

# INSPECTION REPORT

## **PHILLIMORE COMMUNITY PRIMARY SCHOOL**

Darnall, Sheffield

LEA area: Sheffield

Unique reference number: 107075

Headteacher: Mr C Pleasance

Reporting inspector: Mr P L Evans  
20737

Dates of inspection: 3<sup>rd</sup> – 6<sup>th</sup> December 2001

Inspection number: 198270

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Nursery, infant and junior school
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Phillimore Road Darnall Sheffield South Yorkshire
Postcode:	S9 5EF
Telephone number:	(0114) 2494036
Fax number:	(0114) 2617145
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms B Walsh
Date of previous inspection:	20 <sup>th</sup> October 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20737	Paul Evans	Registered inspector	Special educational needs Information and communication technology Music Physical education	What sort of school is it? How high are standards? What should the school do to improve further?
19426	Chris Farris	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
13754	Judy Morris	Team inspector	Science Geography History	How well are pupils taught?
16447	Rosemary Grant	Team inspector	Areas of learning for children in the Foundation Stage Art and design	How good are the curricular and other opportunities offered to pupils?
29703	Ray Barton	Team inspector	Equal opportunities Mathematics Design and technology	How well is the school led and managed?
14816	Sandra Gordon	Team inspector	English as an additional language English Religious education	

The inspection contractor was:

PPI Group Ltd  
7 Hill Street  
Bristol  
BS1 5RW

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33 Kingsway

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

### **INFORMATION ABOUT THE SCHOOL**

Phillimore Community Primary School is a larger than average primary school providing education for 372 children aged 3 to eleven. The school's Nursery has a total of 52 children who attend part time and 13 children who attend full time. Thirty-three children attend the school's two Reception classes and there are 264 pupils in Years 1 to 6. The majority of pupils live in the local area on the housing estate adjacent to the school. The estate contains a mixture of housing, the vast majority being council or housing association accommodation. A minority is privately owned and some are privately rented. Some of the housing is short-term accommodation, therefore some children only attend the school for a few weeks. There is a high level of unemployment in the area and the employment, which is available, is low paid. The school is a member of an Education Action Zone. The number of pupils who are eligible for free school meals is well above the national average. The percentage of pupils on the school's special educational needs register is above the national average. However, the percentage of pupils with a statement of special educational needs is broadly in line with the national average. The number of pupils for whom English is an additional language is very high when compared to the national average. There is a variety of languages spoken by these pupils, the most common being Urdu, Bengali, Somali and Arabic. The percentage of pupils who move in and out of the school during each year is high when compared to the national average. Children's attainment on entry to the school's Nursery is very low.

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

Phillimore Community School has suffered considerable disruption during the past three years. There has been a high level of staff changes and a considerable amount of staff illness. This has meant that a considerable number of supply teachers have been employed. The headteacher gives good educational direction to the school. The quality of teaching throughout the school is good overall. When compared to the results of similar schools, the standards that pupils achieve in national tests are well below average in reading, writing and in mathematics at the end of Year 2. At the end of Year 6, pupils reach standards which are well below average in English and below average in mathematics and science, compared to similar schools. The level of care that the school provides for the welfare of all its pupils is good overall. However, the effectiveness of the school's strategies to promote educational inclusion is less than satisfactory.

The Phillimore Community gives satisfactory value for money. Taking into account the context of the school, the quality of education and support that it offers to all its pupils and the money that it spends, the overall effectiveness of the school is good.

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

- The quality of teaching is good in all areas of the school.
- Pupils with special educational needs make good progress throughout the school.
- Pupils' achievement is good in the Foundation Stage and in Years 3 to 6.
- Pupils' attitudes to school, their behaviour and their personal development and relationships are all good.
- The community makes a good contribution to pupils' learning.
- The school's provision for the moral and social development of its pupils is good.
- The procedures for child protection and welfare are good.
- The headteacher provides good educational direction for the school.

### What could be improved

- The school does not meet the requirements of the National Curriculum in information and communication technology.
- The standards that pupils reach in English, mathematics and science are too low at the end of Year 2 and Year 6.
- The part played in the management of the school both by the deputy headteacher and by the governors is less than satisfactory.
- Attendance is poor.
- The assessment of pupils' progress is less than satisfactory in many foundation subjects.
- There is no outdoor play area for children under five years of age, in the reception classes.
- The provision for pupils with English as an additional language is less than satisfactory.

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

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

Phillimore Community Primary School was last inspected in October 1997. The previous report highlighted a number of issues, most of which have been fully addressed. The school has made at least satisfactory progress in the majority of areas. Good progress has been made in the areas of raising standards in speaking and listening, mathematics and science. The quality of teaching has been improved in science and design technology, but further improvement is required in information and communication technology. The progress made in short term planning and provision for homework is good. However, the progress made in assessment and its use to guide the planning of future work and the standards that pupils reach in information and communication technology are still in need of further improvement. The school's overall capacity to improve further is good.

### STANDARDS

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

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

**Key**

well above average    A

above average        B

average                C

below average        D

well below average    E

  

lowest five per cent nationally    E\*

In the 2001 national tests for seven-year-olds the school's results were in the lowest five per cent nationally in reading, writing and mathematics. Standards in science, according to teacher assessments, were well below the national average. When compared to the results of similar schools, standards in reading, writing and mathematics were well below average.

The school's results, in national tests for eleven-year-olds in 2001, were in the lowest five per cent in English and well below average in mathematics and science, when compared to the results of all schools. The school's results, when compared to those of similar schools, were well below average in English and below average in mathematics and science. When pupils enter Year 1 most have achieved the standards expected for their age in their personal, social and emotional development, creative development and physical development. In communication, language and literacy, mathematical



development and their knowledge and understanding of the world, pupils do not meet the expected levels for their age, by the time that they enter Year 1.

Inspection evidence confirms the results of the 2001 tests in Years 2 and 6. However, inspection evidence also shows that pupils in the present Year 6 classes are in line to reach average standards in English and science, at the end of the year. Standards in mathematics in Year 6 are below average. Standards in physical education are good at the end of Years 2 and 6. Standards in all other subjects are in line with expectations in Years 2 and 6 except in design and technology, which are below average, and information and communication technology which are well below average throughout the school.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen to attend school and are enthusiastic about the work that they undertake.
Behaviour, in and out of classrooms	Good. Pupils' behaviour in and out of classrooms is almost always good.
Personal development and relationships	Good. There are good relationships between pupils and between pupils and their teachers.
Attendance	Poor. The level of attendance is well below the national average.

The great majority of pupils are keen to attend school. The very good management of the behaviour of all pupils enables the development of good levels of behaviour throughout the school. The level of relationships, between pupils and between them and all the staff is good. Attendance is well below average. The school has good procedures for promoting attendance. However, while there are genuine reasons for some absences, there is also a lack of support from a minority of parents.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	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 throughout the school is good. It is also good in each area of the school. A total of 79 lessons were observed throughout the school. The quality of teaching was excellent in two lessons. It was very good in 14 lessons and good in 47. The quality of teaching was satisfactory in 15 lessons and poor in only one. One excellent lesson was seen in the Foundation Stage, for children under five, and another in Years 3 to 6. All the very good and excellent teaching was seen in these two areas of the school. The poor lesson seen was also in Years 3 to 6. The quality of teaching in English, literacy, mathematics and numeracy is good overall. The overall good quality of teaching and the consistent application of the very good behaviour policy of the school combine to produce good learning in almost all lessons. Most pupils, including those with special educational needs, are well catered for and make good progress. However, the provision for pupils with English as an additional language is less than satisfactory and these pupils do not make sufficient progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Less than satisfactory. The school does not meet the requirements of the National Curriculum in information and communication technology.
Provision for pupils with special educational needs	Good throughout the school. The needs of these pupils are well supported in classrooms.
Provision for pupils with English as an additional language	Less than satisfactory. The present level of support for these pupils is low and they do not make satisfactory progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The provision for pupils' moral and social development is good. The provision for spiritual and cultural development is satisfactory.
How well the school cares for its pupils	Satisfactory. In most areas, the school's care for all its pupils is good. However, there is a weakness in assessing pupils' progress in the foundation subjects.

The effectiveness of the school's links with parents is very good. The statutory curriculum is not fully in place. The school does not meet the requirements of the National Curriculum in information and communication technology. The delivery of English is satisfactory. Provision for mathematics and science is now good. The care that the school offers pupils both in their personal development and in developing good behaviour is good. The assessment of pupils' progress in English, mathematics and science is good and this information is well used to plan future lessons. However, the school has yet to fully develop and implement assessment procedures in other subjects.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher gives good educational direction to the school. However, the role of the deputy headteacher is not sufficiently developed to give the headteacher the level of support in management required. The roles of subject co-ordinators are not sufficiently developed.
How well the governors fulfil their responsibilities	Satisfactory. The governors are very supportive of the school. However, recent major changes in the membership of the governing body mean that, at present, they do not play their full part in the management of the school.
The school's evaluation of its performance	Satisfactory. The evaluation of performance is undertaken well and action is taken. However, this is not always as effective as it should be.
The strategic use of resources	Good. All monies, including specific grants, are properly used. The headteacher and the governors apply the principles of best value satisfactorily.

During the past three years, there have been major staff changes. However, the number, training and experience of teaching and support staff to meet the needs of the curriculum is now good. The school buildings and grounds provide good areas for teaching and learning. Overall, there is a satisfactory supply of resources for teaching and learning.

The headteacher gives good educational direction to the school. However, the organisation of the role of the deputy headteacher does not give the level of support that the headteacher should receive. The governing body gives good pastoral and moral support to the school. However, more governor training is needed for governors to play their full part in the partnership in management of the school.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The high expectations that the school has for their children</li> <li>• Parents are comfortable to approach the school with any questions or concerns</li> <li>• They are pleased that their children like attending school</li> <li>• That the behaviour of the children in the school is good</li> <li>• That the quality of teaching in the school is good</li> <li>• The progress that their children are making</li> <li>• The way the school is helping their children to become mature</li> </ul>	<ul style="list-style-type: none"> <li>• The leadership and management of the school</li> <li>• The information that they receive about their children's progress</li> <li>• The amount of homework that their children receive</li> <li>• The range of extra-curricular activities</li> <li>• The level of partnership that the school provides</li> </ul>

Inspection evidence fully supports the positive views of most of the parents who responded to the parents' questionnaires and attended the parents meeting. There are elements of the partnership in the management of the school which require improvement. The amount of information provided for parents is satisfactory overall, although elements of the annual written report do require further improvement. Inspection evidence shows that pupils of all ages receive a satisfactory amount of work to complete at home and that this is appropriate to their ages and abilities. For a large school, the level of extra-curricular activities is less than satisfactory. The level of partnership with parents is very good. However, the response of a significant minority of parents to the school's initiatives is less than satisfactory.

## **PART B: COMMENTARY**

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

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

1. Testing as children join the school shows that the overall level of attainment of children is very low when compared to what is expected for their age. By the time that they enter the reception classes, children have made significant improvement, but their levels of attainment are still well below average. Almost all children, in the Foundation Stage, achieve the targets set in the Early Learning Goals in their personal, social and emotional development, and in both physical and creative development. However, most children do not reach the expected levels in communication, language and literacy, in mathematical development or in their knowledge and understanding of the world. In mathematical development and their knowledge and understanding of the world, children's levels of attainment are below average when they enter Year 1. Attainment in communication, language and literacy is well below average on entry to Year 1.
2. The last inspection of the school was in October 1997. At that time, attainment on entry to the school was low in literacy, language and numeracy. Progress in the Nursery was good but it was less than satisfactory in the Reception classes. Pupils entered Year 1 with below average standards in literacy, language and numeracy. Progress in the Nursery is now very good and it is good in reception classes.
3. Progress in English, mathematics and science was less than satisfactory in Years 1 and 2. Discrepancies between parallel classes, inappropriate provision for higher attaining pupils and insufficient attention given to writing and number skills were given as the main reasons this. At the end of Year 2, standards were in line with expectations in art and physical education but below expectations in all other subjects except information and communication technology where standards were well below expectations. Progress in Years 1 and 2 was satisfactory in history, art, music, physical education and religious education, but less than satisfactory for geography and design and technology, and poor for information and communication technology.
4. At the end of Year 6, standards in English, mathematics and science were well below average. However, the report did give credit to the school for having improved provision during the year before the inspection and stated that the reason for low standards was what had been happening in the school before that. As pupils left the school, standards in art and design, physical education and religious education were in line with expectations. Standards were below expectations in all other subjects except information and communication technology, where standards were well below expectations.
5. Since then, the results achieved in reading, writing and mathematics at the end of Year 2 have shown improvement in the national tests in 1998 and 1999. However, there has been a decline in standards in the school's results in national tests in 2000 and 2001. While standards have risen and fallen, the average points score for pupils at the end of Year 2 have risen slightly overall since 1997 in all three areas. The standards reached in national tests at the end of Year 6 rose steadily in mathematics and science in 1998, 1999 and 2000. Standards in English rose in 1998, remained steady in 1999 and rose again significantly in 2000. The Year 2000 results were achieved by an unusually able group of pupils. Standards in all three subjects appeared to decline in the Year 2001 tests in all three subjects. However, this was a return to the normal balance of abilities for the school, and did continue the upward trend begun in 1997. Although standards fell slightly they were very much in line with the school's predictions.
6. In the 2001 national tests at the end of Year 2, the school's results were in the lowest five per cent nationally in reading and writing and mathematics. Teacher assessments of pupils' standards in science were well below average. In reading, the average National Curriculum points score for pupils in the school fell by 3.1 points. This compares very unfavourably with the national improvement of 0.2 points during the same period. Similarly, in writing the average decline per pupil was 2.9 points compared to a national gain of 0.1 points. In mathematics, the average

points loss per pupil in the school was 1.2, against a national gain of 0.2 points. In science, teacher assessment of the percentage of pupils reaching level 2 and above fell from 77 per cent in 2000 to 68 per cent in 2001. This shows a significant fall in standards in the Years 2000 and 2001, at the end of Year 2. Inspection evidence shows that standards in the present Year 2 are, below average in English and science and well below average in mathematics. In the present Year 6 classes, inspection evidence shows that standards in English and science are satisfactory. Standards in mathematics are below average.

7. In the 2001 national tests at the end of Year 6, standards in English were in the lowest five per cent nationally. Standards in mathematics and science were well below the national average. Standards in the school fell compared to the 2000 results by 2.5 National Curriculum points on average in English, by 1.4 points in mathematics and by 2.1 points in science. Nationally, the average points scores of pupils at the end of Year 6 remained largely unchanged in all three subjects. Progress in Years 1 and 2 is now satisfactory and it is good in Years 3 to 6.
8. When compared to the results of schools with a similar level of entitlement to free school meals, Phillimore Community School's results in the end of Year 2 national tests in 2001 were well below average in reading, writing and mathematics. The end of Year 6 test results in 2001 were well below average in English and below average in mathematics and science when compared to the results achieved in similar schools.
9. Teacher assessments of the number of pupils who would reach average and above average levels at the end of Years 2 and 6 in 2001 were very accurate in all the subjects tested. The school sets challenging but realistic targets and has developed very good strategies for attaining those targets. However, there has been considerable disruption caused by the major changes in staffing during the past three years. The number of pupils who join and leave the school other than at the normal times is high. This also has a detrimental effect on the standards that pupils reach.
10. On entry to the Foundation Stage, many of the pupils for whom English is an additional language are in the early stages of acquiring English. Many of these pupils make good progress and their attainment when they leave the school is equivalent to their peers. However, the school's provision for pupils with English as an additional language is inconsistently implemented and this has the effect of slowing learning for some pupils.
11. Pupils with special educational needs are identified at an early stage to ensure that their individual needs are met. Most make very good progress in the Foundation Stage as they receive very good support. Most pupils in Years 1 to 6 make good progress in relation to their identified needs and achieve well in English, mathematics and science. Most special needs pupils make satisfactory progress. All pupils receive good support from class teachers and additional learning support staff.
12. Standards in physical education at the end of Years 2 and 6 are now good. Standards in art and design, geography, music and religious education are in line with national expectations at the end of Year 2 and Year 6. Standards in history are below expectations at the end of Year 2 and in line with expectations at the end of Year 6. Standards in design and technology are below expectations at the end of both Years 2 and 6. The school has almost completed the development of a good information and communication technology suite. The equipment to teach all areas of the subject, including modelling and control technology, will then be available. This area is in need of significant development, as so far it has not been taught in sufficient depth. Standards in information and communication technology are well below expectations at the end of Year 2 and Year 6.
13. While there are differences in the performance of boys and girls in different classes, over time, there are no significant differences in the standards achieved by boys and girls. The school focuses well on target setting in English, mathematics and science. These targets are well supported by the school's good assessment in these subjects and the good system for tracking pupils' progress as they move through the school. However, the assessment of pupils' day-to-day progress and the use of this information to guide future lesson planning and to group pupils

appropriately in lessons is less than satisfactory. The school has yet to develop a programme of thorough assessment of pupils' progress in other subjects.

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

14. Children in both the nursery and reception classes have very positive attitudes to their work. This is due to good teaching and the planning of stimulating experiences, especially in the nursery, where the quality is particularly high. Children listen well, sit for relatively long periods and willingly take part in a wide range of activities. They behave very well and have excellent relationships with the adults in charge. They enjoy their learning, sharing their delight with adults as they discover something new. Children learning English as an additional language often concentrate hard on their work, seeking to make sense of new experiences. Shy children become more confident as they learn to be at ease in the supportive atmosphere of the classrooms. Children work independently, selecting resources and helping to tidy away at the end of lessons.
15. Pupils have good attitudes to their work and are well motivated. They enjoy their lessons and are keen to learn. They generally settle quickly to work and concentrate well, even when not directly supervised. They particularly enjoy new challenges such as devising a new game, including rules and scoring, in a Year 3 physical education lesson. Most participate readily in discussions and gain in confidence as they air their views. However, some pupils who do not speak English as a first language are hesitant to speak. Consequently, these pupils are not always fully included in all activities. When required, pupils work together co-operatively in pairs and groups, as in a Year 6 English lesson when pupils thought of possible explanations for the mystery of the 'Marie Celeste'. Opportunities for independent study are limited and the use of reference books or CD-ROMs for personal study was not seen during the inspection.
16. The behaviour of pupils in class is good overall. Pupils treat books and equipment with due care and behave sensibly with school property. They have a well-developed sense of right and wrong and know the rules well. They understand that good behaviour helps them to learn effectively. Out of lessons and around the school, behaviour is also generally good but there are exceptions. Pupils do not always move around school in an orderly way and the corridors can get congested. This is not helped at the end of the day, when parents come in to school to meet their children. Pupils are cheerful and interested in what is going on. Some have learnt the social graces, holding doors open for adults or allowing them to pass through first. Behaviour at lunchtime is good. Pupils wait their turn patiently and meals are a social occasion. Behaviour on the playground is mainly good. Some anti-social behaviour at lunchtime was evident during the inspection but the teacher discussed the events with her class and quickly dealt with the situation. There have been two fixed period exclusions during the current school year. This is less than at the time of the previous inspection.
17. Relationships are good among pupils and between pupils and adults. Pupils support each other well and show real understanding of those with special needs and those who find it hard to behave well. They help each other willingly, as for example in a Year 4 science lesson when more able pupils helped the less able to record their observations in an experiment in heating different substances. Pupils show an interest in everything that is going on. They respect the different values and beliefs of their classmates and are quick to help a friend who is upset or has been hurt at playtime. There is a pleasant and friendly atmosphere within the school which both pupils and staff enjoy. Pupils work in an atmosphere which is completely free of oppressive behaviour, such as racism and sexism.
18. There are satisfactory opportunities for pupils to take responsibility. This is an improvement since the previous inspection. Pupils of all ages take turns to have responsibilities in the classroom. Every class from Year 2 onwards has some whole-school responsibilities, for example, the class of the teacher on playground duty is responsible for keeping the playground tidy. Such responsibilities increase as the pupils get older. Year 6 pupils have been trained as playground 'friends' and help to ensure that all pupils are included in play activities. Pupils undertake these responsibilities willingly and conscientiously and this helps to develop their self-esteem and helps in the smooth running of the school. Pupils show initiative in devising and organising games for the summer fair and by fund-raising through discos for specific good causes.

19. Attendance during the last reporting year was 90.0 per cent, which is a drop of 1.3 per cent on the previous year and is poor. Unauthorised absence, at 3.8 per cent, was well above the national average. There is no single reason for the overall low attendance, but extended overseas holidays of Asian pupils and families for whom education has a low priority are both key factors. In spite of the school's very good procedures for promoting good attendance there is a minority of parents who do not respond well. Registration is carried out quickly but the punctuality of pupils arriving in school is unsatisfactory. The school has its assembly at the start of the day to minimise the effect of late arrival on pupils' education.
20. Pupils are happy at school. Their good attitudes and relationships, as well as their mainly good behaviour, all contribute to the effectiveness of their learning and the standards that they achieve.

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

21. The quality of teaching throughout the school is good overall. Examples of excellent or very good teaching were observed in both the Foundation Stage and in Years 3 to 6.
22. A total of 79 lessons were observed across the school during the inspection. The quality of teaching in 16 lessons was very good or excellent and in another 47 lessons it was good. Fifteen lessons were satisfactory. Only one poor lesson was seen.
23. The quality of both teaching and learning is good in the Foundation Stage and helps children to achieve well. It is good in the reception classes and very good in the nursery, due to the very good leadership of the teacher, the good support provided by support staff and the effective teamwork. All staff have very good knowledge of how young children learn. Work is very well planned, organised and managed. Children's learning is stimulated by the use of an interesting range of resources. Teachers have high expectations of children's behaviour and they respond well to this. Teaching is usually varied, well paced and lively. Bilingual children are well supported in the nursery by the bilingual assistant and other bilingual adults, including the worker. Children with the main community languages found in the school are able to communicate in their home languages, as well as English, and this assists their learning. Bilingual support is of good quality in the reception classes, but is not always available. Other additional support is also provided sporadically in these classes. Teaching is less effective when there is insufficient adult support for children.
24. The quality of teaching and learning is good in all areas of the school. In the Foundation Stage one lesson was excellent, four were very good, six were good and in two lessons the quality of teaching and learning was satisfactory. In Years 1 and 2, teaching in 16 lessons was good and in seven satisfactory. The quality of learning in Years 1 and 2 was satisfactory overall. Teaching and learning in Years 3 to 6 were good overall. There was one excellent lesson, ten were very good, 25 were good and three satisfactory. One lesson was poor. The quality of learning for special educational needs pupils is good throughout the school but for English as an additional language pupils it is good in the Foundation Stage but unsatisfactory in Years 1 to 6.
25. Teachers' subject knowledge and understanding is good overall. The quality of teaching is good in English and physical education and is satisfactory in religious education in Years 1 and 2 and in Years 3 to 6. The teaching of science is good in Years 1 and 2 and very good in Years 3 to 6. In Years 1 and 2 the quality of teaching in mathematics is satisfactory and it is good in art and design and geography. There was insufficient evidence to judge the overall quality of teaching in history, design and technology and music in Years 1 and 2. In Years 3 to 6 the quality of teaching is good in design and technology and satisfactory in history. In geography, art and design and music, there was insufficient evidence to judge the overall quality of teaching in Years 3 to 6. The quality of teaching in information and communication technology is less than satisfactory throughout the school, as many teachers lack the appropriate skills and confidence necessary to deliver the full curriculum and are in need of appropriate training. Consequently, computers are rarely used in lessons in other subjects. The quality of teaching of pupils with English as an additional language is less than satisfactory in Years 1 and 2 and in Years 3 to 6.



26. Nearly 50 per cent of the staff are either newly appointed or newly qualified, but all work conscientiously and well together. Overall planning is good throughout the school but with some areas of weakness in day-to-day assessment. Since the last inspection the review of termly and weekly planning has improved and there is now greater consistency of provision across the school and between year groups. In lesson planning, learning objectives are clearly identified by all staff. These are prominently displayed on the board and are discussed with pupils at the start and end of lessons. Teachers continually reinforce specific subject vocabulary, particularly in science and mathematics. In a very good science lesson the teacher ensured that pupils fully understood the concept of reversible and irreversible changes when materials are heated. Good questioning techniques challenged pupils to think for themselves and to draw on their experiences from the related practical lesson. This provided clarity in their learning and reinforced and enhanced their knowledge and understanding. In most lessons teachers provide opportunities for pupils to develop speaking and listening skills. They use pupils' ideas and develop them, making good use of praise for pupils' individual efforts. This motivates pupils and contributes to pupil confidence and successful learning.
27. The management of pupils in the Foundation Stage and Years 3 to 6 is very good and good in Years 1 and 2. Teachers insist on high standards of behaviour and are consistent in their approach. Other strengths in teaching are the positive, caring relationships and consideration shown to pupils with special educational needs and their inclusion in all activities.
28. Work is planned to take into account a range of abilities in each class. However, the use of assessment information to inform day-to-day planning is inconsistent between classes, as teaching is not adjusted to take into account any difficulties pupils might have encountered during the previous lesson. This area of weakness has not been fully addressed since the last inspection. As a result, more able pupils, particularly in mathematics and science, are not appropriately challenged, while other pupils, especially those with English as an additional language and pupils of lesser ability, are struggling. Effective use is made of classroom or special educational needs support staff and pupils' work is adapted to their level of ability. They learn well within the classroom situation in small groups, undertake individual work or are withdrawn for special tuition associated with improvement in basic literacy skills. However, the lack of expert provision and continuity for pupils with English as an additional language is a weakness and their quality of learning is unsatisfactory. This has been recognised by the school and an experienced co-ordinator has been appointed as from the beginning of next term. This is intended to improve this area so that pupils with English as an additional language receive adequate support and continuity and progression in their learning which should ultimately raise their standards of attainment.
29. Pupils' work is marked regularly but the quality of marking is variable and there is no common policy seen throughout the school. Although comments are often made that help pupils to improve, sometimes marking is brief and is confined to ticks. However, many teachers do give individual verbal feedback to pupils during lessons, which is not necessarily apparent from the scrutiny of work. Adequate and appropriate use is made of homework throughout the school to reinforce and extend learning.
30. Inspection evidence shows that literacy teaching is satisfactory but that the time allocation for writing is insufficient. There is a lack of rigour in ensuring promotion of good handwriting skills in lessons and there is no common approach to ensure that pupils write in a cursive style from the start of their time in school. As a result, handwriting is slow and inhibits progress in other English and other subjects. In Numeracy, good use is made of a variety of strategies and methods linked to previous learning to improve mathematical skills. Science teaching of investigative skills is good and consequently pupils in Years 3 to 6 make good progress.

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

31. Learning opportunities for children in the Foundation Stage are good, overall. They are very good in the nursery, where a rich range of stimulating, well-resourced work is provided. They are good in the reception classes, with the exception of provision for outdoor play, which is only

- satisfactory. This is because of a lack of access to an appropriate outdoor area and to outdoor equipment. In this respect, opportunities for children in the reception classes are not equal to those in the nursery. Children in both the nursery and reception classes are given a good mix of work, with appropriate levels of direct teaching for their age and many play-based activities. Good provision for bilingual children ensures that they are fully included in the planned learning opportunities. The curriculum is planned to meet the areas of learning in the national guidance for children of this age.
32. The learning opportunities provided for pupils in Years 1 and 2 and Years 3 to 6 are unsatisfactory overall. This is mainly due to the weak provision for information and communication technology. Planning does not meet legal requirements, computers and other electronic devices are insufficient in both number and quality and they are not used well enough to assist pupils' learning in other subjects. As a result, standards in the subject are well below expected levels. Legal requirements are met in all other subjects, except that too little time is given to swimming to enable pupils to meet the national standard by the end of Year 6. Pupils only receive the provision funded by the local authority and this is insufficient. Provision for religious education is inconsistent. The amount of time given to it varies between year groups. Planning is comprehensive in some classes and thin in others. This has a negative impact on pupils' learning.
  33. Provision for English is satisfactory, with strengths in the opportunities provided to extend pupils' skills in speaking and listening. The National Literacy Strategy has been implemented soundly, but too little time is given to teaching and practising writing, handwriting and presentational skills, both in English and as a part of other subjects. These gaps have a limiting effect on pupils' achievements. Provision for bilingual pupils in Years 1 to 6 is less than satisfactory. There is a lack of structured, well-planned programmes of work for pupils who do not speak English when they are admitted to the school later in their school life. This lack of appropriate bilingual provision is a barrier to pupils' full inclusion in learning in some lessons.
  34. Provision for mathematics and science is mainly good, with good emphasis on practical work. This motivates pupils to learn and helps to deepen their understanding. Planning does not always take enough account of the learning needs of the most able pupils, however. These pupils are not always sufficiently challenged and they could achieve more.
  35. Learning opportunities are sound in all other subjects. Dance is a strength in physical education, leading to standards of work that are better than usual. There are some good opportunities for creative work in art and design.
  36. Planning for pupils with special educational needs is generally good. Pupils benefit from the implementation of individually tailored programmes, for example, for improving their literacy skills or modifying their behaviour. Targets in these individual education programmes are usually sharp and attainable within a specified time. A few, however, include targets that are too broad and not easily attained or measured. Additional literacy support for groups of pupils is effective. Pupils with special educational needs are fully included in all aspects of the work of the school.
  37. A good programme of work is implemented for personal, social and health education. This is being extended through the thoughtful implementation of 'circle time', where pupils reflect on their thoughts and feelings and learn to respect other points of view. Provision for sex education and drugs education is good. Parents are consulted and work is planned well within broader topics covering 'relationships' and 'taking responsibility for oneself'. Further aspects of health education are included in other subjects, notably science.
  38. Links with Higher and Further Education Colleges are very good. Many initial teacher training and work experience students work in the school. The partnership with the main Higher Education College, Sheffield Hallam University, is such that the school takes responsibility for supervising and assessing the students placed. The school works well with its local family of schools. A current initiative is to appoint a joint co-ordinator responsible for extra-curricular study clubs and activities.

39. Links with the community are good. The school reaches out to the community, welcoming the involvement of external organisations. Adults from a number of organisations, including the church, 'Children Worldwide' - a Christian organisation - and the Family Development Project, are involved with the school, for example, contributing to assemblies and working with vulnerable families. Organisations funded by the government are active. The Intermediate Labour Market (a European Community initiative) enables people to get back to work and has support assistants placed in the school. Education Action Zone workers make a good contribution at a number of levels, for example, supporting pupils in the classroom. EiC funding provides learning mentors who run the breakfast bar and a worker who runs the study support club is funded from the "On Track" initiative. All make a good contribution to pupils' learning.
40. Extra-curricular activities are limited. Football is offered regularly, but other activities are for blocks of time, for example, involvement in athletics competitions. No extra-curricular music or work relating to other subjects is offered. Provision is less in this respect than that typically found in schools of this size. Activities are organised in the morning by the learning mentors as part of the breakfast arrangements. The study support club is held at the local sports arena and currently attracts about ten Year 6 pupils. Residential visits are organised each year for Year 2 and 6 pupils. There are plans to extend extra-curricular work, however, through the appointment of a study club co-ordinator shared by the family of schools.
41. There have been some improvements to the curriculum since the last inspection, although it remains unsatisfactory overall. The national strategies for literacy and numeracy have strengthened teaching in English and mathematics, although some shortcomings in English remain. The legal requirements for design and technology and geography in Years 3 to 6 are now met. Information and communication technology has not improved sufficiently, however, and provision still falls short of the legal requirements. Personal, social and health education has improved well and provision for special educational needs is now good.
42. Provision for pupils' spiritual, moral, social and cultural education is good overall, with strengths in social and moral education.
43. Opportunities for spiritual development are satisfactory. Assemblies provide time for pupils to think about their feelings, as when the headteacher discussed feelings of fear with the pupils. There is a prayer book available for any pupils who feel that they have something to be considered during assembly. Pupils listen well to prayers, which are often read and sometimes written by their peers. They are welcome to include their own ideas, which they are then offered the opportunity to share with the school. This is a very constructive way of ensuring that any pupil may contribute according to his or her own lifestyle or belief system. Although assemblies are generally linked to aspects of Christian life the values of all faiths are celebrated and respected. The atmosphere of assemblies is warm, particularly when pupils are sharing their achievements. More time for quiet reflection could usefully be built into them. 'Circle time' provides good opportunities for pupils to reflect on feelings, values and beliefs.
44. Provision for social and moral development is good and permeates all aspects of the school's work. Teachers have high expectations of pupils' behaviour. Staff set a good example of harmonious relationships in their dealings with one another and with pupils. Pupils are involved in devising their own class rules and are taught that all major religions have rules for believers to follow. A number of positive initiatives to involve pupils in helping one another, including playground friends and the circle of friends, have been established. The development of a school council is planned. Residential visits, with social as well as academic aims, are organised for pupils in Years 2 and 6.
45. Provision for cultural development is satisfactory. Pupils learn about their own locality in history and geography, and the work of famous artists figures strongly in art. The harmonious nature of the school means that children from a range of other religions and cultures learn and play together well. They learn about one another's religions in religious education and celebrate the festivals of the major faiths in school. There are some good examples of multi-cultural learning in the subjects, for example, in dance, art and mathematics, but these could be developed further. Multi-cultural resources and artefacts are not extensive. Displays around the school, including some translated notices, celebrate the diversity of its ethnic population satisfactorily.

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

46. The school provides a good level of care for all its pupils, reflecting a similar overall picture to that reported at the last inspection. At a practical level, the school is a warm and friendly place in which pupils are happy, secure and able to learn in a caring environment. The pastoral support provided by all staff is good and relationships between adults and pupils are relaxed. As a result, pupils feel comfortable talking to staff about any worries or problems that they may have. The personal development of the pupils is well promoted through lessons, assemblies and through the range of responsibilities that pupils undertake. Although there is no formal monitoring of personal development for all pupils, teachers know the children well and any concerns are shared between staff and are acted upon. A social inclusion team provides support for identified pupils at risk of not benefiting from their education.
47. Child protection procedures are good overall. The designated teacher has formed a pro-active working party, with health and welfare representatives, which aims to pre-empt social problems and by so doing prevent possible child protection issues arising. Staff are briefed as necessary on individual cases, but have not had recent training on child protection procedures. Sex and drugs education is provided to pupils in a programme at a level appropriate for their age.
48. Effective support is given to pupils with special educational needs, which enables them to make satisfactory progress. Support is also given to pupils for whom English is an additional language, but this is currently insufficient to enable them to take full advantage of the whole curriculum. This deficiency is due to the inability of the school to recruit a suitable teacher for the current term. A suitably qualified teacher has now been recruited, to start in January 2002. She will also assume the role of leader of the social inclusion unit.
49. The management of health and safety is good. There is an approved health and safety policy. An updated version of this policy is in draft and a governors' committee is responsible overall for health and safety throughout the school. Day-to-day responsibility is held by a staff representative who, together with other members of the senior management team, carries out a termly safety inspection. Some risk assessment has been carried out. Fire procedures are satisfactory but formal records of fire drills have been completed infrequently and this must be improved. The fire alarm is tested each week and this is recorded. The testing of portable electrical appliances is up-to-date. First aid procedures are good. All accidents are properly logged. When a more serious accident or bump to the head occurs, parents are notified and a note home confirms this. The school has a clear policy for pupils' safe access to the Internet.
50. The procedures for monitoring and promoting attendance are good. The increase in absence, particularly unauthorised, for the last reporting year was due in part to the extended illness of the headteacher, who previously monitored weekly attendance. During his absence, this monitoring was less effective. Now, new initiatives are in place that have strengthened this monitoring. A working party, including the education welfare officer and the newly-appointed learning mentors, concentrates on pupils with the worst attendance and through contact with their families has achieved improvements in individual performance. The need for pupils to attend regularly is actively promoted by the headteacher in newsletters.
51. Behaviour management is good. The system is based on praise and encouragement with rewards and sanctions and is well understood by the pupils and applied consistently by the staff. Staff have high expectations of pupils' behaviour and provide good role models for them. Teachers generally manage pupil behaviour well, leading to a calm and productive working environment. The school also has good procedures for eliminating aggressive and oppressive behaviour and any incidents are dealt with quickly and effectively. Midday supervisory staff, who are undertaking behaviour management training, provide good support during lunchtime on the playground. This has a positive effect on behaviour and safety.
52. The statutory requirements are met concerning the reporting of results of national assessments to parents at the end of Years 2 and 6. Parents receive annual reports that meet this need. There are effective systems for assessing pupils' attainments in place for the core subjects of English, mathematics and science. Their use in the planning of future work is satisfactory. Day-to-day

assessment in the Nursery and Reception classes is systematic. It includes the testing of children's abilities and analysis soon after pupils' entry to school, and the results are used on an individual basis. All the staff keep careful records of attainment for each child. New skills are noted as they are acquired and records dated and expanded. Activities in the Nursery and Reception are generally planned to match pupils' attainment.

53. Throughout the school, teachers effectively use assessment data, drawn on weekly planning sheets, in core subjects to plan work to meet pupils' needs. This is good practice and supports learning and progress. The school carefully assesses the needs of pupils with special educational needs. Teachers share learning objectives with pupils and mark their work accordingly. Individual target setting in the core subjects is effective in supporting learning and progress. The targets can be tracked and fresh ones set as necessary. Assessments feed planning and critical information is passed from class to class, giving guidance on the level of pupils' attainment and their targets. There is a close match, for example, between teacher assessments and the results of national tests at ages seven and 11. After staff changes, the management and co-ordination of assessment is now being undertaken by a new co-ordinator. She is presently involved in auditing the school's provision for and use of assessment information. The deputy headteacher co-ordinates assessment in Years 1 and 2. Assessment in non-core subjects is in need of development. The school recognises the need to raise expectations of assessment in this area. The gathering together of pupils' work-samples, appropriately graded and possibly moderated, would help the school to achieve this objective.
54. Assessment procedures for pupils with special educational needs are good across the school in English, mathematics and science. However, procedures in other subjects are less well developed. Procedures are well supported by appropriate help from outside agencies, such as speech and language specialists, the medical services, educational psychologist and behavioral support services. Provision for pupils with statements and arrangements for annual reviews are good. Although the main focus of special needs support is for literacy, numeracy and learning difficulties, there is also good support for pupils who have behavioral difficulties. The assessment of the progress of pupils with English as an additional language is not well developed.
55. The assessment of children's attainment on entry to the school is in place for Foundation Stage pupils and results are used well to identify those pupils with learning difficulties. Regular assessments in English and mathematics are undertaken on all pupils and the information is carefully analysed and used to identify pupils with learning difficulties, provide suitable support and monitor progress. The school makes effective use of the learning support service to undertake formal assessment procedures when necessary.

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

56. The school has a sound relationship with the parents and works hard to involve them in the education of their children. This has a beneficial impact on their education. The views of parents expressed at the pre-inspection meeting and in the questionnaires are all supportive of the school. About a quarter of the parents replied to the pre-inspection questionnaire. Parents see the school as very approachable, with good teaching and promoting a positive work ethic. They see their children making good progress but above all liking school and being happy to attend. The inspection findings support these positive views. However, a quarter of the responses to the questionnaire expressed concern at the homework provided and a similar proportion had concerns about the leadership of the school or felt that the information provided on progress was inadequate. One in five responses felt that the school does not work closely with parents and a similar number were unhappy about the extra-curricular provision. The inspection findings do not support the views on homework, information on progress, the leadership and management of the school and the school not working closely with the parents. Inspection evidence shows that in all these areas, the school's provision is satisfactory and these are commented on elsewhere in this report. However, the extra-curricular provision is judged to be less than satisfactory, with fewer clubs and sporting activities available for pupils than is normal in most schools of this size.
57. The school provides parents with a satisfactory level of information about their child's progress and general school matters. There is a half-termly newsletter providing diary dates and other

information and this also includes curriculum and topic details for each year group. The prospectus and governors' annual report to parents provide good information but both omit a number of items statutorily required and the headteacher has been made aware of these. Pupils' annual reports give satisfactory information about their attainment and progress and give targets for improvement in the core subjects of English, mathematics and science, but the format using tick boxes is very impersonal. There are two consultation evenings during the year and parents are able to discuss their child's progress with staff. Parents wanting more regular information than this can meet the teacher informally at the end of the school day. Nursery staff visit children at home, before they begin school, to ease the transition to school life and there is a good range of helpful leaflets for parents of these children, some of which are translated for non-English speaking parents. Where translation is needed at any meeting, staff or other parents generally provide this.

58. Parents overall make a satisfactory contribution to the learning of their children and to the life of the school. The headteacher firmly believes that parents have a vital part to play in the education of the child and encourages them to become involved at every level. A few parents work in the school and provide valuable and effective help that the school itself could not afford. Children of pre-nursery age are able to come in to a playgroup, thus helping their introduction to the school and providing parents with early contacts. Many parents provide help to pupils at home with their reading and homework. The school has been very pro-active in organising courses and workshops for parents. These have included literacy, numeracy, information and communication technology, parents as partners, parenting skills and English for adult learners, all of which are aimed at helping parents to support their child's learning at home. A parents' library has been established in the community room in the school, providing helpful information on a range of parenting topics. Although there is no parent-teacher association, parents help raise funds for the school that are used for purchasing prizes and providing pupils with treats at Christmas.

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

59. The headteacher provides effective leadership and has a clear vision for the future of the school. The governing body, although a number of members are relatively new, gives satisfactory moral and pastoral support to the school. The governors and are committed to raising standards. However they do not fulfil their statutory obligation to meet the requirements of the National Curriculum in information and communication technology. There are also some minor omissions from the annual report to parents. This is less than satisfactory.
60. The present and previous chairs of governors give valuable support to the headteacher, but a lack of continuity in the governing body has meant that their role in helping to shape the future direction of the school is under-developed. The headteacher and the present chair of governors have recognised this and the need to provide relevant training for governors. This will help all governors gain the skills necessary to take a more active role in the school's development and monitoring procedures. The recent appointments of three committed parent governors is also intended to help this process. The governing body has a satisfactory understanding of the current performance of the school.
61. The school has made satisfactory progress towards addressing the key issues from the previous inspection. The appointment of new staff and the monitoring and development of teaching standards have had a significant part to play in the improvement of the quality of teaching across the school. Teaching standards are now good. The standard of attainment of the pupils leaving the school at age 11 has improved, but the recently improved teaching standards in Years 1 and 2 have not yet improved standards of attainment in these age groups. Progress in improving the pupils' work in information and communication technology still remains a key issue. Improvements in design and technology and geography now mean that these subjects meet the requirements of the National Curriculum. Although improvements have occurred in the assessment of pupils' standards of attainment and their progress, assessment still remains a key issue.
62. The good leadership of the present headteacher has played a crucial role in the school's improvements since the last inspection. He realises that not all areas have developed as well as

desired, but the school's development plan has most of these areas as priorities for further improvement. He is not only committed to raising academic standards but to meeting all the aims of the school. The school's success in these is evident in the good relationships that exist within the school and in the good behaviour and attitudes to learning that pupils show. The headteacher, governors and staff share a strong commitment to improvement and the good teaching standards and developing teamwork within the school show that there is a good capacity to succeed. The school's monitoring of its own performance and the action that it takes to improve are satisfactory.

63. There is a need to review the role of the deputy headteacher to ensure that the person responsible for this role takes a sufficiently high profile across the whole school in terms of its strategic management and curriculum overview. For example, the role of the deputy headteacher presently includes elements of curriculum and assessment responsibility but only for Years 1 and 2. This does not provide the whole-school overview which would give the headteacher suitable support in managing the school.
64. The management and development of the curriculum is restricted because a number of co-ordinators are new to their posts and have not yet received sufficient training for their roles. Some subjects and areas do not have a co-ordinator, notably literacy in the upper part of the school and English as an additional language. The school has been without an upper school co-ordinator for literacy for almost a year. There has not been an adequate management system put in place to cover this important area, even though the deputy headteacher of the school is the lower school literacy co-ordinator. An inclusion co-ordinator will soon be taking up their post in the school and the co-ordination of English as an additional language is intended to form an important aspect of this role. The school has not yet fully developed the management of the school's Foundation Stage.
65. The effectiveness of the school's development planning has improved and now provides sufficient details in most areas for costing, time scale, responsibilities and monitoring. The development plan does not indicate clearly which actions will take priority and some areas identified are not fully covered by individual action plans.
66. The headteacher very strongly promotes the care and development of all pupils and the school is effective in its work with pupils who have special educational needs. Pupils with special educational needs are very well catered for in terms of staff support and are totally integrated into all aspects of school life. The school implements its inclusion policy thoroughly in all areas, except where pupils have English as an additional language. The pupils with English as an additional language aged five to 11 are not sufficiently supported with their language development and so have problems in some aspects of the curriculum. The school is aware of this and has taken steps to improve this situation for January 2002.
67. All teachers, including the headteacher, have set their performance management targets. The governing body regularly reviews the headteacher's targets, and other teaching staff will have their review following this inspection. The school is also working towards the "Investors in People" award, which further demonstrates the school's commitment to whole school teamwork and support.
68. The school's finances are well managed and monitored and regular reports keep governors informed. The governing body ensures that they are well prepared when making financial decisions and all elements of development planning are costed effectively. The headteacher and governors are very aware of the need to provide a high standard of educational provision, and finances are properly targeted to improving standards throughout the school. The spending of specific grants is also subject to the same careful management and monitoring. The governing body is careful to obtain good value for money from their spending decisions and clear criteria are used when asking for tenders and awarding contracts. The school's internal financial controls and office administration are good. The school's administrator is efficient and ensures financial transactions are carefully carried out and checked.

69. The nursery, with its permanent support staff and high number of additional helpers, including students and adults from the Education Action Zone project, is exceptionally well led and managed. The teacher also oversees the pre-nursery class that is organised twice a week and run by a support assistant. The quality of leadership is at the heart of the nursery's effectiveness. Management of the whole Foundation Stage is developing, although not yet fully bedded down. Reception teachers are committed, are both new to their posts and keen to develop their work. Support staffing for the reception classes is too fragmented, inadequate in some lessons and its organisation prevents the development of teamwork. The nursery manager has too many other responsibilities to enable her to focus fully on raising the effectiveness of the reception classes to the exemplary levels in the nursery.
70. There has been a significant turnover of staff during the past three years and nearly half the teachers are in their first year with the school. This has not been easy for the school to manage, particularly since the headteacher and deputy head were both unavoidably absent from school for extended periods. However, currently the match of staff to the needs of the curriculum is good. There are enough qualified and experienced teachers to meet classroom needs and also provide cover for non-contact time, but there is currently no teacher with responsibility for supporting pupils for whom English is a second language. An appointment has already been made to make good this deficiency. Teachers have job descriptions and many have additional responsibilities over and above their classroom duties. Performance management is in place and teachers' training needs are identified and appropriate training arranged. Newly-qualified teachers get support from a 'mentor' and a colleague from a parallel class. Other staff new to the school are properly briefed and supported. Classroom assistants are generally well informed by the teachers and make a very positive contribution to pupils' learning, as do the parent volunteers who help in the classroom, particularly at the younger end of the school. However, there are occasions when insufficient non-teaching support is provided in the reception classes. The administrative staff provide effective support and ensure the smooth running of daily routines and procedures.
71. The accommodation provided by the school is satisfactory overall but there are some less satisfactory features. The classrooms are sufficient in number and are in generally good decorative order. They are all airy, spacious and well appointed and most are attractively decorated with displays of pupils' work. Additionally there are several useful rooms for small group work. There are two halls, both used for physical education, with one used for assemblies and the other for school meals. There is evidence of water ingress in the dining hall and staff room and, according to the headteacher, there are roof leaks and occasional problems with the surface water from drains. In places, the standard of cleaning of the school is barely satisfactory, with dirt in corners in the corridors. Externally, the building is badly in need of repainting, with extensive areas of bare woodwork showing. There is no suitable outdoor provision for pupils in the reception class and this is unsatisfactory. The playgrounds are large and provide a good area for play. Generally the surfaces are satisfactory, but in some places the asphalt has become gravelly.
72. Learning resources are satisfactory overall in range, quality and quantity. They are good for science, art and design, music, physical education and the Foundation Stage. They are currently less than satisfactory for English as an additional language, religious education and information and communication technology – although the imminent opening of the computer suite should lead to a big improvement in this latter area. The library provision in the hall and classrooms is in need of supplementing and updating.

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

In order to raise standards further the headteacher, staff and governors should:

- i. Develop and implement strategies to ensure that the school's provision for information and communication technology fully meets the requirements of the National Curriculum.

(paragraphs 12, 15, 25, 32, 41, 59, 61, 114, 117, 126, 131, 135, 144, 147, 150 – 153, 158, 175)



ii. Raise standards in English, mathematics and science in Years 1 and 2 and continue to raise standards in English, mathematics and science in Years 3 to 6 by:

- raising the standards that pupils achieve in writing, including handwriting and presentational skills, throughout the school. Ensure that writing is used in all other subjects.
- raising the level of expectation for all pupils, particularly more able and higher attaining pupils, in mathematics and science.
- developing a fully stocked library area to enable the raising of pupils' standards of independent research and investigation.

(paragraphs 6, 7, 8, 15, 28, 30, 34, 99, 101, 102, 104, 105, 108, 110, 112, 114, 118, 126, 147, 170, 172)

iii. Devise and implement rigorous strategies to improve the school's provision for pupils with English as an additional language, in all areas of the curriculum.

(paragraphs 10, 15, 23, 24, 25, 28, 33, 48, 54, 64, 66, 70, 73, 74, 76, 78, 79, 108, 111, 118, 124, 139, 153, 166, 167, 173)

- iv. Raise the overall quality of the management of the school by:
- reviewing the delegation of specific, whole-school responsibilities to the deputy headteacher and rigorously monitoring the fulfilment of those responsibilities.
  - developing and implementing strategies that enable the deputy headteacher to fulfil her role in partnership with the headteacher in management of all areas of the school's provision.
  - providing specific training for governors to ensure that they fulfil their responsibilities in partnership in management of the school.
  - ensuring that all subjects have whole school co-ordinators appointed, appropriately trained and enabled to fully monitor the quality of teaching and learning in their specific subjects.

(paragraphs 53, 60, 63, 64, 69, 109, 117, 144, 156, 177)

- v. Develop further strategies to impress on parents the importance of their children's full attendance and punctuality (19)

- vi. Ensure that assessment procedures and the information gathered through assessment are improved by:

- ensuring that assessment procedures are consistently implemented throughout the school in English, mathematics and science.
- developing and implementing procedures for assessing pupils' progress in all other subjects.
- ensuring that the information gathered through assessment is used to carefully match future learning to pupils' levels of development and to group pupils more appropriately in lessons.

(paragraphs 13, 28, 53, 54, 61, 107, 137, 149, 154, 160, 168)

- vii. Together with the authority responsible for the school's buildings, develop an outdoor play area for the use of Foundation Stage children in the Reception classes. (paragraphs 31, 71, 86)

Governors may also wish to include the following minor issues in their action plan.

- A small minority of targets, contained in individual education plans for pupils with special educational needs are not clearly focused and attainable in a short time (paragraph 36).
- There is an inconsistency in the provision of religious education in some classes in Years 1 and 2 and Years 3 to 6 (paragraphs 32 and 172).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	79
Number of discussions with staff, governors, other adults and pupils	48

### Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	14	47	15	0	1	0
Percentage	3	18	59	19	0	1	0

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	307
Number of full-time pupils known to be eligible for free school meals	22	161

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	6
Number of pupils on the school's special educational needs register	2	106

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	137

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	41
Pupils who left the school other than at the usual time of leaving	44

### Attendance

#### Authorised absence

	%
School data	6.2
National comparative data	5.6

#### Unauthorised absence

	%
School data	3.8
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	20	24	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	13
	Girls	18	18	19
	Total	29	29	32
Percentage of pupils at NC level 2 or above	School	66 (77)	66 (87)	73 (72)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	13
	Girls	16	17	17
	Total	28	29	30
Percentage of pupils at NC level 2 or above	School	64 (81)	66 (74)	68 (77)
	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	22	15	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	10	12
	Girls	10	10	12
	Total	19	20	24
Percentage of pupils at NC level 4 or above	School	51 (61)	54 (61)	65 (81)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	9	8	10
	Total	19	10	21
Percentage of pupils at NC level 4 or above	School	53 (35)	53 (43)	58 (39)
	National	72 (70)	74 (72)	82 (79)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	23
Black – other	0
Indian	3
Pakistani	85
Bangladeshi	15
Chinese	0
White	173
Any other minority ethnic group	5

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

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

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

### **Teachers and classes**

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

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	19
Average class size	24

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

Total number of education support staff	10
Total aggregate hours worked per week	194.5

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	39
Total number of education support staff	3
Total aggregate hours worked per week	82.5
Number of pupils per FTE adult	10

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2000/2001
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	£
Total income	845,306
Total expenditure	801,626
Expenditure per pupil	2,270
Balance brought forward from previous year	43,680
Balance carried forward to next year	43,680

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	6
Number of teachers appointed to the school during the last two years	6

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	372
Number of questionnaires returned	89

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	37	8	0	0
My child is making good progress in school.	43	39	7	2	8
Behaviour in the school is good.	51	29	7	3	6
My child gets the right amount of work to do at home.	25	27	17	8	8
The teaching is good.	46	36	7	1	8
I am kept well informed about how my child is getting on.	40	33	17	8	1
I would feel comfortable about approaching the school with questions or a problem.	54	30	8	1	6
The school expects my child to work hard and achieve his or her best.	56	34	4	1	3
The school works closely with parents.	40	34	15	7	4
The school is well led and managed.	40	24	18	6	11
The school is helping my child become mature and responsible.	42	35	4	6	13
The school provides an interesting range of activities outside lessons.	34	21	17	4	18

Please note that not all columns total 100 due to rounding and the fact that not all parents respond to every question.

### Summary of parents' and carers' responses

Inspection evidence fully supports the positive views of most of the parents who responded to the parents' questionnaires and those who attended the parents meeting. There are elements of the partnership in the management of the school which require improvement. The amount of information provided for parents is satisfactory overall, although elements of the annual written report of pupils' progress do require further improvement. Parents were concerned about the amount of homework that their children receive. Inspection evidence shows that pupils of all ages receive a satisfactory amount of work to complete at home and that this is appropriate to their ages and abilities. For a large school, the level of extra-curricular activities is less than satisfactory. The level of partnership with parents is very

good. However, the response of a significant minority of parents to the school's initiatives is less than satisfactory.

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

### **PROVISION FOR AND STANDARDS REACHED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE**

73. Provision for English as an additional language is unsatisfactory. The policy for this area is out of date and does not reflect the present needs of the school. There is no co-ordinator for this aspect of the school's work and no teacher with experience or expertise in this area. There are no resources to support pupils who have EAL.
74. On entry to the school, new pupils are assessed using past procedures devised by the local education authority but the results are not used to plan learning activities for these pupils. The results of formal tests are recorded, and the school has general targets for end of Year 2 and Year 6 performance for pupils with English as an additional language. However, there are no weekly or termly plans or structured programmes with measurable steps to attain these targets. There is no evidence that most pupils are able use their own language in classes to aid their understanding.
75. A Nursery nurse in the nursery and a classroom assistant working for short periods in reception and Years 1 and 2 provide good quality bilingual support which enables pupils to make progress in their learning. The Nursery nurse also visits homes before pupils join the nursery and acts as a good, supportive link between home and school.
76. Teachers make their own materials or use resources, mainly linked to special educational needs, which are not always appropriate for English as an additional language pupils. Some able pupils may be capable of making more progress if they had appropriate language support.
77. Pupils themselves like school and feel that they are looked after well. They are confident to go to their teachers if they are bullied or called by racist names. They say these things do happen, but only from a minority of pupils and teachers stop this behaviour. Two pupils said that their teacher follows up their complaints and makes sure that things are okay the following week.
78. Pupils say that they do not always fully understand what teachers want and some have trouble finding the right words for their work, but they say that they can ask for help. They do value the support offered to them by the bilingual support staff, when this is available.
79. In lessons teachers are very caring and supportive of English as an additional language pupils and often use additional questions to check that they are following the lesson and understand what is expected. Often, however, teachers prepare activities which are not totally appropriate and they would benefit from a resource bank of equipment and materials.
80. The school is very aware of all these shortcomings and has appointed an experienced practitioner from January 2002 to lead the school forward.

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

81. The overall quality of provision has improved significantly since the last inspection. The high quality found in the nursery has been maintained. The quality of provision and teaching in the reception classes has improved since the last inspection when much of the work was unsatisfactory. This is due to the establishment of a new teaching team and more effective links between nursery and reception classes. The quality of teaching is now good overall, with very good teaching in the nursery. This good teaching has a positive impact on children's learning.

82. Many children enter the nursery with very poorly developed skills in spoken English, mathematics and personal independence. About a third of the children are fluent in their home languages, but speak very little English. They are often shy when meeting new children and adults. Many English-speaking children have poorly developed language and communication skills. They have immature speech patterns and their speech sometimes lacks clarity. Children make very good progress in the nursery, becoming confident, independent and able to communicate more effectively with adults. Children who speak other community languages begin to understand and then to speak English. This is due to very good teaching and bilingual support. Children make good progress in the reception classes. Due to continued good teaching, they are on course to meet the early learning goals in personal, social and emotional development, creative development and physical development by the end of the reception year. Although they continue to make good progress in communication, language and literacy, they are starting from a very low base and have a lot of catching up to do. Consequently, far fewer children than usual are on course to meet the expected goals by the end of the year. The picture is similar in mathematical learning and children's knowledge and understanding of the world. Children make good progress, but far fewer than usual are likely to reach expected levels by the end of the reception year.

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

83. Children achieve very well in this area of learning. This reflects the skilful teaching in both the nursery and reception classes where children are encouraged to be independent and to feel confident about what they can achieve.
84. Very good routines are established in the nursery and reception classes. Children respond well to the staff's high expectations of them. They play happily alongside one another, share equipment and treat it with care. Children from all ethnic backgrounds play happily together. Children are keen to do 'jobs'. In the nursery, they give out the milk sensibly and reception children take registers back to the office. Good manners are expected. Children say please and 'thank you'. They treat adults and one another kindly. They learn this from adults, who all treat the children respectfully and who work together well as a team.
85. All children are very keen to learn. In a lesson in the nursery, the children were so absorbed by the story that they edged closer and closer to the teacher. Although children in the nursery sometimes play alone, they become deeply engrossed in their play, as when a girl prepared a tea party, making 'sandwiches' and setting out plates of food. This level of interest and absorption is also a response to the provision of a stimulating set of resources. Bilingual children often make an impressive effort to make sense of the world around them. In reception, for example, after deep thought a Somali child with very little English realised that if he turned a coin over it would match one that he already had. Children are helped to become independent by the provision of readily accessible equipment and materials, and by the sensitive support that they receive from adults. By the time that they enter Year 1, almost all children reach the targets for their age which are set in the national guidance for the education of children under five.

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

86. Children achieve well in this area of learning. In the nursery where the teaching is very good, children make impressive gains in their language acquisition. Children with different home languages progress from speaking no English to communicating in English. This comes after a period of listening to the language, responding to it appropriately and communicating in their community languages to the bilingual assistant and helpers. This learning is set in the stimulating environment of a vibrant nursery. Other monolingual children, who start school with poorly developed language, are helped to advance their skills through purposeful conversations with a high number of adult helpers. Stories, rhymes and songs play an important part in children's learning in both nursery and reception classes. Children listen to and take part in these with a great deal of enthusiasm. Teaching is good in reception classes and very good in the nursery. Children entered into a role-play of 'The gingerbread man', very ably led by a support assistant, with great delight. The ratio of children to adults is not as high in the reception classes, however, and although some good quality, bilingual support is provided, it is less



frequently available. Variability in the availability of support has a limiting effect on children's learning.

87. Children in the nursery respond very well to books, joining in repeated or familiar phrases well. They are introduced to letter sounds very effectively through the use of rhymes and games. Many children who are due to join the reception classes next term recognise and say a number of sounds. They write their first names and try to copy simple sentences. Most have reasonable pencil control, although they do not all form their letters properly. Good teaching in the reception class helps children to distinguish between different sounds by, for example, identifying which of three bells is being rung. They learn to recognise and write letters during appropriately organised literacy lessons. Children are encouraged to look at books and almost all handle them properly. They are interested in the pictures and some can 'read' simple captions, although sometimes this is from memory. Children from all backgrounds are sometimes held back by their limited communication skills and knowledge of the world. Some contexts, for example circuses, are not familiar to them. Only the most able children find it easy to chat about the pictures. Children's reading is well supported in class, but more opportunities for them to read individually to adults would be beneficial. When they enter Year 1, children's level of attainment is well below that expected for their age.

### **Mathematical development**

88. Very good teaching helps children to achieve very well in the nursery. Many children preparing for entry to the reception class count confidently. All children join in the singing of number rhymes, as a result of very lively teaching. The brightest children count up to 20. They are very proud of their knowledge of three-dimensional shapes, which they have learnt to identify by looking at packaging during a visit to a local supermarket. They recognise cones, spheres and cuboids.
89. Good teaching in the reception classes continues to reinforce children's early understanding of numbers. Although most children can count by rote, they do not all equate objects with numbers. When presented with six objects, for example, some children will miss some out as they count. They write numbers, but not enough is done to ensure that children form these properly, starting to write them in the right place. They are beginning to identify and count coins, working on a number of interesting activities, including 'shopping'. They, too, reinforce their knowledge of shapes through, for example, 'a shape hunt' in the playground.
90. Computers are used well in the nursery to consolidate children's early mathematical learning, but not sufficiently in the reception classes. By the time that they enter Year 1 the children's attainment is below that expected for their age.

### **Knowledge and understanding of the world**

91. On entry to the nursery, the overall attainment of children is very low. Children extend their limited skills on entry to school through very good and sometimes excellent, teaching in the nursery. They find out more about their locality through well-planned visits, such as a recent one to a supermarket. They operate the computer with help from an adult. Children use a range of tools to cut and make patterns in dough, working purposefully to make bread rolls and pastries for their shop. They find out about how a toy truck works, lowering the back to fill it with grit. All activities are well organised and managed by staff. Resources for teaching and learning are excellent. The nursery teacher leads by example, constantly extending children's language and understanding through relevant questioning and comments. Children begin to gain an awareness of other cultures. The bilingual assistant has her hand painted with Mendhi patterns and children draw their own and begin to learn about the festival of Eid.
92. Reception children, too, have visited the local supermarket and talked about where they live. They develop their knowledge of materials well through good teaching, finding out which containers are best for holding liquids and solids. They find it difficult to suggest what might happen if water was poured into a paper bag. One child suggests that the bag "will squash it". When asked to describe what actually happened, they show increased understanding, one child

points to the bag and says, "It's all leaking and broken". Children do not have enough chance to develop their computer skills in reception classes.

93. In both year groups, children select resources and use tools such as cutters and scissors safely. They join materials together with tape and glue. Children's level of attainment is below that expected for their age by the time that they enter Year 1.

## **Physical development**

94. Provision and teaching are very good in this area in the nursery, but only satisfactory in the reception classes, due to the lack of an outdoor area for regular play activity. Reception class teachers do their best to work round this, but with limited success.
95. Outdoor play in the nursery is very well organised and makes use of a range of good quality equipment. Children ride bikes, tricycles and other wheeled vehicles with increasing control. The good range of equipment available means that they can choose vehicles that are matched to their level of skill and confidence. They use climbing equipment very well, scrambling and jumping safely. The equipment offers suitable levels of challenge for all ability levels. Children practise throwing and batting, concentrating well for prolonged periods. Adults know the children's capabilities very well, keeping a watchful eye on children who are not well co-ordinated, but encouraging them all to do as well as they can.
96. Children's physical development is promoted well through indoor lessons in the reception classes, but opportunities for outdoor play are inadequate. Teachers use a much more limited range of equipment in the school playground. Children are kept involved, but there is much less to stimulate and challenge them. Consequently, the very good progress made in the nursery is not maintained in the reception classes. Although all children are on course to meet the expected goals, better provision could help some to exceed them. The progress made by pupils with special educational needs and those with English as an additional language is good, because of the good support which is given to them.

## **Creative development**

97. Very good teaching in the nursery helps children to achieve very well. They use a wide range of materials to make pictures, including tissue paper, sequins, fabrics and glitter. They apply paint in a number of ways, learning to mix them. Interesting resources stimulate children's creative play. Adults work with them, modelling constructive play. Imaginative play is included in outdoor work. Children joined boxes together to make a boat that they tied up to the railing and then played in. They join in music-making enthusiastically.
98. Teaching is good in the reception classes. Children continue to have some opportunities for role-play, for example, in the shop. These are used best when adults have modelled ways of playing. Art activities are good. Children have created some bold patterns based on Kandinsky's pictures. Opportunities for creative music-making are good. Children recognise a range of instruments and use them sensibly to make loud and soft noises. All children are fully included in this and all other activities within both nursery and reception classes. By the time that they enter Year 1, most children are in line to reach the expected targets for their age. The progress made by pupils with special educational needs and those with English as an additional language is good, because of the good support which is given to them.

## **ENGLISH**

99. The attainment of pupils entering Year 1 is well below that expected of this age in all aspects of English. Pupils make considerable progress in Years 1 and 2. However, by the time that they leave Year 2, on present evidence, their standards are still likely to be below those expected nationally for pupils of their age in relation to speaking, listening and reading, and well below expectations in writing. Pupils make better progress throughout Years 3 to 6. Inspection evidence shows that the attainment of pupils in the present Year 6 classes is in line to be average by the end of the year. Writing is the weakest area of English and standards in this aspect of English are below those expected for pupils of this age.
100. On entering Year 1, pupils understand that print has a meaning, recognising letters and sounds and a small number recognise simple words and read simple text. Reading is given a good focus by teachers and during the Literacy Hour all pupils have the opportunity to read together, which they do enthusiastically. Regular and informative reading records show that pupils make satisfactory progress. In Year 2, a very small minority of pupils read at levels expected for their

age, recognising a good number of words, using knowledge of sounds and information from the text to identify new words. These pupils talk about their favourite books, giving reasons for their choice and explain the story line. A pupil chose 'The Gingerbread Man,' because it had 'word patterns which are easy to remember'. However, the majority of pupils struggle with text and progress is slow.

101. In Year 3, reading receives a good focus but although pupils make progress, the attainment of many remains below average, with reading being slow, new words being attempted with difficulty and an inability to describe the content of the text. By Year 6, some pupils reach levels appropriate for their age and ability, reading aloud fluently, enjoying books and borrowing books from school to take home. An avid and able reader explained that she became a member of the local library following a class visit by the school which opened up a new world for her. A competent Year 5 reader, for whom English is an additional language, used expression and feeling to interpret the text, answering questions about content, the personalities of the characters and the plot with understanding. The preference of most readers in Years 3 to 6 is Harry Potter, although one pupil was a follower of ghost stories. Many less able readers struggle with new words, only reading simple text fluently, having difficulty expressing views but having the confidence to persevere. Many do not read at home. The majority of pupils know non-fiction books provide information and they talk animatedly about the non-fiction books that teachers provide for displays, which are obviously appreciated. Although each classroom has a book area, there is no school library and this detracts from the opportunities pupils have to access and use books. There are insufficient opportunities for pupils to extend their skills of research and investigation and this has the effect of slowing their learning in literacy. Reading matter in classes and the opportunities to read have all improved since the last inspection.
102. The school stresses the importance of communication and teachers work hard and patiently in all lessons, encouraging pupils to become more confident speakers and effective listeners. Year 1 pupils share ideas enthusiastically but often lack the vocabulary and understanding of sentence structure to express their thoughts. The teacher holds their ideas for them, slowly introducing words they need and helping them to express their ideas. In Year 2, pupils sit and listen for good periods and their answers show that they have understood what is being taught. Using more varied sentences, often with different tenses, they make satisfactory progress. For example, when discussing events from the past a pupil said 'I quarrelled with my friend, last Monday, in the morning'. They express their ideas but often have limited vocabularies and the teacher constantly introduces them to a wider variety of words.
103. Pupils continue to gain confidence during Years 3 to 6. Teachers successfully develop pupils' trust and the atmosphere in classes enables pupils to try out ideas knowing that they will receive help, support and be appreciated. For example, in Year 3, pupils were trying to describe how the presentation of a poem on paper might be linked to the words and mood within. After struggling, a pupil reached the conclusion 'the poem is written in dark colours for different seasons like autumn and winter because that's when the trees are black'. The praise he received encouraged him to make further attempts. Because teachers constantly praise and use pupils' ideas, pupils try harder. By Year 6, pupils are good listeners, having more confidence to share ideas with peers, discuss contributions and reach group decisions. For example, when undertaking a task to change prepositions in a poem in order to change the meaning. One group working with 'fog moving on the short street', substituted 'under' for 'on' and explained that this gave the poem a totally different meaning, suggesting a silent, secret mission underground. They were confident to explain their choice and to answer questions. All pupils are pleased to speak to visitors and pupils in Years 3 to 6, welcome visitors politely and courteously and are confident to talk to them and ask if they need help.
104. On entering Year 1, pupils' standards in writing are well below those expected nationally. Many pupils can make marks but are unable to form letters correctly. When they are able to copy write, their writing is untidy and poorly sized. By Year 2, although work is improving, pupils write slowly and laboriously, with work often being untidy and unfinished. Pupils use short sentences, increase the length of their work and place simple punctuation in their text. A Year 2 class, playing a punctuation game, had a good grasp of the use of capital letters and full stops. In lessons, there is insufficient time for pupils to complete writing in the time allotted and the

balance of lessons requires revision to provide realistic opportunities for pupils to make progress. Because of this, there are few examples of completed work, which fully reflect pupils' ideas and discussion. When writing, pupils often hold pencils and form letters incorrectly and these errors require correction as they occur.

105. Pupils make considerable progress in Years 3 to 6 with their writing, although standards are still likely to be below average by the end of Year 6. The time allocation given to writing tasks is often insufficient for pupils to complete their work. A lot of work in books is untidy, incomplete and handwriting poor. The range of work is satisfactory and pupils write for a variety of different reasons and audiences. In Year 3, pupils' knowledge of different forms of writing develops. Whilst researching poetry, they explained that their poems were acrostic because 'the way the first letters of the first word in each line are presented, they make a word'. When undertaking a task linked to the poem, the teacher gives clear instructions, checks pupils' understanding, provides a good resumé of the discussion and allows an appropriate time for writing, so most pupils complete their work. Story writing in Year 3 makes good progress, both the length and content of work improving. Pupils use longer and more descriptive sentences, for example, in a narrative about a dog a pupil writes, 'Knee-jerk the dog started to dream about a pretty cat, then he started to pull a funny face'. Skills develop further in Year 4. The use of parts of speech improves and vocabulary widens, adding interest to work. By Year 6, pupils are presented with a good variety of work and the close joint planning of Year 6 teachers ensures that all pupils have access to the same experiences. Working on poems, pupils replace prepositions to change the meaning of poetry. They understand and explain metaphors and when asked about personification, explain that this refers to 'when something that isn't a person is described like a person and given a person's feelings.' Pupils compose their own poems, which are sensitive and thoughtful. They look at rhythm in the text of Macbeth and decide 'Shakespeare wrote spells like this to give the impression that witches are throwing ingredients in and dancing around, all in a rhythm.' Skilled teaching enables pupils to share ideas, work effectively on their own and in a group and increase their vocabulary. Confidence in their teacher results in pupils being happy to share and discuss and develop ideas in a group situation. Teachers work hard to correct poor handwriting and presentation, which are still below standard.
106. Teaching throughout the school is good. However, pupils' low level of ability on entry to the school affects the pace of progress that they make. Learning is satisfactory in Years 1 and 2 and good in Years 3 to 6. The progress that pupils make is satisfactory in Years 1 and 2 and it improves to good in Years 3 to 6. Throughout the school, behaviour in lessons is good and pupils enjoy their learning, trying very hard to fulfil the tasks that they are given. The teacher's use of praise, encouragement and sensitive guidance in quiet, well-disciplined classes provides pupils with the opportunity to make progress
107. Teachers and management are very aware of pupils' levels of performance and it is their priority to raise standards. Throughout lessons, teachers offer quality guidance to pupils, encouraging them to work with effort and focus, providing classroom experiences which are relevant and matched to the needs of most pupils. The majority of work is marked well, teachers making constructive comments on the quality of work, offering praise and encouragement and, at the same time, suggesting ways in which work may be further improved. There are a few instances, however, where marking is not so helpful, with few comments. Test results are used to analyse areas of weakness in performance. The use made of the information gained is unsatisfactory; it is not translated into a planned, structured programme to raise standards. There are no regular detailed targets for group and individual work, which include the careful measuring of progress and success.
108. Some pupils with special educational needs are withdrawn from lessons for additional support. This is well delivered, linking closely with classroom planning and providing good opportunities for pupils to achieve at appropriate levels, ensuring they are not at a disadvantage to their peers. For others, teachers use information provided by the special educational needs co-ordinator to plan appropriate activities. On occasion, more able pupils are insufficiently challenged and expectations of their achievement not high enough. Pupils who have English as an additional language are well supported in nursery and reception classes, with limited support in Years 1 and 2. This high quality support, often bilingual, has a marked effect in helping pupils to fully

understand what is happening and preventing language becoming a barrier to learning and progress. When such support is unavailable, many pupils struggle with work, often lacking an understanding of the detail and intricacies of English, thus preventing success. Resources to assist such pupils are unsatisfactory. A significant factor in many lessons was the good relationships between pupils and between pupils and teachers. Pupils mixed happily together. Groups contained a good mix of boys, girls and pupils from different backgrounds and cultures, who listened to and respected each other's views, accepting each other as equals in the learning process.

109. A co-ordinator manages the subject satisfactorily in Years 1 and 2. This management includes the regular monitoring of teachers' planning and delivery of lessons. Although the results of national tests are analysed, there is no close analysis of progress throughout Years 1 and 2 or the appropriate setting of short and medium term targets to continually raise standards. Resources are satisfactory and are well organised in a special literacy room. There is no co-ordinator for Years 3 to 6 and this is detrimental to the development of all areas of the subject.

## **MATHEMATICS**

110. Standards in mathematics are below average overall. At the age seven they are well below average and at 11 they are below average. By the time the pupils leave the school at age 11 they have made very good progress since starting school.
111. There are no significant differences in the achievements of girls and boys. The pupils with special educational needs make sound progress in their learning, but pupils with English as an additional language are sometimes disadvantaged in lessons because of a lack of suitable support for their language needs.
112. A key issue in the school's previous inspection report was to improve standards in mathematics. The recommendations put forward by the previous inspection report to achieve this have been addressed well. There is now an appropriate scheme of work based on the National Numeracy Strategy and the teachers now have good subject knowledge. Further consideration still needs to be given to the match of work to pupils' ability, especially for more able pupils. The National Numeracy Strategy, which is now firmly established, is providing regular opportunities for the pupils to practise mental activities. Assessment and recording procedures are in place and the analysis of results is beginning to inform the teachers' future planning.
113. By age seven, the pupils can work out simple problems involving number operations and money. They understand place value to 100 and the higher attaining pupils are beginning to carry out some calculations using these numbers. The pupils use different methods for calculating, such as using their knowledge of how rounding to the nearest ten can help to solve addition and subtraction problems. When considering shapes, they know the names and simple properties of a range of two-dimensional shapes. They estimate and measure using non-standard and standard units, but some pupils are unsure of which measures are used in different situations. The pupils use their data collection skills to collect information about favourite colours and shapes and they show their results using different types of graphs. There is, however, little work to show that they understand what information can be gained from graphs and charts.
114. By age 11, the pupils calculate and solve problems involving decimals to two places. They know the relationship between fractions, decimals and percentages. The pupils make their number calculations using different methods, such as using a partitioning method when adding larger numbers. The more able pupils work more confidently with larger numbers, but some errors show a lack of understanding of basic concepts. The pupils work well with co-ordinates in one quadrant and make good progress in working at a higher level within all four quadrants. This is due the high standards expected by the teacher for this work and the clear explanations and instructions given. The pupils use their co-ordinates knowledge in other subjects such as geography, for instance, in Year 4 where pupils link this knowledge to mapping symbols when forming simple maps. The pupils know about reflective and rotational symmetry. In Year 5 the pupils use some of these skills when producing portrait pictures in the style of Paul Cézanne. The pupils can measure in various standard measurements and use these skills to solve problems. The pupils' skills and knowledge of measuring instruments are enhanced in other subjects such as science, where, for

instance, Year 5 pupils use force meters to measure in some experiments. In their data handling work, the pupils collect information and communicate this using different graphical representation, such as bar graphs, frequency graphs and pie charts. Some of these are produced using computer programs for data handling, but information and communication technology skills are underused in most of the pupils' mathematical work. The pupils can interpret the information from graphs but have limited experience beyond answering direct literal questions. The standard of the pupils' presentation is often well below what would normally be expected. It does improve and becomes satisfactory as pupils reach Year 6.

115. The teaching of pupils in Years 1 and 2 is satisfactory overall, with some being good. Teaching in Years 3 to 6 is good overall, with some being very good. The reason for standards not equating to the quality of teaching is the need to build on the low attainment of the past and to ensure that pupils are not left with gaps in their learning. The teachers are implementing the structures of the National Numeracy Strategy well. This structure, which has mental strategies as one of its emphases, has helped to raise standards in this area. The teachers show in their use of language, explanations and careful questioning that they have a good knowledge and understanding of mathematics. For instance, in a Year 4 lesson the teacher stressed important number concepts. She also encouraged the pupils to use different strategies to solve mental arithmetic problems and asked the pupils to explain how they arrived at their answers. This made the pupils think about their answers, reinforcing their own learning and helping others learn new strategies. The teachers question pupils well asking "why?" "how?" and "tell me more" types of questions. This encourages and helps the pupils to think about their learning. In some lessons the teacher discusses with the pupils at the beginning what they are going to learn and this helps to focus the pupils' attention on their learning. Sometimes these objectives also form part of the final recap of the lesson and this consolidates what the pupils have learnt. Sometimes when the teaching is very good, the end of the lesson is used to further extend the work that the pupils have done. The teachers' expectations of their pupils are usually good and well matched to their abilities, but sometimes more could be expected of the more able pupils.
116. The teachers' management and discipline of the pupils is good and often very good in Years 3 to 6. The pupils respond positively to this, showing good attitudes to their work and good behaviour. This means that the pupils' learning is well supported because they are more attentive to what they are being taught and the tasks they have to complete. The teachers give high levels of deserved praise that encourage learning and raise the self-esteem of pupils. In most lessons the pupils relate well to each other and their teachers, and they co-operate well with each other when asked to do so in their work. In very good lessons the pace of learning is brisk and the pupils are kept actively engaged in appropriately challenging and stimulating tasks, from which they gain a feeling of success. In these lessons the teacher's enthusiasm enlivens the work of the pupils and raises their enjoyment for learning.
117. The mathematics co-ordinators, who have only had their responsibilities for a short time, are committed to the continued improvement of pupils' attainment in mathematics. This is especially so in Years 1 and 2 where attainment still remains well below average. They have begun to monitor teaching and learning in mathematics and have analysed some assessment information to see how weaknesses in attainment can be addressed. There still needs to be further analysis of all assessment and monitoring information to inform all year groups what improvements should be made. The co-ordinators are aware of the differences that exist in the school's present setting arrangements and are planning to see which is the best one to meet the needs of their pupils. The limited library area and the low level of information and communication technology limit pupils' development of their skills of research and investigation in mathematics.

## SCIENCE

118. Inspection findings show that standards in science are below average at the end of Year 2. Pupils in Year 6 are likely to achieve standards that are in line with expected levels at the end of the year. This is an improvement on 2001 results, which showed a drop compared to previous years. The low level of all pupils' reading, writing and research skills, coupled with limited vocabulary, adversely affects their attainment in the subject and is a significant contributory factor to pupils' underachievement. There is a weakness in provision for pupils with English as an additional

language. These pupils would be capable of reaching higher standards if they received better provision suited to their needs. Their standards are presently below average and their progress is less than satisfactory. The progress made by pupils with special educational needs is good.

119. During the inspection, the overall standards seen in lessons support the expected results at the end of Year 6. However, the overall standards seen in the scrutiny of past work do not show fully what pupils know, can do and understand, due to their below average standards in literacy skills and presentation.
120. Pupils enter school with very poor standards but they make good progress. However, by the end of Year 2 the breadth of their knowledge and understanding is still below that expected for their age. In lessons in Year 2 standards are satisfactory. Good teaching encourages and supports pupils to express their knowledge and understanding not only of life processes and living things but also of scientific method. Pupils can name many of the parts of a flowering plant and explain each function and a small number are aware of the life cycle of a plant. The majority know that light, warmth and water are necessary conditions for healthy plant growth. They are able to use simple equipment and to make predictions as to whether or not seeds will germinate in a variety of conditions.
121. Overall, by the end of Year 6, average and higher attaining pupils have reached the expected level of achievement in all areas of the science curriculum. Progress is good due to the overall very good and sometimes excellent teaching. Pupils' level of understanding of the scientific process is satisfactory and sometimes good. By the time that they leave the school, pupils predict what may happen during investigations, understand the need for a fair test and record their findings accurately on tables and graphs. Their low level of information and communication technology skills and lack of resources inhibit their ability to use computers to record results. Most investigations are teacher-directed and as a result some pupils, particularly the higher attainers, do not have sufficient opportunity to make their own decisions and plan how they might carry out and record their own investigations. The school is aware of this and intends to build this into future planning, particularly for pupils in Year 6.
122. Pupils in Years 3 to 6 show satisfactory knowledge and understanding, in relation to their age and abilities, of the properties of materials. Younger pupils understand the terms *flexible*, *transparent*, *opaque*, *absorbent* and *attracts*, while older pupils can describe changes that occur when materials are heated and whether these changes are reversible or irreversible. Pupils at the end of Year 6 are able to name the main reproductive parts of a flowering plant. They have an understanding of a variety of processes that enable materials to be separated, such as sieving, evaporation, filtration and magnetism and can use appropriate equipment in order to carry out these tasks. They understand the terms, *saturated* and *unsaturated solutions* through investigations they have undertaken.
123. The quality of teaching in Years 1 and 2 is good and it is very good in Years 3 to 6. There are a considerable number of strengths in teaching that are apparent throughout the school. These contribute to the quality of learning and good progress made by pupils as they move through the school. All teachers ensure that pupils are aware of what they are intended to learn. These objectives are displayed on the board and discussed with pupils at the start and end of each lesson. This provides a clear starting point and helps pupils to be aware of how well they are learning. All teachers show at least good and sometimes very good subject knowledge and place great emphasis on scientific method and vocabulary, making use of good quality questioning to help pupils think for themselves. They allow time in lessons so that pupils can enhance their speaking and listening skills, reinforce and expand their vocabulary appropriate to the activities undertaken. This benefits most pupils in the school as their level of literacy is below that expected for their age. Mostly in Years 1 and 2 but always in Years 3 to 6, very good classroom management and discipline ensure that pupils listen and respond appropriately. Good use of praise and support for pupils' ideas encourages pupils to feel confident in their efforts and extend their skills. Pupils have very good attitudes to science, work hard and particularly enjoy practical work. All teachers get on well with their pupils and encourage all of them to do their best. This helps to create a happy working atmosphere for all pupils and creates a climate for effective learning.



124. Planning is good throughout the school and teachers ensure equal provision for all abilities in parallel classes. Pupils of all abilities undertake the same practical work but the level of recording is adapted to suit individual needs. Good use is made of classroom support for special educational needs pupils but the quality of support for pupils with English as an additional language is a weakness due to a lack of expertise within the school. However, teachers do their best to overcome this lack of provision.
125. Testing on entry to the school and Year 2 assessment results are used to set targets for pupils. At the end of Year 5, pupils undertake the past year's national test papers. These are carefully analysed to ascertain weaknesses in individual pupils' knowledge or the school's provision. During the last two terms, Year 6 pupils work in three sets with planning adjusted accordingly to ensure that their knowledge and understanding are secure.
126. Since the last inspection the school has made good improvement in the development of the subject and credit for this must be given to the subject co-ordinator, who demonstrates very good leadership. The limited use of information and communication technology and the less than satisfactory library provision limit pupils' learning of independent research and investigation skills.

## **ART AND DESIGN**

127. At the end of Years 2 and 6 standards in art and design are similar to those found nationally. This judgement is based on a range of evidence, notably finished pieces of past work, as few lessons were seen. Standards are similar to those found at the last inspection.
128. By the end of Year 2, pupils have had the opportunity to work with a good range of media and their skills have developed satisfactorily. They are quite adept for their age at colour mixing, using paint or pastels. They are building an appropriate art vocabulary, talking confidently, for example, about texture. They make sensible choices and understand that a bigger piece of work is required if they choose the largest size of paper. Pupils use materials such as string, wool and tissue paper to create collages, working with them in different ways. Their work is neatly executed and shows very good levels of interest and application.
129. Teaching and learning in Years 1 and 2 are good. Teachers have good subject knowledge, demonstrate skills, such as paper curling, effectively and provide pupils with a good range of materials to work with. They enable pupils to work independently, allowing them choices and making resources readily accessible. Pupils respond well to this, taking their work seriously and trying very hard. All pupils are fully included in lessons. Sensitive support is given to pupils who are not as dextrous, for example, with cutting and sticking. The progress made by all pupils including those with special educational needs and those with English as an additional language is satisfactory.
130. Too few lessons were seen in Years 3 to 6 to make reliable judgements about teaching and learning, although evidence in their sketchbooks and from work on display indicates that this is at least satisfactory and sometimes good. Year 6 pupils have just finished a module of work on William Morris and have created good prints of their own inspired by his designs. They are currently looking at David Hockney's landscapes and are preparing to design their own, using textiles and other materials. The use of the work of other artists to stimulate pupils is a strength of much of the work seen. Teaching in the single lesson seen was good. Year 5 pupils tried hard to make a string block for printing, following their teacher's useful demonstration. All pupils were fully included in the lesson. In Years 3 to 6, pupils work carefully from observation. Although the quality of their finished pieces varies, the more talented artists create some impressive work that is well executed. Work is usually bold and imaginative. Three-dimensional work is not as well developed as two-dimensional art, and this remains an area for further improvement, as it was at the last inspection. Assessment procedures are not used to judge pupils' progress and this information is not used to enable future achievement.
131. Co-ordination of the subject is satisfactory. The planning guidelines prepared by the co-ordinator give teachers a clear brief and help to ensure that the pupils develop their skills systematically.

Resources are replenished and kept in good order. Material resources are good. There is too little computer software, however, and too few chances for pupils to use computers to draw and design. The co-ordinator has too many other responsibilities to be able to monitor teaching, learning and standards in any depth. This has a detrimental effect on pupils' learning. The limited library provision does not enable pupils to broaden their knowledge of art and design or to develop their skills of research.

## DESIGN AND TECHNOLOGY

132. Standards in design and technology are below those expected of pupils aged seven and 11. Throughout the school, pupils, including those with special educational needs and English as an additional language, make satisfactory progress in their learning. Although only three lessons were observed during the inspection period, further evidence was gained from examining pupils' work, teachers' planning and talking to teachers.
133. At the time of the school's previous inspection design and technology was not meeting the requirements of the National Curriculum. The school now meets these requirements but the pupils' skill levels are still at a low level. The processes of design and technology are better developed and by the time pupils leave the school at age 11 they carry out all stages of the process. The pupils' work with mechanisms and electrical devices is at a lower level and this has already been identified by the subject co-ordinator as an important area for teaching development.
134. By the age of seven the pupils design and make a sandwich in food technology. This involves looking at pre-prepared sandwiches to see how they are made and then designing and making their own. The pupils then evaluate their finished product with comments such as: "My sandwich was horrible because it had cheese, banana and apple"; "My sandwich was yummy and scrummy". This aids their understanding of how to improve their product. They also design and decorate different styles of cakes, make simple animals with moving parts and use fabric materials and stitching techniques satisfactorily.
135. As pupils progress through Years 3 to 6 they become more familiar with the full process of how to design and make. In Year 4, pupils look at different bag designs before they design and make their own bag to hold the biscuits they make. In Year 5 the pupils link their work to their study of Victorian times. They look at Victorian style "samplers", before designing and making their own. Before starting on their work they practise different stitches so that they can use these in their finished piece. The pupils then make a wooden frame to mount their "sampler", and this involves measuring cutting and joining skills. The pupils' skills in stitching are lower than would be expected, with many not reaching a satisfactory level. Their designing skills are also lower, with a significant number of pupils creating designs not suited to the materials and techniques they will be using. By Year 6 the pupils critically examine the box packaging of sweets. They look not only at materials, structures and opening mechanisms, but also at the impact of different finishing designs. They then plan and make a box for a target group, such as adults or young children. The pupils make sweets to place in their box and complete the process by evaluating their work soundly. The use of counting and measuring and the extension of subject-specific vocabulary make satisfactory contributions to literacy and numeracy. Information and communication technology is not used to contribute to pupils' learning in design and technology.
136. During this inspection three lessons were seen, all of which were in Years 5 or 6. The standard of teaching in these lessons was good. The teachers' knowledge of the processes involved was good and their explanations to the pupils were clear. The pace of learning was good as pupils were thoroughly involved in their activities, which were enjoyable for the pupils and well directed to the objectives of the lesson. The pupils responded well to this, showing good attitudes towards their learning. The teachers' management of pupils and resources was good and the pupils reacted well to this, showing good concentration and application to their work.
137. The co-ordinator is enthusiastic about her subject and is sure of its place as a valuable part of the school's curriculum. The co-ordinator has not yet monitored the pupils' work or the quality of teaching in this subject. There are no assessment and record keeping procedures. This means

that the pupils' progress in acquiring skills and knowledge is not fully identified and cannot be used to inform future work.

## GEOGRAPHY

138. Pupils of all abilities, including pupils with special educational needs in both Year 2 and Year 6, reach the level expected for those of a similar age. These judgements were made after observation of a small number of lessons in Years 1 and 2, scrutiny of pupils' work and displays around the school, discussions with pupils and one lesson observation in Years 3 to 6.
139. Pupils of all abilities, including those with special educational needs, make good progress with the exception of pupils for whom English is an additional language. The provision for these pupils and their progress is less than satisfactory.
140. Pupils in Years 1 and 2 are developing an understanding of the main physical and human features surrounding the school. They are given opportunities to make first-hand observations of the variety of buildings in the immediate locality. They are beginning to understand that people visit the street for different reasons and can identify different buildings in the area. From photographs of the area and from their own observations they can provide opinions and identify characteristics that they find are pleasing, those that are less so and how they may be improved. In Years 3 to 6 the majority of younger pupils know and understand most of the symbols found on an Ordnance Survey map of the area. Scrutiny of the work of Year 5 pupils reveals that they have some understanding of the differences in the landscape, climate and jobs in Kenya compared to Darnall. Pupils are aware how Darnall has changed and that it is a poor environment suffering from the effects of pollution. They are aware too, how the environment could be improved, but, sadly, all attempts made by the Council in the immediate area have been vandalised or covered with graffiti.
141. Discussions with pupils in Year 6 show that they have a satisfactory knowledge and understanding of the subject. They can recall work on rivers and show a good range of subject vocabulary such as *source*, *meander*, *mouth* and can compare the River Don with the River Nile and the Thames. They know that water flows from a higher altitude and one pupil knew that the force of gravity makes water flow downhill. Pupils have knowledge of map work and they know how to find particular places using co-ordinates. There were weaknesses in their knowledge with regard to continents and the use of scale. Pupils at the end of Year 6 have extended their geographical knowledge, skills and understanding through their study of St. Lucia. Most know that it is an island in the Caribbean and can locate it on a map.
142. Three lessons were observed in Years 1 and 2 and the quality of teaching in these was good. Clear planning and a good structured approach were common features of the lessons observed. Teachers reinforced subject vocabulary and made pupils think for themselves by posing questions such as "when you get lost can you find your way back?" This helped pupils to focus on map details such as roads and made them consider the details that they would like to see on a map to help them further. Teachers praised pupils for their contributions and this engendered confidence in themselves. Good use was made of resources such as aerial photographs, displays and maps to support learning. Pupils with English as an additional language were inadequately supported and their rate of learning was less than satisfactory. Pupils were well behaved and persevered with the tasks set. Teachers do not regularly use information and communication technology to teach geography.
143. Only one lesson was observed in Years 3 to 6. This provides insufficient evidence to enable a sound judgement to be made about the quality of teaching in these years. In the lesson seen, very good teaching and learning took place. The key learning points were shared with pupils and the well planned lesson provided appropriate challenge. Very good use was made of appropriate resources for the tasks in hand which maintained pupils' motivation, interest and concentration. The school makes good use of visits out of school as an aid to pupils' learning.
144. The subject co-ordinator is newly appointed but has already formulated an action plan that should improve overall provision for the subject, particularly with regard to assessment, which is less than satisfactory, and the improvement of resources. While currently resources such as atlases, wall

maps and books are adequate, the use of information and communication technology is under-developed and the lack of computer software suitable for geographical studies restricts pupils' learning.

## **HISTORY**

145. Pupils' standards at the end of Years 1 and 2 are below expectation for their age. However, the standards reached by pupils by the time that they leave the school are as expected for pupils of a similar age and ability. Pupils, including those with special educational needs, make sound progress in the acquisition of important historical skills. However, their low level of literacy skills inhibits attainment and progress in the subject. Pupils with English as an additional language make insufficient progress. During the course of the inspection, only two lessons were seen in history. Judgements are based mainly on findings from the two lessons, examination of pupils' previous work, teachers' termly planning and discussions with pupils in Year 6.
146. Discussions with Year 6 pupils indicate that they have a chronological awareness. They know that the past can be divided into different periods of time and how it is represented. Pupils recall aspects of their study of the Romans and Victorians as well as some aspects of life in Britain during those periods. They have a sound insight into the way of life, beliefs and achievements of Ancient Greece and Ancient Egypt.
147. Literacy is an important element in their work but the less-than-average standard of basic skills hampers the progress and standards of attainment that pupils achieve. This is apparent in the work scrutiny, where the quality of writing and presentation is lower than it should be. Teachers work to develop and overcome this lack of skills by making use of a limited range of resources to help pupils improve their knowledge and understanding of the subject. However, work scrutiny indicates that there are insufficient opportunities for pupils, generally, and for higher attaining pupils in particular, to work independently and fully develop their research skills. This is due in part to the lack of a library and computers. Consequently, the use of information and communication technology is not having sufficient impact on the pupils' work in the subject.
148. Evidence indicates that teaching is satisfactory overall in Years 3 to 6. There was insufficient evidence to make an overall judgement on the quality of teaching in Years 1 and 2. Throughout the school, teachers and pupils enjoy trusting and respectful relationships, from which come good pupil behaviour and good attitudes towards their work. Pupils enjoy history and this is confirmed from evidence during the lessons observed and discussions with Year 6 pupils.
149. The school follows its own scheme of work which is organised on half year cycles, on a rolling two-year topic basis that differs for the various age groups and alternates with geography. Assessment procedures to identify and record pupils' progress have not yet been put in place. The absence of a history co-ordinator who would identify areas of weakness in provision and ensure continuity and progression hampers development of the subject. This ultimately affects the standards of attainment of all pupils in the school. The limited library area and the low level of use of information and communication technology restrict pupils' skills of research and investigation.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

150. Some progress has been made in ensuring that pupils who previously had little experience of using computers now regularly do so. However, the standards achieved in information and communication technology at the end of Year 2 and Year 6 are well below expectations. The school does not meet the requirements of the National Curriculum in Years 1 and 2 or in Years 3 to 6. The level of improvement since the last inspection is less than satisfactory. By the end of Year 2, pupils use a mouse to click on icons and navigate through program menus. They paint patterns and occasionally use a word processing program to write captions and short sentences. Throughout the school, pupils learn how to give instructions to a programmable robot. They gain familiarity with the computer keyboard layout. However, the small number of computers presently available, in all classes, limits the time that pupils have access to them. There are too few "hands on" experiences in all areas of information and communication technology. Consequently,

the pace of pupils' progress is too slow. Because of the limited number of computers available, the number of pupils who can complete any task set in a lesson are few. Many pupils in the class are set tasks in reading or they write about what they will do when they can use the computers. This means that the time taken for each task to be completed is extended and this slows pupils' pace of learning significantly. Another significant factor in the low level of learning in information and communication technology is that the computers in the school are not always available, because they are unreliable. During the inspection, computers in several classrooms were out of order for one reason or another.

151. By the end of Year 6, pupils occasionally use word processing programs and graphic files. They create tables to record results of mathematical or scientific investigations. They create simple sets of instructions to program floor robots or generate a simple geometrical shape on the screen. They use database programs to find information about famous characters in history and to classify information about themselves and animals. By the end of Year 6, pupils are confident in using computers, navigating programs and have satisfactory keyboard skills. However, they do not achieve the standards expected for their age group, because they are working from low levels of previous experience and also because they do not have sufficient time using computers to make the progress that they should. Pupils do not have the knowledge or skills to use information and communication technology for research or to enhance their learning in other subjects.
152. In the small number of lessons seen throughout the school during the inspection, pupils made satisfactory and sometimes good progress in their knowledge and understanding of the use of computers. However, they are not making enough progress in using information and communication technology to support their learning in other subjects. For example, throughout the school, pupils laboriously create graphs by hand, which could more easily and effectively be created using computers. Pupils with high levels of special educational needs and those at the early stages of learning English are making too little progress in information and communication technology because there are too few opportunities for them to use computers.
153. The level of knowledge and understanding of information and communication technology shown by teachers in the small number of lessons observed was good. However, the effectiveness of teachers is severely limited by the small number of computers presently available to them. The use of single computers to demonstrate skills or tasks to a whole class is less than satisfactory, as most pupils cannot clearly see the screen. When tasks are set, there are so few computers for pupils to use that the teacher's often good introduction does not have the desired impact on pupils' learning. Teachers' planning closely follows the national scheme and covers the National Curriculum. They set objectives, such as learning how to save files or answer a series of questions using a database, but these cannot be readily achieved in the time available, because there are too few computers available for pupils to use. When pupils who are at the early stages of learning English work with support staff, they usually complete the tasks set for them. However, they do not always understand the task, particularly if they do not have close adult support. A lack of teacher knowledge of what pupils can achieve at particular ages often leads them to set tasks with too little challenge.
154. The assessment of pupils' progress in information and communication technology is less than satisfactory. There is a checklist of how often a pupil uses the computer, but this does not include judgements on a pupil's progress. Pupils are very enthusiastic about using information and communication technology but have very few opportunities to do so.
155. At the time of the last inspection, the school was required to increase the level of resources available for the teaching of information and communication technology. It has recently done this. A new information and communication technology suite is now available and is about to be commissioned. The training of all teachers in the use of information and communication technology is now under way and will be completed in May 2002.
156. The subject leader had been in post only four weeks at the time of the inspection. She has undertaken a review of the scheme of work and a review of staff skills in information and communication technology. When the information and communication technology suite is

commissioned the monitoring of teaching and the delivery of the curriculum, which do not take place at the moment, are planned. The capacity of the school to improve its delivery of information and communication technology and to use computers to teach other subjects is good.

## **MUSIC**

157. Standards in music are satisfactory at the end of Year 2 and Year 6. There has been satisfactory improvement since the last inspection. Standards in singing are satisfactory throughout the school. By the end of Year 2, pupils sing a good repertoire of songs in time and mostly in tune. They listen carefully and readily repeat and learn the phrasing and timing of new songs. They produce the right volume to match the mood of the songs they sing. They use percussion instruments to make and perform simple compositions. They recognise the sounds made by a range of common instruments. By the end of Year 6, pupils sing a wide variety of songs from different cultures, including some with complex rhythms. They create and perform instrumental and voice compositions, developing their own rhythm and melodic structures, using tuned and untuned instruments. They listen to and discuss a range of music by classical and modern composers. They understand and use simple notation and know the length of different notes, such as crochets, quavers and minims.
158. Only two lessons, one in Year 2 and one in Year 3, were observed during the inspection. While the quality of teaching was good in both these lessons, the small number of lessons seen does not enable a judgement on the quality of teaching to be made throughout the school. Other evidence includes discussions with the subject co-ordinator and with pupils, photographic evidence and teachers' planning. All pupils, including those with special educational needs and those with high ability, make good progress in lessons and as they go through the school, particularly in developing singing skills. Although there is little specific provision for their needs, pupils at the early stages of learning English do as well as can be expected. Information and communication technology is not well used to teach music.
159. All pupils enjoy their music lessons. They sing with great enthusiasm and gusto, and can be heard humming and singing phrases from new songs they have learnt during the school day. In class lessons, they work together readily on compositions and playing instruments and they listen very attentively to music which is played to them.
160. The good range of music chosen for singing and class lessons helps to widen pupils' awareness of classical, traditional folk and world music. Photographic evidence shows that very good use has been made of visiting musicians, such as a group of Asian musicians, and brass and woodwind ensembles. These not only performed for pupils but also provided workshops which broadened pupils' musical experiences well. Teachers give good informal feedback to pupils in lessons, telling them where they are doing well and what they need to focus on to improve their performance. However, while there are clear guidelines for assessment throughout the school, these are not yet consistently used.
161. The quality of leadership in music is good. The music subject leader has undertaken training and has enabled training for other teachers. She has surveyed staff subject skills and needs very effectively to enable her to identify staff development requirements and teaching strengths. She had already used this information to provide a very helpful series of teaching guidance sheets for staff. She monitors the number and quality of resources for teaching and learning, replacing and upgrading this provision whenever possible.

## **PHYSICAL EDUCATION**

162. Standards in physical education are above those normally expected nationally at the ages of seven and eleven. However, because of the period of time allocated for the school to use the local swimming pool, pupils' attainment in swimming is below what is expected nationally. The school has considered funding extra swimming tuition. However, because of other pressing educational needs of its pupils, it has decided that at the moment this is not a priority.

163. The school has two halls, both of which are a good size for physical education, and the school is well equipped with large-scale and high-level equipment. Dance is a strength of physical education throughout the school and pupils are used to enjoying dance. For example, in a good Year 3 dance lesson, the class teacher showed good subject knowledge when encouraging pupils to feel the rhythm of the music. She guided pupils to compare the Chinese music used in this lesson with Indian music which had been used to promote dance in an earlier one. This had the effect of promoting good learning in music and cultural development. Many pupils refined their movements and improved their balance and poise during this lesson. In spite of this good development in dance, the very good co-ordinator is planning a dance focus for the school to raise standards even higher.
164. The teaching of the skills of traditional games is good throughout the school and a satisfactory range of extra-curricular sports clubs supplements this. These include soccer, for boys and girls in Years 3 to 6, and teams are entered into local girls-only and mixed gender leagues. Athletics training is offered and the school came eighth out of 64 schools in the Sheffield Primary Athletics Competition in 2000. In 2001, the school improved its achievement in the same competition, coming fourth out of 64 schools. Other games and sports are provided according to season. The attendance at these clubs is good and they have a positive effect on the standards of the pupils who attend.
165. The school has established very good links with sports organisations in Sheffield, such as the Sheffield Eagles rugby league team and the Sheffield Sharks basketball team. These links make a good contribution to the standards of the pupils who are involved in the activities.
166. The standards achieved in gymnastics are above expectations for many pupils at the end of Year 2 and Year 6. In a good gymnastics lesson in Year 1, the class teacher showed good subject knowledge when guiding pupils to build sequences of movement, changing both their pace and level of movement as they progressed. All pupils, including those with special educational needs, made good progress in this lesson. Pupils with English as an additional language made good progress because of the very good support offered by a bilingual support assistant. This is not always the case and in some lessons these pupils make less than satisfactory progress when they do not understand instructions.
167. The quality of teaching in physical education is good overall. Five lessons were seen during the inspection. One lesson was observed in Years 1 to 2 and four in Years 3 to 6. The quality of teaching in these lessons was good in three lessons and satisfactory in the other two. The quality of teaching was equally balanced in both areas of the school. Teachers' planning is satisfactory and is linked to the schemes of work. Teachers dress appropriately for physical education. They provide good opportunities for warm up and cool down at the beginning and end of lessons. Teachers demonstrate exercises effectively to the pupils during lessons and, consequently, pupils are able to improve their own skills. Teachers are aware of pupils' abilities and monitor their progress accordingly. The teacher of a good lesson in Year 1 effectively reviewed the work from a previous lesson and provided an interesting and active warm up session. Both the teacher and the classroom assistant provided good examples for pupils to follow. The lesson deepened pupils' knowledge and understanding of the need for exercise in a healthy lifestyle and the need for safety when changing speed, level and direction. A very good rapport had been established with these pupils and, therefore, the teacher managed them very well and maintained good levels of discipline and control. Good pace is maintained in most lessons and therefore pupils display a high level of motivation. All pupils enjoy their learning in physical education and their attitudes to the subject are good. Almost all pupils, including those with special educational needs, make good progress throughout the school. This is not always the case for pupils with English as an additional language when they are not appropriately supported.
168. The level of leadership in physical education is good. The quality and range of resources are good and effective use is made of the good resources available in the wider community. The co-ordinator has developed a system of assessment for the subject but this is not yet in place.

## **RELIGIOUS EDUCATION**

169. Standards are in line with what is expected at the end of Year 2 and Year 6. The school curriculum is appropriately linked to the Locally Agreed Syllabus.
170. There are weaknesses in Years 1 and 2 and in Years 3 to 6. In Years 1 and 2, pupils cover the appropriate subject content. They are well behaved in lessons, their listening skills are good, they are keen to participate and share ideas and they engage in fruitful discussions in their lessons, remembering what they learn. However, their written work is barely satisfactory. Quite often it is unfinished, poorly presented and does not reflect what they have learnt. An improvement in general writing and presentation skills would have a positive impact on standards.
171. Talking about the Nativity story, pupils in Year 1 remember the main characters and organise the sequence of events. They listen well to the story being read aloud and the teacher ensures their concentration by interspersing the telling of the story with questions to check understanding. A good class atmosphere results in pupils engaging well in a task to sort Nativity pictures into the correct sequence. In Year 2, completing their work on the festival of Divali, pupils demonstrate that they have a good grasp of the story of Rama and Sita. One pupil was very keen to tell everyone "It was a bird who told Rama that someone kidnapped Sita and has gone to the island of Sri Lanka." Pupils are well behaved and should there be any chatter or noise the teacher uses good behaviour strategies to bring pupils quickly back to their work. Making interesting stick puppets of the characters in the story, pupils then act out the story of Divali. They are unable to produce much written work because they need considerable time to produce written work and struggle with spellings and sentence formation.
172. In Years 3 to 6, there are inconsistencies in the implementation and coverage of the school curriculum. In most classes, pupils' work demonstrates that they have good coverage and they have understood and applied well what they have learnt. There are, however, some classes where pupils have not covered the expected work and their written work is barely satisfactory, both in quality and quantity. Throughout Years 3 to 6, the presentation and content of written work would benefit from an improvement in general writing skills.
173. In Year 4, pupils listening to the story of the Good Samaritan know that Jesus lived approximately 2000 years ago. They know that the Bible is an important book to Christians and that Jesus told stories to 'help Christians learn what to do in their lives.' The teacher retells the story accurately and in a way which engages pupils' interest and maintains their concentration. Pupils show their understanding of the sequence of events when they move on to their recording of the story, however, the lack of different tasks for each ability group and for pupils with English as an additional language results in a lack of understanding and some pupils not completing the task satisfactorily. Year 3 pupils have studied aspects of Jewish life, especially the rules for living given to Moses. They considered these in terms of present day life, finally constructing their own rules for living, for example ' Don't steal from each other, care about others, trust people and don't lie'. These pupils understand that rules may help lead to ordered lives.
174. The quality of teaching is satisfactory overall in Years 1 and 2 and in Years 3 to 6. Teachers' expectations for pupils progress, their understanding of the subject and their planning for lessons are all satisfactory. Only three lessons were observed, one in Years 1 and 2 and two in Years 3 to 6. The quality of teaching was good in one lesson, satisfactory in another and poor in the remaining lesson. When teaching was good, the teacher showed real confidence in her understanding of the subject matter. Good questioning skills were used to review pupils' learning from previous lessons and pupils' behaviour was well managed. In the poor lesson, the teacher did not manage pupils' behaviour well. This led to one of the rare occasions during the inspection when pupils behaved badly, taking advantage of the teacher's lack of control. They were noisy, distracted from their work and did not learn well.
175. There was no evidence of the use of information and communication technology in the subject either as a resource for research or for use as a word processing tool to present work.
176. The scheme of work covers three major religions, Judaism, Islam and Christianity. Throughout the school, teachers are acutely aware of the different cultural backgrounds and lifestyles of pupils and they are extremely sensitive to pupils' needs. All belief systems are valued and



respected in lessons, both by teachers and other pupils. For example, in a discussion on food in Jewish life, the teacher began with a general introduction which acknowledged the position of acceptable and unacceptable foods in Muslim and Christian households in a constructive and respectful manner. Teachers encourage all pupils to have an informed and understanding insight into each other's beliefs. The subject is sometimes enriched by visits from leaders of different faiths who explain what happens in their places of worship and at major festivals.

177. A new co-ordinator has recently been appointed and is presently undertaking a thorough review of all aspects of the curriculum throughout the school. As well as the weaknesses referred to above, the co-ordinator has correctly identified the need for a review and update of the scheme of work. This will include more guidance for teachers and the need to monitor teachers' planning and to review the standards achieved by pupils. The provision of adequate resources to support teaching is another priority as the present resources are unsatisfactory. An action plan is almost complete and ready for approval by senior management.