Total aggregate hours worked per week	91
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial Year	2000/2001
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	£
Total income	669,832
Total expenditure	659,169
Expenditure per pupil	2,587
Balance brought forward from previous Year	2,162
Balance carried forward to next Year	12,825

Recruitment of teachers

Number of teachers who left the school during the last two years	5
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)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Care should be taken when interpreting these percentages as each return to the questionnaire represents nearly three percentage points.

Questionnaire return rate

Number of questionnaires sent out	252
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	29	6	6	6
My child is making good progress in school.	38	50	6	6	0
Behaviour in the school is good.	21	47	12	15	6
My child gets the right amount of work to do at home.	26	41	24	3	6
The teaching is good.	35	53	3	3	6
I am kept well informed about how my child is getting on.	38	29	22	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	21	15	6	0
The school expects my child to work hard and achieve his or her best.	62	35	3	0	0
The school works closely with parents.	44	24	26	6	0
The school is well led and managed.	44	29	12	15	0
The school is helping my child become mature and responsible.	38	47	6	6	3
The school provides an interesting range of activities outside lessons.	26	47	15	6	6

Inspectors firmly agree with all of the points that please parents most. Although the school provides a range of visits, inspectors agree that the school needs to develop the activities outside of lessons. Appropriate opportunities exist to keep parents informed about their child's progress and there is a good 'open door' policy. There are issues relating to behaviour but the school is working effectively to address them and strives hard to work effectively with parents. The response they receive is not always co-operative. There are inconsistencies in the setting of homework but when it is set not all pupils complete it.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

46. The overall provision is satisfactory. Since the last inspection, the provision for children in the Nursery has been maintained and continues to be good. The Nursery is well organised and managed and has good resources to support learning. The provision in the Reception class is not as well managed and organised, as several supply teachers have been employed since the beginning of the spring term because of staffing difficulties. This has had an adverse effect upon children's learning, leading to satisfactory, rather than good provision as reported at the last inspection. However, inspection findings indicate that the school is now well placed to improve the provision and to stabilise the teaching and learning in this class. Nevertheless, the introduction of assessment when children enter the school, the thorough tracking system of attainment in the Nursery and the re-organisation of the approved curriculum for children of this young age are good improvements. The school recognises that facilities for physical development are restricted, brought about through insufficient funds to provide equipment for the outside dedicated area.
47. Children enter the Nursery when they are three years old for both the September and the January intake. There are good procedures for induction. Children have the opportunity for two introductory sessions. The nursery teacher explains rules and routines to parents and carers and staff take care of administrative details. Starting dates are staggered with eight children starting the Nursery each week until the intake is complete. Children spend up to five terms in the Nursery and transfer to the Reception class in the following September, where they spend two or three terms depending on their admission date, before they transfer to Year 1.
48. Initial assessment shows that most children enter the Nursery with a wide range of skills, knowledge and understanding in communication, language and literacy and personal and social development. Standards are well below average overall. Most make good progress and are working within the Early Learning Goals, with a few working within the stepping stones when they move to the Reception class. Progress in this class is satisfactory. Most children are still working within the Early Learning Goals, although the minority of higher attaining children are working within the early stages of the National Curriculum. Good assessment procedures are in place in the Nursery, enabling teachers to plan suitable programmes of work and set targets for improvement for all children, including higher attainers and those with special educational needs. In the Reception class, assessment is not as well focused and this inhibits teachers' planning to meet the learning needs of all children and some underachieve.
49. The quality of teaching and learning is now satisfactory overall, with examples of good and very good practice seen in both Nursery and Reception classes. Planning covers all six areas of learning of the Foundation Stage curriculum and identifies clearly what children are expected to learn. The staff have a good knowledge of and expertise in the curriculum for young children, the Early Learning Goals and the 'stepping stones' of the curriculum for the Foundation Stage to achieve these. A strong emphasis is placed on children learning through doing practical activities. They are encouraged to interact, explore and investigate. The staff have good skills in behaviour management, which means all children make good progress in social and personal development. They are learning to concentrate and take an interest in their surroundings and activities. The teaching of basic skills in literacy and numeracy is appropriately promoted. Planning matches children's needs but school planning strategies for this area of learning are still developing. The staff's expectations for both behaviour and attainment are appropriate and methods and organisation generally effective. There is good provision for children with special educational needs and those who have English as an additional language.
50. In the Nursery very good support from nursery nurses and the teacher ensures that children remain focused and learn well in most aspects of their work. Children are expected to behave well, act responsibly and work hard. Adults act as good role models, work well together as a team and all relationships are very good. However in the Reception class, both teachers and support staff are very new to the post. Teamwork amongst themselves and with the Nursery

staff is in the early stages of development. Teachers use a range of strategies including drama to engage children in active learning situations. Sessions move at an appropriate pace and are mostly well organised. Resources are sufficient in the Nursery and unsatisfactory in the Reception class. More resources are needed for mathematical development and to improve physical development further.

Personal, social and emotional development

51. There is a priority placed on the personal and emotional needs of young children and they achieve well. Teaching in both Nursery and Reception for this area of learning is good. Most will have achieved the Early Learning Goals in this area by the time they leave the Reception class. This reflects the school's emphasis on personal development and the good quality of teaching. Children learn to follow classroom routines and to care for themselves and their belongings. They respond to the high expectations set for them and learn how to dress and undress efficiently after physical exercise and organise their belongings into the correct places. Teachers and nursery nurses provide a welcoming and secure environment. Children gain confidence in choosing what they would like to do from a range of interesting activities. During group activities children learn how to take turns and listen politely to others, with good support for those who have learning difficulties. They enjoyed a group performance as they sang and acted out 'The Little Princess.' When playing in sand and water, children collaborate well and begin to share equipment without fuss. They know right from wrong and become inquisitive learners.

Communication, language and literacy

52. Many children come into the Nursery with poor skills in speaking and listening and difficulties with communication. Through effective teaching, the majority of children make good progress, but their skills when they leave the Reception class are still below the level expected for their age. Those with special educational needs are given good support through the work of the adults in the Nursery and learning support staff in Reception. The children enjoy listening to stories and can generally handle books correctly. The staff are vigilant in helping the children communicate and express themselves and offer opportunities for the children to express their feelings and ideas, as was seen when a parent brought a grey rabbit into the Nursery. Children were amazed and expressed delight when the rabbit moved. Children learn how to use their language to negotiate and to work co-operatively, for instance when developing their ideas about 'Jasper's Beanstalk' and using the pet shop for role-play. Children are given opportunities to look at words and the sounds within them. A few children can use these skills to recognise simple words and to identify the sounds the letters make. Many are still learning that words in print have meaning and although some children can identify the sounds letters make, they are not yet able to use this knowledge to decipher words. However in both Nursery and in Reception the children enjoy books, take pleasure in sharing these with adults and are keen to make contributions to stories, for example 'The Three Little Pigs'. The children are encouraged to write and make marks and symbols to represent writing. The children in the Reception class in particular are given good opportunities to write their role-play activities and they gain from these experiences. Children are learning to write their own names with appropriate upper and lower case letters.

Mathematical development

53. Most make satisfactory progress from well below average standards on entry to the Nursery although their skills are below the level expected for their age when they leave the Reception class. Many opportunities are provided for the children in the Nursery to learn about number. They make number jigsaws accurately. In the pet shop, they sort plastic dog biscuits into sets using different shapes and colours, weigh pet food and learn how to use money as they charge for pet food and equipment bought in the shop. Children thread buttons and cotton reels onto laces and begin to count them. The quality of teaching and learning is good. The children in the Reception class are learning to count to ten and beyond, although several still struggle to count groups of objects accurately or recognise numerals. They are beginning to use mathematical language accurately, for example when comparing the size of beans they were growing. They count the number of skittles they have knocked down and record as tallies and numbers. Children learn to identify two-dimensional shapes as they use collage to make puppets. They

decide how many people are to be invited to make an audience for their play, make the invitations and count the number of chairs. Teaching and learning is at least satisfactory. In both Nursery and Reception class, there is good support for children with special educational needs and they progress well.

Knowledge and understanding of the world

54. The children come into the Nursery with little general knowledge. The staff help them to build on what they already know and the children make good progress. They are learning to recognise simple objects and to identify these correctly, from looking at storybooks and pictures and when handling natural materials. The children have good experiences using their senses to explore different objects and materials, for example in the sand tray a variety of natural materials are investigated to find out where mini-beasts live and what they eat. They explore the properties of clay enthusiastically. Children in Reception class plant beans and watch them grow, learning to label using the correct vocabulary and take great delight in measuring them to see how high they have grown. Children work confidently and select materials independently. They co-operate well in these activities and are proud of the models they make. Children begin to use everyday technology. They operate the computer mouse, follow on-screen prompts and begin to understand how to program a 'Roamer', as they estimate the number of moves needed to reach a friend. The quality of teaching and learning is good overall and by the end of the Foundation Stage most children are achieving standards expected for their age.

Physical development

55. By the time they leave the Reception class children will still be working within the Early Learning Goals and will not have achieved the expected level in this area of learning. Children in the Nursery are well taught and learn to run, jump and balance and develop their confidence and control. They are beginning to develop their co-ordination skills and negotiate space, obstacles and other children with increasing success. Children use a variety of wheeled toys to develop skills in co-ordination, pushing, pulling and propelling themselves along. Although there is a good-sized outdoor space, the resources are unsatisfactory because there is no appropriate safety surface or large climbing equipment. Opportunities for physical development using the hall space to refine their skills are used well by the Nursery, although the Reception children do not use this often enough and teaching and learning are satisfactory. Staff make sure that there is always a variety of materials, implements and tools for children to practise their skills. For example they have access to sand, water and dough as well as painting and writing materials. Children use pencils and crayons in their work and are becoming increasingly able to use scissors properly. The children's skills in using their hands is below average when they enter the Nursery and they make sound progress through a good range of experiences. The good support from nursery staff and learning support staff enables pupils with special educational needs to make good progress.

Creative development

56. The children start from a very low level of skills in their creative development when they enter the Nursery class. They make good progress, although their skills are still below the expected level by the time they leave the Reception class. Throughout the Foundation Stage children are encouraged to be involved in productive role-play, for example re-enacting the story of 'The Little Princess.' The children enjoy singing and are introduced to a variety of nursery rhymes and songs. A reasonable range of materials, equipment and tools is used in their creative work. For example the children in the Nursery enjoyed making their own pets from a variety of materials. All children have access to a range of materials to make collages. They use paint to express themselves and their creative work is valued in the school and displayed well. The sensitive support for children with special educational needs is effective and promotes their sound progress. Teaching and learning are good overall.

ENGLISH

57. The results of the 2001 National Curriculum tests at the end of Year 2 were well below average in reading and writing. Test results at the end of Year 6 were well below average. Results are adversely affected because pupils do not achieve the higher levels of attainment that would have raised their average scores and thus improved the school's position nationally. Results were better than those in mathematics but below results in science. The changes in the school's population also adversely affects the progress and standards of some pupils as they experience disruption to their education. Inspection evidence shows that the standards being achieved by the present Year 2 and Year 6 groups of pupils are below average. There is no significant difference between the attainment of boys and girls. In both year groups they are achieving at a satisfactory level when their previous attainment is taken into account and standards show an improvement over those of 2001. The school has worked hard and with some success since the last inspection to improve provision and thus raise the general level of pupils' attainment overall. Progress has been satisfactory. The help of the local authority literacy consultant has been sought and the school sees this as having a positive effect on the levels of teaching and learning within the subject. Teaching has been improved, with additional training and an increased level of ongoing assessment to inform planning and to ensure that pupils are receiving work that is more closely matched to their needs. The results of assessment are used effectively to form teaching sets based on attainment and to identify pupils who may need extra, individual or small group help. Individual targets are set for pupils and marking is used well by the majority of teachers to support the pupils in reaching them. More teaching assistants have been effectively deployed and they are having a positive impact on work within the classrooms and in the teaching of small groups. Overall, pupils are making good progress. Pupils with special educational needs make good progress commensurate with their capabilities, as do those with English as an additional language, through the good level of instruction they receive. However, potentially higher attaining pupils make only satisfactory progress overall as the work set is not always demanding enough.
58. The majority of pupils in Years 1 to 6 listen to their teachers and to each other and standards are average. Their speaking skills are less well developed but by the time they reach 11 years of age the majority express their thoughts with reasonable clarity. The school is working effectively to develop pupils' speaking skills by giving opportunities during lessons to express their thoughts and by ensuring that they understand the vocabulary used in different subject areas. For example, in a Year 1 art and design lesson, the teacher developed the language communication skills of the pupils very well by ensuring that they used the correct vocabulary when describing plants they were drawing. In a Year 3 music lesson, pupils were encouraged to listen carefully to a piece of music and then describe their reactions to it. In a Year 6 science lesson, pupils were required to explain the technical language that they were using in their investigations into gases. Pupils are given good opportunities to develop their imaginations and speaking skills through the use of drama, as seen in a Year 1 lesson in role-play.
59. By the end of Year 2 and 6, the majority of pupils are attaining reading levels that are average for their ages. Pupils read with some expression and give reasonable accounts of the story. Higher attaining pupils can talk about events that have already happened in the story and predict what is going to happen next. There are some good examples of written book reviews. The majority of pupils interviewed can name their favourite authors such as J K Rowling and Roald Dahl and give simple explanations as to why they like them. Some pupils said that they read at home. However, a significant number of pupils lack enthusiasm for reading and the love of books that is necessary if they are to become fully competent and lifetime readers. For example, very few of them belonged to the area library. By the time they reach the age of 11 pupils use their satisfactory level of study skills to find information in books by using the index, glossary and contents page. They can find books in the school library, which is satisfactorily used to promote reading.
60. Standards in writing by the end of Years 2 and 6 are below average. Given their relatively low starting base this shows a satisfactory level of achievement and good progress. The school has raised attainment in writing by focusing more closely on giving the pupils as wide a range of experience as possible. For example, writing recipes, labelling drawings, poetry in a number of different forms and stories. The majority of pupils try hard and their handwriting is, in many

cases, of a good quality. This is an improvement on that of the last report, where handwriting was seen to be unsatisfactory. There are, however, still examples of untidy work that need to be addressed by teachers. In Year 2, pupils looking at the rhyme and structure of poems used their imaginations and writing skills well to produce their own poetry, showing good skills in their imagination and structure. In Year 4, higher attaining pupils have produced some imaginative stories that also demonstrate a good knowledge of basic punctuation. For example, one of them wrote, "It was like a bogeyman under your bed but twenty times bigger." In Year 5, pupils have written well-formulated letters that demonstrate capability to use more complex sentences. Despite these good examples, there is still the need for further development of pupils' writing, imaginatively and at length, as many of their stories are short and lack a range of interesting language. There are satisfactory examples of the use of writing and redrafting techniques.

61. The quality of teaching and learning is good overall; some lessons are very good and occasionally excellent. There is no unsatisfactory teaching. The planning of lessons is good and teachers use the National Literacy Strategy well. The learning of pupils is enhanced by work that is well matched to the objectives of the lessons. Teachers maintain a good balance between their own input and that of the pupils, giving them ample opportunities to express their thoughts and answer questions. Teachers ensure that pupils with special educational needs are fully included in lessons and the very small minority of pupils with English as an additional language. For older pupils, there is good use of booster groups taken by learning support staff, and these staff make a good contribution in lessons through their support for pupils with learning difficulties. In questioning, teachers include as many pupils as possible and do not rely purely on those who have their hands up. Marking is generally good and includes comments that not only seek to further pupils' learning but show them how they are progressing. However, there are examples of less detailed marking. Where teaching is excellent it provides an extremely effective learning experience for all pupils in the group. The whole atmosphere of the lesson is one of excitement and the joy of learning. The homework set is closely matched to the objectives of the lesson. The teacher has the ability and subject knowledge to inspire the pupils in the class. In a high percentage of the lessons, pupils demonstrate very good attitudes towards the subject and co-operate very well with their teachers. There is a small minority of pupils who are not so co-operative but their teachers deal with these well.
62. Literacy skills are satisfactorily developed in other subjects of the curriculum. In information and communication technology pupils are using their skills well to present their literacy work. For example, pupils in Year 5/6 have produced some thoughtful poetry about summer in the form of acrostics using different fonts, colours and graphics and use their design skills. In Year 6, in an exercise in independent study, pupils used their literacy skills in a number of self-selected science topics.
63. The management of the subject is satisfactory and the co-ordinator is very enthusiastic and has a good grasp of what still needs to be done to raise standards further. She recognises the importance of the regular monitoring of teaching and pupils' work but has not as yet had sufficient opportunity to do it. The resources available to teachers are generally satisfactory. However, the library is kept locked during the day and this is a waste of an important resource in that it limits its use as a reading and study base.

MATHEMATICS

64. Basic standards in numeracy are well below average for pupils on entry into Year 1 and often for those pupils who join the school at different times. The results of the National Curriculum tests for pupils at the end of Years 2 and 6 in 2001 were well below the national average and below the national average for similar schools. Results were below those achieved in English and science. Inspection evidence shows that the standards by the end of Years 2 and 6 for the current group of pupils is below average, but this is an improvement on previous years. Since the last inspection, when pupils' attainment was judged to be average, standards have fallen and reflect the difference in prior attainment between cohorts of pupils. Very few pupils reach the higher levels possible in the tests at seven and 11, which lowers the overall points score and the school's position in the national league tables. The target set was not met, reflecting changes in the school population during the course of pupils' education. The school is

implementing strategies to provide greater challenge for its higher attaining pupils, but these have not yet had the time to impact on standards.

65. Pupils in all classes undertake an appropriate variety of work on space, shape and measures and tackle a range of problems involving data-handling and investigation during the course of the year. The implementation of the National Numeracy Strategy, together with the setting of pupils into teaching groups based on prior attainment in Years 3 to 6 has had a significant impact on raising standards. Support for pupils with special educational needs is effectively planned and enhances their sound progress overall. Year 1 pupils make very good progress in their learning and cover an appropriate range of work. They count reliably forwards and backwards and understand the operations of addition and subtraction. They use mental strategies that they have been taught to solve problems. They are beginning to have a secure grasp of odd and even numbers. They can use both analogue and digital clocks accurately when telling the time. The focus on the development of mathematical language is good and pupils understand 'heavier', 'lighter', 'taller' and 'shorter'. In Year 2, pupils count in multiples of five to 100 accurately. They learn to use place value and are beginning to subtract two numbers, for example, using domino sums. The large majority understand two and three dimensional shapes and can measure using centimetres, weigh using 100 grams and solve money problems accurately.
66. In Year 3, pupils achieve well and make very good progress through the effective teaching. They develop their skills, knowledge and understanding of multiples using a problem-solving approach. Very good use of vocabulary by the teachers extends and develops pupils' literacy. Pupils recall addition and subtraction facts for each number to 20. They can compare two familiar fractions and know that $\frac{1}{2}$ lies between $\frac{1}{4}$ and $\frac{3}{4}$. In Year 4, pupils consolidate addition and subtraction facts for numbers to 20 using number bonds other than 10 or 20. Although their work is still below average, pupils make satisfactory progress. Pupils in Year 5 mentally add numbers to 90 from any given number. They can explain different angles and know that right angles are 90 degrees and that a straight line is 180 degrees. They develop their skills when using a protractor to measure an angle. In Year 6, pupils round decimals to the nearest whole number or nearest tenth. They investigate number sequences using their knowledge of two-stage function machines. Pupils discussed sensibly where they had made mistakes and how they could correct them as they worked on the investigation and this helped them to make good progress in their learning. In Years 3 to 6 there is effective support for pupils with special educational needs and learning difficulties. This is achieved through the good partnership with learning support staff, the role of the integrated resource unit and booster classes. The minority of pupils with English as an additional language make sound progress.
67. The majority of pupils enjoy lessons and have a good attitude to their work. With some exceptions they behave well, listen attentively and show interest in the tasks they are given. This was particularly noticeable in the upper sets where some pupils were working at the expected level. Those who have short concentration spans are well managed by most staff, but the behaviour of a minority of pupils has an adverse effect on their learning and that of the whole class when teachers have to deal with issues. Pupils in all year groups form constructive relationships and work collaboratively when required.
68. The overall quality of teaching has improved since the last inspection and is now good. It is very good in Years 1 and 2 and satisfactory in Years 3 to 6, with examples of good and very good teaching. Only one lesson was unsatisfactory. In most classes pupils are managed effectively with praise and encouragement and a purposeful atmosphere for learning is created. Throughout the school, teachers use the National Numeracy Strategy and their understanding of pupils' differing needs, to plan interesting, relevant activities. Lessons have clear objectives that are usually explained to pupils so that they know what they have to do. Staff work closely as a team within the different year groups. Support staff are deployed effectively and make a considerable contribution to successful learning, especially for those pupils who have special educational needs and those who experience learning difficulties and need extra help in booster classes. The school recognises that resources require development, although good use is generally made of existing resources. The use of information and communication technology is underdeveloped to support teaching and learning, although there is limited use of data handling. In other subjects, there is insufficient planned use of numeracy to support pupils' overall

progress. In design and technology pupils use their skills to measure materials and in geography there is work on climate statistics and grid references.

69. Leadership and management are good. Since the last inspection the co-ordinator has implemented the National Numeracy Strategy well. Targets are set for all pupils. The curriculum is broad and balanced and meets statutory requirements. Assessment procedures are good. There is good analysis of statutory tests for seven and 11 year olds. National Curriculum tests are taken in Years 3, 4 and 5 and results are used to inform future plans. The co-ordinator leads by example and is highly skilled. Her enthusiasm for the subject, as well as high expectations for pupils' work and behaviour, have ensured that all staff are well supported and that standards in the subject are improving. Monitoring and evaluation are satisfactory. The school is in a good position to continue to improve.

SCIENCE

70. Teacher assessments at the end of Year 2 in 2001 showed that standards were well below average. In the national tests at the end of Year 6 in 2001 pupils' attainment was below the national average but close to average in comparison with similar schools, meeting the targets set for these tests. Boys and girls performed equally well in the tests. Standards by the end of Year 6 have improved since the last inspection. The results obtained in the 2001 tests were the best ever for the school, reflecting the better opportunities provided in teaching and learning.
71. Attainment by pupils near the end of Year 2 is below the expected level but rather better than in last year's teacher assessments. Standards are rising due to the newly implemented scheme of work that provides a well-structured and balanced programme. Pupils enter the school with below average levels of attainment. They achieve satisfactorily in Years 1 and 2. Pupils have sound general knowledge of the topics covered. They have particularly good understanding of how simple electrical circuits are constructed and are aware of the hazards associated with electrical equipment generally. Pupils recognise different food types and the need for a healthy balanced diet. They understand how materials can be classified as solids, liquids and gases and how materials may change by heat. Although they carry out simple practical exercises, skills in planning and carrying out simple investigations to test predictions or compare materials are not adequately developed for their age.
72. Attainment by pupils near the end of Year 6 is broadly in line with the national average and indicates that the improvement in standards seen in last year's national test results have been maintained. This sustained improvement results from the implementation of improved curriculum planning and the use of assessment data to set targets for pupils. Booster classes for Year 6 pupils have also made a significant contribution. Pupils' understanding of their work is generally quite sound, although they struggle to explain their ideas in a logical and coherent manner due to very limited speaking skills. They have secure knowledge and understanding of plant structures and of how plants reproduce. They understand the functions of the major organs in the human body and the threats to health presented by tobacco and drugs. Pupils' investigative skills remain underdeveloped in Years 3 to 6. They have very limited experience of how to construct and carry out a fair test and they do not systematically develop their skills in measuring length, time, mass and volume and in processing the data obtained to draw conclusions from the test. Literacy skills are also below average and pupils do not find it easy to discuss their results or to confidently link them to background theories. Higher attaining pupils are exceeding the expected level of attainment but are not consistently challenged to achieve their full potential in the work provided. Lower attaining pupils and those with special educational needs receive good support from teachers and classroom assistants to achieve levels in line with their potential. The minority of pupils with English as an additional language are effectively supported to make sound progress.
73. Pupils enjoy their lessons. Most are attentive, keen to participate in answering questions and in offering ideas, although these are frequently not well constructed and scientific terminology is not always accurately used. They settle on the set tasks with the minimum of fuss and work very well together, sharing equipment and exchanging ideas. Behaviour is almost always good although some minor disruptions occur in lessons where the pace is less challenging and when pupils have particular learning difficulties. Pupils work well and produce written work of sound

quality. Diagrams are generally well drawn and work is neatly set out, but spelling, even of key words, is very insecure for the majority of pupils. Relationships between teachers and pupils are good.

74. The quality of teaching overall is satisfactory and occasionally good or very good, particularly for older pupils. Teachers are secure in their subject knowledge and plan lessons well. The learning objectives are clear and are discussed with pupils so that they know what they are to be doing and the objectives are effectively reviewed at the end of lessons. Questions are used well to assess the progress of all pupils in the class. Key words are identified in each topic but teachers do not generally place enough emphasis on discussing these words when first encountered to examine their spellings and meanings to reinforce work in literacy. Similarly, the lack of regular work on data collection and handling does not effectively reinforce pupils' work in numeracy. Teachers plan a range of appropriate activities and organise pupils well to ensure that learning is effective. For example, pupils in mixed Year 3/4 classes progressed round a 'circus' of activities to develop ideas about light and how shadows are formed. The activities included seeking information from books and a computer program, listing natural and artificial light sources and sketching shadows formed by shining a torch at various angles onto an object. Review sessions at the end of lessons are used well to assess learning and progress in the lessons. Teachers make very good use of classroom assistants in this work and ensure that pupils of all abilities are given ample support and guidance to achieve satisfactory results. Lessons usually proceed at good pace and maintain pupils' interest, but teacher expectations are not always high enough, especially in challenging higher attaining pupils. Pupils' work is regularly marked and supportive comments made, but there is no consistent approach to informing pupils of the quality of the work or how it might be improved.
75. Leadership of the subject is sound. Much has been achieved to address the issues raised at the last inspection. A new scheme of work, based on national proposals, has been developed and fully meets statutory requirements, although work in the area of investigations is not yet fully integrated into the scheme. Good procedures for regular assessment of pupils to monitor their attainment and progress have been put in place, although monitoring and evaluation of teaching and learning is underdeveloped. Detailed records of assessments are maintained although there is inconsistency in the use of National Curriculum levels in recording pupils' attainment. Targets are set for pupils and year groups but the data is not yet effectively used to review the curriculum. Booster classes for Year 6 pupils have been very effective in raising pupils' aspirations and raising standards. There is very good and productive liaison with the local secondary school. Resources are barely adequate to plan a variety of suitable practical experiences for pupils.

ART AND DESIGN

76. Inspection evidence shows that attainment is in line with the national average at the end of Year 2 and Year 6. All pupils, including those with special educational needs, achieve well and make good progress in the subject. Standards have been maintained by the end of Year 2, but have seen a dip by the end of Year 6 since the last inspection, a reflection of the amount of time given to the subject. The school has adopted national and local initiatives in the subject and this is reflected in the planning. There is an effective policy document and resources are adequate.
77. In Years 1 and 2, pupils, including those with special educational needs, use a range of media and materials to develop their skills and techniques. They make sound progression in their use of materials and media; they explore primary and secondary colours freely and demonstrate their skills as they observe and create drawings of plants. In Year 2 they use their sketchbooks to create and explore ideas for textile work. They discuss famous artists such as Klimt and learn how to use a view-finder to focus on an interesting area in one of his paintings.
78. In Years 3 and 4, pupils draw a landscape picture either using one of a range of examples of pictures as a stimulus, or using their imagination. Many pupils chose a sunset theme and incorporated reflections in water and experimented with colour. Pupils wrote about their drawing, discussing colour, texture and atmosphere. In Years 5 and 6, pupils discuss famous artists such as Dali, Chagall and Magritte. They closely observe examples of pictures painted by these

artists to give them an understanding of surrealism. Using their imagination and recalling dreams they have had, pupils tried out some ideas in their sketch books.

79. The overall quality of teaching is good. Teachers have a good knowledge and understanding of the subject and this provides pupils with appropriate learning opportunities. However, learning is only satisfactory as there is a limited amount of time to cover the work in sufficient depth. Lessons are well planned and organised. They give clear instructions and guidance to help pupils improve their basic skills. All pupils have good attitudes in lessons and listen to their teachers.
80. Pupils' work makes a contribution to their moral, social and cultural development. They work well together in lessons and take responsibility for clearing away after the lesson. Evidence of pupils' cultural development was seen in a Year 3/4 classroom where pupils have developed a good standard of display on the story of the Chinese New Year. Links to music are also well developed in this class, where in the same display pupils listened to music representing water and identified ways composers had created the effect. This was linked to art through the use of pictures in a range of books including Monet's 'Water Lilies' and 'Sandbanks on the River Loire' by Felix Vallotton. They use the local environment of local churches and the sculpture park to develop observational skills. Use of information and communication technology is unsatisfactory.
81. Because of staff changes, the subject is without a co-ordinator and there are plans for a member of the teaching staff to take on this role in the next school year. The deputy headteacher has oversight of the subject and leadership and management are satisfactory in this context, but unsatisfactory overall as there is insufficient monitoring of work and assessment is unsatisfactory. The deputy headteacher has reviewed the position of the subject and has plans for further development, including the introduction of individual pupil portfolios to develop assessment, display in classrooms and around the school, inviting artists into school and the enhancement of resources. This planning augurs well for the future.

DESIGN AND TECHNOLOGY

82. Due to timetable constraints it was only possible to observe two lessons during the inspection. Judgements on standards are made on the basis of work in these lessons, the small portfolio of photographs and samples of pupils' work on display around the school.
83. Standards are broadly average by the end of Year 2 and pupils have sound experience of handling a range of simple materials such as paper, card and textiles, of measuring, cutting and joining these materials and of working to a simple design. By the end of Year 6, pupils have experienced a good range of designing and making activities but the overall level of attainment is below average and unsatisfactory progress is made in Years 3 to 6 overall. Whilst pupils in the mixed Year 3/4 class display sound skills in designing and making a money container, using a variety of materials and fastenings, the level of sophistication of the work in later years is below average. The materials used and the skill level in measuring, cutting and joining materials are limited. Pupils do not always fully understand the principles of the 'making' process, such as the reinforcement of joints, or how steering mechanisms work and this limits their perception of design. For example, pupils in Year 6 designed and made a simple model shelter, but the design features were unsophisticated and the structure was based on paper straws, requiring very limited skills and displaying no strengthening features. They also have limited experience of evaluations to show how they might improve their products. Work in the area of food technology does develop well through Years 3 to 6 and pupils have sound skills in working with ingredients, following recipes and using cookers safely to achieve satisfactory results, for example in making their own design of biscuits.
84. Pupils respond well to their lessons. They enjoy discussing the elements of design and are generally careful in their work. They co-operate very well together, giving assistance to each other as necessary and exchanging views on each other's work. They particularly enjoy decorating their artefacts and the quality of decoration is generally of a good standard. They respect materials and tools and generally follow simple safe working procedures.

85. The quality of teaching is satisfactory, overall. From inspection evidence it is better in Years 1 and 2 than in Years 3 to 6. Teachers are reasonably confident of their understanding of the subject and lessons are generally well planned. Materials are well organised and group activities are effectively managed. For example, pupils in the mixed Year 3/4 class were working at various stages on the making of money containers. Their design books demonstrated clear thinking on design features, such as choice of fastening and decorative motifs. Ample assistance was provided by the teacher in the techniques of stitching and of siting the fastener and this ensured sound learning. The pupils were well organised and all materials were carefully used and cleared away tidily at the end of the lesson. Learning is occasionally less effective when pupils examine articles of too complex a construction. For example, many pupils in the Year 5/6 class had difficulty in identifying key design features in a range of toys they had brought in, such as how the motion was produced in a friction drive car. However, one pupil was able to discuss in detail the many features of a rover-type vehicle that he had made from a kit, which included a sophisticated electronic system with light and sound sensors. Generally teacher expectations are not high enough in older year groups, where pupils are capable of developing higher levels of skill in the use of tools and materials. From the limited inspection evidence, the provision for pupils with special educational needs and the progress that they make, are both satisfactory.
86. The subject is satisfactorily led. Since the last inspection improvement has been satisfactory. A coherent and balanced scheme of work has been developed that meets the requirements of the National Curriculum, although is lacking in the development of skill levels to a high enough standard in Years 3 to 6. Procedures for assessment have been introduced but their use is unsatisfactory. Records are maintained of work completed by pupils, but there is no consistent approach to objectively evaluate pupils' skill levels in either the design or make areas. The range of tools and model kits is generally adequate and the range of materials is being expanded and some progress has been made in providing a central storage area for resources. There is insufficient use of information and communication technology to support pupils' learning. Monitoring and evaluation of teaching and learning is not carried out sufficiently.

GEOGRAPHY

87. The last report judged that standards were broadly average by the end of Years 2 and 6 and this remains the case. In the Year 2 group of pupils, they understand simple maps of the local area. Through their study, they mapped the land use of the locality with reference to the variety of occupations and the analysis of buildings and their function. They understand the functions of different buildings that are found in different settlements; for example, how holiday resorts differ from their own area. At an appropriate level, a minority can explain why the seaside is attractive for holidays through links with the weather and tourist activities. The quality of their work is hampered by the low levels of literacy, which limit the quality of their oral and written work.
88. By the end of Year 6, the pupils have acquired a satisfactory understanding of key features of the British Isles and can compare them with those of other countries. They can explain why there are differences in weather and climate, what attracts tourists and how settlements function. In their fieldwork on the local area they have completed good land use maps. They can effectively explain terms such as 'residential', 'commercial' and 'services' in relation to the buildings that they have mapped. Pupils can carry out simple analysis as they interrogate their data. Good use is made of visits to develop pupils' knowledge and understanding. In Year 5 and 6 lessons, during the preparation for the forthcoming visit to Bakewell, pupils became aware of the location of their visit through constructing a route and had used the scale of the map correctly to calculate the time and distance involved. This work supported the application of their numeracy. Pupils could interpret photographs of the area that they were to visit to compare and contrast with their own locality. Standards are adversely affected by the levels of pupils' literacy. Their oral answers are short, the vocabulary used is not always well understood and in the correct context.
89. Pupils have positive attitudes and generally behave well. They work well in groups and share ideas. In discussions with them it was obvious that they enjoy their work and this has enhanced their progress. Pupils with special educational needs are well included and supported and they

make satisfactory progress. General recording of work shows significant variation, illustrating their wide range of literacy skills.

90. Teaching is satisfactory. Teachers generally have satisfactory subject knowledge. They plan effectively for year groups and this ensures that all pupils cover the same work. Work to be done in lessons is generally well explained, which helps the pupils in their understanding and enhances their progress. Expectations for work and behaviour are good. There is generally good class management and a good pace to the lessons, although on occasions teachers talk for too long, leading to some pupils becoming bored and misbehaving. Good use is made of resources. In the best lessons, the teachers design the work especially well to ensure that it meets the differing needs of the pupils. In the lessons on Bakewell, pupils were given different scale maps, different strategies for calculating distance and work sheets that framed questions in different ways. There is effective use of strategies to improve pupils' literacy through writing frames and explanations of specific vocabulary. Marking is satisfactory but there are shortcomings in approaches to assessment.
91. Subject co-ordination is unsatisfactory and mainly deals with curriculum development and resources. Whilst pupils' work and teachers' planning are reviewed there is no programme of monitoring of teaching and learning. Teachers know their pupils well, but the procedures for assessment are unsatisfactory, do not inform planning sufficiently and there is inadequate recording of pupils' standards and progress. The use of computers is developing for research and in word processing and spreadsheets. Good use is made of visits and fieldwork which contributes well to pupils' personal development.

HISTORY

92. The last report criticised the standards, progress and curriculum coverage. There has been good improvement and the curriculum is now sound. Because of the annual timetable cycle with geography only a limited amount of lesson observations could be made and judgements are based on this evidence and from discussions held with pupils and their teachers.
93. By the end of Year 2, most pupils are achieving standards which are broadly average in knowledge and understanding but below average in the quality of recording. This is because of the weakness in literacy. In Year 2, the pupils are making good progress in their work. It is effectively linked to geography as they consider the historical development of seaside resorts and the buildings and work in their immediate locality. They can interpret simple evidence linked to the past through their work on famous people and events, such as Florence Nightingale and the Great Fire of London. The quality of their written work is below average through weakness in structure and length of sentences. Orally, they find difficulty in putting together detailed answers and rely on simple one word answers; this does not develop their literacy and thinking, although teachers do work hard in the way that they encourage them to develop their ideas and answers.
94. By the end of Year 6, standards are average. The younger pupils in Years 3 and 4 have made good progress in their work on the Tudors and also in their study of this year's Golden Jubilee. Pupils have used a wide range of resources, including textbooks, photographs and work sheets as well as some artefacts, to support their knowledge and understanding. In Years 5 and 6, the pupils have a good understanding of life since 1945. They can explain the style of life without the television and how work has changed over the decades in relation to transport, housing, clothing and food. They can explain the difference between primary and secondary source materials. Literacy skills reduce their capability to record their work but good strategies, which meet the differing needs of the pupils, enable them to write satisfactory accounts. Older pupils can recount their knowledge and understanding of other periods and can make good connections between life in the past and present. They have produced work on the Greeks and Romans and the Victorian period. From this work they can explain clearly and accurately features of the differing life styles and how change has occurred. They have a satisfactory grasp of time lines. The overall support for pupils with special educational needs is satisfactory.
95. Teaching is satisfactory overall. The purposes of lessons are well explained and pupils understand what they have to do and they respond well. There is effective planning and work is set to meet differing needs, although the school recognises that this provision can be extended.

Teachers generally ensure that specific subject vocabulary is explained to support pupils' literacy skills. Good questioning develops pupils' knowledge, understanding and skills, as seen in a lesson on the differences which have occurred since 1952 when the Queen came to the throne. The pupils worked well in pairs to develop their ideas, which they then shared with the class. This approach was effective in developing pupils' speaking and listening skills. Class management is good.

96. Co-ordination has been satisfactory. Improvement since the last inspection has been sound and the curriculum now meets requirements and the work covered makes a good contribution to pupils' spiritual, moral, social and cultural development. The subject is effectively resourced and resources are used well. Display is very good. The monitoring of teaching and learning and the use of assessment are unsatisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

97. There has been a significant improvement in the resources since the last inspection and also in the use of these resources. The new computer room is being well used, both for discrete teaching and for use in subjects across the curriculum. The school recognises the need to further develop this work.
98. Standards by the end of Years 2 and 6 are broadly average in knowledge, understanding and skills but unsatisfactory in the application of these skills. Most pupils are confident in using computers to communicate their ideas in a variety of ways. For example, they can paint and draw on screen and can enter, amend, save, print and retrieve information without help from the teacher. They can change the style, colour and size of text and print. Pupils in Year 3 have opportunities to program a floor turtle using sets of simple commands to construct different geometric shapes and some can then replicate this work on the computer. They have opportunities to use paint programs, clip art and logo and they can use paint and draw programs to produce designs for projects. They can use information from a database to construct graphs and charts and are beginning to use spreadsheets. Pupils develop skills in using the equipment and can use the mouse to open programs through icons and are developing their keyboard skills. These skills are adversely affected by their levels of literacy and work contains inaccuracies in spelling and sentence structure. They are developing skills in combining text and graphics, using clip-art to illustrate stories. Pupils have opportunities to use CD Rom and the Internet to search for information to help with their project work. The majority of pupils are developing their skills so that they can use computers with increasing confidence, covering a range of activities.
99. Pupils have generally good attitudes to their work. They are well motivated and the majority can concentrate for suitable lengths of time. Pupils are responsible when using computers and work together on the computer well. They show good respect for the equipment and, indeed, for each other. Behaviour is generally good. A minority of pupils with behavioural difficulties enjoy their work although they can become frustrated when there is insufficient support from their teacher or learning assistants.
100. The quality of teaching is good overall. Strengths include teachers' secure knowledge and understanding of information and communication technology and planning that identifies clearly what pupils are to learn. Teachers' expectations are usually appropriately high and they set tasks that are suitably demanding. The effective way that teachers manage their lessons has a positive impact on pupils' attitudes and willingness to use information and communication technology. Pupils make satisfactory progress as they move through the school, particularly in their skills in using computers and communicating ideas and information. Lesson objectives are clearly identified. Planning ensures that pupils in each year group follow the same work. Classroom organisation does not always give pupils enough time for using the computer and whilst learning support staff are equally adept in their skills to support pupils, there are not always sufficient support staff to ensure that all pupils make adequate progress. Because of the fairly recent development of resources the concentration has been on developing pupils' computer skills rather than the application in subjects. Nevertheless, there is good use of word-processing in English and the use of data from work in geography.

101. The subject co-ordination is satisfactory. National Curriculum requirements are met. Good use has been made of staff development so that all staff have increased confidence in their work. Resources are now well developed, especially as a new computer room has become available. This enables whole class sessions to take place although teaching is adversely affected because there is no interactive whiteboard. Thus, when teachers are demonstrating skills and applications, not all pupils can easily see and understand what they will have to do. The use of assessment is unsatisfactory, as is the monitoring and evaluation of teaching and learning, although informal contact with staff enables the co-ordinator to have an awareness of the work being done.

MUSIC

102. Pupils attain standards in line with the national average by the end of Year 6 and make good progress overall. There is not enough evidence to judge overall standards by the end of Year 2, although pupils follow the Local Education Authority scheme of work and in so doing cover the programme of study for the National Curriculum. Lessons are fully inclusive with appropriate support being given to pupils who require it.
103. Pupils in Year 2 have been looking at ways that a character can be represented through music, for example, the speed of playing, volume and timbre. They have been trying to compose music to represent a character, exploring the elements involved and making appropriate choices of instruments. To do this they have listened to the "The Sugar Plum Fairy" and then tried to describe their reaction to the music.
104. In Year 3, pupils are able to listen to a piece of music and then give their reactions to it. During this activity they demonstrate a good level of imagination. For example, one pupil described it as being "...nice and calm." another said that while listening they had pictured "the reflection of the sun through trees onto water." They demonstrate a good ability to identify the instruments used and what effect each had on the mood of the music. In a Year 5/6 lesson pupils could analyse and compare sounds using the language of the subject. The pupils respond well to the lessons provided for them. They listen attentively and take an active part in any discussions. They are for the most part well behaved and maintain good relationships with their teachers and each other.
105. Teaching in the lessons observed for pupils in Years 3 to 6 was good overall with some very good. No judgements can be made on teaching for pupils in Years 1 and 2 because of the lack of valid evidence. Where teaching is good, pupils are encouraged to develop their speaking and listening skills through the use of the correct vocabulary and by listening carefully to pieces of music and discussing their reactions to them. Teachers plan their lessons well and ensure that their pupils understand what it is they are going to study. Teachers begin their lessons well with a review of what has already been covered. The classroom support assistants are used well to support pupils with special educational needs and this leads to their satisfactory progress. The methods used by teachers have a very positive effect on the overall learning of the pupils.
106. At the time of the inspection no specific instrumental tuition was taking place in the school but pupils are given the opportunity to gain experience of playing instruments during lessons and in presentations. In the recent past the school has provided recorder and guitar tuition and plans to restart these activities as soon as is practical. Pupils sing well in assemblies. Pupils are given the opportunity to experience live music in the form of visiting artists. For example, a music group gave a concert for older pupils and an African drummer gave a demonstration for the whole school. The pupils have also had the opportunity to listen to brass, woodwind, jazz and music from different cultures. At Christmas the school gives carol concerts at various local institutions. Music has satisfactory links with other subjects. For example, in a Year 5 science lesson pupils were asked to try out instruments and think about how their sounds were made. In one lesson music was used to stimulate art work.
107. The subject is managed satisfactorily by the co-ordinator who is aware of its development needs and has formulated an action plan. Assessment is unsatisfactory. There is recognition that although resources are satisfactory overall there are weaknesses in some areas, for example,

the need for more claves. The school makes good use of the South Yorkshire World Development Centre by borrowing instruments from different countries.

PHYSICAL EDUCATION

108. Standards are in line with the national average by the end of Year 2 and Year 6. Progress for pupils in Years 1 and 2 is satisfactory and for those in Years 3 to 6, good. For pupils in Years 3 to 6 this represents an improvement over the progress and attainment noted in the last report, when it was judged to be satisfactory. There is no significant difference in the attainment of pupils of different gender and those with special educational needs make the same progress as their peers. The school is fully inclusive and ensures that all pupils, no matter what their physical disadvantages might be, take as full a part in lessons as is possible.
109. Swimming is a well developed activity within the school and the majority of pupils reach the required standard by the time they leave. Pupils in Year 1 are given the opportunity to develop their dance skills but timetable restraints meant that this aspect of their work was not observed during the inspection. In Year 2, pupils are developing their ability to control a ball and work as part of a team. They demonstrate satisfactory skill levels when catching and throwing a ball. They listen well to their teacher and respond to and show respect for each other.
110. In Years 5/6, pupils are aware of the effects of exercise on their hearts and the importance of a proper warm-up routine before starting activities. During a lesson on controlling a ball with a racquet the pupils showed a satisfactory level of skill development. The school uses the subject well to help its pupils develop their skills of co-operation and thought for others. For example, pupils in a Year 5/6 class were set a series of well-planned and effective orienteering and problem-solving challenges to help them to learn to work together. This was a new experience and the pupils dealt with it well, considering some had initial problems in putting other people's needs above their own.
111. Teaching is satisfactory overall. Where teaching is good or better, particularly in Years 3 to 6, teachers use effective methods of demonstration and have good levels of personal skills. A good feature of all the lessons observed was the importance placed on warm-up routines and the way in which teachers developed them. They control their classes well and make quick changes to lessons if they see that the activities planned were not going to lead to the desired outcomes. For example, pupils in a Year 5/6 class were given the opportunity for further skill practice when the teacher realised that the lesson had moved on too quickly for some of them. Teachers use the vocabulary of the subject well and ensure that the pupils remain on task by providing well-timed changes of activity. Their planning is good and contains clear statements of lesson objectives and how they are to be achieved. Pupils have a positive attitude towards the subject and work hard for their teachers. The majority pay attention to instructions and are well behaved during lessons.
112. The provision for extra-curricular activities is satisfactory and mainly focused on football and swimming. However, some extra-curricular activities have been provided in athletics, country dancing, basketball and jump rope. The swimming club is well attended and provides good opportunities for its members to develop their skills. Pupils are given the opportunity to attend a residential outdoor activity centre.
113. Leadership and management are satisfactory. The co-ordinator is aware of the need to further develop dance across the school particularly in training the teachers. The co-ordinator has monitored some teaching and provided both written and verbal feedback to teachers. The assessment and record keeping is generally unsatisfactory, with only swimming results being recorded officially. The resources are satisfactory in both quantity and quality. The school is taking an active part in a number of initiatives such as "Top Play" and "Top Sport" and has received funding from the Sheffield Healthy Schools Initiative (Physical Activity) that was spent on new sports equipment and co-ordinator training.

RELIGIOUS EDUCATION

114. It was only possible to observe one lesson during the inspection. Judgements are made on the basis of work in this lesson, scrutiny of pupils' work and displays of work around the school. Pupils' attainment is broadly average in relation to the locally agreed syllabus at the end of Years 2 and 6. By the end of Year 2, pupils have a sound appreciation of the basic elements of the Christian faith. They gain much from a visit to the local church, where they recognise the functions of many of the special objects such as the altar, font, lectern and pulpit. They gain an understanding of the role of the vicar and of the role of the church in special occasions such as baptisms and weddings. They learn something of other faiths, such as Islam, Judaism and Hinduism, through their special festivals, such as Divali.
115. By the end of Year 6, pupils have a more mature understanding of the role of faiths in our society. They have good knowledge of many key stories in the Bible, such as the story of Moses and the Exodus, the life of Jesus and many of his miracles and parables. They understand the significance of the Communion service and of the festivals of Christmas and Easter and how Jesus' life acts as a model for codes of Christian behaviour. They appreciate the role the church plays in voluntary and charitable work through its involvement in scout and guide groups, work with the homeless and development work overseas. Pupils also have sound basic understanding of aspects of Islam and its major festivals. They appreciate the role and rituals of worship in various faiths, understand that faiths all have their own special books and write their own simple prayers of thanks. However, apart from good and productive links with St Saviour's Church and the Methodist church, pupils do not have opportunities to visit other places of worship or listen to people from other faiths talking about their beliefs and customs. This has an adverse effect on pupils' learning overall.
116. Pupils generally respond well to lessons. They enjoy listening to Bible stories and stories from various faiths and they retell them accurately in their written work accompanied by good pictures to illustrate the story. They particularly enjoy learning about religious festivals, linking them to the stories of their origin, such as the story of Esther and the Jewish festival of Purim. Colourful masks were produced to represent the various characters in the story. They gain much personal development from reflecting on moral messages from the parables of Jesus.
117. From inspection evidence, the quality of teaching and learning is satisfactory. Teachers have good knowledge of the subject matter and plan appropriate experiences and activities. For example in the lesson for Year 5/6 pupils, good use was made of extracts from the video "Sister Act II" and songs by Cliff Richard to illustrate different approaches to worship. Stories are well told and successfully generate good learning of the events and messages contained within them. Teachers plan a range of appropriate tasks and use the limited range of artefacts to good effect to illustrate the symbols and rituals of various faiths. Pupils are encouraged to express their own views in lessons and this contributes significantly to their learning. However, occasionally minor problems with behaviour management result in some loss of focus during such discussions.
118. Leadership and management are satisfactory and the co-ordinator gives good support to staff in providing background information and guidance on planning. The curriculum is well planned and the scheme of work provides a well balanced programme in each year that fully meets the requirements of the Sheffield Agreed Syllabus. Procedures for the assessment of pupils' progress are still unsatisfactory and there is no systematic recording of pupils' progress. Information resources for teachers and pupils are good but the range of religious artefacts is very limited. Insufficient use is made of information and communication technology to support pupils' learning.

THE INTEGRATED RESOURCE UNIT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

119. The unit provides places for up to ten pupils for low incidence disability from a wide catchment area. The provision for pupils is satisfactory. The support and individual teaching is good. The management of available resources, planning to meet pupils' needs, liaison with outside agencies and support for parents is very good. The unit is funded by the local education authority (LEA) and is managed by the teacher in charge, who is responsible to the headteacher

of the school. At present, five pupils attend the school and they have physical disabilities with additional problems. This means that they benefit from attending a mainstream primary school where additional expertise and support is available. These pupils work for 80 per cent of the time without support, have 20 per cent of time with support and within that time have occasional individual support apart from the mainstream class. Financial support from the LEA has been reduced this year because of the reduction in the number of pupils attending the unit. The teacher in charge is funded partly by the school and partly by the LEA. The teacher in charge has additional responsibilities within the school as the co-ordinator for physical education and provides valuable specialist support for the special needs co-ordinator.

120. These pupils demonstrate a wide range of ability. They make good progress when they have support. However, when they are unsupported, those pupils who have significant speech and language difficulties find it hard to take an effective part in the lesson and their intentions are likely to be misunderstood. These pupils do not have speech aids and the level of their use of British Sign Language is well below their level of comprehension. Some of the pupils find writing very difficult because of their physical disability and they do not have the suitable technology to help them overcome their communication difficulties.
121. The quality of educational support provided by unit staff is good. Assessment is rigorous and makes a good basis for sensitive and well-organised teaching and learning. Individual education plans and support are used carefully to build upon previous knowledge and pupils are aware of their targets and the progress they make. For example, in an individual session, a younger child practises spelling her name with magnetic letters and improves her ability to identify when she has made an error. She improves her aim when knocking skittles down from increasing distances and begins to learn the meaning of words such as 'depth', 'straight' and 'space'. The child recognises her progress with delight.
122. Pupils receiving support from the integrated resource unit have very good attitudes to school. They are keen to learn and take part with enthusiasm in different aspects of school life. Pupils from the resource base are very independent and appear safe and confident both in class and outside lessons.
123. Individual teaching and support in lessons is good. Members of staff set a very good example to the pupils. Adults working with the pupils know them very well and their individual education plans (IEPs) are carefully compiled. Occasionally the targets on the IEPs are disregarded when pupils do not have individual support in class and this means that an opportunity to work towards that particular target is missed. Sometimes lessons do not have sufficiently graded work for pupils with different abilities who need different degrees of challenge and this means that pupils will make slower progress when the work is not sufficiently matched to their ability.
124. All pupils are fully included in the curriculum provided by the school and careful arrangements are made to ensure that they are able to go on residential trips, to the school disco and on a range of visits. One pupil has a laptop computer to help him with his work, but there is not enough specialist equipment and use of technology to help pupils to improve their skills and knowledge. This reduces their access to the curriculum and their opportunities for independent learning. The arrangements for transition are very good through the effective links with staff from the Nursery and other primary schools.
125. Assessment is carried out well and the teacher in charge makes good use of a wide range of systems to create teaching programmes at a suitable level for pupils. The teacher in charge works closely with the special needs co-ordinator to arrange annual reviews of statements and to support assessments with specialist knowledge. While relationships with outside agencies and use of the information they provide is good, support for these pupils and the staff who work with them is minimal and the teacher in charge has a heavy responsibility. The school's very good policies for pastoral care create a positive ethos in the school and helps staff and pupils to work successfully.
126. Links with parents are very good. Members of staff communicate well and parents are kept well informed of their children's progress. Pupils travel by taxi from a wide catchment area and particular efforts are made to keep in touch with families.

127. Within the school, the provision for pupils from the integrated resource base is led and managed very well by the teacher in charge. Pupils are included very well in the life of the school and the unit makes a valuable contribution to the school's community. The headteacher is appreciative and supports the work the unit does. The development of work and the success of the provision are hampered by financial arrangements when they vary from year to year in response to the number and needs of the pupils who attend. This affects members of staff and their duties. It reduces the amount and quality of new technology the school can afford to help pupils improve their access to the curriculum and improve their rate of progress.