

# INSPECTION REPORT

**DOBCROFT JUNIOR SCHOOL**

SHEFFIELD

LEA area: SHEFFIELD

Unique reference number: 107035

Headteacher: Mr N Kingdon

Reporting inspector: Mrs S E Hall  
21750

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> June 2002

Inspection number: 196034

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Pingle Road Sheffield
Postcode:	S7 2LN
Telephone number:	0114 236 8075
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Durrant
Date of previous inspection:	16 <sup>th</sup> June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S E Hall	Registered inspector	Art and design	The school's results and pupils' achievements. How well are pupils taught What could the school do to improve further
9981	Mr S Hussain	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
20301	Mr P Isherwood	Team inspector	Mathematics. Special educational needs. Religious education.	
15023	Mr A Haouas	Team inspector	Equal opportunities. English as an additional language History. Music	
27324	Mrs D Crow	Team inspector	English. Geography.	How good are the curricular and other opportunities offered to pupils
8103	Mr R Gallear	Team inspector	Science. Information and communication technology.	
27568	Mrs M Davidson	Team inspector	Design and technology. Physical education.	How well is the school led and managed

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London WC2B 6SE

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

### **INFORMATION ABOUT THE SCHOOL**

Dobcroft Junior School is in a socially and economically advantaged area of the City of Sheffield in South Yorkshire. Currently less than one per cent of pupils is eligible for free school meals, which is well below average. This is a very settled area with low mobility in and out of the school. There are 415 pupils aged from seven to eleven which makes the school larger than average. There are eight pupils speaking English as an additional language, with none being at the early stage of English language acquisition. There are 69 pupils on the school's special educational needs register with the percentage on the register being lower than found in most schools. There are two pupils with statements of special educational need. The attainment of pupils on entry from Key Stage 1 is well above average in reading, mathematics and science but not as high in writing.

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

This is a very good school. Standards in English and mathematics are well above average and there is very good teaching especially in these subjects. The quality of leadership and management is very good overall. The headteacher and deputy headteacher have an excellent grasp of their roles and have been pivotal in helping the school move further forward. The value for money is very good.

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

- Leadership and management of the school by senior staff and governors are very effective and support improvement in the quality of education.
- Standards in English and mathematics are well above average and the strategies for teaching literacy and numeracy have been implemented very effectively.
- The quality of teaching and learning is very good.
- The provision for pupils' personal, social and health education is excellent.
- Staff know the pupils very well and pastoral care is very good.
- Procedures to monitor and promote good behaviour are excellent.
- The provision for pupils' moral and social development is very good and leads to very good relationships.
- The provision for extra curricular activities is excellent.
- Attendance is excellent and pupils have very good attitudes to their learning.

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

- The quality of the school accommodation is unsatisfactory. It is overcrowded, noisy and in need of decoration.
- The monitoring and evaluation of the quality of planning, teaching and learning particularly in non-core subjects.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The previous inspection in 1997 identified five important issues that the school needed to address. There has been very good overall improvement and the school has:

- Addressed progression and continuity by developing and implementing schemes of work in all subjects and providing some opportunities for co-ordinators to monitor and evaluate provision and standards in areas of their responsibility.
- Raised standards in art by better ensuring progression and continuity with a scheme of work and providing resources and developing teachers' knowledge and skills to a reasonable level.
- Provided appropriately challenging work particularly for higher attaining pupils, especially in English and mathematics.
- Considerably improved management of the school by clearly defining the roles and expectations of co-ordinators, year leaders and the deputy head and by establishing excellent systems and structures through which senior staff can effectively work together.
- Replaced the procedures for teacher appraisal by those for Performance Management successfully.

There has also been very good overall improvement in the quality of teaching and the pupils' learning and in overall leadership and management of the school.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	B	A*	A
mathematics	A	A*	A	B
science	A	A	B	C

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

The school did very well in the 2001 National Curriculum tests for pupils in Year 6 especially in English where the results were in the highest five per cent nationally. Standards in mathematics were well above the national average and those in science were above average. When standards are compared to those in schools with similar numbers of pupils entitled to free school meals they were well above average in English, above average in mathematics and average in science. The trend has been of consistently high standards over the last four years. Standards of work seen during the inspection were well above average in English and mathematics and above average in science. The standards reflect the very good quality of the teaching particularly in these subjects. In science pupils' knowledge and understanding are good although the ability to carry out lines of scientific enquiry is sometimes limited by the accommodation. School targets for 89 per cent of pupils to achieve Level 4 in English and 88 per cent to do so in mathematics were exceeded.

In other subjects of the National Curriculum standards are above average in design and technology, geography and history. Standards in religious education are above those of the syllabus taught in local schools. Standards in other subjects including information and communication technology, art and design, music and physical education are average.

Pupils achieve well throughout the school. Higher attaining pupils make progress that is appropriate to their abilities and there is an above average proportion of pupils achieving beyond the expected standard especially in English. Pupils with special educational needs make good progress towards their targets. Those pupils speaking English as an additional language achieve as well as the rest of their classmates.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. The great majority of pupils have very positive attitudes to their learning. They work hard and want to do well.
Behaviour, in and out of classrooms	Very good. The great majority of pupils behave very well in lessons, when moving around the school and at breaktime.
Personal development and relationships	Very good. The 'Growing Up Skills' programme makes an excellent contribution to pupils' personal and social development. Relationships are very good.
Attendance	Excellent. Consistently well above average. There is no unauthorised absence and the very large majority of pupils arrive punctually.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Years 3 – 6</b>
Quality of teaching	Very 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.*

Teaching is of high quality with particular strengths in teaching and learning in English and mathematics. Pupils learn well because teachers have high expectations of both academic achievement and of behaviour, which pupils are keen to live up to. Teachers manage the pupils very well so that behaviour of pupils is usually very good. Teachers' knowledge and understanding of the subjects they teach are very good. The teaching of literacy and numeracy skills is very effective with particular progress being made in extending pupils' writing skills, which has a positive impact across the curriculum. Setting arrangements in English and mathematics ensure a suitable match of task to the attainment of pupils. Teachers set challenging tasks that move pupils on in their learning well. The planning of lessons is thorough and takes good account of the learning needs of different groups of pupils. Higher attaining pupils are challenged well and the needs of those pupils with special educational needs are well met through relevant tasks. Pupils with English as an additional language are fully integrated within all lessons. However, there is room for improvement in the marking of pupils' work, the teaching of the basic art skills of drawing and painting and in the further teaching of information and communication technology skills through the greater use of classroom computers.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities is good with particular strengths in planning for English and mathematics and in cross-curricular links. However, the time allocations and balance of the curriculum for some non-core subjects including art and design and geography are barely adequate.
Provision for pupils with special educational needs	Good. The provision for pupils with special educational needs is carefully planned and enables them to have access to the curriculum at a level that is appropriate to their needs
Provision for pupils with English as an additional language	No pupils are at the early stages of English acquisition and those that need support are effectively targeted and make the same progress as their classmates.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall with strengths in the provision for pupils' social and moral development, but the school misses opportunities to develop pupils' spiritual and sometimes cultural development. The school does not meet the requirement to provide a daily act of collective worship.
How well the school cares for its pupils	Staff know the pupils very well and the pastoral care of pupils is very good. Procedures to assess pupils' work and use this information to inform future planning are good and most effective in English and mathematics although less formalised in several other subjects.

Parents have a high regard for the quality of education offered and are generally very supportive of the school whilst being very forthright and challenging in their views.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good overall. The headteacher and deputy headteacher are both highly effective in carrying out their roles. Year group leaders carry out their responsibilities well and the subject co-ordinators are generally developing their roles with understanding and commitment.
How well the governors fulfil their responsibilities	Very good. The Governing Body is extremely well led. Governors have a good grasp of their responsibilities and are developing their first hand knowledge of the work of the school well.
The school's evaluation of its performance	Satisfactory. Procedures to monitor and evaluate planning, teaching and learning have been established and are effective in English and mathematics. However, such activities have not been as extensive or effective as planned in non-core subjects.
The strategic use of resources	The Governors and headteacher make very good use of all resources, including specific grants. The principles of best value are applied well in spending decisions.

The school has a good match of teachers to the demands of the curriculum but less support staff than is usual. The quality of the school's accommodation has a negative impact upon the provision of a calm and sufficiently spacious learning environment. The lack of space and quiet working areas impacts upon the quality of pupils' learning. Learning resources are satisfactory.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"> <li>• That the quality of teaching is good.</li> <li>• That the school expects pupils to work hard and achieve their best.</li> <li>• The school is helping pupils become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The more systematic use of homework.</li> <li>• More information about the progress pupils make.</li> <li>• The school working more closely with parents.</li> </ul>

Inspectors recognise the views of parents on these matters whilst noting there have been several improvements in the areas identified by parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

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

1. The attainment of pupils on entry to the school at the age of seven is well above the national average. Assessment information from the adjoining infant school, from which almost all the pupils transfer, shows that standards in reading, writing and mathematics have been consistently high over a four-year period, but with occasional dips in writing. Pupils enter the school being articulate and confident and are usually keen to learn and do well.
2. The standards attained at the end of Key Stage 2 in National Curriculum tests over the last four years have been high, and usually well above the national average in English, mathematics and science. There have been only slight fluctuations in standards from year-to-year, which mainly reflect the ability levels of different groups of pupils. The school has been very successful in creating an ethos which supports and encourages pupils to try their hardest to achieve what they are capable of in most subjects. The school identified that standards in writing had been a weaker element of English over a period of time and so prioritised the development of writing skills. This has been very successful in raising standards further.
3. In the 2001 national tests, the attainment of pupils in English was well above the national average and in the top five per cent of schools nationally. When compared to schools with similar numbers of pupils entitled to free school meals attainment in English was well above the average of these schools. More than double the number of pupils than is seen nationally attained the above average Level 5 in the tests, with a very small proportion achieving Level 6. In the mathematics tests standards were well above the average of schools nationally and above the average of similar schools. In science tests, standards were not quite as high, but nevertheless above the national average and average when compared to similar schools. In both mathematics and science more pupils attained both the expected level 4 and the higher Level 5 than is seen nationally.
4. In the last four years the trend in the school's average National Curriculum points for all core subjects has been broadly in line with the national trend. Whilst girls generally achieve better in English and sometimes in science, boys often do better in mathematics and such findings are largely in line with national trends. The school has a generally very settled population and there is little mobility in and out of the school, which has a positive impact upon pupils' learning. The school has implemented the National Literacy and Numeracy Strategies very effectively and this has had a very positive impact on standards not only in English and mathematics but also across the curriculum.
5. Inspection findings are that standards in English and mathematics are well above average and standards in science are above average. The school's targets in 2001 for 89 per cent of pupils to achieve the expected Level 4 in English and for 88 per cent to do so in mathematics were exceeded. Pupils achieve particularly well in English. The large majority of pupils are confident and articulate speakers and often use a wide, accurate and imaginative vocabulary. Discussions at the beginning and end of lessons are often lively and stimulating, although several pupils in all classes offer little in such discussions. Standards of reading are very high. Pupils read fluently and with enjoyment. They use expression well and many have higher order reading skills that

enable them to enjoy a wide range of texts. Pupils' writing has been an area of focus, particularly in the last year and this has been successful in encouraging the pupils to write with technical accuracy and flair. Pupils make very good progress in all aspects of English and enjoy the wide range of relevant activities.

6. Pupils also achieve well in mathematics and especially in aspects of number. In mental and oral activities at the start of numeracy lessons many pupils show high levels of confidence in tackling a variety of mathematical problems, and can make speedy responses to quite challenging calculations. This is because pupils have very well grounded understanding of numbers and the number system. They recognise number patterns and sequences well and complete calculations using mental and written methods. Pupils also have very effective understanding of shape, space and measures and of handling data.
7. Standards in science are above average, but not quite as high as they are in English and mathematics. This is largely because scientific enquiry skills are not quite as well developed as pupils' factual knowledge. Pupils do not have extensive opportunities to plan and carry out simple experiments and investigations, because there are restrictions placed upon the organisation of such activities in the very overcrowded working areas. This results in teachers sometimes having to demonstrate to pupils what happens in a test rather than the pupils being able to carry out a range of experiments and comparing their findings with those of others. Pupils have high levels of understanding of the areas covered in national tests including an effective understanding of life processes and living things, materials and their properties and physical properties and, therefore, most do well in such tests. Pupils make good overall progress in science and achieve well.
8. By the end of Year 6 the pupils attainment in religious education is above the average expected of the syllabus taught in local schools and pupils make good progress mainly because they are able to assimilate knowledge and use this well in discussing their ideas and understanding. Standards in design and technology, geography and history are also above the national expectations. Pupils, including those with special educational needs and those speaking English as an additional language, are interested in all these subjects and make progress.
9. Standards in information and communication technology (ICT) are in line with national expectations. Pupils make good progress when working in the school's computer suite, but teachers do not make enough use of classroom computers to support pupils' learning across the curriculum and this impacts upon the progress pupils make in developing ICT skills. Standards in art and design are broadly average. There are strengths in the development of critical awareness of a range of works of art but weaknesses in the development of the full range of art skills particularly in two and three dimensions. Standards in music are satisfactory, but while the class teaching of music is sometimes limited, the very large number of pupils who receive extra instrumental teaching make good progress. Standards in physical education are in line with national expectations.
10. Pupils achieve well because the quality of teaching and learning is very good. Progress is generally consistent throughout the school. The needs of the higher attaining pupils are usually well met through the identification and support of pupils who are gifted and talented in a wide range of both academic and other areas. Setting arrangements for English and mathematics are particularly effective in ensuring a high but relevant level of challenge is offered to pupils. Pupils with special educational needs make good progress towards their individual educational plan targets. The few pupils with English

as an additional language achieve well against their prior attainment and progress at the same rate as their peers.

11. Whilst pupils make very good progress overall, the quality of the accommodation has a marked impact upon the progress made in practical subjects and to some extent in other subjects that require a calm and quiet working environment. In all small units 52 or more pupils and two teachers work in areas originally designed for much smaller groups. This has an impact on how activities have to be arranged. Similarly, the classes working in the concourse area of the school are continually interrupted by classes moving through lessons for assembly, physical education and a range of other activities. Whilst staff and pupils work hard to minimise the disruption to lessons staff acknowledge this has an impact upon the concentration of pupils and may well affect the progress made. The poor state of both the internal and external appearance of the building does not set a high enough aesthetic standard for the pupils' work.

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

12. Pupils enjoy school very much and this is reflected in excellent levels of attendance and their very good attitudes and behaviour. This is a similar picture to that of the last inspection. Relationships are very good and better than seen previously and there are now more opportunities for pupils' personal development and taking responsibility.
13. Pupils show very high levels of interest and involvement in lessons, and other school activities. For example, in a Year 5 mathematics lesson, all pupils in the two classes taking a timed test of 100 calculations, were extremely keen to start the test as soon as the stopwatch started. In a Year 4 physical education lesson where pupils were introduced to throwing a foam javelin, all pupils made commendable efforts in their attempts. Most pupils with special educational needs have positive attitudes to their work. They concentrate well in the group work in the literacy and numeracy sessions but sometimes struggle to do so in class activities. Pupils enjoy taking part in extra-curricular activities, such as rounders, badminton and in crafts such as needlework and quilling. Photographs of community events show how much these are enjoyed.
14. Behaviour is very good. The great majority of pupils behave very sensibly in classrooms, at break-times and as they move around the cramped accommodation. Their behaviour in lessons makes a significant contribution to their achievements. Parents say there is little bullying, but when it occurs there are very effective procedures to deal with it. The few problems in school are very tactfully handled with very good behaviour management across the school. 'Growing Up Skills' (GUS) activities include much about the need for rules in school and in society. These factors result in pupils' excellent understanding of the impact of their actions on others. The school has not had any exclusions for several years. All pupils mix well across lines of gender and race and those with English as an additional language are highly motivated and keen to learn. The school's very effective focus on pupils' personal and social development contributes well to their sense of well being and achievement.
15. Personal development is very good overall. The school's very good provision for spiritual, moral, social and cultural development makes a significant contribution. It results in pupils' very good moral and social development, and good cultural development. This represents considerable improvement since the last inspection. Spiritual development was evident during discussions with pupils about their studies. For example, Year 5 say they are "excited" about their series of experiments to see

how various factors affect the growth of beans. Pupils have a very strong moral code reflected in their views about justice and citizenship.

16. Relationships between staff and pupils, and between pupils and their peers, are very good. Pupils show very high levels of respect for the feelings, values and beliefs of others. They are especially sensitive towards those with special educational needs or health problems. They work very effectively with each other. For example, in a Year 4 Growing Up Skills lesson about dealing with anger, they made up role-plays of playground situations with no preparation.
17. Pupils respond very positively to the responsibilities they are given. For example, the 'Pupils' Parliament' comprising class representatives, carries out its role exceptionally well. In a meeting during the inspection, their maturity and confidence came across strongly as they discussed issues of concern. This is a highly constructive and successful body within the school that is rightly attracting interest throughout the wider community as a model of good practice. Pupils use their initiative in learning very well. For example, Year 5 is currently conducting a project on rivers using many sources of information they have identified for themselves. However, in lessons more opportunities could be provided to develop independent learning skills including in science investigations.
18. The great majority of parents say that their children like school. As at the last inspection, attendance is excellent. This makes a significant contribution to pupils' achievements. There is no unauthorised absence and punctuality is generally very good.

## **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

19. The quality of teaching and learning is very good and significantly improved since the previous inspection of the school when teaching was satisfactory overall. In this inspection teaching was excellent in almost four per cent of the 81 lessons seen, very good in 32 per cent, good in 52 percent and satisfactory in 12 per cent of lessons observed. There was no unsatisfactory teaching seen.
20. Underpinning the very effective teaching is the teachers' commitment to fulfilling the school's aims of enabling the pupils to make the best progress they can and also to providing high quality pastoral care for the pupils. Staff know the pupils very well and provide activities that enable them to learn very well and make progress in all areas of their development. Pupils learn and achieve very well because a lot is expected of them and they are keen to live up to these expectations. There are particular strengths in the teaching of English and mathematics, but relative weaknesses in the teaching of art and design. Pupils learn well in most subjects because they have positive attitudes to their learning.
21. Teachers' knowledge and understanding of the subjects that they teach are very good. The teaching of English and mathematics is consistently very good and has a very marked impact upon the quality of pupils' learning across the curriculum. Teachers have very effectively implemented the National Literacy and Numeracy Strategies and have a firm grasp of how to teach these subjects in an effective manner. Because pupils are organised into sets based on their ability and previous performance, work is then well matched to their differing abilities. Teaching in design and technology, geography, history and physical education is good because teachers subject knowledge is strong in these subjects and supports learning well. However, there are

some shortcomings in art and design and to some extent in music. These are linked to teachers' subject knowledge of how to teach the different aspects of the National Curriculum.

22. The teaching of basic skills is very good and has a significant impact on learning particularly in English where pupils learn how to improve their skills of speaking, reading and writing well. Teachers have recently focused on exactly how to teach the skills of writing by breaking down the skills to be taught into small steps and then teaching this programme in a well structured and systematic manner. Some very effective teaching and learning in English is seen in each year group. Teachers also have high levels of understanding how to teach basic skills in mathematics, as seen in an excellent Year 5 lesson where the second set of four mathematics groups were taught how to express a 'quotient' as a fraction or decimal. This enables pupils to learn well and develop more confidence in their calculations. The teaching of basic skills in information and communication technology is also very good when working in the computer suite. Several teachers have high levels of skill in information and communication technology and a knowledgeable and enthusiastic approach, which enables pupils to learn well when using the computers although not enough use is subsequently made of classroom computers to move the pupils on even further in their learning.
23. Teachers plan their lessons well. Planning for literacy and numeracy activities is particularly well considered, thorough and effective. The planning of personal, social and health education activities through the GUS (Growing Up Skills) programme is very good and makes a significant impact upon pupils' personal development. This was illustrated in an excellent Year 4 lesson where pupils discussed situations that made them angry and how to respond to anger. Teachers are very conscientious and work hard to ensure that similar, but different, activities are provided for pupils making different rates of progress. However, as seen in several art and design lessons including those intended to extend pupils' drawing skills, the planning does not identify exactly how to improve skills in sufficient detail.
24. Pupils with special educational needs are included in all aspects of lessons because teachers ask relevant questions and set work that is well matched to their needs. There are good quality individual education plans. Most targets are clear and measurable, for example, being able to read a certain number of words or work with particular numbers. Occasionally, the targets are too general, particularly in the area of behavioural need and as a result it is difficult to measure progress. The individual education plans are linked very well to the English and mathematics aspects of the National Curriculum. In lessons the pupils with special educational needs are well supported both by teachers and, where available, teaching assistants. In a Year 3 English lesson on writing verses using alliteration, pupils with special educational needs made good progress because of the very effective additional support they received. Teaching assistants are used well to support pupils with special educational needs. In a Year 5 English lesson, the teaching assistant reinforced the work of the teacher very well, allowing pupils to write a letter as though they were a character in the book 'Carrie's War'.
25. Pupils speaking English as an additional language are fully included within all lessons. Where support is necessary this is provided and enables the pupils to learn well and make the same progress as their classmates.
26. Teachers' expectations of both achievement and of behaviour are high and this usually results in lessons where pupils are very eager to learn and work with concentration and determination. The setting arrangements in English and mathematics are particularly effective in ensuring that the challenge offered is relevant to pupils' understanding. This

has a significant impact upon the standards reached by higher attaining pupils who achieve well. There is a very good level of challenge in most lessons, although not high enough in art and design and music. However, because many pupils have additional musical tuition both in school time and out of school many achieve well in the subject.

27. The methods the teachers employ are good and this has a positive impact upon learning. Teachers share the aims of lessons with pupils and often check with them if they have achieved these aims. Teachers explain things well to pupils and organise lessons well. However, teachers do not arrange enough open-ended problem solving and investigative activities for pupils and this particularly impacts upon standards in science. Because the accommodation is so cramped teachers are rarely able to provide pupils with a wide range of equipment and encourage pupils to carry out experiments individually or in small groups. Because of this some experimental and investigative work has to be simply observing the teacher demonstrating to the class and this limits the lines of enquiry the pupils can follow.
28. The management of pupils is very good and has a very positive impact in establishing and maintaining a purposeful learning environment. Most pupils are inherently well behaved although some are quite lively and very occasionally have limited self discipline. Staff usually take care to establish order at the beginnings of lessons. Where team-teaching takes place the second teacher in the class has a good awareness of pupil behaviour whilst the lead teacher for the lesson concentrates on the input to lessons. This was illustrated when a lively group of Year 6 pupils insisted on fiddling with headgear and jewellery in the middle of a geography lesson or eating the cake they had made until settled by the second teacher.
29. The use of time, support staff and resources is good overall. Time is usually used well in lessons with an introduction, main task and closing discussion of what the pupils have found out. The pace of many lessons is good and ensures that pupils' concentration remains high. While there are very few classroom support staff, where they are available they are used well to support individuals and groups of pupils. The use of resources is satisfactory although limited by the space available in most areas.
30. The quality and use of on-going assessment are good overall, with some strengths, but with other areas for improvement. Verbal feedback to pupils is good. Teachers take a lot of time and care in praising pupils, which raises their self-esteem well. This is particularly effective in the group teaching of pupils with special educational needs where the teacher shows great patience with a mixed group of very lively and some very quiet pupils. The marking of pupils' work is highly variable. There are some very good examples of the marking of work in English whilst pupils' art sketchbooks are sometimes unmarked or annotated with comments on how to improve work.
31. The use of homework is satisfactory overall although being variable and largely unsystematic. Parents in the pre-inspection meeting and in the parents' questionnaire have mixed views on the giving of homework. Several parents would like more homework, especially in preparation for transfer to secondary school, whilst other parents do not wish this to be given. Inspectors feel that the giving of homework should be more systematic and broken down into more even parts across the range of subjects to encourage parents to support the use of homework more.

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

32. The quality and range of the learning opportunities offered to the pupils are good overall. The curriculum is broad and reasonably balanced and the school fulfils the statutory requirements to teach all subjects of the National curriculum and Religious Education. Provision has improved since the previous inspection. There are now up-to-date policies and schemes of work in place for all subjects, which take appropriate account of national guidance. These help to guide teachers' planning for what they are going to teach in each lesson. There are subject co-ordinators for all subjects although as yet, there have been few opportunities for them to monitor teaching and learning in order to evaluate the effectiveness of the curriculum in foundation subjects. Provision for information and communication technology has improved since the last inspection, but skills are not used sufficiently to support work in other areas of the curriculum. Good links are made between subjects.
33. The planning for English and mathematics is very good and this makes a significant contribution to the high standards achieved. However, the time allocated to teaching in some of the foundation subjects such as art and design and music, is barely adequate. Some aspects are not covered in sufficient depth and as a result standards achieved are not as high as they could be. The school does not always make best use of small amounts of time available during the day, which if combined together would help to increase the time available to the foundation subjects. Although standards in geography are good, there are long periods of time when pupils do not receive any teaching of geography. The school partly addresses this through developing geography through other subjects such as history. However, no clear record is kept of this to ensure continuity and progression of learning and to ensure all pupils are learning as well as possible. Religious Education is taught in line with the syllabus used for local schools.
34. The school has made very effective provision for teaching the basic skills of literacy and numeracy and has very successfully implemented the National Literacy and Numeracy Strategies. Small groups of pupils are provided with additional literacy support in Year 3 within school, but also after school for Year 6 pupils. "Booster" classes are held in English and mathematics. This provision has a positive impact on their learning.
35. The curriculum is enriched well by visits to places of interest such as the theatre and historical venues. Many school visits in the wider community enrich learning. For example, Year 3 visit the Magna centre as part of their 'materials' topic and Year 4, Gainsborough Hall when they study the Tudors. There are very good opportunities for pupils to participate in a well established and quite extensive range of residential visits which have a very positive impact upon the development of social skills. Visitors to school such as authors and artists also contribute well to pupils' learning.
36. Pupils with special educational needs have access to the full curriculum and this has a positive effect on the good progress they make. When pupils receive additional support it is usually within the classroom, ensuring that they do similar work to their classmates. There are a small number of times when pupils are withdrawn to receive support, this is part of a well thought out programme.
37. All pupils have full and equal access to curriculum including activities organised outside the school day. Boys and girls participate on an equal footing in most of the extra-curricular activities on offer. In some aspects of the curriculum, opportunities are effectively used to draw on pupils' linguistic and cultural backgrounds, notably by

involving parents and sometimes pupils themselves in sharing their culture with the rest of the school. For example, a pupil was encouraged to write a story about "Eid" and perform it with a group of her friends for the whole school. The personal, social and health education programme is harnessed to explore a range of themes, drawing on role models like Mother Theresa and Martin Luther King. In English, music, history and religious education, a range of texts, types of music, themes and other faiths are used to develop pupils' insights into different cultures. In its links with other schools, opportunities for exposing pupils to other cultures are well used for instance when pupils mingle with dancers from Zimbabwe.

38. The school has excellent provision for personal, social and health education, which is a strength of the school. This includes appropriate sex and drugs education. This marks good improvement since the last inspection. Much work is done through assemblies and in Growing Up Skills (GUS) lessons. Teaching in this area is very strong. For example, pupils are taught different strategies to cope with examination pressure and help them to perform at their best. Other high quality lessons concerned feelings such as jealousy and characteristics such as selfishness. Recent assembly themes have included 'making the most of learning opportunities', 'dealing with anger', 'dealing with bullying' and 'emergency situations'. There are also excellent opportunities for pupils to take a lead in such activities, for example, one pupil recently gave a talk about bullying in school and the Pupils' Parliament is a regular contributor. The school deserves much credit for establishing a comprehensive programme supported and valued by the community.
39. The school has outstanding provision for extra-curricular activities. This represents a good improvement since the last inspection. Staff devote time very generously to planning and supporting a wide range of activities. Lunchtime clubs include: library, choir, brass band and dance. After school clubs are also plentiful, including: craft, football for boys and girls, athletics and basketball. There is an extensive programme of musical tuition. Excellent residential opportunities are available for pupils in Years 4, 5 and 6. This allows them to develop a sense of independence, and also take part in many challenging outdoor pursuits. The week long residential visit to France for Year 6 provides an invaluable learning experience.
40. The community makes a very good contribution to pupils' learning. Links have improved considerably since the last inspection. Church groups and members of the clergy regularly lead assemblies and this positively supports spiritual and moral development. Coaching in many sports from clubs and individuals is making a good contribution to pupils' success in competitions, as well as their physical development. Links with charitable organisations are increasing pupils' awareness that there are many people in the world less fortunate than themselves. For example, guests gave a talk recently about the need for fresh water in Nigeria. Pupils responded by raising money through a 'sponsored skip'.
41. The school has good, constructive links with universities and other schools. For example, several trainee teachers carry out their work experience at the school each year and this gives pupils many additional learning opportunities. Most pupils transfer to the same secondary school for the next stage of their education and there are valuable initiatives in place to help pupils prepare for this experience. For example, Year 6 write about their hopes and fears about life in Year 7 in the 'transition book' and this enables staff to provide appropriate information and support.
42. Overall provision for spiritual, moral, social and cultural development is very good. This is an improvement on the previous inspection. The ethos of the school is very good and

one where all pupils are valued and respected in a very caring and inclusive community. Pupils feel safe, secure and valued in their personal development. The introduction of the 'Growing Up Skills' (GUS) programme has had a significant impact on the social and moral development of the pupils. However, the school misses opportunities to extend pupils spiritual and cultural development even further.

43. Provision for pupils' spiritual development is generally satisfactory. However, the school does not fulfil the statutory requirements for a daily act of collective worship. There are assemblies in which pupils celebrate their own and others' achievements. This gives pupils the opportunity to understand the importance of sustained effort in all areas of their experience. Other assemblies involve a range of religious beliefs such as Christian, Jewish, Muslim and Buddhist. A weakness, however, is the lack of time allocated in assemblies for pupils themselves to participate and to reflect on the issues explored. Religious education lessons enable pupils to learn about the nature of belief and faith in an effective manner. Around the school, displays help pupils to understand the significance of Christian ceremonies. However, the school misses many chances to plan to develop this area or to build upon unplanned opportunities.
44. Provision for pupils' moral development is very good. The school's behaviour policy is successfully implemented throughout the school, providing a very clear framework for moral development. The school helps pupils to understand the difference between right and wrong with an effective code of conduct displayed in all teaching areas and around the school. It is made clear what is acceptable and unacceptable behaviour, and the pupils are corrected in a firm but sensitive manner. Pupils are encouraged to consider the effect of their actions on others and how to put things right and this has a very positive impact on the personal development of pupils. There is a very positive approach to behaviour and all adults in the school help pupils to be considerate and co-operative. Teachers and pupils discuss and reflect on moral issues during the GUS sessions, for example, when the effects of bullying are examined or the importance of human rights and equality is explored. These opportunities make a significant impact on pupils' moral development. Within the 'Growing up Skills' programme, pupils talk about racism, although there is no explicit reference to the implications of living in a multicultural society which is underdeveloped
45. Provision for pupils' social development is very good. Teachers and other adults in school provide very good role models and relationships are very good. Pupils with special educational needs and those from ethnic minorities are well integrated into school life. Playtimes are sociable occasions, when all pupils mix amicably. All year groups take responsibility for routine matters in their classrooms and older pupils help in the playground as 'Playground Rescue Agents' providing help and companionship for younger pupils. Pupils have excellent opportunities to enhance their social skills on residential visits, for example, a Year 6 visit to Paris. Pupils have the opportunity to participate in a wide range of after school activities and take a full part in the local community, for example, through links with Henleigh Hall. In lessons throughout the school, pupils make confident contributions because teachers value what they say. They show a respect for themselves and others and a sense of concern and compassion for those less fortunate than themselves. Pupils raise money for charities and have held a sponsored skip to support a water project in Nigeria. The school has set up a 'Pupils Parliament' to provide a structured vehicle for a greater involvement of pupils in decision making, to take the initiative and instigate an activity such as the sponsored skip.
46. Provision for cultural development is good overall with some aspects that are very effective and others for development. There is a good range of provision both within the

school and through a very good program of outside visits. Visitors are also welcomed into school for a variety of activities. Pupils are given the opportunity to learn French in Year 6. They are introduced to a good range of multicultural texts in English and during the inspection there was planning for a theatre trip to see a performance of a Shakespearean play. In history pupils study the life and work of Martin Luther King as well as life in Britain around the time of World War II. Pupils also learn about other cultures through their work in religious education. Many pupils play musical instruments and give concerts regularly for their peers, parents and the wider community. In art the concentration is on local cultures such as comparing the work of a local artist with Lowry. The art on display around the school is predominantly western European, which limits the opportunities for pupils to appreciate the richness and diversity of cultures other than their own. There are few artefacts on display and this limits pupils' further cultural development, which is in part due to the lack of space. Assemblies contribute to the pupils' understanding of the festivals and stories, such as Ramadan, Eid and Babushka.

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

47. The educational and personal support and advice given to pupils is very good. The school provides a warm, positive and secure learning environment where pupils feel valued as they learn. Staff know pupils very well and are very caring towards them. Parents are rightly pleased with the very strong family ethos. A considerable number of improvements have taken place since the last inspection. Arrangements for child protection and to ensure pupils' welfare are very good overall. The designated officer for child protection is appropriately trained. Staff show high levels of care and vigilance at all times.
48. The school has effective arrangements to identify potential hazards to health and safety. Risk assessments are carried out regularly. Appropriate arrangements are made to ensure that all equipment and appliances are periodically tested. Fire drills are carried out regularly. Several staff have completed basic first aid training and one is extensively trained. Two other staff are about to undertake extended training. There are very good links with the medical and emergency services to promote health and safety. A local doctor recently talked to Year 4 pupils about the heart and lungs as part of their topic work. The police support drugs education very effectively. Year 6 pupils take part in a day of activities in the 'crucial crew' project and this gives them many opportunities to learn about safety. They are also able to undertake safe cycling training.
49. Procedures to monitor and support pupils' personal development are very good. Pupils' records include many aspects of their personal development. For example, levels of confidence, maturity and levels of responsibility and initiative are noted. This enables very effective monitoring. Personal targets are frequently negotiated between teachers and pupils and then written in pupils' 'Passports to Life'. Consequently, teachers are able to provide very effective support and advice.
50. Procedures to monitor and improve attendance are good. Staff provide frequent reports to the headteacher making good use of the computer-based system for registration. The educational welfare service is appropriately involved where necessary. Holidays during term time are actively discouraged. Parents are regularly given reminders about the importance of good attendance and punctuality to their children's learning.
51. Procedures for monitoring and promoting good behaviour are exemplary. The comprehensive recording, monitoring and support systems are admirable. Records of

any problems are fully detailed. On the rare occasions there are problems, pupils are given excellent opportunities to reflect on bad behaviour. All pupils are involved in considering and devising classroom rules regularly. There are many opportunities for pupils to discuss behaviour and bullying constructively in Growing Up Skills lessons. Drama is very well used in lessons to promote good behaviour and a theatre group regularly gives a relevant performance. The 'card' system whereby pupils can earn 'stamps' and then qualify for many attractive rewards is working exceptionally well.

52. Most pupils with special educational needs have been identified before entering the school. There are good procedures in place to identify pupils who have not been identified earlier. Teachers consult with the special educational needs co-ordinator if a pupil has difficulty with their learning. If necessary an individual education plan is put in place. The special educational needs co-ordinator and class teacher regularly review the plans to ensure that pupils are making progress towards their targets. Targets are shared with pupils, but at present they do not contribute to setting these targets. The school receives good support from a number of other services and agencies including the educational psychologist, learning support services and if necessary the behavioural support service. Support and advice is also received from speech and language therapists and occupational therapists. In addition parents often provide reports and other information from non-statutory bodies, particularly for pupils with specific learning difficulties. The school uses the advice and support from these services well, for example, when working with pupils with specific learning difficulties and is in a good position to implement the new Code of Practice.
53. The school uses its analysis of assessment information effectively to monitor and ensure that pupils with English as an additional language are achieving well. The school has a clear policy and a system for monitoring oppressive behaviour, including racism, and guidance for how to deal with it.
54. The school's arrangements for assessing and monitoring pupils' attainment and progress have improved well since the last inspection and are now good overall. They are particularly well developed in English and mathematics and this has had a very significant impact upon standards. The school now uses a range of assessment tools including regular assessment tasks in English and mathematics as well as nationally recognised optional tests. Class teachers use an effective system where categories of pupils are identified, including those causing concern and those who are achieving particularly well.
55. The school has appointed a senior member of staff with responsibility for gifted and talented pupils and there are effective procedures to assess the progress these pupils make across the school. There are some excellent examples of on-going assessment seen in Year 6 with clear diagnostic comments, which are used to inform planning both in the short and long term. However, procedures are less well developed in science and information and communication technology. Procedures to assess progress in the foundation subjects are satisfactory overall whilst being a mix of formal and informal systems. Insufficient reference is made to actual attainment to track the progress made in day-to-day records. Most teachers use their own system and some very good practice is not shared or used to develop a consistent whole school system.
56. The use of assessment information to guide curricular planning is good overall, with particular strengths in English and mathematics. This has been effective in supporting setting arrangements in these subjects and in boosting and maintaining high standards. There are some effective examples of targets being set, but the school has not developed this consistently across the school or fully involved pupils or parents in such

procedures. The role of the assessment co-ordinator is confined to analysing assessment information and although this is used well in relation to identifying strengths and weaknesses in test papers, it is not sufficiently focused on working closely with teachers and identifying good practice and sharing it more widely. The information available in foundation subjects is not always used effectively enough to identify the small steps needed to improve standards.

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

57. Parents have very positive views of the school. The school has continued to work closely with parents since the last inspection and has built upon the positive features found at that time. Parents have a very high level of confidence in the school and its staff. The vast majority of parents replying to the questionnaire said that they were pleased about: leadership and management, the quality of teaching, their children's progress, the school's high expectations for their children, pupils' behaviour and how the school helps their children become mature and responsible. Whilst parents are very articulate, forthright and sometimes keenly challenging, they feel very comfortable about approaching the school with any questions or concerns. Senior staff are to be commended in the procedures and management of the way in which the school works with parents and that parents have such high levels of overall confidence in the school and its management.
58. The quality of information to parents, especially about pupils' progress is satisfactory. Pupils' annual reports provide a helpful 'pen picture' of their academic, personal and social development but could have given more precise details about what pupils know, can do and understand. Future learning targets are not always set and several parents feel they are not kept as well informed about how their children are getting on as they would wish. The school prospectus is well presented and detailed. Very good information is provided in the 'welcome to year....' series of booklets. Teachers send out curriculum planning information each half term and this too is very helpful. Information evenings are regularly provided and include national tests, GUS and drugs education. The school provides a regular newsletter so parents can keep abreast of issues and dates to remember. However, a considerable number of parents do not feel that their children get the right amount of homework and would like to see a more systematic approach adopted. Inspection judgements are that the giving of homework is satisfactory.
59. Links with parents are effective, and their involvement has a good impact on the work of the school. The contribution of parents to children's learning, at school and at home, is good. The home and school agreement is effective with all parents supporting it. The home/school association gives tremendous support to the school through organising social and fund-raising events. They have recently provided funds for refurbishment of pupil toilets and there are future plans regarding the enhancement of the accommodation and learning resources. Many parents help in school with activities such as listening to readers and also in the classroom regarding projects and special tasks. Parents support extra-curricular activities very well and also run the before and after school hours group. However, several parents do not feel that the school works closely with them.
60. Teachers inform parents at an early stage if there are problems with a child's learning. They are kept suitably informed about their child's progress. The individual education plans include a section which says what parents can do to help their child. Parents are involved in reviewing individual education plans and suggesting targets, and about any

changes made to the plans. In the case of gifted and talented pupils, the school consults parents effectively to ensure that the best arrangements are made for supporting these pupils.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

61. The leadership and management of the school are very good. The headteacher and recently appointed deputy headteacher work very effectively and have been pivotal in moving the school further forward, particularly in the last year. Both have an excellent grasp of their roles and the on-going manner of leading developments forward at an appropriate pace. Both are very skilled at negotiating with the wide range of those involved in the day-to-day life of the school. They are aware of the diverse needs of the large staff and the importance of maintaining forward development and improvement in all areas, rather than simply basking in the glow of high standards. The headteacher and deputy are also both highly skilled at working with the demands of a confident, articulate and demanding group of parents. They fulfil all their many roles with flair and a clear vision of how to take the big and small steps necessary to manage school improvement and are highly respected by pupils, staff, parents and governors.
62. Year group leaders play an important role in the middle tier of management within the school and fulfil their responsibilities well. Their role in implementing the strategic policy decisions has been important. Subject co-ordinators have begun to develop their roles in an effective manner. There are some examples where the management of the subject is exemplary and a model of how to develop other roles further. In English the use of assessment data, the quality of action planning, the direct monitoring of teaching and learning, the modelling of good practice and the close support of colleagues is all of an exemplary nature. However, the role of some other subject co-ordinators has not been as fully developed in these various areas and this has not helped standards in subjects such as art and design, music and geography to move forward at such a pace. The monitoring and evaluation of the work of the school is a key area for further improvement.
63. The designated special educational needs co-ordinator performs the role very effectively, giving very good quality support to teachers and pupils. She has recognised the need to monitor the use of individual education plan targets across the curriculum. Procedures for annual reviews of statements of special educational needs are very good and meet fully the legal requirements. The school is in a very good position to ensure that the new Code of Practice for special educational needs is fully implemented by September 2002. The school's aims acknowledge the importance of equal opportunity for all pupils and the majority of staff have an appropriate level of awareness of pupils' backgrounds and needs. Appropriate steps are being taken by the school to review its code of practice for promoting racial equality.
64. The Governing Body is extremely well led and is very effective in fulfilling its responsibilities. The Chair of Governors and the whole governing body are very committed to the school and value highly the contribution of the headteacher and senior management team. The Chair of Governors is regularly in school and meets frequently with the headteacher to discuss issues and offer advice and support. The Governing Body is an informed and sometimes very challenging group, where members have a good understanding of the strengths and weaknesses of the school and governors carry out their statutory responsibilities very well. Committees are well informed through the headteacher and senior staff about the standards attained in the school and the effectiveness of day to day administration. Governors are linked to subject areas

and together with curriculum co-ordinators contribute significant input to the school development plan, through the joint presentation of action plans. The Governing Body has a very good understanding of the way the school's budget is set and managed. Governors make well informed decisions about priorities in spending, and in all areas of school life.

65. The Governors and headteacher ensure that resources, including specific grants, are very well utilised. The finance committee of the Governing Body, together with the headteacher, discusses priorities for spending with keen awareness of school priorities. Impressive feasibility studies have been carried out in relation to expenditure in order to support school development planning. The Governors have clear aims for the school and set targets to evaluate their own operation. Their recent training review is improving their strategic planning. They ensure that grants and specific funding are well spent. For example, additional spending on the special needs budget has enabled the school to employ an effective special educational needs co-ordinator contributing to the good provision in this area.
66. The Governing Body uses its professional expertise effectively to examine alternative financial scenarios for its planning. The Chair of Governors is effective in enabling the governors as a whole to focus upon the 'bigger picture' and not become sidetracked by irrelevant concerns of minutiae or local politics. The school's day-to-day financial administration systems are very good and all monies, registration and personal records are stored electronically and dealt with very effectively. The school employs a finance officer, who processes all spending and budget items in an effective manner. Good checking procedures and efficient office practice support this. All measures are taken to ensure that principles of best value are applied well.
67. The school's monitoring and evaluation of its performance is satisfactory. Through the systems involved in performance management, the headteacher and his deputy have engaged in the monitoring of teaching and learning. As a result of this, targets are set for professional development and these are beginning to relate directly to the school development plan. Co-ordinators in English and mathematics have also monitored results and teaching effectively in order to ensure improvements in standards in these subjects. This has had a significant impact upon standards. However, this good practice has not been spread across the curriculum. At present there are few opportunities for other subject co-ordinators or senior staff to monitor teaching and learning across the curriculum in order to continue to improve standards further. The school's plans to monitor teaching and learning have not been completed as planned and the success criteria stated in action plans does not always relate directly to the quality of teaching and the impact upon standards in the subject. The improvement of the monitoring and evaluation of the work of the school is a key area for further improvement.
68. Staff provide a good range of expertise, training, age and experience. Teaching assistants who provide support for younger pupils and those with special educational needs, though few in number, contribute effectively to the learning environment provided for the pupils. In-service training is effective and is monitored by the deputy headteacher and subject leaders. All teaching staff know their pupils very well and very good teaching is characterised by the high quality of the relationships established. This reflects the way that the school community, especially the senior management team and the Governors, work very closely together. All concerned in the school are continually seeking to develop and improve provision and standards. The shared commitment to improvement and the capacity to succeed is very good.

69. There have been several new initiatives during the last year, including the development of a personal, social, health and citizenship education programme, which have had a very positive impact upon pupils' personal development. Many of these initiatives are co-ordinated very effectively by the deputy headteacher. Senior staff also look after new teachers and students in an exemplary manner. Informative documentation and sensitive monitoring ensure that newly qualified teachers feel very well supported and are facilitated to take a responsible position in the school. All teacher and student induction procedures are excellently co-ordinated by the deputy headteacher. In this area the school makes excellent provision.
70. The number of pupils has almost doubled since the school was built, so that the accommodation provided is very overcrowded. This means that large groups of pupils are taught in small areas. Many class areas are through routes to other parts of the school and the concourse area is continually used as a thoroughfare to the school hall and other areas. Teachers are very adept in planning the curriculum, teaching with colleagues and maintaining very high levels of organisation in such small areas. The information and communication technology room is cramped. Maximum use is made of all areas of the school. However, shared classroom bases make the organisation of many tasks difficult and restricting. In many subjects, although standards are high due to very good teaching, this crowded accommodation limits the type and number of practical activities which pupils can do and so limits their learning.
71. The headteacher and the governors have effectively put into place a long overdue programme of improvement for the decoration and renovation of the building, which was noted to be shabby in the last inspection. Due to specific grants becoming available, some improvements have been made to the exterior of both the main building and temporary classrooms, but many areas of the school remain shabby. Some internal decoration has been carried out with the help of generous funds provided by the home / school association but the internal decoration of the school is quite poor in some areas and does not indicate to staff or pupils that the school environment is important. Overall, the quality of the accommodation is unsatisfactory and a key area for improvement.
72. Learning resources are satisfactory overall. Good resources are provided in English, mathematics, design and technology and music. In information and communication technology, the computer suite provides a satisfactory number of machines and is well used by all classes, but there is insufficient use or provision of computers in classrooms to support the transfer of skills to other areas of the curriculum. However taking into account all factors especially in standards, teaching and learning and leadership and management, the school offers very good value for money.

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

To improve standards even further, the headteacher and deputy headteacher, staff and where appropriate the governing body should:

### **1. improve the quality of the school's internal and external accommodation by:**

- providing sufficient classroom space and quiet areas for the full range of teaching activities;  
*(paragraphs 11, 14, 27, 70, 76, 91, 111, 117, 140, 147)*
- improving the internal and external appearance of the school.  
*(paragraphs 11, 71, 104)*

### **2. improve the quality of monitoring and evaluation of the work of the school by:**

- carrying out regular and rigorous evaluations of the quality of planning, teaching and learning using recognised criteria;  
*(paragraphs 67, 79, 91, 99, 106, 117, 127)*
- extending the role of the subject co-ordinators in monitoring and evaluation procedures, especially in non-core subjects.  
*(paragraphs 62, 67, 106, 112, 117, 122, 129, 135, 140, 147).*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	36

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	26	42	10	0	0	0
Percentage	4	32	52	12	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	415
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	69

English as an additional language	No of pupils
Number of pupils with English as an additional language	8

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	9

### Attendance

#### Authorised absence

	%
School data	3.3

#### Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	45	57	102

<b>National Curriculum Test/Task Results</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	43	42	42
	Girls	55	50	54
	Total	98	92	96
Percentage of pupils at NC level 4 or above	School	96 (87)	90 (92)	94 (97)
	National	75 (75)	71 (72)	87 (85)

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	42	40	45
	Girls	53	52	55
	Total	95	92	100
Percentage of pupils at NC level 4 or above	School	93 (85)	90 (88)	98 (98)
	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	3
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	7
Bangladeshi	0
Chinese	0
White	394
Any other minority ethnic group	9

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

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

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

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

### **Teachers and classes**

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	16.4
Number of pupils per qualified teacher	24
Average class size	28

#### **Education support staff: Y3 – Y6**

Total number of education support staff	3
Total aggregate hours worked per week	81


*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001/02
	£
Total income	796,753
Total expenditure	789,879
Expenditure per pupil	1,899
Balance brought forward from previous year	25,281
Balance carried forward to next year	32,155

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	7.4
Number of teachers appointed to the school during the last two years	7.9
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

### Questionnaire return rate

Number of questionnaires sent out	415
Number of questionnaires returned	221

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	42	52	5	1	0
My child is making good progress in school.	44	49	5	0	2
Behaviour in the school is good.	39	55	5	0	1
My child gets the right amount of work to do at home.	23	47	22	6	2
The teaching is good.	41	54	2	1	2
I am kept well informed about how my child is getting on.	30	50	17	3	0
I would feel comfortable about approaching the school with questions or a problem.	55	40	3	2	0
The school expects my child to work hard and achieve his or her best.	54	41	3	0	2
The school works closely with parents.	31	51	14	1	3
The school is well led and managed.	48	46	3	0	3
The school is helping my child become mature and responsible.	44	51	3	0	2
The school provides an interesting range of activities outside lessons.	35	48	11	3	3

### Summary of parents' and carers' responses

A large proportion of parents responded to the pre-inspection questionnaire. Parents are generally very supportive of the school, although several would like the giving of homework to be more systematic. Several parents would also like more information about the progress their child makes, the school to work more closely with parents and more activities outside school lessons.

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

### **ENGLISH**

73. The results of the National Curriculum tests for 2001 show that at the end of Year 6 standards in English were very high when compared with all schools and amongst the top five per cent of schools in the country. Attainment was well above average when compared with similar schools. Standards over the past few years have been at least above average and usually better. The school's targets in 2001 for 89 per cent of pupils to achieve the national average, Level 4, was exceeded with 96 per cent of pupils achieving Level 4 or above. These targets were well above the national average but not particularly demanding for this group of pupils. Fifty eight per cent of pupils obtained the higher Level 5, which is more than twice the national average and a very tiny number of pupils achieved the very high Level 6 in national tests. There was no significant difference in the performance of boys and girls. Girls did better in the tests, but this is broadly in line with the national trend.
74. The inspection findings are that pupils' overall attainment is well above national expectations at the end of Year 6. The results of the National Curriculum tests undertaken at the end of Year 2 in the infant school show that pupils' attainment on entry to the junior school is well above average in reading and writing, but with only an average number of pupils achieving the higher levels in writing. The current whole school emphasis on improving standards in writing is having a positive effect in raising standards and overall pupils achieve well in relation to their prior attainment. Pupils make good and sometimes very good progress throughout Key Stage 2 and maintain the high standards they achieved in Key Stage 1. The progress made by pupils with special educational needs and English as an additional language is similar to their classmates. Overall, there has been good improvement since the last inspection in the subject.
75. Throughout the school, pupils listen very well to their teachers and their classmates. Most pupils speak clearly and confidently and have a very good vocabulary. Higher attaining pupils talk and listen with assurance in a range of contexts. The school encourages and develops pupils' speaking and listening skills effectively through all subject areas. In particular the implementation of the GUS (Growing Up Skills) programme has provided pupils with very good opportunities to listen and express their feelings and emotions on a variety of topics relevant to growing up. The pupils' very good vocabulary makes it easy for them to express their ideas clearly and this has a positive impact on their progress in other subjects. For example, during the inspection week, a group of Year 6 pupils were able to talk knowledgeably about the likely effects of global warming. Teachers effectively encourage all pupils, even the more reluctant speakers, to participate in class discussions and this results in them making good progress. They become familiar with an appropriate range of vocabulary related to their studies in other subjects, such as 'gravity' and 'upthrust' in science.
76. Pupils' attainment in reading is well above national expectations at the end of Year 6. Teachers ensure pupils have opportunities to study a wide range of literature and they discuss with interest the style of the author or poet and the way in which they set the scene. Higher attaining pupils have reading skills which are well above average for their age. They show a very good understanding of various texts by selecting key points and using inference and deduction appropriately. By the end of Year 6 most pupils use a very effective range of reading strategies when working independently, to help them understand and read unfamiliar words. They read confidently with good expression and

use punctuation appropriately. They use a dictionary or a thesaurus effectively and know how to use non-fiction books appropriately to find out information. However, because of the crowded accommodation, there are limited opportunities to use the library for independent research. Teachers keep reading records for all pupils but they do not always show what pupils need to do in order to improve their reading further.

77. The school has made improvement in writing one of its priority targets in its planning and as a result standards are rising. Very few pupils are working below the expected level. Many pupils are working above the national average and a significant minority of pupils are well above the national average. Throughout the school teachers provide pupils with good opportunities to write in a range of different styles and for a variety of purposes such as book reviews, poems, stories, instructions and reports. By Year 6, most pupils produce pieces of work of a reasonable length. The basic grammatical structure of sentences is generally correct, they use a good range of punctuation and spelling is usually accurate. Higher attaining pupils write with ease and confidence. They are able to sustain ideas and develop them in an interesting way. They use words such as 'distracted' and 'mystical' for good effect and they spell them correctly. There has been a recent focus on handwriting. In consequence, pupils' handwriting has shown marked improvement and their work is generally well presented.
78. Teaching and learning are very good overall. Teachers have very good knowledge and understanding of the subject and the basic skills are taught very well. They have successfully implemented the National Literacy Strategy and adapted it for pupils' own particular needs. Pupils are taught in sets of similar ability and teachers plan appropriately to take account of their varying needs. Pupils with special educational needs or with English as a second language are provided with additional support, which contributes well to their good progress. Teachers increasingly use drama and 'hot seating' in order to add interest and further encourage pupils' confidence in speaking in front of an audience. In most lessons, teachers make very good use of open questions and have very high expectations of the pupils. Lessons are well paced and pupils respond very well to this and are highly motivated in their learning. They listen with interest to their teachers' suggestions as to how they might improve their work further, act on this advice and are keen to give of their best. Most teachers are effectively developing in pupils a real love for literacy. Teachers use the end of the session appropriately to assess and evaluate the learning that has taken place, which gives pupils a clear idea of the progress they have made.
79. Work in other subjects is increasingly being used as a means of developing skills in literacy. Related to their work in history on the Tudors, Year 4 pupils researched and wrote interesting character studies on Henry VIII, Elizabeth I and Mary I. In religious education they wrote detailed accounts of Passover and Ramadan. Teachers know and manage their pupils very well. As a result pupils generally behave very well and enjoy learning. They co-operate well when working together and respect each other's point of view in class discussions. Written work is generally well marked. The best marking relates specifically to the pupils' progress towards their own individual targets and gives pupils a clear understanding of what they need to do next. There is little evidence of information and communication technology being used to support work in English. There are missed opportunities for using it, such as when drafting or re-drafting a piece of written work or for using word processing and digital cameras when publishing newspaper reports.
80. The English co-ordinator provides very good leadership. She has monitored teaching and learning effectively and has drawn up an appropriate action plan. She has only been in post for a year, but has already implemented a number of strategies, which

have helped to raise standards, such as after school 'booster' groups for Levels 4 / 5 pupils in addition to those for Levels 3 / 4. There are clearly focused long and medium term plans for the subject in line with the aims and objectives of the National Curriculum and National Literacy Strategy and these are related appropriately to short term planning in the classes. Procedures for assessing pupils' attainment and the use of such information to guide curricular planning are very good. Assessment of pupils' progress is undertaken regularly and used effectively to support pupils' learning. Group and individual targets are set which enables pupils to know what they need to do next. Visits out of school, such as to the theatre, and visitors into school, such as authors, enrich the curriculum and contribute well to pupils' learning and cultural development.

## **MATHEMATICS**

81. The 2001 national test results show that attainment by the end of Year 6 is well above average when compared to all schools both at the expected Level 4 and the higher Level 5. When compared to schools with similar characteristics attainment is above average. Standards in mathematics, although well above average, fell slightly in 2001. Because the group of pupils was not quite as talented in mathematics as in English, this fall had been predicted and was reflected in targets set by the school. The school has analysed test papers to identify possible weaknesses and organised after school classes. Inspection findings confirm that standards are well above average. All pupils, including those with special educational needs and English as an additional language achieve well, because of work set at the correct level, good quality intervention by teachers and opportunities to use and apply mathematical skills in a variety of different situations. There is no significant difference in the attainment of boys and girls. All pupils make good progress and maintain the standards achieved in Key Stage 1.
82. Good progress has been made since the previous inspection because teachers now fully understand the requirements of the National Curriculum. The very successful introduction of the three-part lesson based on the National Numeracy Strategy has given all staff confidence and as a result the quality of teaching has improved. More attention is now being paid to allowing pupils to use and apply their mathematical knowledge both in mathematics lessons and across the wider curriculum.
83. By the end of Year 6, pupils have acquired very good skills in basic arithmetic. They work with confidence using six figure numbers. Mental and oral skills are particularly well developed because of the attention paid to this aspect of the subject. The majority of pupils understand 'quotients' as fractions. They successfully carry out long multiplication and division. Pupils produce 'remainders' as whole numbers, fractions and decimals. In work on proportion and ratio, higher attaining pupils have a very good understanding of the processes used to carry out the calculations. In work preparing pupils for secondary school, pupils show good understanding of 'function machines' and are starting to use mathematical rules and apply them in different activities. Achievement throughout the school is good in this area. Younger pupils show a good understanding of number, for example, when they order four and five figure numbers with confidence. Almost all pupils have a good understanding of fractions and the relationship between fractions, decimals and percentages. The use of word problems, including some with historical and religious education themes, for example, 'Fierce Fighters' and 'Abbess Addings', help pupils to use and apply their mathematical skills very well. All pupils, including those with special educational needs, have a particularly good understanding of mathematical vocabulary and this helps them to apply their mathematical skills very effectively when working on word problems.

84. In the area of shape, space and measures pupils attain very well. By the end of Year 6, pupils measure angles accurately. Most estimate satisfactorily and all check their estimates. They are able to identify symmetry in polygons. Formulae are used when working out perimeters and areas of shapes. Higher and average attaining pupils plot in four quadrants, but a number of lower attaining pupils find this difficult. Achievement in this aspect of mathematics is good. Younger pupils have a good knowledge and understanding of the properties of two and three-dimensional shapes.
85. Pupils have good opportunities to collect and record data in a number of subjects. For example, in a geography related exercise recording rainfall and temperatures, pupils work was of very high quality. Pupils produce line graphs, block graphs and bar charts. Their interpretation of data is not quite as well developed and there could be more opportunities for pupils to decide what data to collect and what information they want to extract from this. They show good understanding in the measures of 'average' when working with 'range', 'mode', 'mean' and 'median'. Pupils show very good understanding of probability, using appropriate language.
86. The quality of teaching is very good overall, with some excellent features. This is the major contributory factor in the continued high standards and good achievement in learning. Pupils enter school with well above average standards and to maintain these standards and ensure pupils achieve well the quality of teaching needs to be very good. Basic mathematical skills are very well taught and this enables pupils to use and apply their knowledge in a variety of different situations. Teachers use their day-to-day assessment very effectively to develop learning. For example, in a Year 5 lesson, the teacher modified her plans to go over work on decimals with a small group who had difficulties in the previous lesson. Pupils are kept interested in mental mathematics because the pace is brisk and the activities are interesting.
87. Pupils with special educational needs make good progress because teachers and support assistants plan work which is at the correct level and keeps them interested. For example, in Year 4 a teaching assistant developed pupils' division skills very well using a 'Division Factor' game with dice and counters. Resources, including chocolate bars and grapes, are used very effectively to develop pupils' understanding of 'remainders' as fractions and decimals in division. Teachers include all pupils in question and answer sessions, which enables them to assess what pupils know and understand. Pupils develop their social skills well because teachers provide opportunities to work without direct supervision and to work together in pairs and groups. In most lessons teachers give pupils the chance to discuss alternative methods of solving problems but occasionally teachers miss these opportunities.
88. The management of pupils is very good and this helps to overcome potential problems in cramped conditions in some classrooms. Very careful planning and good management ensure that distraction from neighbouring groups in the open areas is minimised. The use of marking is satisfactory and positive comments help to encourage pupils, but sometimes teachers miss opportunities to challenge pupils, for example, by asking questions such as 'What happens if?' Opportunities for pupils to develop independence skills are limited, for example, by initiating their own data handling problems and interpreting the data and this does not make a strong enough impact upon learning.
89. Pupils respond very well to the very good quality of teaching. Attitudes, behaviour and relationships are very good; this has a very positive effect on developing learning. In some lessons for higher attaining pupils it is common to see all pupils putting their

hands up to answer questions. In mental and oral sessions pupils liked to be challenged, for example, in Year 5 when competing against the clock.

90. There is good planned use of mathematics across the curriculum. In Year 5, pupils were observed carefully measuring out water before watering plants in a very good link with science. The use of information and communication technology in mathematics is satisfactory, it is particularly good in the computer suite, but there are limited opportunities to use computers in classroom mathematics sessions. This is recognised and highlighted in the new school development plan. Literacy skills are developed well and recognised as being important by Year 6 pupils when discussing mathematical word problems.
91. There is good co-ordination of the subject with a clear determination to maintain the high standards. Teaching and learning is monitored in an effective manner. Assessment is used very effectively to identify areas for development and move pupils on to the next stage of learning. Resources have been improved recently and are now good. They are used very effectively to develop learning. Cramped conditions and the open areas for some groups make the organisation of practical tasks including measuring difficult and accommodation is unsatisfactory. Teachers work very hard to ensure that the effects of the accommodation on learning are kept to a minimum.

## **SCIENCE**

92. In the 2001 national tests at the end of Year 6, standards were above the average for all schools, but in line with the average for similar schools. Standards were not quite as high as in previous years because of the difference in the cohort of pupils and to some extent because of the whole school focus on writing and a lesser emphasis on science. Inspection findings are that standards are above average. Since the last inspection the standards of attainment have been maintained in science. Pupils make good progress. Boys and girls make equal progress. Pupils with special educational needs and English as an additional language make similar progress to their classmates, because of the careful planning in the scheme of work and the use of appropriate strategies. Pupils achieve well and have good factual knowledge of the different aspects of science. However, whilst standards in investigative and experimental science are satisfactory there is scope for improvement in this area. Pupils' experience of carrying out open-ended experiments and investigations and then comparing and contrasting their findings is not as developed as other areas of understanding.
93. By Year 6 pupils have a good knowledge of the major organs of the human body. They describe the function of the skeletal system and the process of digestion with understanding. They find out about the effect of different exercise on pulse rate and the higher attaining pupils realise that these changes are due to the increased demand for oxygen in the muscles. They understand the processes of evaporation and condensation and give everyday examples of these phenomena. They carry out a project on Earth in Space which they research using books and the Internet. Their knowledge and enthusiasm are enhanced by the visit of the 'Star Dome'. They explain day and night and the seasons, and higher attaining pupils, explain the phases of the moon with good understanding. Work on forces is re-visited and pupils spend some time preparing for the national tests.
94. Pupils have satisfactory investigative skills. However there are limited opportunities for the pupils to carry out their own investigations and the opportunities that are present are

often teacher-directed, providing fewer opportunities for the pupils to think and plan for themselves. Often the experiments will stop at a set of results and a brief description of them. Higher order skills of using their scientific knowledge and understanding to explain observations or data, or any appreciation of its significance and limitations, are not sufficiently developed. For example, in a satisfactory investigation of parachutes the pupils carried out repeated measurements, but were not able to say why they had done so, or comment on the reliability of the conclusions they had drawn. The limited opportunities are in part due to the restricted space within the school where part of the class space often serves as a 'corridor'. The net result is that progress in scientific inquiry is not as good as in other areas of the subject.

95. In Year 5 pupils are able to make a variety of electric circuits with confidence and represent them using the correct symbols. They carry out simple experiments on dissolving and identify the difference between dissolving and melting with good understanding. They are knowledgeable about the structure of plants and explain in simple terms the process of photosynthesis. In an effective lesson the pupils carried out work on the conditions needed for plants to grow and made good progress. The teacher used an effective strategy to enable the pupils to identify a number of variables involved in growth and consequently choose one variable which they could change to see its effect on growth while carefully controlling the rest. The strategy successfully improved the pupils' understanding of investigative science.
96. Pupils in Key Stage 2 make good progress when learning about the properties of materials and why they are best suited to particular uses. Pupils carry out experiments using electric circuits and identify conductors and insulators. They look carefully at animals and use their observations to classify them. Scientific vocabulary is well developed and in discussions the pupils use words like vertebrate and invertebrate correctly. In Year 4 the pupils successfully name the main bones in the human skeleton and know the different kinds of joints. They start work on forces and carry out a simple experiment on friction. They experiment with shadows and the reflection of light. However, some of this work is repeated in later years, sometimes in an identical manner and progress is therefore not systematic. A small amount of the work in Year 4 and Year 6 is not required at Key Stage 2. The scheme of work introduced this year addresses these issues and identifies the need to give more time to the acquisition of investigative skills.
97. Pupils' attitudes to learning are good. They are committed to the tasks and concentrate on them with enjoyment. They behave very well, handling resources with care and respect which has a positive impact upon the way in which practical activities are conducted. There are good relationships between pupils and between teachers and pupils. Collaborative working is of a good standard; pupils are able to discuss issues and agree on courses of action. The school plans to allow pupils to show more initiative in making decisions about problems to be solved, areas to be explored and methods of investigation.
98. The overall quality of teaching and learning is good. Teachers are confident and lessons are planned well. This ensures that pupils of all abilities acquire a good range of skills and knowledge and make good overall progress. Teachers often carry out some form of initial assessment prior to teaching a topic and use the information effectively in grouping the pupils. Writing frames are used to help the lower attainers so that science remains the focus in such tasks. The use of information and communication technology in science has not yet been sufficiently developed, although there are some good examples, such as in Year 3 where pupils establish a paper-based database on minibeasts to be developed and extended later as part of their

information and communication technology lessons. The school has purchased data-logging equipment, but most teachers have not yet been trained in its use.

99. Leadership and management of the subject are mostly good although with some areas for development. The science co-ordinator has worked hard to put a scheme of work in place to ensure continuity and progression. She has a clear vision on how the subject needs to be developed within the school including progressive development of investigative work and the integration of information and communication technology. There are links with literacy and numeracy although these could be developed further. The co-ordinator analyses the results of national tests well to identify areas for development. She systematically monitors planning, but opportunities to monitor and evaluate the teaching of science are not sufficiently developed. Record keeping is in place but is idiosyncratic; the co-ordinator is developing a more uniform system of recording particularly for the process skills, so that progress can be monitored. Learning resources for science are satisfactory, but need to be further increased if investigative work is to reach the higher levels of attainment.

## **ART AND DESIGN**

100. By the age of eleven pupils' attainment is broadly in line with national expectations and progress is satisfactory overall. This indicates an improvement since the previous inspection when standards were well below average and the progress made was limited. Standards have improved because the school now has a scheme of work on which to base planning. This is linked to national guidance in the subject. This better ensures that activities build in a more continuous and progressive manner on what the pupils know, understand and can do. There has also been some in-service training for staff in the development of basic art skills. However, time allocations for the subject are sometimes minimal and this results in only a quite narrow range of art activities taking place. There is no significant difference in the attainment of boys and girls and those speaking English as an additional language. Those pupils with special educational needs make similar progress to their classmates. Whilst standards are broadly in line with national expectations, they are not yet high enough in some aspects of art given the high standards these pupils are able to achieve in other subjects.
101. Whilst standards are largely average there are some areas of strength and others of weakness within the curriculum and in teaching and learning. In all year groups there are strengths in pupils' ability to critically appraise the work of a range of artists and in their use of a good art vocabulary. This is seen in Year 4 where pupils are able to discuss confidently what effects are created in a range of landscapes. They have good critical awareness of effects created in the foreground, middle ground and background. This is well illustrated in Year 4 where pupils are really interested in the work of the local artist Joe Scarborough and enthusiastically offer their ideas of what works well and why in his picture of Sheffield. With little prompting pupils recognise "the picture is very active" and "he's tried to make it a bit cartoony and people haven't got faces". They realise that the artist breaks the rules of perspective and that all the figures in the picture are the same size, whether they are in the foreground or background, with some of the figures being bigger than the buildings alongside.
102. Pupils have suitable opportunities to experiment with colour, line and tone when producing landscapes and portraits, although their finished products are quite basic. Pupils' work reflects reasonable attention to detail although with limited confidence to be original and limited design skills and flair. Pupils in Year 3 and 4 are able to apply some of their awareness of perspective when sketching their own landscapes of the

school grounds. However, because there is not enough emphasis on the use of 'viewfinders' several pupils become bogged down with trying to create the effect of individual blades of grass and struggle to represent the difference between trees in the foreground and those in the distance. Pupils' sketchbooks show a number of opportunities to experiment with colour mixing to produce a range of shades of paint and pastels which indicates the need to ensure such activities are progressive and extend pupils' previous skills further.

103. Pupils continue to build up their artistic skills and knowledge satisfactorily as they move through Key Stage 2. In Year 6 when creating drawings which illustrate perspective, pupils produce satisfactory landscape pictures from basic media of their choice. They create reasonable illustrations of a railway line with a tunnel at the vanishing point or a row of houses that disappear into the distance. They produce work showing a satisfactory awareness of the style of Kandinsky. Pupils' sketchbooks show colour mixing activities to produce harmonising tones. Pupils have practised the effects created by different media and how effects can be created and altered with different strokes and pressure. When studying how to represent movement in their work pupils make satisfactory progress when using cut out pictures from magazines to identify that a body is eight head lengths, a leg five head lengths and an arm is three such lengths. In appropriate cross-curricular activities pupils produce a design for a Greek urn and simple Tudor portraits.
104. Within the curriculum there is some imbalance and the development of a range of craft techniques is quite restricted. Pupils are provided with only quite a narrow range of opportunities to explore and use an imaginative variety of media and techniques. Apart from a small amount of clay and mask work, there is less work in three dimensions than often seen. There are some attractive textiles in Year 5 when pupils have dyed pieces of cotton to which they have later sewn or attached a variety of decorations. Pupils in Year 6 produce wire figures covered in 'modroc' to illustrate movement. However, generally speaking the work produced is often of a small scale and mostly limited to drawing and painting tasks using A4 pieces of sketching paper. There is little big, bright, bold and exciting work reflected in recent projects. The school does not make best use of its grounds to make temporary or permanent works of art. Whilst work is adequately displayed, this does not always disguise the poor state of internal and external decoration of the building. This does not set a high enough aesthetic standard for the pupils' work.
105. The quality of teaching is satisfactory overall. In several lessons observed there were good features. The strengths in teaching are in well-organised discussion and appraisal sessions and the good management and organisation of pupils. Resources, such as copies of a range of artwork, are used well to interest pupils. Good use is made of overhead projectors to illustrate the fine drawing skills of artists creating the effect of fur, feathers and skin. This leads pupils to understanding that heavy outlines to their drawings limit the fine pencil work effects that they can produce. However, there are weaknesses in teaching over a period of time in the identification of the small steps needed to show pupils exactly how to improve their work. Teachers own subject knowledge is sometimes restricted. Praise is given to work that would benefit from more accurate appraisal and specific teaching tips of what to do to improve their work.
106. Leadership and management of the subject are broadly satisfactory. Whilst there has been some development in the management of the subject since the previous inspection this has often been focused upon improving resources, rather than upon standards. Currently, the headteacher has a 'watching brief' for the subject during staff absence. There has been improvement in long and medium term planning for the

subject since the previous inspection. However, there has not been enough emphasis in the subject on the finished quality of the pupils' work and of exactly how to teach pupils to improve their basic skills. There has been little formal monitoring of the quality of teaching and learning in the subject and this has failed to identify where weaknesses in the subject remain. There is some use of information and communication technology but this is often within information and communication technology lessons and there is not enough opportunity to practise such skills in day-to-day art activities. The study of the work of famous artists helps extend pupils' spiritual, moral, social and cultural development in a satisfactory manner. Work in pupils' sketchbooks is often undated, untitled and unmarked and therefore of limited value in assessing pupil progress over time. There is little use of digital cameras to keep a record of work in school or to help staff and pupils appraise the quality of work produced.

## **DESIGN AND TECHNOLOGY**

107. By the end of Year 6 pupils achieve well and attain standards which exceed those expected nationally. Standards have remained the same as the last inspection, but the high quality of the finish of completed items and the particularly high quality of recorded work show that good improvement has been made. Pupils make good progress as they move through the school.
108. Pupils develop effective skills in measuring and cutting resistant materials, such as wood to make rigid frameworks like a 'chassis' well. These skills are later extended to create frameworks to support moving parts including gears and cams. Pupils develop sewing skills well and use fabric for collage and stitching to join and decorate. For example, younger pupils make "Tudor" purses and older pupils design and make slippers. Pupils have a good understanding of the complete design process and record their design specification and planning effectively. They always evaluate what they have made and take pride in the quality and finish of the final product. Finishing techniques such as cladding, using felt and painted decoration are given due importance.
109. Teaching and learning are good. Teachers place good emphasis upon the discussion of the purpose for a project. They give plenty of opportunities for the analysis of collections. For example, a collection of slippers is examined and discussed and pupils are able to look closely at the component parts, learn correct vocabulary and disassemble one slipper. Pupils examine how they are put together before embarking upon their own planning. Teachers organise their classes well. A pair of classes works together effectively with one teacher taking the lead in such activities, which exploits particular expertise well. Staff manage large groups in practical situations very well. Whilst making a plant-pot pupils use clay and papier maché with enthusiasm. This was a very well organised session where skills were taught effectively and pupils were able to match their designs to the actual project. Such strategies are successful in enabling the pupils to learn well and make good progress in the different elements of their work.
110. The effective use of individual teachers' expertise and the influence of the co-ordinator ensure that pupils learn both skills and the use of tools in a progressive manner. Pupils learn and achieve well because of this. Activities are often linked successfully to other areas of the curriculum, particularly history and science, and exciting outcomes maintain pupils' interest and attention. Pupils learn how to plan and review their work effectively and learn about products by being involved in analyses of commercially produced cake bars before making their own. Younger pupils also engage in a mini-enterprise project effectively linking the production of food with costs and quality. They learn about healthy eating and develop sandwiches which fit particular criteria.

111. Pupils show great enthusiasm for this area of the curriculum and, although the cramped accommodation does not lend itself easily to practical activities, all pupils participate well and enjoy their lessons. Very good use is made of a link with the local secondary school so that when kitchens are needed for baking, groups of the oldest pupils are able to visit maximising the opportunity for a transition visit to the next school.
112. Leadership and management of the subject are good. The curriculum co-ordinator has worked hard to allocate projects to each year group, so that they span the different requirements of the subject and provide opportunities for skills to be acquired in a progressive way. Project guidelines have been established for each year group with much additional teaching information, so that all teachers have real support for their planning. In addition helpful yearly portfolios have been collected which contain photographic records of completed projects with associated written plans and evaluations. These have made a powerful contribution to the maintenance of high standards in the subject. The co-ordinator's energy and enthusiasm towards the subject have ensured a continuing development. Areas for development include a more consistent assessment system for all teachers and an extension of the opportunities to monitor and evaluate the quality of teaching and learning. The ample resources available also contribute to the quality of work produced.

## **GEOGRAPHY**

113. Pupils' attainment at the end of Year 6 is above expectations for pupils of this age. Standards in geography have improved since the last inspection when they were reported to be in line with national expectations. Pupils enter Year 3 with good levels of general knowledge and they make good overall progress during their time in school. However, the lengthy gaps between times when pupils undertake work in the subject has a negative impact on the continuous and progressive development of geographical skills. This puts extra burdens on the staff to develop skills in a progressive manner. The progress pupils make is good. Those pupils with special educational needs and those who have English as an additional language make similar progress to their classmates.
114. By the age of eleven, pupils have acquired a good range of geographical knowledge and understanding. They know how to use maps and atlases to find places and how to draw plans to scale. Related to their work in history on the Aztecs, pupils can identify Mexico on a map of the world. They talk about the climate there and make comparisons with that in England and they discuss sensibly what life might be like for the people who live there. They talk very knowledgeably about how human activities can affect the environment, such as pollution from car exhausts, chemical leaks into the soil and oil pollution affecting wildlife. They understand well the importance of re-cycling waste and how it can help in preserving the world's resources and they explain global warming in good detail. Related to their current topic, Year 6 pupils have developed a clear understanding of the importance of the rain forest and the results of deforestation. They know many species of animals are characteristic of certain parts of the world and understand how these species could be lost forever.
115. Teaching and learning are good. Teachers have a good knowledge and understanding of the subject and teach the basic skills well. For example, in a good lesson observed in Year 4 during the week of the inspection, the teacher explained clearly the way grid references could be used as a way of quickly locating places on a map. By the end of the lesson most pupils were able to use this knowledge to locate places on a map of Sheffield with more confidence. Teachers manage their classes effectively and provide

stimulating and interesting work for them. As a result pupils' attitudes and behaviour are generally good. They show interest in their work and concentrate well on tasks. Computers are used satisfactorily to support pupils' geographical knowledge and skills. For instance pupils in Year 4 used the web site to undertake research related to their study of Pakistan and pupils in Year 6 used a computer programme to design posters about re-cycling waste.

116. A good range of visits out of school enriches work in geography. For example, pupils in Year 4 visit Sheffield City centre and Stanton-in-Peak to compare and contrast urban and rural settlements and pupils in Year 6 have an opportunity to make an extended visit to Paris. Pupils in Year 5 undertake fieldwork on a residential visit. An environmental club is provided for pupils in Year 4 that aims to promote improvements to the school and local environment and gives pupils the chance to think about and discuss issues that affect us all. All of these activities make a positive contribution to extending pupils moral, social and cultural development. Teachers provide pupils with appropriate opportunities for independent research. In Year 5, related to their study of rivers, each pupil carries out their own research into a major river of their choice, for example, Thames, Nile, Amazon, as a home project. Most pupils present the information they have found well in a variety of formats.
117. The subject is well managed by an enthusiastic co-ordinator. She has recently updated the school's policy and scheme of work in line with national guidance. She has devised an appropriate action plan for geography. She has started to monitor teachers' planning and is in the early stages of monitoring teaching and learning in the classroom. Some assessment of pupils' learning takes place at the end of each topic. However, this is not sufficient to ensure all pupils are learning at the best possible rate, particularly as there are long periods of time when pupils do not receive any specific teaching in geography. Suitable plans are in place to address this. Accommodation in some shared class bases is cramped and crowded. This creates difficulties when pupils are working on practical activities. For example, in a lesson observed in Year 4, teachers found it difficult to circulate amongst the pupils and to be as fully supportive as they would like to be.

## **HISTORY**

118. Attainment by the end of Year 6 exceeds national expectations with standards being maintained since the last inspection. This is due to the good quality of teaching, pupils' positive attitudes and the quality of the subject leadership. The majority of pupils, including those with special education needs and English as an additional language achieve well against their prior attainment and this is linked to the enthusiasm with which the subject is taught and the motivation the pupils show for it. The good progress made is reflected in pupils' increasing use of historical evidence to record their findings and the use of various sources of information.
119. Pupils in Year 3 studying invaders and settlers, demonstrate good knowledge and understanding of many aspects of the period for instance when describing road building by the Romans and Anglo Saxon villages. They use different sources of information and interpret historical events, distinguishing fact from opinion, for instance, when studying Alfred the Great. Higher attaining pupils produce well constructed pieces of writing on different themes when studying the Ancient Greeks. In Year 6, in their study of the Aztecs, pupils show good understanding and knowledge of Aztec traditions and gods. They draw on a range of sources and recreate 'Aztec style' books, using food dyes and Aztec art to recreate images typical of the period. From evidence of their

previous work, pupils produce well written pieces in their study of explorers and the Victorians.

120. The quality of teaching and learning is good overall. Lessons are carefully planned with a clear focus on developing enquiry skills and the use of skilful and supportive questioning which enables pupils to consolidate their knowledge and understanding. Good use is made of end of lesson discussions to check pupils' understanding against the learning objectives. A distinctive feature of good teaching is the effective promotion of research skills with pupils being encouraged to ask their own questions and search for the answers. Teachers have good subject knowledge and their enthusiasm for the subject is infectious. Given the restricted space and the large numbers of pupils being taught within some units, teachers manage pupils' learning well. There are some good examples of positive marking which identifies strengths and gives guidance for further improvement, but this is not consistent even within the same year group.
121. History is effectively and imaginatively used to promote and develop literacy skills with many opportunities for pupils to write 'in role'. The subject contributes well to developing pupils' cultural development and their insights into other cultures. This is often done through links with other subjects, for instance in personal, social and health education when pupils study influential historical figures like Mother Theresa and Ghandi. The curriculum is enriched through a range of visits linked to each unit of work to enhance the curriculum with, for instance Year 3 visiting Weston Park museum to look at Greek artefacts and Year 6 to Eden Camp to enhance their study of World War II.
122. The leadership and management of the subject are good. The subject leader is enthusiastic and has effectively reviewed the curriculum and identified improvements, which have been shared with the rest of the school. Assessment and monitoring in the subject are largely informal and not linked closely to levels of attainment, but this is in hand and has been identified for further development. Information and communication technology is well used for word processing and when researching particular questions. Whilst there is some use of homework, through large-scale research projects for some pupils, this is not used on a regular basis to support the smaller steps in learning.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

123. Standards of attainment are in line with national expectations. There has been an improvement since the last inspection due to the introduction of a computer suite enabling teachers to directly teach the necessary skills to a greater number of pupils at the same time. In addition, all the teaching areas have at least one computer. A substantial amount of in-service training has been provided for all staff and this has increased staff confidence in using computers and been a significant factor in increasing pupils' attainment. The school now has a policy statement and a scheme of work to support teaching and learning in the subject, which is based largely on national guidelines and amended, where appropriate, to fit the school's curriculum schemes. This is intended to ensure that all the necessary skills and knowledge across all elements of the subject are systematically and progressively taught as pupils move through the school.
124. Pupils make satisfactory progress and by the age of eleven most use computers with confidence. Pupils with special educational needs and English as an additional language make similar progress to their classmates, because of the careful planning in the scheme of work and the use of appropriate support. As they move through the

school pupils develop appropriate word processing skills and are able to change font style and size, use upper and lower-case letters correctly and amend text if necessary. They save, retrieve and load information as well as using painting tools and importing clip-art and pictures. Most pupils show they have good keyboard knowledge and effectively use the mouse to activate appropriate responses.

125. A satisfactory start has been made on linking work in information and communication technology with learning in other subjects. Pupils are familiar with and make satisfactory use of a suitable range of software. For example, Year 6 pupils have produced an effective 'PowerPoint' presentation including effects with text, pictures and sounds to support work on pollution and the environment. During the inspection Year 3 pupils were using their improving word processing skills to redraft poems and in science making a start on developing a database for minibeasts. Pupils have satisfactory understanding of how computers can be used so that in Year 4 pupils use an art program in an appropriate manner to show reflective symmetry as part of a mathematics topic. They use 'forwards' commands, combined with instructions for a right angle turn, to program a screen 'turtle' to move in the pattern of a square. In Year 5 pupils write a simple program on controlling traffic lights and are beginning to use spreadsheets appropriately to sort both numerical and alphabetical data. They transform the data into graphical form and identify any anomalous readings. They continue to develop word processing skills such as text wrapping to enhance the work they produce. In Year 6 pupils use the Internet and learn about search engines so as to find relevant information for topic work on the Aztecs in history and the planets in science. However, access to e-mail has been limited because of technical difficulties and aspects of control technology are not always fully developed.
126. The quality of teaching overall is satisfactory. Teaching in the lessons seen was often good with aspects that were very good. However, whilst pupils generally learn well the rate of progress made by pupils is hindered by the lack of use of classroom computers to practise and extend the skills learnt in the computer suite. While teaching in specific lessons is good computers are not used sufficiently in the classroom. Teachers are aware that several pupils use computers extensively at home while others do not have such access and have to plan carefully to take account of the subsequent differences in the rate of progress made.
127. Teachers have a good knowledge of information and communication technology and have the necessary skills and confidence to take pupils' learning forward. Selected pairings by teachers to support lower attaining pupils contribute to effective learning in the information and communication technology suite, but generally less attention is given to providing more challenge to higher attaining pupils. An exception to this was in a very good lesson where the teacher had prepared files for each pair, which matched their level of attainment particularly with regard to keyboard skills. This meant that all the pupils had reached the same stage near the end of the lesson, which made the discussion at the end of the lesson particularly effective. Feedback in lessons is often well used to reinforce learning, but there is no system for monitoring progress in order to make planning more appropriate and effective for the range of abilities.
128. Pupils' attitudes to information and communication technology are good. They enjoy using the computers and work with obvious enthusiasm. Pupils use the equipment sensibly and collaborate well, taking turns and sharing in the task. Such activities make a positive contribution to pupils' social development. Standards of behavior are good.
129. Leadership and management are good and with some very effective aspects. The co-ordinator is very enthusiastic and has worked hard to put in place a scheme of work to

ensure continuity and progression, which was identified as a weakness in the last inspection. The training and support of colleagues has been very good, resulting in increased confidence and the subsequent improvement of pupils' experience. The co-ordinator has a clear vision on how the subject is to be developed within the school including the integration of information and communication technology into curriculum planning across all subjects. She is aware that monitoring and control is an area within information and communication technology that has not been sufficiently developed. Although a floor turtle and monitoring equipment have recently been purchased, these are not yet fully in use. Further resources, including additional computers in teaching areas are required if information and communication technology is to be used effectively as an everyday tool for learning. The computer room is cramped, especially for the older pupils, which restricts its usefulness in the wider applications of the subject. The co-ordinator systematically monitors planning, but opportunities to monitor and evaluate the teaching of information and communication technology have just begun.

## MUSIC

130. Pupils' attainment by the end of Year 6 is in line with national expectations with standards being maintained since the last inspection. All the pupils taking part in the extensive range of extra musical tuition achieve well, enjoy the sessions and are highly motivated and keen to improve their skills. All groups of pupils make at least satisfactory progress and those who have instrumental tuition achieve particularly well.
131. Pupils listen to a reasonable range of music from different cultures and begin to understand the characteristics of music used in festivals and ceremonies. On the basis of teachers' questioning and prompting, they describe the texture and timbre drawing on their previous experience and knowledge of these elements. They use appropriate musical vocabulary and as they listen to different pieces, they identify what is similar and different. Pupils use their listening and discussion to compose their own pieces in small groups. They comment on each other's work and suggest ways of improving it. By the end of Year 6, pupils show satisfactory standards of singing. They describe and talk confidently about previous performances in concerts and have a well developed musical vocabulary.
132. The majority of pupils including those with special educational needs and English as an additional language achieve well as they are increasingly exposed to a range of opportunities for instrumental practice and a range of music making. Pupils' attitudes contribute positively to the standards being achieved. They participate in lessons with real enjoyment, and persevere in their effort to improve their performance. They work well together showing respect for each other and collaborate effectively in group performances. They treat instruments with care and readily help when they need to be moved or stored away.
133. The quality of teaching is satisfactory overall. Activities are carefully planned to focus on key elements and are well balanced in providing opportunities for listening and composing. Learning objectives are shared with the pupils and effective explanations and demonstrations enable pupils to develop and consolidate their knowledge. Teachers provide ample opportunities for pupils to practise and improve their performance. Where teaching is not fully effective, this is due to the lack of guidance given to pupils to what they should be aiming for when they work independently on their composition. Work is often not sufficiently matched to pupils' ability as many of them receive additional instrumental tuition and have good levels of understanding.

134. The overall time allocated to music within the school week is limited and below the national average. Although singing is identified in the planning as a regular activity, some year groups do not practise singing, except in assembly, until they have to prepare for a concert. The overall time allocation to the subject is not yet monitored to ensure that these opportunities are provided for consistently across all year groups. However, the provision for music is greatly enhanced by the range of extra tuition provided through the local authority's music service with many pupils learning to play a range of instruments. The curriculum is also greatly enhanced through opportunities for pupils to perform in concerts and through the range of visitors who perform for the school.
135. Leadership and management are good overall. The co-ordinator has a good subject knowledge and overview of the subject's development and made a good start to leading and managing the subject. She supports the development of extra musical tuition and co-ordinates school productions well. However, the criteria for achieving targets within the subject is not sufficiently linked to their impact on learning and pupils' progress and there is only limited monitoring of teaching and learning. Assessment arrangements in the subject are informal and not well established and have been identified by the co-ordinator as an area to be developed with more use made of attainment levels to establish a clear line of pupils' progress. Although there are some examples of information and communication technology being used, for instance through electronic keyboards, opportunities for use are not identified systematically.

## **PHYSICAL EDUCATION**

136. By the end of Year 6, most pupils achieve well and attain standards which are in line with national expectations. For most pupils these standards remain the same as those seen in the last inspection. The progress that all groups of pupils including those with special educational needs and those speaking English as an additional language make is good. However, within the school there are pupils who display particular aptitude in physical skills and who achieve particularly well. These pupils are supported and challenged very effectively in the wide range of games and athletics clubs and groups. Effective coaching by teachers and professional visitors has enabled teams and individuals to attain awards and merits in competitions outside school. These are very well celebrated and bring credit to the school within the local community. Significant work has recently been done in the development of both a policy for physical education and a detailed scheme of work for the games component. The support of this curriculum guidance has enabled teachers to plan effectively to ensure that skills are learned in a progressive manner, and thus pupils are making good progress. This marks good improvement since the last inspection.
137. Pupils learn how to stop, retrieve and throw balls correctly, measuring improvement in distance. They learn how to hit accurately with various types of bats and use their skills to develop tactics in small games and, later, in larger rounders teams. In dance, pupils learn to interpret themes like the sports in the Commonwealth games and develop dance motifs and repeated movement patterns to later fit to music. All pupils have opportunities to learn and improve swimming skills in Year 4, and all but a very few are able to swim 25 metres by the time they leave school and some show particular skill at distance swimming. The many opportunities for residential visits enable all pupils to have experience of outdoor and adventurous pursuits, like rock-climbing and hiking, as well as group problem solving activities and orienteering. This makes a positive impact upon pupils' moral, social and cultural development.

138. Teaching and learning in this subject are good. During the inspection some examples of very good teaching were seen which has a very positive impact on learning. The support of new curriculum guidance has ensured that basic skills are taught well. For example, building upon ball throwing skills to begin to understand the most effective stance and action for throwing a foam javelin. Teachers plan well for their lessons, but often have only short periods in which to develop activities. Teachers manage pupils well, organising groups and working pairs efficiently, based upon regular classroom routines. In the best lessons pupils demonstrate and comment upon each other's performance and use these criticisms to improve their own skills. All pupils learn about the need to warm up and cool down after physical activity.
139. Pupils' enthusiasm and enjoyment of the subject contribute to the effort they make in lessons, as they are usually very happy to practise and improve their skills for long periods involving distance and speed. Good instruction enables pupils to improve their understanding of why it is important to stretch muscle groups before engaging in particular activities. All pupils take responsibility for their own learning, by commenting on demonstration and practice, measuring their own improvement. Asking them to comment upon the activities includes even those pupils not taking an active part in the lesson.
140. Leadership and management of the subject are good. The co-ordinator is very enthusiastic and she has a good understanding of the strengths and weaknesses in the subject. Schemes of work are continuing to be developed successfully to ensure a good progression of skills to be learned. However, the co-ordinator has not yet had the opportunity to monitor teaching in the subject, and at present assessment is only on an informal basis. This area of the curriculum is well resourced in terms of fixed and portable equipment. The numbers of pupils and the constraints on accommodation mean that time for physical education is at a premium, especially during the winter months, when the field is not in use and only the hall is available.

## **RELIGIOUS EDUCATION**

141. By the end of Year 6, pupils are attaining above the level expected in the syllabus used in local schools. All pupils including those with special educational needs and English as an additional language achieve well and make good progress because teachers plan lessons that are interesting and provide opportunities for pupils to discuss questions raised when studying different faiths. There is no significant difference in attainment or achievement between boys and girls. There has been good progress since the previous inspection, because the syllabus has been used effectively to plan lessons and resources have been improved and are employed effectively to develop learning. Teachers are more confident in their knowledge of the subject and as a result the quality of teaching has improved.
142. By the end of Year 6, pupils have a generally good understanding of the three major world faiths they have studied. In Christianity, pupils explain what type of person Christians believe Jesus is, by recalling stories including the 'Feeding of the 5000' and 'Jesus at the Temple'. When talking about major Christian festivals pupils explain clearly why Christians feel both happy and sad at Easter. Pupils have good knowledge and understanding of the significance of baptism in Christian church. In Judaism pupils explain the reason for the Passover and understand why the Seder plate contains various foods and herbs. All pupils have a good understanding of 'Kosher' foods. However, their knowledge on rites of passage in Judaism is not as well developed. In

Islam, pupils understand the importance of the Five Pillars, explaining very clearly Hajj (the pilgrimage to Makkah).

143. Pupils have a good understanding that there are common elements as well as differences in the faith groups they study. When talking about worship pupils know that all have special buildings, special books such as the Bible, Torah and Qu'ran and pray to a 'Divine Being'. They have a clear understanding of the relationship between Judaism and Christianity. Pupils talk about special times, places and people in their own life. In work closely related to personal and social education pupils talk about feelings and how their actions affect others. In addition to the three faith groups studied, pupils have a basic knowledge and understanding of Hinduism and Buddhism because of activities in Collective Worship.
144. The quality of teaching is good overall and this has a significant impact on the good progress made by all pupils. Lessons are well planned based on the syllabus used in local schools. Pupils are given opportunities to discuss major faiths and the effect they have on people, for example, in Year 5, when pupils discuss sharing, both from a personal point of view and from a Christian point of view. In most classes teachers use religious education effectively to develop literacy skills, for example, when writing about 'Jesus as Light of the World', in a good link with art. However, there are times when opportunities to record work are missed and this limits opportunities to develop literacy skills within the subject. Occasionally, the higher attaining pupils are not challenged sufficiently because teachers use a worksheet approach rather than allowing pupils to write in their own words and/or develop research skills. Pupils with special educational needs make good progress because teachers set different work when necessary, for example, in a Year 3 lesson on the Muslim belief of Allah.
145. Teachers have very good relationships with pupils and classes are well managed. They ensure that all pupils are included in all aspects of lessons. Teachers work hard to minimise any disruption in classrooms where pupils are cramped and in the shared teaching areas. There are good links between religious education and history when pupils learn about the influence of Victorian Christians on social conditions. Spiritual, moral, social and cultural development is very well enhanced in religious education because teachers give pupils many opportunities to study different beliefs. When looking at all faith groups pupils develop their understanding of rules, for example, 'The Ten Commandments'. Contributing to discussions helps to develop social skills and pupils are given opportunities to learn about the cultural aspects of major faith groups. However, pupils are given insufficient opportunities to develop their information technology skills in religious education.
146. Pupils respond very well to the good quality of teaching. Standards of behaviour and attitudes are very good; this allows teachers to concentrate on imparting knowledge and discussing issues with groups or individual pupils. Pupils are eager to take part in discussions, showing very good listening skills when the teacher or other pupils are speaking. Work is well presented, showing pupils take a pride in what they are doing.
147. There is good leadership and management of the subject with a commitment to raise standards and the profile of the subject within the school. The co-ordinator has overseen improvement in curricular provision and has developed resources to enable teachers to be more effective. Satisfactory assessment procedures are in place. The co-ordinator collects in pupils' work as part of informal assessment routines but has not yet had the opportunity to observe lessons to identify areas of good practice and areas for development. The co-ordinator rightly is waiting for the new syllabus, which is to be used from September, before developing assessment procedures further.

Teachers work hard to overcome shortcomings in the accommodation, for example, by team teaching. Cramped conditions make concentration difficult in some of the classrooms. Christian visitors and visits to a local church enhance the curriculum. While there are occasional visitors from other faith groups, the school recognises that this is an area for development. Opportunities to attend the Pioneers group and a residential session in a Christian Centre help to develop pupils' religious knowledge and understanding very well.