

INSPECTION REPORT

SHOOTER'S GROVE PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107092

Headteacher: Mr J. Duckenfield

Reporting inspector: Mr G.R. Logan
11810

Dates of inspection: 8th – 11th October 2001

Inspection number: 196658

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Wood Lane,
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Appropriate authority: The Governing Body

Name of chair of governors: Mrs Carole Eaton

Date of previous inspection: 21st April 1997

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11810	Mr G.R. Logan	Registered inspector	Mathematics; Music	The school's results and pupils' achievements; How well the school is led and managed; What the school should do to improve further
9411	Mrs R. Last	Lay inspector (2 days)		Pupils' attitudes, values & personal development How well the school cares for its pupils
3129	Mr K. Oliver	Lay inspector (2 days)		How well the school works in partnership with parents
22182	Miss F. Robinson	Team inspector	English; Foundation Stage	
20007	Mr T. Neat	Team inspector	Science; Information technology	How well pupils are taught
28686	Mrs E. Walker	Team inspector	Design and technology; Physical education; Religious education; Equal opportunities; English as an additional language	
21816	Mrs B. Thomas	Team inspector	Art; Geography; History; Special educational needs	The curricular and other opportunities offered to pupils

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Shooter's Grove Primary School is a community primary school with 403 pupils in the main school; 199 boys and 204 girls. In addition, there are 77 part-time pupils, 44 boys and 33 girls, in the nursery. Pupils' attainment on entry to the nursery is below average, with particular weaknesses in language (particularly speaking and listening) and in personal and social development and there is an increasing proportion of pupils with special educational needs. Forty-two pupils in the main school have special educational needs, and seven of these have statements. These figures are broadly in line with the national average. A very small number of pupils are from minority ethnic groups, none of whom speak English as an additional language. Seventeen per cent of pupils are eligible for free school meals. This is broadly in line with the national average. However, the school feels that there is some underreporting of eligibility. Pupil mobility is not a significant factor, with around seven per cent of pupils leaving or joining the school, other than at the end of the year.

HOW GOOD THE SCHOOL IS

Shooter's Grove is a very good school. The headteacher is providing excellent leadership; this has been a crucial factor in the good progress made in the last four years. He is well supported by his deputies, other staff and the governing body. There is a strong, shared commitment to raising standards and to ensuring that the school provides an experience of high quality for its pupils. The quality of teaching is very good, particularly for the five to seven year olds, with some very good or excellent teaching across the age range. Children have a high quality start in the Foundation Stage. The improved teaching since the last inspection has led to improved standards being achieved across the school. This is most evident in Key Stage 1 at present. Almost all pupils are now making good progress. Standards in almost all subjects by the age of seven and in some subjects by the age of 11 are now above average; in none are standards less than satisfactory. There is very good support for pupils with special educational needs. The curriculum has been successfully developed and now provides a rich range of opportunities for pupils, with a strong extra-curricular programme. There are very good care arrangements. Parents are kept well informed about their child's progress and the partnership with parents is very strong. The school receives funding at a level above the average. However, the school's many strengths outweigh the few areas for development. It provides good value for money.

What the school does well

- The headteacher provides excellent leadership for the school and is supported strongly by his senior staff and by the governing body.
- The quality of teaching is very good.
- Standards have improved significantly, in particular for the younger pupils.
- Pupils have very good attitudes to learning and behave well.
- Pupils' social development is excellent. Relationships are very good.
- The school has a very strong partnership with parents.
- The provision for extra-curricular activities is very good.

What could be improved

- Unauthorised absence is above the national average.
- There are inconsistencies in the quality of marking of pupils' work in Key Stage 2.
- Planning for the more able, gifted and talented pupils in the school is inconsistent across subjects.
- The level of staffing in the Nursery requires review.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in April 1997. Some areas for development were identified in an otherwise positive report. The school was asked to develop a broader range of monitoring strategies to ensure delivery of the planned curriculum. This prompted the school to introduce a range of monitoring procedures which are now well-established and generally effective. The school, indeed, has gone further and is now well advanced in the implementation of self-evaluation strategies. Learning targets are clearly identified in planning and are made known to pupils in almost all lessons. The gender differences in attainment identified in the 1996 test results were particular to the cohort of pupils concerned. There is no indication that such differences routinely occur or that variances exceed those found nationally. The progress made on these issues only partially reflects the breadth of improvement which the school has achieved over the last four years. The literacy and numeracy strategies have been implemented, are now fully embedded in the curriculum and are having a positive effect on standards. The test results in 2001 in all subjects at age seven and in English at age 11 were the best ever achieved in the school. The quality of teaching has improved significantly, even in a period of some turbulence. The quality of management has improved. The curriculum has become increasingly rich. Overall, the school has made good improvement since the last inspection.

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				Key
	all schools			similar schools	
	1999	2000	2001	2001	
English	C	C	C	C	well above average A above average B Average C below average D well below average E
Mathematics	D	D	C	C	
Science	D	C	B	B	

The test results for 11 year olds in 2001 were average in English and mathematics and above average in science both in relation to what is being achieved in schools nationally and when compared to similar schools. The results in English in 2001 were the highest ever achieved by the school. There was a significant improvement in attainment at higher levels in both mathematics and science. Inspection evidence confirms the test results at Key Stage 2. Pupils' work shows that the attainment of 11 year olds is well above that expected nationally in art and design, above what is expected in design and technology, geography, history and similar to what is achieved in most schools in physical education, religious education, information and communication technology and music. Currently, standards at the age of seven are above average in English, mathematics and science and above the standards expected nationally in all the remaining subjects of the curriculum, other than music where no judgement is possible. This reflects the very good start children have in the school, particularly in the reception class, the consistency and quality of teaching they experience in Years 1 and 2 and the positive benefits of the school's adoption, and successful implementation, of the literacy and numeracy initiatives. Children enter the school with below average levels of prior attainment, particularly in language and personal and social development; the proportion of children with special educational needs is increasing from year to year. Pupils with special educational needs in the main school are supported well and make good progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' very good attitudes are a strength of the school. They are very keen to come to school and are eager to learn.
Behaviour, in and out of classrooms	Standards of behaviour are high in and out of lessons. Pupils are polite and confident with adults. The school has made no exclusions.
Personal development and relationships	The provision for pupils' personal development is very good, supported by a full programme of extra-curricular activities and visits. Pupils are very willing to take on responsibilities. Relationships throughout the school are very good.
Attendance	Unsatisfactory. The level of unauthorised absence is above the national average. Attendance figures suffer largely because of the significant number of holidays taken during term-time. This can have a negative effect upon the learning of those pupils involved.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Good

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

The overall quality of teaching was good at the last inspection; it is now very good. All of the teaching observed was satisfactory or better, 31 per cent is good and 49 per cent is very good or excellent. Teaching in the Foundation Stage is very good overall, with all of the teaching in the reception class being very good or excellent. Teaching is a significant strength in Years 1 and 2 where almost all lessons were good or better and two-thirds were very good or excellent. The impressive consistency and quality of the teaching is reflected in the above average standards being achieved in almost all subjects of the curriculum at Key Stage 1. Steadily rising standards are being achieved in the context of a significant increase in special educational needs on entry. The high quality of teaching, and the very good relationships between staff and pupils, are also having a very positive effect upon pupils' attitudes to learning. In Key Stage 2, teaching is good, although there is less very good teaching than elsewhere in the school. This reflects in part the instability of staffing and the many changes which have occurred in Years 3 to 6. A minor weakness is that teachers do not consistently provide for the needs of the higher attaining pupils, particularly in the non-core subjects. Opportunities to extend literacy, numeracy and information and communication technology skills across the curriculum are being effectively developed. The best teaching sustains a brisk pace and builds upon pupils' enthusiasm and interests. This promotes pupils' learning well. Questioning is used effectively in many lessons – for example, in the Foundation Stage. Almost all staff manage their classes with considerable skill and relationships with pupils are consistently good. The use of assessment information to help pupils to improve their work is secure; this has a positive effect on pupils' learning. However, there are inconsistencies in the extent to which marking provides clear developmental guidance for pupils, especially in Key Stage 2. The valuable support provided by learning support staff has a positive effect on the quality of pupils' learning, particularly those with special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum has been imaginatively developed and provides a stimulating range of opportunities. The provision for extra-curricular activities is very good.
Provision for pupils with special educational needs	Very good. Pupils are supported very well by learning support staff and this enables them to make good progress towards the targets set for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a significant strength of the school. The provision for pupils' social development is excellent. Pupils co-operate well and work well together. They understand and respect the rules of the school and are clear about the difference between right and wrong. The school provides very good opportunities for pupils to reflect and to consider the traditions and beliefs of others.
How well the school cares for its pupils	Very good. Overall the school places a very high emphasis on promoting the care and welfare of all pupils. There is a happy and orderly atmosphere in which pupils can learn and develop.

The school's partnership with parents is very good and their visits are actively encouraged. Parents value the work of the school and have considerable confidence in the headteacher and staff. They receive very good quality information about school events and how their children are getting on. The school is strongly committed to involving parents in school activities and parents make a significant contribution to the life and work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership for the school and is strongly supported by the senior management team and staff. There is a very strong team spirit. Several co-ordinators are, at present, either new to their subjects or to the school, but have settled well to their tasks.
How well the governors fulfil their responsibilities	Very well. The governors are very effective and have a close knowledge of the school. They are actively, and diplomatically, involved in all aspects of its work. Statutory duties are fulfilled.
The school's evaluation of its performance	Good. The school monitors and evaluates its performance constantly and the governing body as a whole has a very clear understanding of the school's strengths and areas for development.
The strategic use of resources	Very good. Finances are expertly managed and are used very effectively to support school developments. The school rigorously applies the principles of best value.

Governors are very successful at managing the budget. Development planning is very effective. The school is well staffed with appropriately qualified and experienced teachers and support staff to meet the needs of the curriculum. However, the school needs to review staffing levels in the nursery class, given the increased number of children with significant special educational needs. The school has very capable and efficient administrative and premises staff. Recently-appointed co-ordinators are making a promising start in their roles as subject leaders and most already have a clear view of the developments necessary to move their subjects forward. Significant improvements have been made

to the accommodation, including the recent development of an information and communication technology suite and the relocation and refurbishment of the Foundation Stage unit. Classrooms are spacious and well-suited to the needs of the curriculum. The school is well-resourced for the demands of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well-managed. • The school is a happy and caring community which helps children of all abilities to learn and mature. • The headteacher and staff are approachable and keep parents well informed of pupils' progress. • Teaching is very good. 	<ul style="list-style-type: none"> • The range of extra-curricular activities.

The inspection team strongly agree with the positive views of parents. They feel that the school provides an impressively wide range of regular musical, creative and sporting activities as well as one-off events such as trips and educational visits.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2001 national tests for pupils aged seven, standards were well above average in mathematics, and above average in reading and writing. In comparison with similar schools, standards of attainment were well above average in writing and mathematics and above average in reading. Standards have improved steadily in the last four years, and the results in 2001 were the highest ever achieved. The proportion of pupils achieving the higher level 3 improved significantly – this had been a particular focus during the last school year. Although the school has found it difficult to raise standards in mathematics to a point where they at least match the national average, this was comfortably achieved in 2001. All pupils but one achieved the expected level, with over two-fifths achieving at the higher level. There is no significant difference in the attainment of girls and boys.
2. Inspection evidence available at this early point in the school year indicates that the standards currently attained by pupils aged seven are above average in mathematics, reading, writing and science. The significant achievement here is that the school is recording a rapidly improving performance and ever higher standards in the context of an increasingly diverse intake, with a much higher proportion of pupils with special educational needs. The progress which the younger pupils make is improving rapidly, mainly as a result of the consistently very good teaching which they receive. Across the school as a whole, the introduction of the National Literacy and Numeracy Strategies is having a positive effect on improving standards, but this has not yet been operational for long enough to have had the effect on older pupils in Key Stage 2 which is now clearly evident by the age of seven.
3. In the 2001 national tests, standards of attainment for pupils aged 11 were above average in science and average in English and mathematics. In comparison with similar schools, standards were above average in science and average in English and mathematics. Standards in the four years since the last inspection, apart from a dip in 1999, have shown steady improvement and at a similar rate to that found nationally. Although overall standards in mathematics have proved to be the most resistant to change in recent years, 2001 produced a significant improvement in higher level attainment in both mathematics and science. The school achieved its targets in English and mathematics at Key Stage 2 in 2000. It considerably exceeded the target in English in 2001, although there was a slight shortfall in relation to the target in mathematics. Pupils towards the top of the school have experienced most of the turbulence in staffing which has affected the school in the last two years. This means that their experience has lacked the impressive stability and consistency which is such a strong characteristic of the teaching in the lower part of the school. However, an analysis of the progress made by pupils between the ages of seven and 11 indicate that in 2001 almost all made average or above average progress in English and mathematics in relation to their prior attainment.
4. Inspection evidence indicates that standards in English and mathematics by the age of 11 are average and in science are above average at this early stage in the school year. Within English, standards in both reading and speaking and listening are

above average. The school has been working hard to raise higher level attainment, particularly in English, mathematics and science. However, teachers' planning is inconsistent in its focus on the needs of higher attaining pupils. This limits, in some classes and subjects, the amount of progress which these pupils can make.

5. Pupils' attainment in information and communication technology is now similar to the expected level by the ages of seven and 11. Opportunities in the subject were restricted until the computer suite was installed recently. However, a programme has been implemented to enable standards to be raised and pupils are now making rapid progress. This is working through the school. Computers are now making a good contribution to learning and pupils' skills are improving rapidly. Co-ordinators are now establishing appropriate applications for information and communication technology within each subject area.
6. Standards in religious education are consistent with those recommended in the locally agreed syllabus at age 11, although above the expected level at age seven. Pupils have an increasing understanding both of Christianity and of a range of other faiths. Pupils aged seven attain standards above those expected nationally in art, design and technology, geography, history and physical education. No judgement was possible on the standards achieved in music as no lessons were observed. However, the standard of singing is good. Pupils aged 11 attain standards well above those expected nationally in art, above those expected nationally in design and technology, geography and history. Standards are similar to those found in other schools in physical education and in class music lessons. The further raising of standards is a key focus for the school.
7. Data held by the school indicates that there has been a steady decline in the level of children's attainment on entry to nursery, reflecting changes in the school's catchment. At present, some children begin nursery with below average levels of skill in language (particularly speaking and listening) and personal and social development. They make good progress in the nursery, although some do not achieve the expected level and their attainment in a few areas is still below the level expected for their age when they enter reception. This is confirmed by the initial assessments that are undertaken by teachers, using the local education authority's baseline scheme. Progress in the reception class is very good. By the time the reception children are ready to start in Year 1, a significant number attain the Early Learning Goals¹ in communication, language and literacy, mathematical development, knowledge and understanding of the world, physical and creative development.
8. In 2001, pupils with special educational needs achieved their targets in English, mathematics and science in the tests at the end of Key Stage 2. Some exceeded their targets, notably in science. Almost all of these, and the majority of pupils with statements of special educational needs, had made good progress. Some achieve good standards in the wider curriculum: for example, in art. They have good attitudes to learning and are generally well behaved. The school works hard to raise their self-esteem.

¹ Early learning goals - these are expectations for most children to reach by the end of the foundation stage. They refer mainly to achievements children make in connection with the following six areas of learning: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; physical and creative development. There are many goals for each area of learning.

9. The school assembles a wide range of information on pupils' prior attainment and is beginning to undertake comprehensive target-setting for individuals across the school. Targets are set appropriately for the standards pupils are expected to attain in the end of key stage national tests in 2002.

Pupils' attitudes, values and personal development

10. The positive attitudes of the children to learning, their good behaviour and the quality of relationships remain strengths of the school. Pupils are eager to come to school with most arriving in good time. Their attitude towards work positively affects their performance in lessons. Pupils, including those in the Foundation Stage, are keen to learn. For example, those seen in a music lesson in Year 4 listened intently to passages of music and were very keen to describe them in terms of mood, colour and pictures imagined. They work hard and try to give of their best in lessons, especially when the teaching is stimulating and the pace of the lesson is brisk. Relationships between peers and between pupils and all staff remain very good with the adults providing fine role models. Much respect for the feelings of others is shown and a genuine sense of concern for others pervades the school. Pupils show pride in and take care of their resources and the local environment. The consistently warm and harmonious relationships throughout the school help to create a climate where bullying and racist behaviour do not take root. Parents appreciate the values and standards the school promotes so effectively.
11. Behaviour is good generally, with some exemplary behaviour seen in lessons. A high standard continues to be expected by all adults and pupils respond to this positively. Pupils are courteous and helpful towards staff, visitors and to each other. Since the last inspection, there have been no permanent or temporary exclusions. Overwhelmingly, parents believe behaviour is good and the inspection findings endorse this. The calm and orderly atmosphere helps to create a positive climate for learning throughout the school.
12. The personal development of the children is very good. Pupils are involved in their learning and concentrate well. Many take advantage of the extra-curricular activities, which are open to all. A few parents would like more extra-curricular activities, but the inspectors' view is that there is very good provision already, including sporting and interest activities, alongside a varied programme of visits and visitors. Educational visits, including the residential one for Year 6 pupils, provide occasions for pupils to develop personally and socially. All pupils are encouraged to take responsibility for their actions and their acceptance of personal responsibility is the result of the strong influence and encouragement of staff. Opportunities are given to the pupils to do specific jobs and they enjoy the responsibility. In Key Stage 2, each class elects two pupils to serve on the school council, which gives them the chance to help to shape school decisions. Parents believe the school is helping their children to become more mature and responsible and the inspectors' findings fully support this.
13. The very well supported pupils with special educational needs show very good concentration and, as a consequence, their attitudes and behaviour are good overall. All activities are open to them. They participate in the choir, drama club, football and netball teams and take part in sport activities. Their personal development is very good because their peers, in addition to the adults, help them and encourage them to participate in all aspects of school life.
14. Since the last inspection, levels of attendance have fallen and are now below the national average. There is a high incidence of holidays taken in term time, which can

have a negative effect on the learning of those pupils taken out of school. The level of unauthorised absence has not improved since the last inspection.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. The teachers do a very successful job. The very good quality of teaching found in most classes is a strength of the school and the main reason why pupils achieve well. Very nearly half the lessons seen during the inspection were very good or excellent. None of the teaching was unsatisfactory. The teaching of children seven years of age and younger is very good. About six of every ten lessons in this part of the school are very good or excellent. The pupils aged eight and over are taught well, with four of every ten lessons being very good or excellent.
16. The teaching has improved significantly since the last inspection, despite recent staffing changes and difficulties, which have affected pupils aged eight or over more than those who are younger. This improvement is due to the excellent leadership of the headteacher and senior staff, and the superb teamwork arising out of an outstanding shared commitment to succeed.
17. The basic skills of literacy and numeracy are taught well. This ensures that pupils can learn effectively across the full range of the curriculum. In four out of five literacy lessons observed and in half the numeracy lessons, teaching was very good or excellent. In a high proportion of lessons observed in art and design, information and communication technology, science and religious education, the quality of teaching was frequently good and often very good. In no subject did the proportion of good or better teaching fall below fifty per cent of the lessons observed.
18. The quality of teaching and learning is good overall in the nursery and very good in reception, with some examples of excellent teaching. Almost three in every five lessons observed were very good or excellent in the Foundation Stage, with all teaching being very good or excellent in the reception class. The adults working in both nursery and reception work closely together as a team and there is very good teamwork between nursery and reception classes. This helps to ensure continuity of teaching and learning. At times, the increased number of children with special educational needs in the nursery puts significant pressure upon the available staff.
19. The quality of pupils' learning is very good overall. The learning is influenced directly by the strength of the teaching. The particularly strong features of lessons for pupils over six years of age are the skilful way in which the teachers manage their classes and the methods they use. In most cases, classes are handled sensitively and firmly. Teachers create a quiet and purposeful atmosphere in which pupils respond well by concentrating hard and trying to do their best. The teaching staff in Years 1 and 2 show outstandingly good skills in doing this. The very good discipline that most teachers create results in pupils behaving well in lessons. This has a very positive effect on the progress that they make. The very good methods that teachers use help pupils to gain new ideas very well. This was shown clearly in a science lesson for pupils in Year 2, in which the teacher used a food mixer to help the class to understand how the stomach deals with food. The teachers expect much of the pupils. As a result, pupils work at a very good pace and put a great deal of effort into learning.
20. Generally, teachers plan lessons very well. However, the scrutiny of their short-term planning and pupils' past work suggests that they do not always show how they will

challenge the more able, gifted and talented. The very good knowledge that teachers have of subject matter and techniques helps pupils to develop skills, knowledge and understanding very well. This was true of an art lesson for pupils in Year 5 in which a demonstration of ways of working with clay impressed the pupils and led them to make very good progress. The very good relationship that most teachers have with their classes fosters a keen interest on the part of nearly all pupils. This was clear when some were heard to exclaim, "Yes!" when they learned they were to hear some more of a particular story in the Literacy Hour.

21. The teachers work very well with classroom support assistants. The school has developed a good system for ensuring that the assistants know exactly what they can do to help in each lesson. This shared planning is very effective in making the best use of their time. As a result of this, and the many talents they have, the assistants make a very valuable contribution to the progress that pupils make, especially in information and communication technology. Pupils with special educational needs learn well, thanks in part to the very good support of these members of the staff team. They are able to gain access to all parts of the curriculum. Teachers are aware of which stage of the special needs register children in their class are on.
22. Pupils' work is marked regularly, and teachers know their pupils very well. There are some very good examples of teachers making constructive written comments which help pupils to improve. However, the analysis of pupils' work shows that this is not done equally well in all classes. The appropriate use of computers in a wide range of subjects has not been possible until this term, but the teachers' short term plans indicate that they are now making regular, valuable use of information and communication technology in a variety of lessons. Generally, homework is used well to support learning.

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

23. At the time of the last inspection the school was said to provide a balanced and broadly based curriculum with all subjects fully meeting the requirements of the National Curriculum. Daily planning of the curriculum in reception was not clearly focused and progression and continuity was difficult to establish. Some improvements to some of the subject policies and schemes of work were suggested. Access to the appropriate curriculum for the most and least able pupils was very occasionally restricted. The school has successfully dealt with these issues and now provides a good, rich and exciting curriculum for all its pupils. It has also implemented the new arrangements for the Foundation Stage and established the literacy and numeracy initiatives throughout the school.
24. The quality and range of learning opportunities is very good in the Foundation Stage with children taking part in a wide range of activities. The curriculum is well structured to ensure full coverage of each area of learning. The quality and effectiveness of planning is very good and children are prepared well for entry into Year 1. The provision for outdoor play for the nursery and reception class is only satisfactory. This situation will soon improve when current renovations are completed. The quality and range of curriculum opportunities provided for pupils in both key stages is good overall. Statutory requirements are met. All policies and schemes of work are in place based on national guidelines and include references to the use of ICT in other subjects. The school meets the requirements of the locally agreed syllabus for religious education.

25. The provision for pupils with special educational needs is very good in the school. The requirements of the Code of Practice² are fully implemented. There are focus groups for literacy and numeracy. The pupils are taught well in smaller group sizes in the group sessions within the classrooms. The cross-curricular individual education plans are well targeted and have achievable goals. The class teachers with the help of the co-ordinator review them regularly. Teachers use the individual education plans in lesson planning so that pupils' special needs are met and these pupils make good progress as a result. There is a draft policy for the more able, gifted and talented. However, these pupils are not always identified in planning, particularly in subjects other than English, mathematics and science and this affects their progress in some subjects.
26. The strategies for teaching literacy and numeracy are good and are securely in place. Homework is set to reinforce pupils' basic skills in literacy and numeracy.
27. Shooter's Grove primary is a fully inclusive school, which makes very good provision for its pupils. The wide range of activities provided avoid racial or gender stereotyping. Girls and boys are encouraged to be involved in activities including football. The curriculum enhances and support pupils' learning through visits in the local area and beyond linked to the topic being studied, including the local churches, Haddon Hall, Abbeydale industrial hamlets, field trips and residential trips. There is a clear policy and guidelines on educational visits including the subjects to be supported by the visit. The school provides enrichment through its very good extra curricular activities. There is provision for football, netball, athletics, sports for all, rounders, choir and a range of other musical activities.
28. The provision for pupils' personal, social and health education, including drug awareness, is very good. The school encourages the development of positive attitudes and the growth of self-esteem through its well planned and well taught programme. Circle time, the collective act of worship, visiting speakers, activity weeks, book fairs, looking after the outside gardens and the school council all promote pupils' personal development effectively. The pupils rise to these expectations.
29. Sex education is seen as part of the wider health education programme, which is covered in science, physical education, religious education, and personal and social education but the school nurse also has an input in Year 6. This provision is effective.
30. The school has very good links with the community. There is some liaison with the South Yorkshire police, and fire service, health agencies and Sheffield College. The school is an active member of 'School Watch', and many children take part in the 'Lifestyle' project. Very good relationships exist with parents, the elderly people from the local community, the local traders and businesses and the local newspaper. Sheffield Eagles, Sharks, Sheffield Wednesday, and the Sports Development Trust have all been involved in some way with sports development in the school.

² Code of Practice – this gives practical advice to schools and local education authorities about their responsibilities and tasks to ensure that pupils who have special educational needs receive the most appropriate help to further their learning and personal development. This is a statutory duty under the 1993 Education Act.

31. There are very good links with schools in the area and very close links with the local cluster of schools. Closer links are developed with the Myers Grove School; there is an excellent transition programme. Senior secondary pupils do work experience at Shooter's Grove and other pupils come to the school for community service work. At times staff train together. There are very good links with the special needs' department of the secondary school.
32. Overall the provision for the spiritual, moral, social and cultural development of pupils is very good. This in line with the findings of the previous inspection report and the school has continued to develop its good relationships and spiritual awareness. The school has placed great importance on respect between members of the school community. This underpins the ethos of the school. It is reinforced constantly with gentle reminders and notices around school on which one can reflect. Pupils say the school prayer caringly. There are reflective times in the school day where pupils can think and consider life around them. Pupils respond positively to the respect all staff show them.
33. An awareness of spiritual development is embedded mainly in the use of assembly time and in religious education lessons, but less consistently in the wider curriculum. In assemblies, pupils are very quiet and use the opportunities to reflect and think about themselves and others, the world and its needs in a sensitive and thoughtful way. The use of light, colour and silence adds to the experience. Local clergy are frequent visitors and pupils respond very well to the message they give.
34. The school provides pupils with a very good sense of right and wrong and each class has its own list of rules and expectations. There is a good behaviour policy which provides clear guidance for staff and pupils. They understand and respect the need to consider others. When older pupils are engaged in physical activities there are sometimes inconsistencies and their behaviour is constrained by a lack of awareness of others. Pupils understand how the school council works and how their views can be represented.
35. There are many opportunities to develop pupils' social skills. Pupils are courteous and well mannered at all times. There are certificates for good achievements and positive attitudes. Opportunities are given for pupils to accept responsibility as helpers and monitors both at lunchtime and playtime. They all take their responsibilities seriously and are respected by other pupils.
36. The school provides good opportunities for cultural development both within the curriculum and through some of its extra curricular activities. Pupils have many opportunities to enhance their own culture through visits to local museums and places relevant to the topic they are studying, such as the local parish church. Pupils are provided with insights into other cultures through English geography, music and art. They learn to appreciate cultural diversity, particularly through work about African countries. There are limited opportunities to visit other places of worship but pupils are very much aware of other traditions and beliefs of major world faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

37. The school continues to give a very high priority to promoting the care and welfare of all its pupils. It takes very effective steps to provide them with a secure environment in which they are happy and can learn. All staff, including those new in post, are well aware of child protection issues and they implement the policy effectively when necessary. The designated teacher has been suitably trained and she briefs her

colleagues well. There are very good procedures for promoting the health and safety of pupils, staff and visitors. These are carefully implemented by all staff: for example, risk assessments are now consistently undertaken and the results acted upon. The governing body reviews safety and security on a regular basis and considers ways of ensuring that the environment is safe. All pupils are very competently supervised at work and at play.

38. Pupils, parents and carers are reminded of the importance of regular attendance. The system for recording attendance is clearly understood by all teachers and the procedures are carried out efficiently. Satisfactory measures are in place for promoting good attendance, but there is a significant amount of holidays taken in term time. Attendance and punctuality are carefully monitored, but the data from the newly computerised system is not yet fully analysed. Appropriate measures are taken when necessary. However there has been limited support from the Education Welfare Service over the last year so that follow-up measures have been less effective than they might be. The usually prompt start to lessons has a positive effect on pupils' learning.
39. Procedures for monitoring behaviour are excellent. Ways of promoting good behaviour are extremely effective with teaching and non-teaching staff working together. This helps to provide a positive climate, which is having a definite effect on learning. Pupils have a clear understanding of the school's high expectations of good behaviour and understand the systems of rewards and sanctions. Anti-bullying strategies work exceedingly well and no oppressive or racist behaviour was observed during the inspection. Parents are pleased by the good behaviour of their children and the inspectors' findings broadly endorse their perception.
40. The school provides very valuable support and guidance, which help all pupils to make responsible choices. There are good records of pupils' personal development in the Foundation Stage, but in the rest of the school the monitoring is mostly informal, although effective. There are comments on the pupils' maturity and development in the annual written reports for parents, which the parents value. They are very appreciative of support given by the school and are well satisfied with the help their children receive, particularly on entering school and at times of family difficulties. Assemblies celebrate achievement and give pupils opportunities to share their successes in all aspects of school life. This encourages them to do more and boosts their confidence and their self-esteem. The general ethos of the school helps to develop pupils' sense of responsibility and citizenship. Virtually all parents believe their children are becoming more mature and responsible and the inspection results confirm this.
41. The procedure for managing and supporting academic achievement for special educational needs pupils is very good. Excellent support is given to statemented pupils. The strategies used are meeting their needs well and pupils benefit from these. The school ensures the health and safety, care and protection for all its pupils well. This term the school has three children in the nursery who have been identified with special educational needs. Although new entrants have only been in the nursery a very short time the school is aware that a number of the children are displaying challenging behaviour. At this stage support levels are satisfactory but in view of the increase of special educational needs in this young class, staffing levels need to be reviewed urgently.
42. Senior managers and teachers know well how much pupils have already learned. Pupils are tested frequently and the results are recorded very well. A special computer program has been bought recently to enable results to be more effectively

analysed, in order to pick out groups of pupils who would benefit from greater support. This will support the school in their target-setting, enable staff to track the progress of pupils and put them in a good position to raise standards further. Teachers keep good records, especially for English, mathematics and science. Those working with children of six and under assess and record learning very effectively. Nearly all teachers know their pupils very well and use this knowledge to good effect when planning or changing plans to better meet pupils' needs. The assessment of pupils with special educational needs is very good. The school is aware of the need to agree how learning in the foundation subjects will be assessed and recorded.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents and carers are delighted to send their children to Shooter's Grove Primary. They are convinced that it is a very good school, which provides a happy, safe and caring environment for their children. They have confidence in the headteacher and his staff who they believe work long and hard to ensure that all pupils, including those with special educational needs, are helped to learn and mature. Parents also believe that the school has improved since the last inspection.
44. The arrangements for introducing new pupils to school are very good. Parents attend briefing sessions and prospective pupils have ample opportunities to get to know their new school. Pupils who transfer from the nursery become familiar with the rest of the school through, for instance, joining in physical education lessons with the reception children.
45. The school prospectus and the Governors' annual report to parents are well produced and contain a wealth of useful information about the school. Regular newsletters and notice boards keep parents in touch with what is going on. Special leaflets and occasional briefing meetings keep parents up to date with developments in the curriculum and what their children are learning. *What's going on in class this week* notices on the walls outside classrooms keep the parents of younger pupils in close touch with their children's education.
46. About three-quarters of parents have signed up to the home-school agreement but almost all parents are very supportive of the school. The new homework policy has been shared with parents and they are keen to help their children read and do other work at home.
47. There are three parents' meetings during the year, all of which are well attended. The third meeting occurs just after pupils' end-of-year reports have been sent home. Parents therefore have the opportunity to discuss and plan their children's progress and targets with the class teachers. The reports, which were criticised by the previous inspection, are now very good. They include not only comprehensive reviews of the year but constructive suggestions for improvement and space for parents' comments.
48. The headteacher, governors and staff welcome parents' contributions to the life and work of the school. They believe that *people come in as parents and leave as friends*. The headteacher therefore *puts pupils and parents first* and is nearly always available for any parents who wish to speak to him. The remainder of the staff also make themselves available for informal meetings at the beginning and the end of the school day.

49. Some parents are employed as classroom assistants and lunchtime supervisors. Others come in to school as volunteers to listen to pupils read, help with art clubs and supervise trips. A major asset is the very active Friends group, which contributes time and expertise to the school. This group is a very successful fundraiser, contributing for example more than £4000 to the new ICT suite and undertaking major projects such as the refurbishment of the infants' library. It is also runs the school bank and code of dress shop, organises social events for pupils, families and the local community and provides a range of behind-the-scenes services such as repairing books for the school library.
50. Some of the parents who completed the pre-inspection questionnaire are concerned that the school does not provide a sufficiently wide range of extra-curricular activities. The inspection team feel that the school does in fact provide an impressively wide range of regular musical, creative and sporting activities as well as one-off events such as educational visits.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. When the school was inspected in 1997, the management provided by the headteacher, senior managers and the governing body was considered to be good. The school had a clear educational direction. However, governors did not systematically seek evidence of the outcomes of spending decisions and strategies for monitoring the standards achieved by pupils and the quality of teaching and learning were not fully developed. The quality of school development planning was good. It is clear that substantial progress has been made in the intervening period. The quality and effectiveness of management has improved further and the progress made in dealing with the few areas of the school's work where weaknesses existed has been good.
52. The headteacher and key staff are providing the school with excellent leadership and management. Within that, the contribution of the headteacher to the achievements of the school and to the considerable progress made has also been excellent. He has a very clear vision for moving the school forward and has created a strong and cohesive team who share that vision. The ethos of the school is excellent. The headteacher is strongly supported by his deputies, who have made a significant contribution to the leadership of the school, in one case to securing the consistency and high quality of provision for pupils aged seven and younger. A range of very effective – and rigorous - strategies are in place for monitoring the work of the school and these are well established. High quality leadership has had a significant effect on standards and this is particularly evident in the purposeful learning environment which has been created and in the above average achievements recorded by seven year old pupils in 2001.
53. There has been considerable focus on the professional development of staff with middle management and subject management responsibilities and the positive benefits of this approach are coming through. Although some subject managers are new, and others have changed role, established subject managers have had some opportunities to monitor the quality of teaching in their subjects and to contribute to subject documentation and to the extension of the skills of their colleagues. They see planning, have identified good practice and have an increasingly clear view of the standards being achieved and how these can be improved. They contribute effectively to the School Development Plan by evaluating recent progress in their subjects. Some work remains to be done with staff new to the school or to their

current responsibilities to ensure that they have a clear perception of their role and the skills necessary to make clear judgements on standards and quality.

54. The successes of the school have been clearly recognised by parents in their responses at the parents' meeting and in their questionnaires. Parents are very supportive of the values of the school and the range and quality of experiences being provided for their children. The school has explicit aims, with a clear focus on the raising of attainment, and these are reviewed regularly. The values promoted by the school are strong. The social dimensions of the community are a considerable strength. A strong partnership exists with the neighbouring secondary school and this is beginning to contribute both to curriculum development and to better transition arrangements.
55. The governing body, under the effective leadership of the chair, is very supportive of the school. Governors are highly effective in fulfilling their responsibilities. They are well-informed about the work of the school and confident in judging its quality. Several governors visit the school regularly. A number of governors are linked to specific aspects of the school's work, such as literacy and numeracy provision and special educational needs. They fulfil their roles well in relation to staffing and premises' management. Committees are well-established and work effectively, giving due attention to their particular responsibilities. Governors have benefited from good quality training by the local education authority and this is enabling them to contribute soundly to school development. They work very effectively with the headteacher and staff to shape the direction of the work of the school. Legal requirements are met fully. Sound performance management systems have been implemented. The school development plan establishes appropriate priorities for the school. It is a comprehensive document, with a wide range of targets, relating both to whole school priorities and to the development of individual subjects and areas of the school's work.
56. The school cares well for its pupils needing particular care and attention. The co-ordinator of special educational needs, in consultation with teachers and learning support assistants, regularly reviews pupils' targets and the progress made towards these. As a full-time class teacher, she is supported well by the headteacher. Parents are kept well-informed. There is good liaison with the special educational needs team in the secondary school. The governor with responsibility for special educational needs visits the school regularly and has a good overview of special educational needs within the school.
57. The school has an appropriate number of suitably qualified staff. In spite of recent instability in staffing, there is a good match between current members of staff and the demands of the curriculum. Although the levels of staffing in the nursery meet requirements, the number of children exhibiting challenging behaviour may require a review of this level. The school is aware of this. Professional development is clearly linked to the school development plan and the needs of the school. The school uses carefully targeted training to increase the expertise of both teachers and non-teaching staff. This is effective. Support staff are very well-used. They enhance teaching and provide very valuable support for pupils with special educational needs. Teachers and their assistants make effective teams, which contribute positively to the learning, attainment and development of the children. Staff in other areas such as administration, lunch time supervision and cleaning, continue to make a significant contribution to the effective day-to-day working of the school. There is a good team spirit amongst all the staff and a shared commitment to the school's success.

58. Since the last inspection, the external fabric of the building, which is now the school's responsibility, has been noticeably improved. The spacious school building, constructed on several levels, is secure, clean and well maintained. The space is still well managed and there is good use of the rooms and corridors. For example, both libraries are easily accessible to pupils. The grounds are satisfactory with hard and grassed areas, but the new outside play area designed for the Foundation Stage is still under construction. The well maintained field is used for sports and games. The accommodation enables the curriculum to be taught effectively.
59. Resources have remained good overall. Provision for history and music is now very good, whilst that for science and ICT is currently satisfactory; provision for all other subjects and the Foundation Stage is good. The range of non-fiction books in the two libraries has been improved and now provides better support for subject areas, as well as helping to give greater opportunity for the teaching and learning of research skills. The new information and communication technology suite, in the Key Stage 2 block, can accommodate a class and is well-used, as are resources generally. Resources for pupils with special educational needs are good. Effective use is made of day visits to places of interest, and of the Year 6 residential course, to enhance teaching, learning and personal development.
60. The school's finances are very well managed and are used properly to support the educational needs of the pupils. Expenditure has been targeted to directly benefit pupils' attainment and progress by maintaining staffing levels, providing enhanced learning resources and creating an improved working environment. Governors set the budget taking into account the educational priorities identified in the school development plan. There is a clear cycle of financial planning, closely linked to the school development plan. During the year, the Finance Committee receives regular progress reports about expenditure and income to date. The use of specific funding, such as that provided for the support of pupils with special educational needs, is well focused. Much of the day-to-day financial work is undertaken efficiently by the finance officer. Good arrangements are in place to obtain best value from service agreements and by alternative quotes for works and supplies.
61. The income per pupil is higher than in most primary schools. Taking into account the steadily improving standards achieved by pupils in the context of an increasingly diverse pupil intake, the very good teaching, the high quality management and the substantial improvements made in recent years, the school provides good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. The school has continued to make good progress and has many strengths. Although no significant weaknesses are indicated in the report, there are a number of areas where improvements could be made to raise the quality of the school's work still further.
- Attendance is below the national average, largely because of holidays taken during term time. The support of parents would enable the school to improve this figure.
(paragraphs: 14, 38)
 - There are inconsistencies in the quality of marking of pupils' work, particularly in Key Stage 2.

(paragraphs: 22,99,158)

- Although the school has maintained a broad curriculum, providing a wide range of opportunities, teachers do not always plan effectively for the more able, gifted and talented pupils.
(paragraphs: 4, 20, 25, 95)
- The level of staffing in the nursery class requires review.
(paragraphs: 18, 41, 57, 64)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	80
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	34	25	16	0	0	0
Percentage	6	43	31	20	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	403
Number of full-time pupils known to be eligible for free school meals	0	54

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	3	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.0
National comparative data	5.6

Unauthorised absence

	%
School data	0.9
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	30	24	54

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	28	29
	Girls	23	22	24
	Total	50	50	53
Percentage of pupils at NC level 2 or above	School	93 (87)	93 (95)	98 (82)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	28	28	29
	Girls	23	23	24
	Total	51	51	53
Percentage of pupils at NC level 2 or above	School	94 (87)	94 (83)	98 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	31	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	21	25
	Girls	28	19	28
	Total	49	40	53
Percentage of pupils at NC level 4 or above	School	82 (80)	67 (68)	88 (87)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	23	26
	Girls	28	22	27
	Total	51	45	53
Percentage of pupils at NC level 4 or above	School	85 (77)	75 (82)	88 (92)
	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	9
Black – African heritage	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	0
White	425
Any other minority ethnic group	6

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	15
Number of pupils per qualified teacher	23.8
Average class size	28.2

Education support staff: YR – Y6

Total number of education support staff	12
Total aggregate hours worked per week	273

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26.0
Total number of education support staff	2
Total aggregate hours worked per week	97.5
Number of pupils per FTE adult	8.7

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5.4
Number of teachers appointed to the school during the last two years	5.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

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.

Financial information

Financial year	2000/01
	£
Total income	849,803
Total expenditure	816,438
Expenditure per pupil	1,826
Balance brought forward from previous year	15,154
Balance carried forward to next year	48,519*

*The school feels that this interim balance is not a true reflection of their financial position.

Approximately £19,000 is due to revert to the local authority, so reducing the carry forward.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

400

Number of questionnaires returned

109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	32	3	0	0
My child is making good progress in school.	67	30	3	0	0
Behaviour in the school is good.	51	40	4	0	5
My child gets the right amount of work to do at home.	36	46	9	2	7
The teaching is good.	63	35	2	0	0
I am kept well informed about how my child is getting on.	39	51	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	25	6	0	0
The school expects my child to work hard and achieve his or her best.	68	31	0	0	1
The school works closely with parents.	41	50	6	0	2
The school is well led and managed.	67	27	1	0	6
The school is helping my child become mature and responsible.	61	38	1	0	1
The school provides an interesting range of activities outside lessons.	27	40	22	2	9

Other issues raised by parents

There were relatively few written comments on the questionnaires. Most of these praised the work of the school. A number referred to the recent changes in staffing and the level of supply cover teachers which their children had experienced. They were anxious that this was affecting their children's learning.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

63. Children enter the nursery soon after their third birthday. They attend the nursery part-time for either morning or afternoon sessions. At the time of the inspection there were 39 children on roll for both the morning and the afternoon sessions. They are admitted to a reception class in the September or January nearest to their fifth birthday. There are currently 21 children in the reception year, of which most are still under five.
64. Children enter the nursery with below average attainment. Some begin with low skills in speaking and listening and personal independence. Since the previous inspection the greatest improvement has been in the implementation of the Foundation Stage. This has resulted in improved accommodation, although the outdoor area is still under construction. There are clear, comprehensive Foundation Stage and Foundation Transition Stage policies in place. The nursery staff complete initial assessments, which gives them an overview of the ability of the children. The information is used well to provide a broad, balanced and relevant programme, which meets the needs of each child. Overall provision in the Foundation Stage is very good with children taking part in a wide range of activities. There are very good planned opportunities for the children to spend time with teachers, support staff and other adults. The school is aware of the need immediately to review staffing levels in the nursery in view of the increasing number of children with challenging special educational needs.
65. The quality of teaching and learning is good overall in the nursery and very good in reception, with some examples of excellent teaching. The adults working in both nursery and reception work closely together as a team and there is very good teamwork between nursery and reception classes, which helps to ensure continuity of teaching and learning. Children are assessed regularly and effective learning takes place. Outcomes from assessment are used well to identify needs and inform planning. Very good systems are in place and portfolios of pupils work are built up on a regular basis. Learning resources are good and support the six areas of learning well. They are well organised and easily accessible to adults and children.

Personal, social and emotional development

66. Provision for children's personal, social and emotional development is very good in nursery and reception. Children enter the nursery with below average skills. They make good progress in the nursery and this continues in the reception class. By the time they are ready to start in Year 1 most will achieve, and some exceed, the Early Learning Goals in this area. Children are happy to come to school and adults in the nursery and reception class promote independence very well. Children quickly understand school routines and gain in confidence in selecting activities and tidying away. They are encouraged to select activities and materials, to share large toys in outdoor play and put these away at the end of the activity. These skills are fostered particularly well in the reception class. Throughout the Foundation Stage there are many opportunities to make choices and initiate activities. The quality of teaching is very good.

Communication, language and literacy

67. Children enter the nursery with below average skills in communication, language and literacy. Some children with special educational needs have well below average skills. By the age of five most children achieve the Early Learning Goals in this area. Overall, children make good progress. Their skills are developed well through literacy work. Teacher and support staff plan the main activities together very well and this has a good effect on learning. There is good intervention of adults in the nursery. Children are encouraged to extend their speaking and listening skills, through daily discussions, stories and rhymes. In the reception class these skills are built upon well. Children enjoy sharing books and most handle books well. This shows good progress and reflects the good teaching overall, especially in the reception class, where the quality of teaching is very good. There are many valuable opportunities for children to engage in conversation and extend their listening skills. For example, when children in reception are learning to match sounds to objects one child exclaims 'smelly sock!'. Teachers and support staff plan the main activities very well and this has a very good effect on learning. They have high expectations of children's attainment and behaviour and make very good use of questions to encourage response: for example 'How do we hold this book?'. Children listen attentively to each other and are keen to respond even if their speaking and listening skills are below average. They enjoy listening to stories about 'Elmer the Elephant'. They enjoy looking at books and understand how they are organised. Books are taken home on a regular basis to share with parents and they are beginning to understand that print conveys meaning. By the age of five their reading skills are average.
68. Children are given very good opportunities in nursery and reception to practise mark making and letters. Most can write their names by the age of five. There are good examples of mark making as the children write letters and this is extended very well in reception where children have opportunities to write letters during free play. In reception, speaking and listening is well developed through structured role-play. All children, including those with special educational needs, make good progress overall.

Mathematical development

69. When children enter the nursery class their attainment in mathematics is below average. Both the provision for the development and awareness of mathematical language, and the teaching, are very good. This enables children to learn and make good progress. By the end of the Foundation Stage most of the children are likely to achieve the Early Learning Goals. The older children in nursery can count to five and beyond as they count the number of bears on the washing line. They gain a secure understanding of shape, colour and size in reception. Also counting skills are developed well, with the higher attaining children counting confidently to twenty. Together with middle ability children they are using 'bigger than' and 'smaller than' in their work. The least able children are extending their numbers to ten. The quality of teaching is good in the nursery and very good in the reception class. Tasks are matched well to ability and children with special educational needs are well supported. Very good planning and involvement of support staff helps all children to make very good gains in knowledge, skills and understanding.

Knowledge and understanding of the world

70. Children's knowledge and understanding of the world is below average when they

start in nursery and they make good gains in learning during the nursery and reception class. Most are likely to achieve the Early Learning Goals by the end of the Foundation Stage. In nursery children enjoy practising their cutting, joining and sticking skills when making collage pictures. They use construction bricks to make a range of models and know what seeds need to grow. In the reception class, children develop their cutting and sticking skills well and older children cut out the shape of Elmer the elephant accurately and confidently. Children are introduced to the computer in nursery and by reception show good control of the mouse when using the computer.

71. The quality of teaching is very good overall in the nursery and reception classes. Effective use is made of resources to support children's learning and there is a very good balance of directed and free choice activities to promote independence in cutting, joining, building and sticking skills.

Physical development

72. By the age of five years, most children are likely to achieve the Early Learning Goals in physical development. Teaching is very good and children make good progress in the nursery and very good progress in reception. The former nursery area has a large, secure outdoor play area while the new outside play area for nursery is awaiting completion.
73. Children in nursery can ride their wheeled vehicles well and they play safely. Their dexterity is developed well through playing in the sand and water, threading, rolling and cutting. Scissors are used with skill. Most children in reception control the mouse well when using the computer. Reception children change independently for physical education and use the hall with good awareness of space and safety. Most children can run, jump, skip and hop with the expected level of confidence. Very good support helps the special educational needs children to achieve as well as the others. Reception children work confidently on apparatus and they use their imagination well as they sequence their movements.

Creative development

74. Children enter school with below average creative skills. Most children will achieve the Early Learning Goals by the end of the Foundation Stage. This area of learning is taught very well and children make very good progress because the quality of teaching is very good. Children learn about colour, texture and pattern and enjoy expressing their ideas in painting. Most children are learning to mix colours. They enjoy singing nursery rhymes and join in enthusiastically. In nursery they enjoy fast, slow, loud and soft music. Reception children handle percussion instruments confidently and follow instructions well. Children make good progress with imaginative play in both nursery and reception. Very good collages are created by reception children, following their weekly sensory walks in the school environment.

ENGLISH

75. The previous report indicated that standards in English were at the level expected for pupils aged seven and 11. The quality of teaching was good overall.
76. Trends over the last four years show improvements in reading and writing especially at Key Stage 1. Results in the 2001 national tests show that standards for 7 year

olds were above average in reading and writing when compared to schools nationally. Standards were above average in reading and well above average in writing when compared to schools with similar characteristics. The school exceeded its targets for 2001 at both key stages. Inspection findings show that standards in reading, writing and speaking and listening are above average at this point in the year for seven year olds. Standards have improved since the last inspection.

77. Results in the 2001 national tests show that standards for 11 year olds were average in comparison both to all schools and to schools with similar characteristics. Inspection findings reflect the test results in writing; however, standards in reading have improved and are above average. Overall standards in English are average for pupils of this age.
78. The quality of teaching and learning has improved since the introduction of the literacy strategy. It is very good overall at Key Stage 1 and good overall at Key Stage 2. Teachers work hard to promote the literacy skills of all pupils especially in reading and writing and through written work in various subjects of the curriculum such as history, geography, mathematics and science.
79. The school has prioritised the raising of standards in literacy for the seven to 11 year olds. There is improved monitoring of planning and teaching and more detailed tracking of pupils' progress. There has been a focus on developing writing and satisfactory use is being used of information and communication technology to support learning.
80. Children make good progress in the Foundation Stage, with standards at an average level when they start Year 1. Progress is very good in Key Stage 1 because of the very good teaching in literacy lessons. Pupils' skills and knowledge of reading and writing are built upon well.
81. Standards in speaking and listening are above average in Years 2 and 6. Pupils' listening and speaking skills are often good in the infant stage. A wide range of opportunities are provided for pupils to listen and speak: for example, in assemblies, when they are showing and talking about good pieces of work. In most classes pupils listen very carefully to instructions and, as a result of well-established routines and well-organised classrooms, know what they have to do. Most pupils respond thoughtfully to adults' questions. They are keen to talk about clothes which are special to them, in Year 2 religious education lessons. They make their meaning clear and speak confidently. The teacher effectively models their answers into correct sentences and helps to extend pupils' ideas.
82. By the age of 11 many pupils listen well and build on one another's contributions. They are given valuable opportunities to talk in front of the class and in pairs and smaller groups. For example, older pupils confidently discuss 'facts' and 'quotations' as part of their journalistic writing. There is an effective strategy to encourage all pupils to take part in the discussion. In Year 3 pupils are developing a love of poetry, while in Years 4 and 5, pupils are developing greater competency with the spoken word. They are keen to discuss plot and characters in a story and predict what is going to happen next. By Years 5 and 6 they clearly express their points of view. Teachers act as very good role-models throughout the school. They encourage the use of standard English and guide learning in a sensitive way.
83. By the age of seven, progress is good in reading. Standards have improved and

overall are above average. Pupils are benefiting from the introduction of the literacy hour throughout the school. Their response to books has improved and there have been valuable opportunities to develop their reading skills across the curriculum. Pupils in Year 1 know the difference between fiction and non-fiction and teachers organise the shared text sessions well. Most pupils have a good understanding of the role of the author and illustrators. They are skilfully introduced to the contents page and index. Pupils are reading simple text with increasing fluency, and show, in discussion, that they understand them. Pupils read their books confidently and with enjoyment. More able pupils' dictionary skills are developing well and lower attaining pupils correctly match pictures and letters. Books are taken home on a regular basis and most pupils have someone at home who hears them read.

84. By the age of 11, standards are above average in reading, with more pupils in Years 5 and 6 beginning to attain the higher levels. Use of the library has improved since the last inspection and pupils have a secure knowledge of literacy terms such as content, index and glossary. They are fully aware of the classification system and the library is well used for research. Higher attaining Year 6 pupils read from a good range of well-known texts during lessons. They use contextual clues to gain information about characters, using inference and deduction. Good use is made of reading skills across the curriculum. However, computers are not used extensively to support learning.
85. Standards of written work are above average at the age of seven. Average and higher attaining pupils write good accounts of 'machines past and present' in history, while lower attaining pupils communicate their ideas well through simple phrases and words. All pupils are taught to use capital letters and full stops in their work. They are beginning to use a cursive style of handwriting by the end of Year 2; however, lower attaining pupils still print and their writing lacks fluency. Pupils write instructions, book reviews, labels, poems and stories and there are valuable opportunities to write in other subjects.
86. Attainment in writing by the age of 11 is average because pupils have not had the full benefit of the National Literacy Strategy throughout their time at school. Progress is satisfactory across the key stage with some good progress in lessons and by pupils with special educational needs. Evidence was found of stories, poems, letters, history accounts and science reports. There are good quality displays throughout the school including good quality writing. For example a Year 3 pupil wrote 'I heard the trees rustling in the breeze'. Meanwhile a Year 6 pupil wrote, 'The Fire breathing dragon woke from its deep sleep and saw that someone had robbed him; he snorted loudly'. Older pupils have sound understanding of the basic skills but sometimes lack the ability to use interesting language. The presentation of work is neat throughout the school. Punctuation and spelling are average for most of the older pupils, while above average pupils have a secure understanding of the parts of speech and paragraphs.
87. Overall the teaching of English is very good. There has been an improvement in the quality of teaching and learning throughout the school and especially at Key Stage 1. Teachers are very confident in delivering the National Literacy Strategy. There are many planned opportunities to develop speaking and listening, reading and writing skills and the effectiveness of the planning is very good at the Junior Stage. Objectives are clear and tasks are matched well to pupils' ability. Pupils with special educational needs make very good progress at Key Stage 1 and good progress at Key Stage 2. Teachers check what pupils understand on a daily basis and very

good use is made of assessment for the younger pupils so that attainment and progress are monitored successfully. Marking is carried out regularly and there is constant use of individual target setting for pupils. There is less consistent use of diagnostic marking at Key Stage 2, although the overall use of assessment is good. Mostly pupils are well motivated and keen to learn in lessons. They work well together and enjoy discussions. Very good use is made of support staff, especially to guide the learning of the special educational needs pupils.

88. The newly appointed co-ordinator is highly motivated and knowledgeable. She is committed to raising achievement in literacy in the school. She is aware of the need to develop writing skills across the curriculum for the older pupils. There is a good, shared commitment to the improvement of this area. She is aware of the effectiveness of teaching, planning and learning throughout the school.

MATHEMATICS

89. The last inspection report indicated that attainment in mathematics was slightly above the national average at age seven and 11, although too few pupils were achieving at the higher levels by the age of seven. Most pupils were making good progress, although girls were performing markedly better than boys. However, this judgement was not confirmed in relation to Key Stage 1 in the national test results which emerged shortly afterwards, when attainment proved to be significantly below that identified at the time of the inspection.
90. Attainment in mathematics at age seven remained below, or well below, the national average, between 1997 and 2000, but improved significantly in 2001, when all but one pupil achieved the expected level (well above the national average) and the proportion achieving the demanding level 3 was also well above that achieved in schools nationally. Pupils' performance at age 11 has been broadly consistent over a three year period, although the school has found it a challenge to achieve the level of progress in mathematics which has been possible in both English and science. However, results in 2001 were comparable to the national average, with a higher proportion of pupils achieving the demanding level 5 than was the case nationally. The school narrowly missed its target at Key Stage 2 in 2001. The school's tracking systems show clearly that the great majority of pupils make at least satisfactory progress in mathematics, between the ages of seven and 11, with a significant number making good progress. Standards continue to rise strongly in Key Stage 1, in spite of a declining level of attainment when children enter the school.
91. On the evidence available early in the school year, pupils in the current Year 2 are attaining standards in mathematics which are above those expected nationally. At age 11, standards are average, with some pupils consistently achieving at higher levels. Overall, standards have improved in the last four years. This reflects the clear improvement in the quality of teaching, particularly in the reception class and in Years 1 and 2, where teaching is now very good; the benefits arising, until recently, from stable staffing; the significant amount of time spent on mathematics; the depth of coverage achieved and the structure and consistency provided by the numeracy initiative.
92. The school has implemented the National Numeracy Strategy successfully and teachers are using the structure well. Pupils have access to the breadth of the National Curriculum in mathematics and there is a good balance of experience

through the school. In Key Stage 1 pupils acquire a secure foundation in mathematics, particularly number. They add and subtract accurately with numbers of increasing size, successfully perform simple multiplication calculations based upon familiar tables and estimate and measure accurately. They recognise time and clock-faces, understand symmetry and accurately and carefully produce simple tally and bar charts. There is a strong emphasis on practical mathematical activities throughout Key Stage 1. Most of the current Year 2 pupils are already well advanced and are working at or towards level 2, although a few are still working within level 1.

93. The emphasis upon number continues in Key Stage 2. The work sample indicates that the oldest pupils from the last school year covered a creditable range of work. They have had experience of, and work accurately with, fractions, decimals and percentages, long multiplication, bracket rules, primes and factors, the attributes of two- and three-dimensional shapes, area and perimeter of regular shapes by formula, co-ordinates in four quadrants, reflective and rotational symmetry, negative numbers, mean/mode/median and range, travel graphs and grouped frequency bar charts. There is a satisfactory balance between the elements of the curriculum. The quality of presentation is systematic and thorough across the key stage.
94. By the end of Year 6, pupils are familiar with, and can interpret confidently, bar charts and line graphs. These activities are linked appropriately to other areas of the curriculum, particularly in science and geography. There is good use of practical activities. Provision for investigative work remains a positive feature.
95. The quality of learning is very good up to the age of seven, and good for the older pupils. Teachers have a clear grasp of the standards which pupils should be achieving, and progress is increasingly brisk. There is evidence of appropriately challenging work being provided for the higher attaining pupils in Years 1 and 2. However, this is a less secure feature as pupils get older, where planning does not always have a sufficiently sharp focus on the needs of the highest attainers. The most effective learning is promoted by clear objectives identified in planning (and reiterated to the pupils), high expectations by teachers and the lively pace of the better lessons. These factors, together with the good support provided for pupils with special educational needs, underpin the steady improvement in standards in mathematics across the school.
96. The oldest pupils show a satisfactory grasp of tables and of the strategies necessary for accurate mental calculations. Teachers recognise the importance of these skills and provide regular opportunities for practice. The development of mental mathematics is well-established, for example in Year 6 where pupils were successfully handling inverse operations to add and subtract four-digit numbers.
97. Pupils have very positive attitudes towards mathematics. When the teaching is stimulating they are attentive and co-operative. They work well together. However, in this school, pupils are accustomed to very high standards of teaching. Their attention wanders when teaching fails to stimulate them sufficiently.
98. The quality of teaching of mathematics is almost always very good in Key Stage 1 and good in the majority of lessons in Key Stage 2. This includes the work of learning support staff. There has, recently, been less consistency in the overall quality of teaching in Key Stage 2 because of staff changes and the level of staff illness and absence. Teachers' subject knowledge is good. Expectations are very

high in Key Stage 1. There has been an increased focus recently on the needs of potential higher attainers in Key Stage 2. Where teaching is best, teachers communicate their enthusiasm for the subject, so inspiring pupils to greater efforts. There is very effective use of both whole-class teaching and group work within each class. The quality of teachers' planning is good. Learning objectives are almost always shared with the pupils as the session begins. This was seen used very effectively across the school.

99. Information technology is not yet making a significant contribution to the teaching of mathematics, although there is some evidence of work in the data-handling element of the mathematics curriculum. The recent development of a high quality computer suite is providing staff with a realistic opportunity to extend the use of information technology in the teaching of mathematics. Formal procedures for assessing pupils' progress are satisfactory, and there were several positive instances of teachers' informal assessments influencing the planning of future work. Teachers regularly use standardised and other test material to support their planning. The marking of pupils' work is of variable quality in Key Stage 2. Although almost all work is rigorously ticked, there are very few comments to guide pupils or to show them how they might improve their work. However, targets are set for the attainment of groups of pupils. There is a consistent emphasis upon the systematic presentation of written work. The co-ordinator provides good leadership for the subject and has a clear view of the standards being achieved. There has been a regular programme of monitoring of mathematics teaching. The school is well-resourced for teaching mathematics.

SCIENCE

100. By the age of seven and 11 pupils attain above average standards in science. In relation to their levels of attainment when they start Year 1 they achieve well. Inspection evidence gained from analysing pupils' work confirms the results of the latest national tests and assessments, which show above average performance compared with all schools, including those in schools with similar characteristics. The proportion of pupils attaining at a level above that normally expected is also high. Boys and girls do equally well, and pupils with special educational needs make similar progress to that made by their peers.
101. Standards have improved since the last inspection. This is due to the very good monitoring and development of teaching carried out by senior managers and the subject co-ordinators. The school now follows the national guidance for planning science work. This has proved a very valuable source of ideas about what to teach and has boosted teachers' confidence in developing pupils' skills of investigation. This has resolved the lack of experimental work in some classes that was criticised in the last report. A school-wide check of the standards of work in pupils' books has also helped to raise levels of achievement.
102. Seven year olds make appropriate observations and measurements in their investigative work. They begin to draw simple conclusions from what they see; for example, when testing model vehicles running down a ramp. Some aspects of their knowledge and understanding of plants and animals are strongly developed, including the way in which they compare the differing needs of four-year-olds and adults. However, they do not learn enough about the places that different creatures and plants live in. Thanks to skilful teaching, they work at a level usually attained by older pupils in understanding that day and night are caused by the Earth turning away from the sun.

103. The work of pupils aged 11 reflects the good quality of teaching of skills of investigation. They make repeated observations during experiments and identify important factors to be considered in some of the tests they do. They do not yet suggest ways in which the testing could be improved, however. They work at a good level in their work about life and living processes; for example, in recognising the role of bacteria in breaking down soil. They do not, however, describe matters such as the similarities in the stages of human and flowering plant life cycles. Pupils also have a well-developed understanding of the characteristics of liquids, solids and gases.
104. The good quality of science teaching throughout the school is the prime reason for standards being good and why pupils show such high levels of interest in the subject. It results, too, in pupils of all ages learning well. Teachers manage their classes very well, and this promotes the good levels of concentration and very good behaviour seen during the inspection. They know a lot about teaching science. For example, in a lesson about forces, for pupils in Year 6, the teacher's confident discussion of "variables" helped to move pupils forward quickly in understanding how experiments are carried out. The very good methods teachers use, help pupils to grasp new ideas well. For example, in Year 2, pupils easily learned what happened to food in the stomach when the teacher demonstrated using an electrical mixer.
105. Although a very small number of pupils are less well motivated, most try very hard in science lessons, as a result of teachers' high expectations of them. Pupils present their work with great care. However, teachers do not consistently expect enough of pupils' learning. Sometimes they do too much thinking for them, by telling them what to do and how to do it, without first provoking pupils to try to work things out for themselves. This detracts from the independence of all pupils, but especially those who are older and more able. Some teachers do not use marking well enough to show pupils how to improve their work.

ART AND DESIGN

106. Standards are above those expected for pupils aged seven and well above those expected by 11. This is a similar situation to that found at the last inspection. The school has successfully kept abreast of the main developments in art and design as set out in the National Curriculum and recent guidance. Staff continue to work hard to create a positive and very attractive learning environment for pupils, displaying a wide variety of pupils' work. This shows very good progression through the school. The range of artwork being undertaken in history, geography, design and technology is very good.
107. The quality of teaching seen is very good. Each child continues to have good opportunities for creative development, even within a crowded curriculum. Meticulously produced work is expected and pupils respond appropriately. Pupils with special educational needs succeed well. In particular, those with language difficulties are encouraged to use art as a means of expression.
108. The teaching of the younger pupils sets high standards for the next stage of learning. Pupils know the routines well. Expectations are high. By the age of seven pupils are able to produce good, detailed pencil drawings, create paintings inspired by music, mix and match colours using different brushes to explore pattern, line and shape, tear, cut and fold selected materials to make pictures, represent objects

accurately and use appropriate art vocabulary.

109. The work in Year 3 is very good. To say, 'Hello,' the pupils drew round their hands and cut them out, made concertina folds on their arms and used paper to make some of their features and hair. Pupils have created three-dimensional faces by cutting, curling and sticking paper, learning paper sculpture techniques well. They made media people choosing from wax crayons, cellophane, newspaper, tissue paper and foil. The teacher made them aware of their affinity to the Earth and spiritual engagement in their lesson on ethnic art. Pupils' understanding of the techniques used by the Australian Aborigines is developed through the observation of a wide selection of examples. Using earth tones and cotton buds the pupils painstakingly created similar patterns around an animal shape. The results were of very high quality.
110. Year 4 pupils show good control and understanding of techniques in their work on self-portraits using pencil, charcoal and chalks. Their display of contrasting city and countryside landscapes is very effective. This work shows their skill at marbling and blending colours to produce a desired effect. Direct observational work on leaves and fruit in Year 5 is very good. Pupils have noticed the fine lines, patterns and shapes and blend their pastels to try and make the colour they require. As a result of studying the designs, furniture, wallpaper, ceramics, stained glass windows and fabric of William Morris, pupils were able to sketch and design their own tile. They roll out, join and decorate their clay with great care. The displays inspired by Clarice Cliff are outstanding.
111. The successful development of pupils' skills is very evident in Year 6. Very good paintings and drawings of Victorian people are displayed, while some of the observational drawings of Victorian objects show maturity well beyond the age of 11. In two very good lessons, using pastels and paint to replicate flowers and plants, class teachers interacted with the pupils all the time, praising, encouraging, questioning and evaluating their work. This is a significant factor in why the school achieves the standards it does.
112. The 'Artists in Residence' display is powerful and invigorating. The Year 6 sculptures are of very high quality and the work by Year 5 pupils after the style of Alberto Giacometti is equally good.
113. Pupils use information technology well to support and extend learning in art across the school. Year 1 pupils use a paint program to produce self-portraits, having looked at portraits by Raphael. Year 2 pupils use another program for observational drawings, working in the style of Lowry and William Morris. In Year 3 they recreate Pierre Mondrian type paintings. Year 4 pupils investigate and replicate repeating patterns from wallpapers. Year 5 pupils use clip art to create a wallpaper design and add a background. Year 6 pupils use a paint program to create designs based on African art. Pupils find a design on the Internet; flip it, print it on transfer paper and iron onto fabric.
114. The two co-ordinators of art and design are talented and very secure in their subject knowledge. They are very good role models for staff and children. They have assembled a very impressive portfolio of work and are justly proud of the quality of art and design in school. Resources to support art and design activities are good.

DESIGN AND TECHNOLOGY

115. Only one lesson was observed during the inspection. However, additional evidence of pupils' work and displays around the school, indicate that all pupils, including those with special educational needs, make satisfactory progress and many make good gains in their learning. Standards have improved since the last inspection and are now good at both seven and 11 years. The school has worked hard to develop the subject and the newly appointed co-ordinator has plans for review and further developments, based on current national guidance. The subject is now more effectively integrated with other subjects and cross curricular links are good. Progress since the last inspection has been good.
116. In Key Stage 1, where standards are good, pupils have opportunities to design and make artefacts related to the termly theme. They look at how items in Victorian kitchens were made and used. This develops skills in observation. Pupils create their designs from templates. They discuss the strengths and weaknesses of the design and how they might improve their finished article by using different techniques. They work with a range of products such as card, clay and textiles. They make pop up cards, a container to hold holy books, clowns with moving joints and flowers using various materials. Pupils have the opportunity to investigate materials using scrunching and layering different papers. As they progress through the key stage they use different joining techniques to make moving parts and use paper fasteners to demonstrate how people used the 'dolly' tub. They further their skills using needle and thread and sticking to decorate the items they have made. They make three-dimensional models and use commercial construction kits.
117. Standards are good in Key Stage 2. By Year 6, planning shows that pupils have opportunities to experience a wide range of activities and make good progress in their learning. Displays around the school demonstrate that pupils continue to develop their design skills in cross-curricular projects. Pupils in Year 3 designed and made a complete set of Roman armour. They used artefacts, books and video material to record observations and then made a pattern so the armour could fit a model. They incorporated a wide range of materials and joining techniques using different glues and fasteners. They used rubbings from coins to decorate the shield, and weaving techniques to simulate the armour. They made clay divas (Roman lamps) to create the atmosphere for a living history day.
118. Planning appropriately emphasises the need for design and the evaluation of finished work so that pupils make sound progress in their understanding of how design affects the outcome of the product. In a Year 4 lesson pupils were given a range of purses to study and to determine the elements which are essential to keep the contents secure. Many pupils have good attitudes and particularly enjoy the practical elements of the subject. Pupils with special educational needs work well within the group and make a contribution to the discussion. They make good progress. They work well together sharing ideas and experiences in order to reason why one fastener is better than another. The teacher uses questions very effectively to refocus pupils' ideas. Pupils are confident in using the terms 'design' and 'evaluate' and are able to detail reasons and types of materials which made the article effective. This is an improvement since the last inspection. They used this knowledge when formulating their own designs and suggesting modifications to improve them.
119. The emphasis on problem solving is clearly demonstrated during the 'Arts and Activities' week. An artist in residence assisted the design process so that pupils could make a large 3D sculpture depicting sporting activities. They were able to

incorporate structures they had learnt in order to keep the sculpture rigid. In Year 4 pupils made and designed a treasure box. They were able to incorporate folding and joining techniques to make a rigid and secure box. The challenge to incorporate an alarm system as an alert if the lid was removed, necessitated modifications to the design and use of their scientific knowledge of circuits. They were able to explain how they had made the boxes work. Pupils in Years 5 and 6 working in groups designed and made various board games which were to be used by younger pupils. The design had to be robust, to develop counting skills of users and to be enjoyable. Pupils used the time to revisit skills they had learnt and use the materials which were available. The designs were modified and evaluated by both designers and users so that they could critically assess their work at the end of the project. The skills all pupils use to join fabrics together are of a very high standard and they are supported by a very active parental group who help and support pupils with their needlework skills.

120. Design and technology makes a satisfactory contribution to the development to pupils' cultural awareness and social skills. They use the masks they have made to demonstrate an African dance. They are given the opportunity to work together, to make decisions and solve problems. On an extended visit to the Hillsborough sports centre they used both their literacy and numeracy skills to evaluate the costs and whether the products sold in the café were good value both in their design and food content. Food technology is supervised by parents who work with the class teacher. The specific objective is to follow a recipe and it is discussed so that pupils are aware of the ingredients and how to make their product appeal to the consumer.
121. The two co-ordinators provide good leadership for the subject and support their colleagues well in both key stages. They monitor teachers' planning and the standards of work produced. At present there is no monitoring of teaching. The use of information and communication technology is planned so that pupils can use the computer in the design process. The school has adopted a scheme based on national guidelines which ensures a logical sequence in the teaching of knowledge and skills. The school is developing assessment procedures in order to record pupils' progress. Resources are good.

GEOGRAPHY

122. Standards and progress are at least good for pupils by the end of Years 2 and 6. Although it was only possible to see one lesson during the week of the inspection, judgements are supported by the work on display, discussions with pupils and teachers, and pupils' work completed in the last school year, as well as the work completed during September for the few classes that are learning geography this half term.
123. Mapping skills begin in Year 1 and are taught well throughout the school. The younger pupils make maps of the route to school from home and draw real and imaginary maps. In Year 2 they are introduced to a key. Year 3 pupils use a basic plan of the school site to follow a route round the school identifying features, and cover a range of work on maps and plans. As well as using the key provided, pupils create their own symbols. They begin to use oblique aerial photographs and plans.
124. Year 4 pupils use a map website to download and print maps of the local area in different scales. They plan routes to contrasting localities using Ordnance Survey and road maps. By Year 6 pupils are able to use 4 and 6 figure grid references

accurately. Pupils can identify and list key route ways in their area.

125. The school is situated in an area providing good access to locations which enhance the geography curriculum. Teachers use these opportunities well. Every year has field study experience. Fieldwork away from school also plays a very important part, providing opportunities for practical work in different areas. Pupils thoroughly enjoy these experiences. They visit the Environmental Studies centre at Mayfield and Wood Lane Farm Country Management Centre. Year 6 pupils go on a residential visit to Edale and Year 3 to Underbank Outdoor Activity Centre. Pupils with special educational needs take part in all fieldwork activities.
126. A very good lesson on the Rainforests was observed in Year 5. Pupils had already some good prior knowledge about the Baka people and Kayapo tribes. Their writing in the form of a newspaper and their artwork of rainforest scenes demonstrated this. Using a video as a stimulus the pupils began to understand how different their lives were to that of a family living in Cameroon. They identified and understood the differences in weather and climate, houses, transport and landscape.
127. Co-ordination of geography is good. The co-ordinators know what is happening in all classes through their formal and informal monitoring. They are aware that there are no formal assessment procedures as yet and that more computer software is required to extend pupils' learning.

HISTORY

128. Standards are good for pupils at both seven and 11 years. All pupils make good progress including those with special educational needs. Although only two lessons were observed, additional evidence derived from the scrutiny of pupils' work, displays around the school and discussion with teachers and pupils. This is a much better picture than that reported at the last inspection when standards were average. This is because the school has, in the interim, reviewed the curriculum, developed a new policy and adopted and adapted the recent national guidance, which is used to inform teachers' medium term planning. Staff expectations are high.
129. By the age of seven pupils have an understanding of how some things have changed in their own life since they were born. Through the study of people and events they know something about life in their village and the importance of Stannington Church. As part of an integrated topic on 'Machines', pupils in Year 2 are learning about the past from a very good range of sources, artefacts, posters, books, pictures and photographs. These pupils use reference books well to find information about the similarities and differences in the jobs that children in Victorian times did compared with children's work today.
130. Pupils in Year 3 study the Romans and Ancient Greece. In their studies of life in Ancient Greece pupils became familiar with aspects of life in Athens and Sparta.
131. Year 4 pupils have a good understanding of life in Tudor times. Chronology is developed well and pupils are able to make comparisons and draw on previous knowledge to contrast changing times, giving reasons why and how. As part of their work on 'Settlements', pupils looked for early settlements in and around Sheffield, using maps to identify the Anglo Saxon suffixes e.g. -ing, -ham, -don, -ton, and -ley.
132. The work of the previous Year 6 pupils shows a good understanding of what life was

like during the Second World War in Britain. The staff have made a decision to study Victorians this year in Year 6. The work in the folders is of a good quality. Pupils have searched on the Internet to find out about events during this period. On a timeline of life between 1837 and 1901 they record that Queen Victoria was the first to be photographed in 1844, to have anaesthetic in 1853, to experience electric light in 1885, to use the telephone in 1886, have her voice recorded in 1888, and the first to be filmed in 1896.

133. The art and design, and design and technology displays of pupils' work all reflect elements of the history curriculum. These are well-constructed using dates and major characters are clearly identified. The simple but effective designs of the 'poss' stick show how well younger pupils understand how people did their washing. Interpretations of Aztec masks demonstrate a clear understanding of the way of life of these people. The very good, accurately-detailed models and designs of Roman soldiers, chariot, shields, lamps, home made armour and coin rubbings show how well pupils have researched the historical information of the period. The printed patterns modelled on the floor tiles in Haddon Hall and the intricate details reflecting the work of William Morris all help pupils to observe with accuracy. The sketches in Year 6 of Victorian people and the sketches of artefacts are of a very good quality.
134. To enhance pupils' learning further, teachers plan relevant visits. Year 1 pupils walk into the village, Year 2 visit Kelham Island Museum to see old machines and watch a steam engine working, Year 4 pupils visit Haddon Hall and the Bishop's House for a living history day. To help with their investigative work, Year 6 visit Abbeydale industrial hamlets, Sheffield library and the archives. All these links and visits help pupils to become historians, asking and answering questions, selecting and recording information relevant to their topic.
135. Co-ordination of the work in history is now effective. The recently appointed co-ordinators are very keen to raise the standards of history further. They are aware that development of procedures for assessing pupils' attainment and progress in history, and further use of information communication technology, are a priority.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Until the beginning of this school year, a lack of sufficient, good quality computers prevented pupils across the school from reaching the standards they are expected to achieve. The limited evidence available to inspectors at the start of this school year shows that, in those aspects of information and communication technology [ICT] that they have covered, pupils attain appropriate standards and are making at least satisfactory progress. A few items of equipment needed for control and external monitoring work, scheduled for use later in the year, have not yet arrived.
137. The standards expected of pupils of all ages have changed significantly since the last inspection, when standards were judged to be satisfactory. The provision made by the school since that time has increased greatly. A new, well-equipped computer room is now in use, and classrooms are also furnished with additional computers. Pupils and teachers can get onto the Internet from all the rooms that house computers. Access to the new equipment and the good support of the co-ordinator and other colleagues has led to a rapid increase in teachers' skills, knowledge and understanding of ICT work. This is already having a significant effect on standards.

The use of computers to develop skills, knowledge and understanding in other subjects is increasing rapidly. Teachers regularly plan to achieve this.

138. Seven-year-olds are learning keyboard skills fast. They use a variety of keys such as "Enter" and "Delete" to produce text on screen. They were seen doing this, and selecting images using drop-down menus, to produce a page for their "Machines" topic. They also change the size and colour of the fonts they choose. Pupils in the junior classes have adapted rapidly to working in the suite. Those in Year 6 were observed using the Internet to find information for their history work about Florence Nightingale. They log on, select the appropriate website and confidently find the information they seek. Pupils also arrange text and pictures to resemble a newspaper.
139. As a result of the improved resources and the teachers' growing confidence, the lessons seen during the inspection were generally of good quality. No unsatisfactory teaching was seen. The teachers' commitment to ICT and very good control of their classes, lead pupils to work with real enthusiasm and behave very well. Other factors that resulted in pupils throughout the school learning well are: [a] good direct teaching of basic skills which helped pupils to gain skills, knowledge and understanding well; [b] good lesson planning which included effective revision of the skills covered; [c] the use of good methods, such as providing written prompts, which enabled pupils to get on as fast as possible; and [d] very good support provided by a well-qualified assistant who spends a good proportion of her time working with classes in the computer room.
140. The pupils' ability to listen carefully to instructions and to concentrate for good periods significantly helps their learning. This was particularly noticeable in a Year 2 lesson. Occasionally, teachers do not stop their classes effectively before giving instructions, which detracts slightly from the progress made by the pupils concerned.
141. The school reports that some problems with the services provided by the local education authority, particularly access to the help provided, have hindered the development of ICT. Difficulties caused by changes in teaching staff have also made progress in improving provision more difficult. Parents have been very generous in their financial support. They bought a significant number of computers for the new "suite".

MUSIC

142. At the last inspection, music was identified as a significant strength of the school, particularly in relation to the exceptional breadth and quality of the extra-curricular provision and teachers' high expectations of the older pupils. There was a minor reservation as to the level of coverage of the curriculum in Key Stage 1, mainly because of the large groups to which the subject was taught. Following the death of the co-ordinator and the loss of her specialist skills, it proved difficult for the school to sustain the music provision at the previous level. However, many of the peripatetic opportunities have continued, the choir has been re-established and a new co-ordinator has recently been appointed. Current progress is satisfactory. At present, pupils, including those with special educational needs, are attaining the expected standards in music by the age of 11. No judgement is possible on standards by the age of seven, as no lessons were observed. However, the quality of singing in Years

1 and 2 is good.

143. Three lessons were observed in Key Stage 2. In one Year 3 lesson, there was a strong focus on the elements of music, particularly pulse and rhythm. Pupils clapped pulses and replicated rhythmic patterns based on the rhyme 'Two Soldiers'. They repeated the pattern faultlessly. They sing well, with a good awareness of pitch and can hold a familiar tune successfully. At this stage, pupils are achieving well in line with what is expected. Year 5 pupils had produced a graphic score in their previous lesson and were preparing to develop a composition based on a building-site. This involved a discussion on the types of instruments likely to be helpful in creating the sounds needed. They could name a number of common percussion instruments. Although a good start was made to the lesson, the time available had been foreshortened by an extended library session and pupils had no opportunity to develop their ideas further. Year 4 pupils had been listening to recorded music in a previous lesson and were following up, in discussion, the idea that music can convey both images and moods. Pupils had good opportunities to contribute to the discussion and were eager to offer their ideas, which were listened to respectfully by the others.
144. The quality of teaching and learning is satisfactory in Key Stage 2. Although few claim to be specialists, the subject knowledge of the teachers observed is always satisfactory and often good and enables them to teach basic musical skills and knowledge, while providing challenge for pupils' creative abilities. All staff are now following the new national guidelines for music. This provides a clear theme for each term. In many cases, however, the planning to support these activities is thin. There are regular opportunities for progression of composition skills as pupils get older. Very little use is made of information technology to support pupils' learning. There is a focus on the development of correct musical vocabulary throughout the school.
145. The new co-ordinator is beginning to provide a clear educational direction for this subject. However, there are no opportunities to monitor teachers' planning, teaching or learning on a regular basis. There are no short-term assessment procedures. Recorder lessons have begun again. A significant number of pupils learn brass instruments, woodwind, guitar and violin and the school orchestra is being re-established. The school choir, building on the strengths in singing evident in assemblies and around the school, is now meeting regularly, although boys are significantly underrepresented in its ranks. Overall, there are clear signs that the subject is now moving forward.

PHYSICAL EDUCATION

146. Attainment in physical education is above the standard expected nationally for seven-year olds and similar to that achieved by most 11-year olds. Pupils experience a broad range of work in dance, gymnastics, games, swimming and athletics. Their rate of progress in acquiring skills and knowledge is good in Key Stage 1 and satisfactory in Key Stage 2. Standards are similar to those at the time of the last inspection and progress has been maintained. There is a scheme-of-work in place, based on national guidelines. Planning procedures are good and are sufficiently detailed to support the steady development of skills in all aspects of the subject.

147. Younger pupils get changed quickly and quietly. They organise themselves very well. They are aware of the need for care and safety in the lesson and prepare the hall before the lesson begins. They use their knowledge of machines and how they move. They recognise speed, direction, rhythm and activity as they use their body to demonstrate cogs, levers and springs. All pupils take part in warm up exercises and understand why they should warm up before vigorous exercise. They listen to instructions well: this enables the lessons to be conducted safely but also provides them with a clear understanding of what they need to do when working in pairs or groups. Pupils with special educational needs are very well supported and make a full and effective contribution to the demonstration on how pupils can improve their performance. Pupils take turns thoughtfully and develop a good idea of how to use space and how to begin and end a sequence of movements.
148. Pupils have, by the time they are 11, developed good use of space. They can handle gymnastic equipment safely and can use the equipment to demonstrate routines and identify specific ways of jumping and landing. They work in small groups to improve their ball control skills and make up games so that they all have an opportunity to target their efforts. Satisfactory standards are achieved when pupils came to practise the tactics they have been taught. Inattention by some pupils slowed the pace of the lesson so that pupils only made satisfactory progress.
149. All pupils have the opportunity to learn to swim. In the last school year, ninety two per cent of the pupils had, by Year 6, reached the expected standard of 25 metres swimming unaided.
150. Teaching is good at Key Stage 1 and satisfactory in Key Stage 2, with elements of very good practice seen throughout the week of inspection. Teachers have a good knowledge of the subject and plan their lessons well. Lesson objectives are shared with the pupils and they respond positively to the tasks they are asked to do. For example in a Year 1 lesson pupils watch carefully as they learn how to throw and catch a ball. They respond to the teacher's calm manner and use a variety of methods so that by the end of the lesson they have all made good progress.
151. In a Year 3 lesson the teacher encourages pupils to feel the movement and uses a wide vocabulary so that they understand the purpose of a warm up and cool down session. They follow carefully the clear direction the teacher gives which builds on their previous lessons, so they are able to develop a complex sequence of movements. Pupils are able to discuss their performance in technical terms, to describe different movements and balances.
152. Teachers give careful thought to health and safety matters and all pupils engage in the lesson. Where a pupil has to observe a lesson they are expected to take part in the discussions and comment on the performance of the other pupils. In games lessons, and particularly with older pupils, pupils occasionally do not listen as carefully and the need to refocus the lesson slows the pace of the activity. This means that pupils do not make sufficient progress.
153. Physical education is well managed. The co-ordinators are experienced and work well as a team. A curriculum plan ensures that all pupils experience the full range of activities. There is a good enrichment of the curriculum through opportunities for coaching sessions after school and to take part in football and netball teams. Links with specialist facilities and coaches provide an opportunity for pupils to experience a variety of other activities and sport such as basketball, cross country running and

athletics. Some pupils have an opportunity to try other activities: for example, abseiling at a residential centre in Year 6. The resources for physical education are good and are well maintained in both parts of the school. There are two large halls which are well used by the school, and a field that is suitable for outdoor games and athletics in season. Swimming is taught at a local pool. There are sufficient training opportunities for staff to be updated on new initiatives and developments in the subject. Links with a local college are good and students support training and extra curricular activities. The monitoring of the subject is in its early stages and there are only limited records to identify the progress of individual pupils.

RELIGIOUS EDUCATION

154. Pupils' attainment at both seven and 11 is at least in line with, and often exceeds, the expectations of the Sheffield agreed syllabus for religious education. The standard of discussion is often good. Pupils with special educational needs make satisfactory progress and contribute well to the discussion in the lessons. Standards are similar to those at the time of the last inspection.
155. The quality of pupils' learning in Years 1 and 2 is good. Pupils in Year 1 have explored the local church as a place of worship and recognise the features which make it a special place for Christians. They are able to answer with confidence why Christians are baptised and refer to other ceremonies which take place within the church. They recall the significance of the life of Jesus and understand that the story about the feeding of the five thousand was a New Testament story. The use of a candle which was lit during the story focused pupils' attention and added significance to the vicar's storytelling skill. Pupils in Year 2 recognise stories from the Old Testament and understand some of the traditions that are integral to the Jewish faith. They are aware of the significance of the Torah (the holy book) and why it is special to Judaism. The good use of artefacts assists pupils' understanding about the special clothes that are required in some beliefs and use their previous learning to understand that customs and traditions are important.
156. In Key Stage 2 pupils build further on the knowledge they have learnt earlier and begin to make connections between Judaism, Christianity and Islam. Pupils study aspects of each faith for a term every year. By the time pupils are in Year 6 they can discuss their understanding of what heaven is and express their own views about it. The well structured lessons developing the theme enables pupils to write with some sensitivity on special places and relate them to the faiths they have learnt about. The samples of pupils' work show that most pupils understand the significance of the 5 pillars of Islam, the major religious leaders, that Christians believe that Jesus was the Son of God. Pupils in Year 4 have studied aspects of the Easter story and of Lent and are able to understand the symbolism of light.
157. The quality of teaching and learning is good overall and sometimes very good. All teachers are confident in their knowledge and understanding of the religious education syllabus and about the religions which are studied throughout the school. There is a worthy emphasis on the personal, social and moral development of pupils and on friendship and feelings in many activities. In a Year 3 lesson pupils are able to empathise about what is required to be a good friend, the use of clear and direct questions and the ordered discussion helps all pupils including those with special educational needs to recognise and record their feelings and concerns. The series of lessons builds on pupils' own experience and leads them to thinking about how it was for the disciples of Jesus. They use the skills they have learnt in literacy to

develop their note taking strategies and use handwriting skills well to present their work.

158. In lessons the attitudes and behaviour of pupils are good. Pupils respond well to the use of artefacts. Teachers make good use of visits to the local church and the support of the local clergy enables pupils to have a good understanding of a place of worship and its place in the community. Teachers use challenging questions and the tasks pupils complete develop their understanding. There are few opportunities for some pupils to extend and explore the subject. The lack of comments and developmental guidance about pupils' written work does not enable more able pupils to increase their knowledge or research skills. There are no opportunities to use ICT to extend pupils' subject knowledge.
159. The newly appointed co-ordinator plans to develop the syllabus further. Lesson-planning is good in all year groups and is monitored regularly by the co-ordinator. Assessment opportunities are built into the planning. There has not yet been an opportunity to monitor the quality of teaching or of pupils' learning.
160. Whilst there is provision for some visits to places of worship, these are not sufficiently varied to make comparisons between faiths and types of buildings. Since the last inspection, staff have had the opportunity to visit the Bradford R.E centre. There has been some support through in-service training and teachers all have a resource file. Teachers' knowledge about the subject is secure. Resources have been developed and are now sufficient and of a high quality. Pupils can have direct experience and observe the symbols and artefacts whilst learning about the care and protocol for handling sacred objects.
161. Religious education makes a valuable contribution to pupils' spiritual development when they had the opportunity to explore feelings and views. In all lessons seen during the inspection pupils had time to reflect on words or symbols, to listen to music or consider the feelings of others.