

INSPECTION REPORT

GREYSTONES PRIMARY SCHOOL

Tullibardine Road

Sheffield

LEA area: Sheffield

Unique reference number: 107098

Headteacher: Mrs. Angela Anwyl

Reporting inspector: Mrs Kath Wallace
1151

Dates of inspection: 12 – 15 June 2000

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Tullibardine Road Sheffield
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Appropriate authority:	Governors
Name of chair of governors:	Mr. Dennis Roberts
Date of previous inspection:	December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mrs. Kath Wallace	Registered inspector	Hearing Impaired	Characteristics
		Under-fives	Effectiveness
		Mathematics	Improvement
		Special Educational Needs	Results and achievements
			Teaching
			Leadership and management
Mrs. Linda Buller	Lay inspector		Attendance
			Welfare and safety
			Partnership with parents
Mr. Geoff Cooper	Team inspector	English	Spiritual, moral, social and cultural development
		Music	
Mr. Keith Oglesby	Team inspector	Science	Attitudes, values and personal development
		Design and Technology	
Mr. Andrew Scott	Team inspector	History	Assessment and monitoring progress
		Geography	Monitoring personal development and attendance
		English as an Additional language	
Mr. Don Smith	Team inspector	Art	Staffing, accommodation and learning resources
		Religious Education	
		Physical Education	
Mr. Alan Egdell	Team inspector	Information Technology	Quality and range of the curriculum

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

1. Greystones Primary School is a large primary school, housed in spacious Victorian buildings surrounded by hard play areas and gardens, on the south western edge of the town centre of Sheffield. It has an integrated unit for children with hearing impairment. There are 395 pupils on the school roll with a fairly even mix of boys and girls. Attainment on entry to the school is above average. The high mobility of the local population is reflected in the school. Ten per cent of pupils are from ethnic minority families and a few do not speak English as their first language. Seven per cent of pupils are entitled to free school meals; this is low when compared to national figures. Nineteen pupils have a statement of special educational needs. This figure includes those children with hearing impairment. A further 47 pupils are on the school's register of special educational need; this is considerably higher than most schools. The school has had high levels of staff absence due to illness and one member of staff is currently on long-term sickness leave.

HOW GOOD THE SCHOOL IS

2. The effectiveness of the school is satisfactory but it has many strong features. The relationships between staff, pupils and parents are very good and this contributes to very good behaviour, good attitudes to school and the development of pupils so that they grow into responsible and caring young people. The quality of teaching is satisfactory. However, a lot of good or very good teaching was seen during the inspection, particularly in Key Stage 2. Standards of attainment in mathematics and science are high but they are not high enough in English. Given average levels of funding, the school provides satisfactory value for money.

What the school does well

- The shared commitment of staff and governors to improvement and raising standards.
- Excellent relationships between staff and pupils result in high standards of behaviour and very good attitudes to work.
- High standards of attainment in mathematics and science at the end of Key Stage 2.
- The very good provision made for the spiritual, moral, social and cultural development results in a school where all pupils feel valued, respect and value one another and the staff. This includes pupils with hearing impairment.
- Parental involvement in their children's learning and in the day-to-day life of the school is very good.

What could be improved

- The standards achieved in English are not as high as they should be in either key stage.
- The curriculum planned in the reception classes does not sufficiently extend the learning of more able children particularly in literacy and numeracy.
- The procedures for ensuring the health, safety and welfare of pupils are unsatisfactory.
- Pupils' learning in Key Stage 2 is regularly disrupted by pupils from each class leaving and returning to lessons for peripatetic music tuition.

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

3. Despite the considerable work undertaken by key staff to identify the reasons for the low attainment in English and much good teaching seen during the inspection, standards in English remain a concern for the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

4. The school was last inspected in December 1997.

Governors and the head teacher have made many positive changes but are not vigilant about ensuring that procedures for the health, safety and the well being of pupils are in place and followed.

The improvements made to the school are sufficient that the judgement made that the school had serious weaknesses, no longer applies.

The school now has an effective structure for managing the school, including the involvement of staff and governors.

The standards attained in mathematics and science are now high by the end of Key Stage 2. Standards in English have not improved at the same rate as other schools and are below the national average and do not compare well with similar schools; this is much the same as at the time of the previous inspection.

The provision made for children under five and information technology has improved and is now satisfactory.

The curriculum of those pupils supported by the hearing impaired unit is now good.

The schools own targets for the standards to be attained at the end of Key Stage 2 are realistic

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	C	A	D	D	well above average A above average B average C below average D well below average E
mathematics	B	A	A	B	
science	B	A	A	A	

5. Standards of attainment in mathematics and science have risen in line with the national pattern and the results gained by the school compare favourably with similar schools. The trend over time is more erratic in English but the standards attained are not high enough even when the impact of several pupils that have special educational needs is taken into account. This picture of the standards is confirmed by the inspection findings.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils work hard, like school and help one another.
Behaviour, in and out of classrooms	Very good. Pupils are polite, courteous and well behaved.
Personal development and relationships	Excellent. The relationship between staff and pupils is one of mutual respect and courtesy. This creates a harmonious atmosphere.
Attendance	Well above the national average.

6. This is a school where voices are seldom raised. Pupils are taught to respect others and property.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	satisfactory	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.

7. The quality of teaching is satisfactory. It is judged satisfactory although much of the teaching seen was good or better. However, twelve per cent of the teaching seen in Key Stage 1 was judged unsatisfactory. Mathematics and science are taught well and this is reflected in the standards attained by pupils. Despite the high proportion of good and very good teaching seen, particularly in Key Stage 2, underachievement in English is an ongoing concern in both key stages. In the reception classes the teachers do not take sufficient account of the already high levels attained by children when they enter school. As a result they are not planning work in literacy and numeracy lessons that is sufficiently challenging for all pupils to make satisfactory progress. In Key Stage 2 the quality of teaching seen in lessons was all judged to be at least satisfactory and often good or better. However, the scrutiny of pupils' English work shows that teachers do not plan carefully enough for higher attaining pupils within each teaching group. This is a key element of the underachievement in English. Pupils in Key Stage 2 classes are taught in sets organised on the basis of prior attainment across both classes in the year group. Despite the efforts of their teachers and themselves, pupils do not attain the levels they are capable of because lessons are not planned carefully enough to meet their learning needs.

8. 84 lessons were seen during the inspection. In 4 per cent of lessons teaching was judged excellent, in 20 per cent it was very good, in 40 per cent it was good, in 31 per cent it was satisfactory and in 5 per cent it was unsatisfactory. The teaching of hearing impaired pupils was always good or better.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. However, in reception classes insufficient account is taken of the information generated by the baseline assessments when planning the curriculum.
Provision for pupils with special educational needs	Good. The individual education plans drawn up to support pupils are clear and used well by teachers to plan lessons.
Provision for pupils with English as an additional language	Good. Pupils are supported well by staff and other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good and particularly strong in moral and social development. Pupils are taught to look after one another and take responsibility for their own actions. The inclusion of hearing impaired pupils and those from different religions and races is excellent.
How well the school cares for its pupils	The school cares well for its pupils on a day-to-day basis but procedures for ensuring pupils' welfare are not well established.

9. The school aims to value all pupils and encourage them to attain high standards, academically, socially and in their attitudes to work and behaviour. The integration of pupils with hearing impairment is a positive feature of the school. The school's partnership with parents is very good and therefore parents effectively support the school and their own children through homework and in classes. The spiritual development of pupils is promoted well but this is not always reflected in the quality of assemblies. Governors do not fully appreciate the need for risk assessments to ensure the health, safety and welfare of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The leadership of the head teacher is very good. She leads by example and has created an effective senior management team who work well together. The school has identified areas of weakness and addressed some of them. However, with regard to standards in English the strategies used have not brought the required improvement.
How well the governors fulfil their responsibilities	Satisfactory with many strengths. Governors actively shape the direction of the school, know areas of strengths and weakness and are committed to improvement.
The school's evaluation of its performance	Good. The head teacher and core subject co-ordinators rigorously monitor the quality of teaching and give feedback to teachers on what they see. The quality of teaching has improved as a result.
The strategic use of resources	Satisfactory. The school makes good use of the funds allocated for specific purposes but some resources for the under-fives, history, geography and religious education limit the standards attained.

10. Staff are coping well without a deputy head teacher but some of the management responsibilities held by him have been allowed to lapse, for example, the responsibility for the health, safety and welfare of pupils. In many ways the school applies the principles of best value well. It analyses its results against similar schools, knows where it should be going and has a good attitude to change and consultation. What it does less well is to ask why it does things the way it does. As a result some things are done *'because they always have been'* not because they are best use of time and resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The attitudes and values that the school promotes. Hearing impaired pupils are fully integrated into the daily life of the school. Relations with parents are good and the work they do at home or in school enhances the quality of education provided. Teaching is good. 	<ul style="list-style-type: none"> The absence of staff in some classes has caused serious disruption. Better information about the progress their children make. Standards should be higher. More recognition of the work done at home.

11. The inspection team agrees with almost all of the points raised by parents. The attitudes, values and relationships promoted by the school are strengths. The absence of staff has caused disruptions to pupils' learning but this has now been stabilised and the ongoing absence of the deputy head teacher is being managed well. The standards attained in English should be higher than they are but they are sufficiently high in mathematics and science. The school provides parents with very good information about attainment and the curriculum but this does not include a clear progress report. The effectiveness of homework is a strong feature of the school. Inspectors judge that homework is valued and used well.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

12. The standards attained by pupils in the national tests at the end of Key Stage 2 were well above average in mathematics and science and these levels of attainment were above average when compared with similar schools in mathematics and well above in science. The standards attained by pupils in English were below the national average and also compared unfavourably with similar schools. The trend over time is one of steady improvement in mathematics and science and a decline in English although results did improve in 1998. The pattern is very similar in Key Stage 1. In the 1999 tests at the end of Key Stage 1 the standards attained in reading were broadly in line with the national average, but they were below average in writing and in both these aspects of English they were below the levels attained by similar schools. In mathematics standards were above average and also above the levels attained by similar schools. The teacher assessments in science at the end of Key Stage 1 suggest that standards of attainment in science are above average. The trend over time is that mathematics is consistently good but that, apart from a rise in 1998, there is a steady decline in writing and not enough improvement in reading. The inspection findings confirm this picture of the standards reached in English, mathematics and science. Given that standards of attainment on entry to the school are high, the results in English are disappointing but those in mathematics and science are good by the end of Key Stage 2.

13. The school is very aware of the underachievement of pupils in English, and to some extent, they can be explained by the turbulence caused by high levels of staff absence in recent years. Pupils that attend the Unit for Hearing Impairment and those pupils that learn English as an additional language also influence standards. However, these pupils have been taken into account when comparing performance with similar schools. Staff and governors have set themselves targets for improvement that are challenging but they should be able to meet them given the nature of pupils and the quality of teaching within the school. However, it is their view and that of the inspection team that they have not made sufficient improvement this year. Although there is some improvement seen in the standards attained in classes it is not sufficient. The strategies introduced by the school to raise standards in English have not been totally successful and will take some modification before the school is attaining the levels that pupils are capable of. Staff and governors are aware that this is the case and have welcomed the inspection at this time to establish where they are going wrong.

14. When pupils are assessed on entry to the school many of them are already attaining levels that are above the desirable learning outcomes described for children of their age. Insufficient account is taken of these high levels of attainment when planning lessons particularly in English and mathematics, as a result some pupils do not make as much progress in numeracy or literacy as they could in their reception year. The teaching of mathematics is strong in the remaining classes of Key Stage 1 and therefore by the end of the key stage they have made satisfactory progress in mathematics and attain the levels that they should. The teaching of English is satisfactory and sometimes good, but again teachers do always match the work carefully enough to the different attainment levels within each class. As a result more able pupils do not achieve as well as they could. Hence there are lower standards in writing.

15. During Key Stage 2 pupils make good progress in mathematics and science due to good teaching and work that is carefully matched to the different attainment levels of pupils within each year group. Pupils' progress in English is satisfactory but not good enough for some pupils. The school is aware of this and has re-arranged teaching groups and taken advice on how to improve. One of the strategies they have adopted is to organise pupils in each year group into ability sets for mathematics and English lessons. This is successful in mathematics because within each set the teacher provides work that is appropriate for the differing levels of attainment which still exist within each set. This is not so in the majority of English lessons. Too much of the work is set at one level

with additional support provided for the less able and an extension activity provided only if the common task is completed. As a result the higher attaining pupils in both sets are not sufficiently challenged and therefore do not achieve all that they could.

16. In all other subjects of the curriculum pupils attain standards that are expected for their age in relation to the National Curriculum or the locally agreed syllabus for religious education. Extended writing and research skills are not as high as they could be in subjects such as geography, history, religious education and information technology. This is due to a combination of inadequate resources and insufficient planned opportunities for extended writing in these lessons.

17. Pupils with special educational needs make good progress. This includes those pupils that attend the school because of hearing impairment. Similarly, pupils that are learning English as an additional language make good progress. All of these groups of pupils are well supported by the school. The way that pupils with hearing impairment acquire language and build up social skills is very good.

Pupils' attitudes, values and personal development

18. The high standards in pupils' attitudes, values and personal development are one of the strengths of the school. Pupils enjoy school and respond very well to the orderly and purposeful atmosphere that has been created. Pupils move around the school very well with no fuss or waste of time, reflecting the value they place on the education provided for them. When they move into different groups for lessons such as mathematics or English they do so quietly and very quickly. Teachers seldom have to raise their voices. Pupils come into school eagerly in the morning and many appear to be reluctant to leave. At the end of each day in many classrooms pupils can be seen talking to the teacher or waiting for after-school activities to begin.

19. In lessons pupils want to get started and to show what they can do. They listen very well and ask sensible questions. Reluctant or shy learners thrive in this atmosphere. Teachers skilfully draw them into discussions and other pupils are quick to praise and learn from mistakes. Pupils of all ages and abilities are keen to talk about their work but even the youngest pupils allow others to speak without interruptions. Homework is done and usually returned promptly. Many pupils take part in the clubs and events organised during lunchtimes or after school.

20. Parents believe that behaviour in the school is very good, some choosing the school for this reason. Teachers' expectations are very high and are made clear to pupils and parents. Many of the *targets for the week* displayed in classrooms are about behaviour. Pupils treat each other and adults with respect, they handle resources well and treat other peoples' property with care. Behaviour is of a very high standard throughout the school. Pupils conduct themselves with a high degree of maturity. This is true both in lessons and around the school at lunch and breaktimes. When minor incidents do occur, pupils know what the procedures are and who to talk to. The Year 6 *Millenium Mediators* take their responsibilities seriously and make a good contribution to this positive picture. No incidents of bullying or racism were observed and none appear in the school's incident book.

21. In lessons there are rarely queues of pupils waiting for help or marking. This is in part due to good teaching but it also reflects the pupils' ability to listen to instructions and organise their own work. They collaborate very well when asked. This has a positive impact on their learning. There are examples in all areas of the curriculum, such as a design technology lesson when pupils were impatient to plunge into an exciting project but still took the time to listen to points of view from everyone. When individual work in silence is required, the older pupils respond well. Teachers rarely have to remind them. Human nature does break through occasionally, as when a girl in reception said hopefully, '*Shall we have a naughty competition?*' or a boy in Year 6 said, '*Well yes, I did sort of look at his answer but then I thought about it by myself and it seemed correct.*'

22. Pupils take responsibility and show initiative. Relationships are so good that all pupils know that they are expected to see what needs to be done and lend a hand. They are polite and friendly to visitors and ready to help younger children. They help in the routines of the school, for example preparing for assemblies and clubs. Pupils check and put away equipment responsibly and carry messages correctly. Pupils from the Hearing Impaired Unit are integrated very well. They are welcomed into groups in lessons and all pupils mix well in the playground. Many parents believe that the presence of these children has a positive effect on the other pupils. The inspection supports this.

23. Levels of attendance are very good and are well above the national average. Parents follow the systems for reporting absence as a result incidences of unauthorised absence are below the national average.

HOW WELL ARE PUPILS TAUGHT?

24. The quality of teaching and learning are satisfactory. They are satisfactory in Key Stage 1 despite some unsatisfactory teaching in English, mathematics and physical education at the beginning of the key stage and some unsatisfactory teaching of religious education in the middle of the key stage. In Key Stage 2 the quality of teaching was often very good in many lessons seen during the inspection. However, in English although the quality of teaching in many lessons during the inspection in Key Stage 2 were judged to be good or better this is not totally borne out by the scrutiny of pupils' work or the way reading is taught. The teaching of reading in Key Stage 2 is not sufficiently well structured and higher attaining pupils are not given sufficient guidance on texts to read or how to access information from books, libraries or computers. This was made difficult for staff as the new library and computer suite will not be available until the beginning of the next academic year.

25. In both reception classes the teaching and learning of pupils under the age of five is satisfactory but few pupils were under the age of five at the time of the inspection and therefore reception classes are considered to be part of Key Stage 1. In both of these classes the National Literacy and Numeracy Strategies have been introduced but neither is consistently well taught because insufficient attention is given to planning for the learning needs of several pupils who arrive in school with high levels of literacy and numeracy skills. As a result unsatisfactory teaching was seen in both a literacy and a numeracy lesson.

26. In the remainder of Key Stage 1 the quality of teaching and learning in English were always satisfactory or good. All lessons were well planned and teachers followed the structure of the literacy hour well. In the better lessons the pace of the lesson was sustained through the careful management of time and the use of challenging questions to extend pupils' thinking. In English lessons there is insufficient challenge for more able pupils built into the teachers' plans. This is reflected in the disappointing standards reached at the end of Key Stage 1.

27. Teachers in both key stages plan learning carefully for pupils with special educational needs and those with English as an additional language. In Key Stage 2 the planning for the integration of pupils with hearing impairment is very good but this is not so consistent in Key Stage 1.

28. In Key Stage 2 the quality of teaching and learning in English is satisfactory. In the English lessons seen teaching was always satisfactory or better. However, this is offset by the teaching of reading, which is not well structured, and in all but the excellent lesson seen, insufficient attention was given to the need to challenge and extend the more able pupils in each group. The scrutiny of work endorsed this view. Pupils at the top end of each teaching set are not making as much progress as they should. This is partly due to disruptions to learning caused by staff absences in the recent past. Therefore despite the quality of teaching seen in lessons during the inspection teaching can only be judged as satisfactory. Standards in English at the end of Key Stage 2 are not high enough and the lack of challenge for some pupils is one of the key factors.

29. The quality of teaching in mathematics is strong in both key stages and this is reflected in high standards of attainment at the end of each key stage. Apart from one numeracy lesson in a reception class, teaching was always satisfactory or better in both key stages. There is some very good teaching of mathematics in reception where the teacher uses the format of the numeracy lesson well to give pupils experience of counting using real money. Pupils are encouraged to practice counting on and back in the class shop and as a result consolidate their understanding of number. In the remaining classes in Key Stage 1 teachers plan activities well, make good use of resources and match the tasks well to the learning needs of different groups within the class. In Key Stage 2 the quality of teaching is good in mathematics. Pupils are organised into sets according to their previous levels of attainment and within these sets teachers match the work very closely to the needs of groups or individuals. Teachers use the National Numeracy Strategy well to give pupils a good range of strategies for dealing with numbers and applying mathematics to their everyday lives.

30. Science is taught well in both key stages and is seldom less than good. Teachers use the scheme of work well to plan lessons that allow pupils to conduct experiments and build up good scientific understanding and knowledge. However, the long periods of time allocated to most science lessons makes the task of holding pupils' attention and maintaining interest onerous. Teachers and pupils overcome this through the excellent relationships that exist between them.

31. Art and design and technology are taught satisfactorily in both key stages. There is evidence of the quality of work produced on display in all classrooms. Pupils with less aptitude for these subjects are given additional help and achieve well. In geography and history the quality of teaching is satisfactory in Key Stage 1. In Key Stage 2 the teaching of geography is good and in history it is satisfactory. Teachers in both key stages have a good understanding of the geographical and historical skills to be taught and the knowledge that pupils need to acquire. Lessons are made interesting and relevant. Numeracy skills are often taught well in geography lessons but teachers are less good at using these geography or history lessons to extend writing or research skills. This is due in part to the lack of resources, including computer programs that would support independent learning. The teaching of information technology skills is satisfactory in Key Stage 1 and good in Key Stage 2. One information technology lesson in Year 6 was judged to be excellent. When teaching is excellent the teacher has high levels of expertise, is clear what pupils need to learn and shares the steps in learning very effectively with the class. As a result pupils make very good progress in learning and applying new skills. The use and application of information technology in other subjects are inhibited because the school does not have sufficient computer programs for this to be effective.

32. The teaching of music is satisfactory and good in Key Stage 2 when music is taught by a specialist teacher. Physical education lessons are taught satisfactorily but the teaching varies from very good in one Year 6 class to unsatisfactory in one reception class. When teaching is very good, the teacher plans a range of activities to develop pupils games skills, she has high expectations of pupils and coaching points are given to raise standards of attainment and reinforce rules. When it is unsatisfactory, insufficient attention is given to the need to develop skills throughout the course of the lesson. The teachers' knowledge of physical education skills is weak and therefore any advice given does not help to improve performance. The quality of teaching in religious education lessons is satisfactory in Key Stage 1 although the lack of knowledge in the subject in one class in Year 1 meant that the teaching was unsatisfactory. Work is not well planned, learning outcomes are not clear and therefore learning is limited. In Key Stage 2 the quality of teaching in religious education is good. It is never less than satisfactory and in Year 6 it is very good. Teachers in Key Stage 2 have a good understanding of the different elements of the curriculum and give pupils the opportunity to explore the impact of belief on behaviour and the importance of symbolism in worship. When teaching is very good, in Year 6, the teacher uses a range of good strategies to enable pupils to deepen their knowledge of the stories and values used by religious leaders to reinforce faith, for example, researching and enacting some of the tales of the life of Buddha.

33. Pupils with special educational needs are taught well. The individual education plans that set targets for their learning are clear and used effectively by both teachers and support assistants. Lessons are carefully planned and support given during lessons enables these pupils to make good progress. Pupils with English as an additional language are well supported through careful diagnosis of their difficulties. The teaching of pupils with hearing impairment is good. It is stronger in Key Stage 2 because the class teachers are better at organising lessons so that specialist staff can pre-teach skills or knowledge in advance of a class lesson or give focused support during each lesson.

34. Homework is used very effectively throughout the school to extend pupils' learning. Parents are given clear guidance on what will be taught in each term and what their children need to focus upon to improve.

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

35. In all subjects and the curriculum for children under five, the school offers a satisfactory range of learning opportunities both in and out of doors for its pupils. Criticisms about the range of the information technology curriculum in the last report have now been rectified.

36. Since the last inspection, the school has improved the curriculum by further developing schemes of work for all subjects and strengthening the links in subjects to national guidelines. Teachers use school policies and schemes of work to plan work effectively. A planning policy has been introduced which ensures coverage and progress in all subject areas and in particular addresses the need to have learning objectives at the heart of short term planning. The curriculum is well adapted to meet needs of pupils with special educational needs and those who have a hearing impairment. The curriculum is enriched by the use of the playground developments and wildlife garden, the study of different cultures and religions and visits both locally and further afield, including a residential visit that widen pupils' horizons. These activities make a very positive contribution to pupils' personal development including their spiritual, moral, social and cultural development. Pupils' personal development is promoted very well by a caring staff who know their pupils very well. The school has maintained the good provision made for pupils' personal development. This is reflected in pupils who are considerate, confident and caring of one another and polite to adults.

37. The Curriculum for children under-five is satisfactory but has some areas, which need to be developed. It covers all the required areas of learning effectively through a range of practical and relevant activities. Many children are already capable of working within the National curriculum programmes of study when they begin school. Insufficient account is taken of these levels of attainment when future work is planned this is particularly apparent in the loose interpretation of the National Literacy and Numeracy Strategies. In lessons seen the follow up activity to the whole class introduction often lacked a specific literacy or numeracy focus.

38. The school have imaginatively created an under fives play area in response to criticisms in its last inspection. However, in order for it to form part of the curriculum for children under five the school does need to improve the access to it. In Key Stage 1 the planned curriculum is broad, balanced and relevant and meets the statutory requirements of the National Curriculum, and those for religious education. Basic literacy and numeracy skills are effectively planned for in all subjects. As a result, pupils' standards in mathematics are improving, though those in English are still unsatisfactory. The school has successfully implemented the National Numeracy Strategy and to a lesser extent the Literacy Strategy.

39. The curriculum reflects the school's aims and values and makes a significant contribution to pupils' intellectual, physical and social development. The provision for pupils' personal development is a strength of the school and is woven seamlessly into all aspects of school life. Pupils in Year 6 are also taught French although it is not one of the stated aims of the school.

40. The governing body fulfils its statutory responsibilities and has approved policies or uses national guidelines relating to bullying, managing behaviour, sex education, health education and awareness of the dangers of misuse of drugs. These policies are clear, effective documents used well by staff. For example, personal and social circle time is where pupils discuss the impact of actions and how what they do affects other people.

41. Pupils are involved in a wide range of activities, which develop interests and promote good learning. They are given opportunities to work independently and are also required to assist in classrooms and around the school with designated roles and responsibilities. The range of extra-curricular activities provided is good and mainly to do with sport and music. Most of these activities are arranged at lunchtimes so that all pupils, including those from the Hearing Impaired Unit who are bussed into the school, can take part. The curriculum is enhanced by visits, visitors and a residential visit that helps to promote pupils' social and academic skills. For example, pupils are involved in an ethnic dance festival and drama event. All pupils, including those with special educational needs or hearing impairment are well prepared for the next stage of their education. Links with the Secondary School are excellent and pupils take a real pride in preparing a portfolio of work and an introductory letter to take with them to their new school. Similarly, links with local pre-school provision or the nursery provision provided for pupils with hearing impairment are good.

42. The school meets the requirements to teach the National Curriculum and religious education. Good cross-curricular links are made between subjects. For example, a good link was made between mathematics work on angles, the use of a floor robot and the work on the theme of Australia in the Key Stage 2 area. However, the school is aware that there is a need to extend pupils' independent writing through more systematic opportunities for writing in other subjects.

43. The school promotes equality of access and opportunity for all pupils. However, the withdrawal of pupils on a regular basis for peripatetic music tuition is disruptive and having a detrimental effect on those pupils who often miss important lessons. It also disturbs the learning of others in the class. The policy for special educational needs covers the principles and practices identified in the special educational needs code of practice and there are thorough arrangements for identifying and assessing pupils with special educational needs. Provision for pupils with special educational needs is good, for those children with hearing impairment it is very good. A good combination of withdrawal for individual work, group work and in-class work helps these pupils to make good progress. Individual education plans are clear and set specific learning targets with appropriate attention to literacy and numeracy. These plans are closely monitored by the special educational needs co-ordinator and support assistant. The excellent relationships between pupils and the support assistant, lead to good teaching sessions, where pupils work hard, enjoy their work and make good progress in their learning. Links with support services are good, reviews are held regularly and parents are kept well informed of progress.

44. The attention paid to pupils' personal development is reflected in their ability to work in groups, often with minimal supervision and in a sensible way. Visits are used well to promote the personal and social development of pupils. The residential visit gives pupils the opportunity to enjoy many different activities. Pupils are expected to help and support others and this has a clear impact on social development. Pupils are taught to consider the needs of others and have respect for other people's opinions, values and beliefs. For example, in an assembly the children develop the theme of friendship through music, dance and simple drama.

45. The provision made for spiritual, moral, social and cultural development of pupils is very good. This is an area of significant improvement since the previous inspection. Much of the provision made is to be found in personal and social education lessons and in religious education. However, the provision made is a characteristic of the curriculum and all aspects of school life.

46. Provision for spiritual development is good. Assemblies contain elements of all parts of personal development and in the best instances encourage a growing awareness of beliefs and values. For example, pupils listen to stories from a range of faiths including Christianity. There is always a moment when pupils can reflect on what they have heard and thought about and provision for prayer. The school has effective strategies for the recognition of individuality; for example, birthdays are celebrated in assembly. A strong focus is placed on receiving and accepting the ideas, beliefs and contributions of all. Pupils are taught to express their own feelings and to be sensitive to the feelings of others. Pupils are taught to share grief and pleasure, to enjoy the world and cope with difficulties in overcoming challenges. There is a shared determination to create a community at ease with itself and supportive of each individual.

47. The school makes very good provision for the understanding of right and wrong. This begins with the school mission statement and aims of the school. A behaviour policy provides a clear framework that sets out the expectations of the school. There is a clear commitment to the positive reinforcement of good behaviour through praise and appropriate rewards. As a result pupils behave well and work hard. On the few occasions when behaviour lapses an agreed range of sanctions can be used. A positive feature of the moral provision made by the school is the responsibility given to trained '*peer mediators*' – older pupils who listen to both sides in a potential conflict situation. All pupils know whose these mediators are. There is particularly good provision for pupils in the hearing impaired unit where they are taught strategies to deal with frustrations arising from being in a world where good hearing is normal. They are taught to behave appropriately in a world that has a dimension difficult for them to access.

48. Provision for social development is also very good. The school is rich in opportunities for pupils to learn how they relate to others and how to function within the rules of society. This is a school where, led by the high quality role modelling of all adults, there are no raised voices. A significant feature of English lessons, particularly those for older pupils, is the high level of discussion and debate, always lively and engaging but equally without rancour. Because pupils are taught to respect their similarities and differences, they are ready to take all possible opportunities provided to work together in class, in groups, pairs and in teams. Music – playing together in ensemble – is one way this provision is made. There are many examples of pupils being invited to work in twos – to discuss a point in a text, to share resources such as a computer or map. This provision goes right across the curriculum. It is made equally for all groups of pupils – boys and girls, those from different ethnic and faith backgrounds and for pupils with hearing impairment and other special needs. The activities of the school are fully open to all pupils. This is a school that believes in inclusion and acceptance and makes the provision appropriate to its belief. The school encourages pupils to develop an understanding of others less fortunate than themselves through a systematic programme of charitable fundraising.

49. The provision made for cultural development is good. All subjects of the curriculum make some contribution towards this aspect of school life. The provision is enhanced by a range of activities beyond the normal curriculum and by visitors into school and visits out of school. An awareness of the culture of the past is developed through history. Geography encourages awareness of our multicultural society and of different cultures around the world. Pupils now have controlled access to the Internet and this is an asset when seeking to learn about other people. There is teaching about different faith systems within religious education. The school provides a range of different musical opportunities – through instrumental tuition of both classical orchestral instruments and more usual school instruments such as recorder. The school orchestra will shortly entertain at the local church. The school works with artists in residence. Most recently, the visit of an Indian dancer has provided the stimulus for the current work on an Indian dance performance by pupils. Within its commitment to social inclusion, activities are fully open to all pupils irrespective of background or ability. Physical proof of the provision made by the school is on display, for example, in pupils' art work inspired by famous artists and different cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. Improvements have been made in the school's procedures for promoting the health, safety and welfare of pupils since the previous inspection. There is now a health and safety policy but the school does not rigorously follow it.

51. Governors know that they have a responsibility to ensure the safety of pupils. They carry out regular checks of the premises noting the need for repairs and maintenance. They do not have a clear understanding of risk assessment procedures and as a consequence several important safety measures are not in place. For example there are no fire exit signs displayed in the school. The danger inherent in the steep ramp leading to the Key Stage 1 building was raised at the time of the previous inspection and still needs to be addressed. Other concerns were raised with the headteacher and governors during the inspection.

52. Arrangements for child protection comply with the local education authority guidelines and teachers have received appropriate training and guidance. However, as noted during the previous inspection, the school's child protection procedures are not shared with all support staff or mid-day supervisory staff. Fire safety, first aid and medical arrangements are satisfactory but not all staff are familiar with them. The supervision of pupils is appropriate during playtimes, the lunchtime break and at the end of the school day. Pupils are confident that staff will look after them well when they are in school.

53. The school has good procedures for monitoring and improving pupils' attendance. The school has high levels of attendance and it is keen to ensure that this continues. Teachers work hard to provide a welcoming environment for all pupils. When pupils improve their attendance record, the headteacher rewards them with merit stickers or a mention in the 'Gold Book', a weekly award system to celebrate success in any area. The headteacher also acts swiftly to resolve individual cases of absence and analyses any emerging patterns of absence. Teachers encourage their pupils to be punctual and make a brisk start to the school day. They reinforce this if necessary by, for example, making punctuality a class target for a term.

54. There are very good procedures to promote good behaviour. The school works hard on this to ensure that it is an integral, almost implicit part of the school life. The teachers are very good role models and expect high levels of behaviour in and out of the classroom; the pupils duly respond. During lessons, most teachers have good strategies for instilling good behaviour; some teachers have very good and even excellent strategies. Much of this is based on the very good relationships and mutual trust that exist between the teachers and pupils. For example, pupils simply do not want to earn the displeasure of their teachers, since they value the teachers' respect. Sometimes, teachers set down rules, such as raising a hand before answering a question but more often, it is the mere expectations of the teachers and their obvious warmth towards the pupils which are sufficient. The school strengthens this already strong position by a system of merit awards, particular to each year group, which celebrates achievements in whatever form. The *Gold Book* exists as the ultimate token of acknowledgement. These reward systems are also very effective for minimising unacceptable behaviour. Pupils know where they stand. Teachers are consistent in their approach to behaviour and will not tolerate poor standards. They deal with any interruption in their lessons, for example, quickly and calmly, without ever having the need to raise their voices or be unnecessarily critical. The mediator system that older pupils operate at break-times is another very sensible means of defusing potentially difficult situations. The school records incidents of bad behaviour and bullying but there are few examples of serious misbehaviour. There have been no exclusions in recent years.

55. The school has very good procedures for assessing pupils' attainment and progress. The school has put in place a strong range of formal and informal systems. They use national and standardised tests to monitor progress in English, mathematics and science in most classes, as well as reading and non-verbal abilities in Year 3. The school analyses the results of these tests in considerable detail. For example, the school discovers not simply which area of mathematics is the weakest, but also whether boys are better than girls with co-ordinates. The accumulation of this data

is a very useful record of progress. Teachers also keep comprehensive records of pupils' performances in all subjects during each term. They note down how individual pupils fare with new learning as measured against the learning objectives set. They evaluate the relative success of individual lessons or topics and record their judgements on their planning. This is monitored effectively each week by the headteacher. Before starting a new topic, especially in science, geography and history, teachers carry out an assessment of existing knowledge and then compare the results to those of an assessment at the end of the topic. In this way, teachers gain a very clear picture of each pupil's progress. In addition, teachers select examples of pupils' work in English, mathematics and science three times a year in order to assess attainment against national expectations. They pass these and other records to the pupils' next teachers to help give them a clear picture of the pupils' earlier progress. Teachers are less scrupulous, however, when maintaining reading records. Whilst teachers properly record all the books pupils read, they only make occasional and often very general comments about progress and do not specify precise levels of attainment. Teachers write satisfactory annual reports to parents that contain details of knowledge acquired but without enough specific reference to progress over time.

56. Teachers make good use of the results of assessment to guide their planning of the curriculum. They are aware of how effective their lessons have been and readjust their teaching at times to reflect this. They use their own evaluations of topic work or particular phases of work to ensure that the next learning begins with appropriate action. For example, one teacher's concern about pupils' abilities in the fair testing of science experiments spurred her to start the following term with a revision of the work. Teachers also use the results of assessment well to inform the setting and grouping of pupils into ability groups in order to focus teaching better. However, they do not always adjust their planning enough to make the most of these arrangements. Teachers usually insist upon providing the same work for all the pupils in a set, despite the various levels of ability. Moreover, teachers do not sufficiently use their knowledge of pupils' reading abilities to help them select books that will challenge and interest them.

57. The school has good systems for monitoring and supporting pupils' academic progress. The records that teachers keep on attainment and progress in lessons and tests are thorough, highly organised and consistently maintained throughout the school. They have, at a glance, a clear picture of all pupils' strengths and weaknesses. Furthermore, the school maintains an efficient tracking system of the pupils' test performances so as to form an overall picture of their passage through school. In the best lessons teachers make sure that pupils know exactly what they need to learn. They discuss the learning objectives at the start of each lesson and consolidate them by writing them on the board. They set clear and relevant targets for individual pupils and classes on a weekly and termly basis. For example, one target focused on handwriting, while another stressed the need for neater presentation. Teachers also add useful comments when marking pupils' work and sometimes add extra targets for individual pupils, such as learning to cut out unnecessary words when writing poetry. However, teachers do not always reinforce these targets to produce the required benefit. Teachers support all pupils informally in their daily contact, and there is also ample support among the pupils themselves, such as when pairs of pupils of different abilities work together.

58. The procedures for monitoring and supporting pupils' personal development are very good. Teachers compile records on a termly basis which contain very useful information about pupils' social, emotional or other progress. For example, teachers note down the disposition of a pupil as being bright and sunny, or that a pupil trains regularly in a particular sport or represents the school in a sports team. The school provides many opportunities for extra-curricular activities, especially for pupils in Key Stage 2, and these broaden and enrich pupils' experiences of life. Pupils who participate in lunchtime gymnastics, for example, learn the importance of self-discipline and control. Teachers are genuinely concerned about all of the pupils and share their own personal experiences with them to provide guidance in a whole range of situations.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

59. The majority of parents have positive views of the school. They feel that there have been many improvements since the time of the last inspection, which they ascribe to the appointment of the headteacher. They find teachers approachable and like the attitudes and values promoted. In the main, they are happy with the standards their children achieve although some parents of more able children think that their children could achieve more. Inspection findings support parents' views.

60. Twenty three percent of parents who returned the parental questionnaire feel that they do not receive enough information as to how their child is getting on. Inspectors found that the information provided for parents is good. Parents are well informed about school events through frequent newsletters. The head teacher holds regular meetings with parents so that they can share any concerns. Each pupil has an assessment file containing examples of their work and this is available to parents. Annual reports sent to parents describing their children's attainment and progress are satisfactory. They do not always make clear how much progress has been made during the course of the year. This is consistent with comments made by parents. These reports contain helpful guidance and targets to help pupils to improve their work in the core subjects of English, mathematics and science.

61. The welcome pack provided to parents before their children enter the reception classes, enables children to settle quickly and happily into the school's routines. The governors' annual report to parents is informative about the work of the school but does not contain all of the statutory information required. For example it does not report on the progress made with the action plan drawn up in response to the last inspection report. Parents of children with special educational needs are kept well informed of their children's progress both informally and through regular review meetings.

62. The school has a very effective partnership with parents so they make a significant contribution to the quality of education provided. Many parents were very effectively supporting pupils' work in classrooms during the inspection. Teachers brief them carefully about the learning objectives of lessons so that pupils gain maximum benefit from their support. For example, in a mathematics lesson in Year 3 the parent helper contributed well to the plenary by encouraging pupils to; *'Think of the shapes in your head'*, when they were trying to determine how many right angles there were when grid lines were crossing. The school encourages parents to extend their children's learning at home and provides them with good quality information on what is being learned and how to support it. Several parents expressed concern about the amount and regularity of homework. Inspection findings are that the homework systems are very good and homework deepens and extends pupils' understanding of the work done in class. Parental support of their children's learning at home emphasises the value of learning and contributes to the positive attitudes pupils have to school. For example, in one Year 4 literacy lesson a pupil had discussed ideas for a piece of humorous writing with his parents prior to the lesson. He enjoyed sharing that with the class and they all benefited.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The leadership and management of the school are satisfactory. However, there are considerable strengths in the leadership provided by the head teacher, senior staff and governors. Their clear sense of vision and purpose has moved the school from the position where there were serious weaknesses in the quality of education provided, heavy staff absences and a deficit budget to one of relative stability. The staff of the school deal with the long-term absence of the deputy head teacher very well. Senior staff have all taken on additional responsibilities and operate as a good management team. The morale of staff is good and they are critical of their own practice and work hard to improve the quality of education and promote high standards. This is evident in the high standards achieved in science and mathematics, behaviour, relationships and pupils' attitudes to work. Unfortunately, the initiatives to raise standards in English in both key stages have been less successful. Similarly the school staff and governors have not been as vigilant about promoting the health, safety and well-being of pupils as they should be.

64. The school aims are very clear and shared with pupils and parents. Governors and parents agree that the school enables pupils to develop personally and academically so that they are well prepared for life. Pupils come from a diversity of cultural and religious beliefs that are respected and valued. Pupils attending the Unit for Hearing Impairment are fully integrated into the daily life of the school.

65. The school aims, and much of the practice of the school, promotes equality of access well. However, in some instances the school does not critically analyse its practices to ensure equality of opportunity for all pupils. The school makes provision for pupils to be withdrawn from part of assembly on religious grounds. This is more successful in Key Stage 2 where older pupils have learned to go into a classroom and read quietly during the religious part of assembly. The arrangements for pupils in Key Stage 1 are not satisfactory. Pupils withdraw to the corridor adjoining the hall but no provision is made for them to make good use of this time. Since the previous inspection the school has made sure that pupils in reception have a secure area for outdoor play but have not taken into account that, without direct access to the play area from the classrooms, supervision is difficult. As a result it is not used as much as it could be. Several pupils benefit from music tuition that is paid for by parents and provided during the school day. Whilst this has obvious benefits in music terms, no account has been taken of the disruptions to classes in Key Stage 2 as pupils leave and re-enter lessons. The time set aside for the school orchestra, French and swimming in Year 4 are all good experiences for pupils but they are not planned for carefully enough in relation to the whole curriculum. Curriculum time in Key Stage 2 is already below the nationally recommended 23.5 hours per week and these extra activities reduce time for the rest of the curriculum.

66. The head teacher and core subject co-ordinators rigorously monitor the quality of teaching and give feedback to teachers on what they see. The quality of teaching is improved as a result. This was evident in the quality of teaching in most classes during the week of the inspection and has improved standards in mathematics and science. Staff are prepared to try different ways of working and learn from one another. However, some key features have been overlooked, such as the impact of interruptions or how well work is matched to the differing levels of attainment within each teaching group. The head teacher is aware that the curriculum planned for more able reception pupils is not sufficiently challenging and has already discussed ways of improving the situation with staff and governors.

67. Governors play a key and important role in shaping the direction of the school. They are very aware of the curricular weaknesses and support the staff in their efforts to improve. Their committee structure is good so responsibilities are delegated and governors are kept well informed about the priorities of the school through link governors and progress reports from staff. In this way they ensure that strategies for literacy and numeracy are established and the procedures for pupils with special educational needs are followed. They are not so good at making sure that they are up-to-date on current legislation or reporting on the progress of the previous inspection action plan in their annual report to parents.

68. Procedures for the professional development of staff are good. The head teacher meets with each teacher regularly to review their work and agree areas to be improved. Training needs are identified and met through the funds set aside for staff development. Staff feel that they are well supported by the head teacher. New staff are provided with good levels of support from senior staff, regular appraisals and the teacher in the parallel class. The school provides a similar level of support for teachers in training.

69. Careful management of finances has enabled governors to reduce their budget deficit and they are on target to eliminate it during this financial year. Financial controls are good and available funds are targeted towards the identified priorities of the school. For example, the teacher with responsibility for information technology will be working with colleagues on a part-time basis as new computers are made available. However, several classrooms are in need of considerable

refurbishment and this has not been identified as a priority even where there are health and safety concerns such as dangerous carpets.

70. Satisfactory use is made of new technology in the running of the school. Secretarial staff and teachers have undertaken necessary training or are about to do so. For example the school secretaries have received training on the use of the administrative package adopted by the local education authority and the special education needs co-ordinator is looking at computer software that will organise the special educational needs register.

71. The use of grants allocated to the school for specific purposes, such as special educational needs, additional literacy support, information technology equipment and training are used very well. For example, parents and the building supervisor are creating excellent library areas and a new computer suite by working in partnership with the school. Similarly good use has been made of funds from local environmental groups to improve the school grounds with the help of interested parents. However, the special educational needs co-ordinator has to fit too much of her work into early morning sessions before she begins to teach lessons. Not enough account is taken of the demands on her time.

72. There are sufficient, appropriately qualified teachers and support staff to teach the required curriculum of the school. Support staff are used well and enhance the quality of learning. In addition pupils are taught music and French by teachers with the qualifications to do so. The school also buys in expertise, support and training from the local education authority. The secretarial staff very efficiently keep the school operating smoothly so there are no unnecessary interruptions to the school day. They are a good first point of contact for visitors and parents by providing a welcome to the school. Similarly the building supervisor is always looking for ways of improving the school or easing the work of the teaching staff. He and the cleaning staff keep the school building in good order.

73. The accommodation of the school is adequate. Improvements have been made since the last inspection. All of the pupils are now housed in the two main buildings by creating a classroom out of part of the Key Stage 1 hall. However, this does make the hall in the Key Stage 1 building too small for some physical education lessons. The classrooms set into the hillside, known as *Dobbins*, are now being converted into a new school library and a computer suite. Much of the furniture and carpets in the main school buildings are in a poor state of repair and need replacing. The outdoor play area for children under-five is suitable but not very accessible from the classrooms. The school grounds are attractive with garden areas, a pond and picnic tables with umbrellas to provide shade on hot days. However, the steep ramp that is the access to the Key Stage 1 building is still a concern as it was at the time of the previous inspection.

74. Resources for learning are unsatisfactory in several areas of the curriculum and teaching is limited by the lack of support materials. A suitable range of texts is available for literacy lessons and resources for numeracy lessons are generally good. There is a lack of large apparatus for use in teacher demonstrations in Key Stage 1, for example, in mathematics lessons. Library provision is unsatisfactory at present but is being improved. The lack of a suitable library hinders the development of library and information retrieval skills. There has been great improvement in information technology equipment since the last report. There is at least one computer in every class, often more. The school has a wide variety of hardware including a digital camera and scanner. The new information technology suite, which is nearing completion, has sixteen computers for class use and is eagerly awaited by staff, pupils and parents. Resources for learning in design and technology, history, geography and religious education are unsatisfactory and there are not enough computer programs to support the use of information technology in other lessons. There are too few construction kits, not enough maps and globes and insufficient historical and religious artefacts.

75. The Hearing-Impaired Unit has sufficient well-qualified teachers and classroom assistants. The accommodation in both units is good and has been well adapted and sound-proofed. The learning resources are good and staff have good access to specialist resources through their network of support agencies.

76. In many ways the school applies the principles of best value well. It analyses its results against similar schools, knows where it should be going and has a good attitude to change and consultation. What it does less well is to ask why things are done the way they are. As a result some things are done '*because they always have been*' not because they are best use of time and resources.

77. The leadership and management of the school have improved significantly since the last inspection where it was judged to be unsatisfactory overall and there were serious weaknesses in the financial planning. The school now has a clear educational direction for all of its work and governors and staff share a common sense of purpose. The work of teachers is now closely monitored and the resources for information technology are satisfactory and improving. The plans drawn up for pupils with special educational needs are now good but the work of the special needs co-ordinator continues to be onerous and often done early in the morning or after school. The deficit budget has almost been eliminated and both staff and governors demonstrate the will to improve further. The school continues to give satisfactory value for money. The strong commitment to improvement and aspects of the leadership and management that are very good place the school in a very strong position to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

78. In order to raise standards in English throughout the school, improve the procedures for the health safety and welfare of pupils and build more effectively on the high levels of attainment pupils have on entry to the school, governors and staff should:

1. Raise standards in English in both key stages by:

- planning more carefully for the different levels of attainment in each teaching group,
- planning tasks for higher attaining pupils to extend their literacy skills,
- spending less time on drafting and re-drafting work so pupils work with more sense of pace,
- creating more opportunities for extended writing in other curriculum areas,
- improving the quality of handwriting, the presentation of work, spelling and use of punctuation.
- Improving research skills to access information from libraries and computers.

Paragraphs 12–16, 26, 28, 38, 42, 63, 109, 112–1114, 116,117, 120, 123, 124, 126, 175, 179, 180.

2. See that the curriculum planned for children in the reception classes is matched more closely to the learning needs of the children by:

- using baseline assessments as a starting point for learning,
- planning activities which meet the needs of young children but also challenges more able ones,
- using the structure of the National Literacy and Numeracy Strategies more rigorously to plan work.

Paragraphs 14, 25, 37, 66, 108, 121, 127, 137.

3. Establish systems and working practices to ensure the health, safety and welfare of pupils.

Paragraphs 51, 52, 63, 69, 73.

4. Take steps to eliminate the unacceptably high level of interruptions experienced by some classes in Key Stage 2 caused by withdrawal for peripatetic music tuition.

Paragraphs 65, 125.

THE HEARING IMPAIRED UNIT

79. There are 17 pupils with hearing impairment on the roll of the school that are placed there because the school has the provision to support them. There is an identified, well-equipped and sound-proofed room in each Key Stage where children can be withdrawn for individual or small group teaching. In each key stage there is one teacher and one special needs support assistant who are well qualified for the work they do. This provision is paid for through the local education authority support services. Pupils spend most of each day in their mainstream class with some support from one of the unit staff. In other instances they are withdrawn for work that helps them to cope more effectively with the school curriculum. Time is set aside each day for pupils to check their hearing aids and receive help with them if they need it.

80. Pupils with hearing impairment all have a statement of special educational needs that is reviewed annually. The targets set for these pupils through their individual education plans give teachers and support staff clear guidance on what needs to be learned. The work set for them is closely matched to their learning needs but also takes account of the work going on within their classes.

81. Pupils with hearing impairment make good progress and learn to operate well in an aural environment. As they move through the school they become more and more integrated into the life of the school and take part in all that the school has to offer. Pupils in the reception classes show all the frustrations that could be expected of youngsters who do have hearing impairment but by the time they leave the school it is hard to pick them out from their hearing friends. The school is very proud of the pupil that plays for the school netball team. They achieve high standards and the staff of the unit classes ensure that they reach their potential and are prepared well for the next stage of their education. Many of them do not reach the standards expected for hearing pupils of a similar age but some do well in subjects like mathematics, information technology or art.

82. Pupils have a very good attitude to school, work hard for their teachers and behave well. They are interested in and polite with visitors.

83. The quality of teaching is never less than good and is very good or excellent in Key Stage 2. Teachers use their knowledge and experience of working with pupils with hearing impairment well. They are calm and well prepared for lessons. They make sure that they have the attention of the pupils and provide them with interesting activities that help them in class. Hearing aids and microphones are always ready for lessons. Relationships between staff and pupils are very good. When teaching is excellent in Year 4, or very good in Year 6 this is due to the excellent working relationship between the unit staff and the class teacher. For example, in Year 4 one pupil had one-to-one teaching on making words containing *mini* and making a right-angled corner and found both quite challenging. She then went into her class to join the class lesson where she was able to join in the whole class discussions and was very pleased with the number of right angles she could find in the classroom. In a good lesson seen when two reception children were withdrawn for some work on mathematics, the careful planning and interesting activities were diminished because the agreed plans did not work out as intended. The children had already been handling real money in their class and the unit teacher had been expecting to introduce it. The unit support staff work very well with pupils and are very responsive to the needs of pupils on an individual basis or within class. In class support is more effective when the class teacher plans lessons that take account of the need to make best use of the support time. This is usually the case but, in one lesson in Key Stage 1, the support assistant was unable to support hearing impaired pupils because the lesson planned did not allow her to.

84. The curriculum planned for pupils is very good and is an appropriate mix of small group or individual support and class teaching. Good links are established between the pre-school provision provided for children and the liaison with the secondary school is excellent. Pupils move on into the same year groups as their friends and so the changes in routines are less traumatic for them. The work of the unit is well supported by the staff of the school and parents. Staff have access to a good

range of support services through the local education authority and health services. Pupils have access to regular speech therapy if it is needed.

85. Relationships with parents are very good. They are provided with all of the statutory information that they need through a well-prepared booklet for parents and most of them attend the annual reviews held to review progress. Staff are always available to share concerns with parents and are very responsive to the traumas of their lives.

86. The leadership and management of the unit are good. The staff have clear educational aims that link well with the philosophy of the school and the Hearing Impaired Support Service. Their work is regularly monitored and any areas for improvement are identified and acted upon. The accommodation is good and about to be improved by the replacement of the carpet in the Key Stage 1 room. Resources are good on a day-to-day basis and are readily supplemented through the good network of support agencies that exist.

87. The curriculum for hearing impaired pupils has improved since the previous inspection and now provides pupils with a firm base for their future education and life.

PART C: SCHOOL DATA AND INDICATORS

88.

Summary of the sources of evidence for the inspection

Number of lessons observed	84
Number of discussions with staff, governors, other adults and pupils	29

89.

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	20	40	31	5	0	0

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

90.

Information about the school's pupils

Pupils on the school's roll		YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		395
Number of full-time pupils eligible for free school meals		28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		19
Number of pupils on the school's special educational needs register		66

English as an additional language	No of pupils
Number of pupils with English as an additional language	6

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	17

91.

Attendance

Authorised absence

	%
School data	3.88
National comparative data	5.4

Unauthorised absence

	%
School data	3.73
National comparative data	0.5

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

92.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	18	32	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	14
	Girls	27	28	29
	Total	37	41	43
Percentage of pupils at NC level 2 or above	School	74 (88)	82 (86)	86 (89)
	National	82 (81)	83 (79)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	14	16
	Girls	27	30	31
	Total	39	44	47
Percentage of pupils at NC level 2 or above	School	78 (89)	88 (90)	94 (96)
	National	82 (81)	86 (85)	87 (86)

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

93.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	37	22	59

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	28	33
	Girls	16	18	20
	Total	39	46	53
Percentage of pupils at NC level 4 or above	School	78 (80)	88 (81)	94 (88)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	28	33
	Girls	19	19	18
	Total	49	47	51
Percentage of pupils at NC level 4 or above	School	83 (80)	81 (65)	84 (88)
	National	68 (65)	69 (65)	75 (72)

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

94.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	7
Black – African heritage	0
Black – other	13
Indian	1
Pakistani	22
Bangladeshi	0
Chinese	1
White	302
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

95.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	23
Number of pupils per qualified teacher	25
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	6.0
Total aggregate hours worked per week	128

Financial information

Financial year	1999
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	£
Total income	572 057
Total expenditure	570 040
Expenditure per pupil	1580
Balance brought forward from previous year	2017
Balance carried forward to next year	-1651

Results of the survey of parents and carers

96.

Questionnaire return rate

Number of questionnaires sent out	343
Number of questionnaires returned	122

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	40	4	1	0
My child is making good progress in school.	38	60	1	0	1
Behaviour in the school is good.	38	54	4	0	4
My child gets the right amount of work to do at home.	21	53	22	1	3
The teaching is good.	42	53	1	1	3
I am kept well informed about how my child is getting on.	28	49	20	3	1
I would feel comfortable about approaching the school with questions or a problem.	66	26	7	0	1
The school expects my child to work hard and achieve his or her best.	45	47	4	1	2
The school works closely with parents.	31	53	13	0	4
The school is well led and managed.	48	47	2	1	2
The school is helping my child become mature and responsible.	43	51	1	0	5
The school provides an interesting range of activities outside lessons.	32	32	18	5	13

Other issues raised by parents

97. Parents are very supportive of the inclusion of the hearing impaired unit and take pleasure in the way pupils with hearing impairment take part in all aspects of school life including representing the school in sport. A lot of concern was expressed about the impact of a succession of supply teachers covering long-term staff absences on the quality of education in some classes.

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

98. Children are admitted to the school either in September; if their fifth birthday is before the end of December, or in January if it falls after that. At the time of the inspection the majority of children in the reception classes were already five. Therefore in all but one of the lessons seen, judgements about teaching and learning were accredited to Key Stage 1.

99. When children enter the reception classes they are assessed using accredited baseline assessment procedures. This shows that although children are within the normal range of attainment, they are above average in most aspects measured but particularly in personal and social skills. Progress in language and literacy and in numeracy is unsatisfactory in the reception classes so by the time pupils are five they are no longer attaining above the levels expected in these areas. Progress is satisfactory in personal and social development, knowledge and understanding of the world, and creative development and therefore pupils continue to attain above the levels expected for their age in these areas of their learning.

100. Children are confident, have good social skills and build good relationships with other children and with adults. They persevere with tasks and work independently, as part of a small group or class. They behave well in class and readily explore how to do things or solve simple practical problems. They are capable of sharing resources and take turns with equipment. They take responsibility for getting dressed and undressed for physical education lessons and their personal hygiene. They are caring of one another and appreciate the need to support those children that have hearing impairment. They express their feelings and are able to reflect on what has been learned. They take part in key stage assemblies well and share the joys or sorrows of the school.

101. Children listen well in class and in small groups and discuss what they are doing while working. Through what they do they increase their vocabulary to express themselves effectively to one another and adults. They like stories, poems and songs and take part in role-play, for example, in the holiday areas set up in each classroom. Children know that books are a source of information or tell stories through words and pictures. Most already recognise their own names when they come into school and some recognise a few key words. They recognise letters of the alphabet and know the sounds they make. They use pictures and words to communicate and understand some of different forms of writing, for example, the notices around the classroom or the title pages of a book. They use upper and lower case letters to write their own names.

102. Even the youngest children know the names of common shapes such as circles and squares and place items or themselves in position, such as in front of or behind. They order items according to size or quantity and sort and match colours or coins. They recognise and use numbers to 10 and many are confident with numbers to 20. They use their knowledge of numbers to solve simple problems, for example, change from ten pence.

103. Children quickly establish where they are in relation to the rest of the school building and find their way around it confidently. They talk about the neighbourhood, their families and things that happened in the past. For example, in the class theme on holidays many of them remember things they had done in their recent break from school. They explore features of their environment and describe what they see. For example, when children were investigating what would float and what would sink in the water tray they could all identify those things that would float and sort them accordingly. They make shapes using dough or sand and recognise the features of both. They enjoy creating buildings using construction kits.

104. Children use the hall and outdoor space confidently and have good control and co-ordination when climbing, landing and running. They know where they are meant to play and use the space

well. They handle scissors, glue, paintbrushes and pencils with good levels of control. They use their imaginations to create stories and explore colour and texture through painting and making three-dimensional models. Music and singing are part of their daily lives.

105. Most of the teaching seen in the reception classes was judged within Key Stage 1 but in one lesson seen, in the younger reception class the focus of the lesson was a range of structured play activities. Where the teaching was good the teacher and the classroom assistant were clear about their respective roles in supporting learning. This meant that the teacher could focus upon reading activities while other children explored floating and sinking, developed language through role play about a beach holiday and built models using construction kits. The atmosphere in the classroom was calm and orderly and as a result learning was good.

106. The curriculum organised for children under five is satisfactory and covers all of the areas identified in the areas of learning prescribed for them. However, the curriculum does not meet the needs of the older pupils in the reception classes who are now over five or those children that come into school already attaining above the levels expected for their age. Both classes have introduced the National Literacy and Numeracy Strategies but they are not used as rigorously as they should be and therefore children do not reinforce what has been learned in the taught part of the lesson well enough.

107. The management of under-fives provision is satisfactory and takes account of the learning needs of young children. Classrooms are organised to encourage co-operative play and allow staff to work with small groups of pupils. The nursery nurse and volunteer helpers are used appropriately. However, too little account is taken of the need to tailor the content of the curriculum in response to baseline and ongoing assessments of pupils. As a result some more able pupils are not achieving all that they could. The quality and range of resources have been improved by the addition of outdoor play but the condition of resources, furniture and carpets is unsatisfactory and potentially dangerous.

108. The quality and range of the curriculum for children under the age of five has improved since the previous inspection. Outdoor play facilities are now in place but they are not sufficiently accessible to children so that they can move freely from the indoor to outdoor areas. Staff have a clear understanding of the areas of learning that lead to the desirable learning outcomes at the age of five. They do not always link this well to the National Curriculum programmes of study.

ENGLISH

109. Standards of attainment in English are broadly in line with the national averages at the end of Key Stage 1 but below average at the end of Key Stage 2. As pupils' attainment at five is above average, this represents underachievement in English. There was improvement in 1997 and 1998 but there was a significant drop in standards in English in 1999 and the inspection findings are that although this situation has improved, it has not improved enough. Standards of attainment have declined since the previous inspection and do not compare well against the standards attained by similar schools. The inspection findings confirm this level of attainment.

110. Standards in speaking and listening are high throughout the school as was the case at the time of the last inspection. Pupils listen well and are attentive and responsive. They follow oral instructions, listen well both to the teacher and to each other. In speaking, they adopt appropriate volume and tone of voice when speaking to a friend but also speak clearly and audibly in class discussions. By the end of Year 6, some pupils discussed an article they had read on environmental issues and talked about the article being '*focused on generalisations*' and '*the text quickly draws you into the how and why*'. Others gave an introduction to a story with, '*This is an eerie, bone-chilling story that will get your imagination running wild*'.

111. Standards of reading at the end of Key Stage 1 are above the level expected for their age. Pupils read a range of books for interest and pleasure. Less able pupils have a range of strategies for

reading unfamiliar words: they sound words out, split them into constituent parts and use picture clues. More able pupils recognise many words at sight and read the text with fluency and expression.

112. By the time they are eleven; standards in reading attained by pupils are what would be expected for their age. This shows decline in standards since the previous inspection and is against the national trend of rising standards.

113. Pupils in Year 3 read a range of texts competently but with little expression to convey meaning. By Year 4 they read texts with few errors. They discuss many features of the books they read and enjoy humorous situations. In Year 5 pupils read words confidently but their use of punctuation is not strong enough to make sense of new texts. In Year 6 most pupils have established appropriate reading skills so they read texts at the level expected for their age. Most pupils express an interest in different authors: J.K Rowley and Roald Dahl are among favourite authors. Some pupils know how to access information from books. For example, more able pupils in Year 3 used an encyclopaedia effectively using alphabetical order for the index. However, few of them have a confident knowledge of library classification systems and research skills are not well established.

114. At the age of seven standards attained in writing are in line with the national average but should be higher. This is a similar position to that found at the previous inspection. Pupils write stories and letters but lower attaining pupils have great difficulty with handwriting.

115. Many of the children in reception class write their own sentences independently with many words spelled correctly or easily understood. Pupils in Year 1 begin to use question marks and exclamation marks. By Year 2, pupils identify regular spelling patterns in words and create meaningful sentences using the words they have found. Most use capital letters and full stops accurately and the spelling of simple words is correct. More able pupils use the terminology 'root' and 'suffix' confidently. Pupils are learning a joined form of handwriting but few use it in their day-to-day work.

116. The standards achieved in writing have declined in Key Stage 2 since the previous inspection and are not high enough. All pupils write in narrative and non-narrative styles and use a joined up form of script. Although pupils have regular handwriting practice the quality of presentation in other written tasks is not good enough although a few present work well. All pupils know how to draft and redraft work until they are satisfied with the finished piece of work. However, basic errors – particularly in spelling and punctuation identified at the editing stage are frequently not corrected at a later stage.

117. In Year 3 pupils recognise and use common contractions such as 'I'm' for 'I am'. More able pupils in this year group use punctuation accurately and confidently. They use direct speech, question marks and exclamation marks to support their lively writing. Several pupils struggle with handwriting and spelling. Pupils in Year 4 consciously seek to use more colourful vocabulary and a greater variety of words. However, even more able pupils are inaccurate in their regard to the conventions of writing in English. Although pupils recognise errors when pointed out, contractions are not used accurately, 'your' being substituted for 'you're'. Although pupils use dictionaries and electronic dictionaries to check spelling, errors such as 'burgles' for 'burglar' and 'egzam' for 'exam' are frequently found.

118. In Year 5 pupils recognise common spelling patterns and understand how words are used to make the maximum impact in advertisements. More able pupils write to interest the reader and choose words to create an effect. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within the sentence. Lower attaining pupils in Year 5 discuss the difference between nouns and verbs but only a few of these pupils identify them successfully in a text.

119. Higher attaining pupils in this Year 6 have a good understanding of persuasive writing: '*it is to get people on your side*', '*it presents one side of an argument*' they say. They express strong messages in their own writing using phrases such as *environmental hazard* and *ecological balance*. Lower attaining pupils in Year 6 try hard with their handwriting. Much of this writing is in ink, joined and tidy. Pupils have strong ideas about how to write a publisher's *blurb* for a book. For example, they use words such as *mysterious* and *superstitious* confidently. One pupil gave the class an example of an opening sentence: '*Get ready for an exciting fast-moving, creepy story.*'

120. The quality of teaching and learning is satisfactory. This is despite a high proportion of lessons seen during the inspection where teaching was judged to be good or better particularly in Key Stage 2. The scrutiny of work shows that teachers are not matching work carefully enough to the different levels of attainment either within the class or teaching group. Too much time is devoted to drafting and redrafting work and therefore the pace of learning is reduced. This a major reason for the under-achievement in the subject. Where there was unsatisfactory teaching in reception this was due to a lack of consideration to the demands of the National Literacy Strategy in relation to pupils who were capable of more concentrated work.

121. The teaching of reading is well structured in Key Stage 1 but is not so in Key Stage 2. Insufficient guidance is given to pupils on choosing texts that would extend and challenge them and reading records are not well kept. Similarly, in Key Stage 2 the lack of a good library system and computer programs to develop research skills means that they are not well taught.

122. Teachers manage pupils well, relationships are good and teachers have a good knowledge of the curriculum. Learning objectives for lessons are clear and shared with pupils. Lessons are calm, orderly and interesting. Day-to-day assessment, through marking and questioning is good so teachers identify what needs to be learned in the next lesson. However, although teachers design some stimulating tasks, insufficient attention is given to planning tasks to challenge all pupils across the ability range in each teaching group. When teaching is excellent, in Year 6, the teacher motivates the pupils to want to learn and structures the activities so that each group makes very good progress during the course of the lesson. However, more often, pupils begin with a task common to all in the class and then go on to a further challenge if the first task is completed. Some starter tasks are easy for more able pupils and too difficult for less able in the group. In a very good lesson seen in Year 4, for example, the lesson was well prepared and the teacher had very carefully used her assessment of what had been learned in the previous lesson to develop the writing of humorous texts. Even in this lesson more able pupils followed the same pattern of work as everyone else.

123. Occasionally teaching is quite inspiring, especially where teachers model good reading habits with highly expressive reading to the class or where teachers encourage pupils to use these '*wonderful words*'. All teachers place a heavy emphasis on the use of expressive language. While pupils are clearly learning to use good structure and exciting vocabulary in their writing, there is less emphasis on correct spelling and accurate punctuation. In some cases, where the teacher focus is concentrated on one group during writing tasks, pupils make errors that are not corrected soon enough to stop them reinforcing their mistakes.

124. Handwriting is taught well as an exercise in itself but too few pupils translate the skills they are learning into their day-to-day tasks. Teachers insist on a great deal of drafting and editing of work from pupils. While this is an important technique for pupils to learn, it occupies a great deal of lesson time. It means that pupils spend too much time refining work rather than using a wider range of techniques.

125. Pupils with special educational needs and English as an additional language are well supported and make good progress. Some pupils are withdrawn for instrumental tuition for short periods of time during English. This disturbs the learning of all pupils but particularly those that are withdrawn. It is significant that one teacher, in marking the work of one such pupil, had written 'Unfinished – guitar lesson'.

126. Because standards in writing are not as high as they should be, writing skills are not yet making sufficient impact on other subjects across the curriculum. The underdevelopment of research skills in reading has an effect on standards in history, geography and science.

127. The English curriculum is well balanced across the three learning targets in English: speaking and listening, reading and writing. The school has successfully adopted the National Literacy Strategy but still needs to make adjustments to improve standards, particularly in writing. There is currently insufficient emphasis on getting basic skills right first time. The National Literacy Strategy is not used rigorously enough in the reception classes. During their literacy hour, significant numbers of pupils are engaged on tasks not connected with the development of literacy skills.

128. The procedures for assessing work are good. A file of assessed work is maintained and the careful records of progress made in writing are good. In Key Stage 1 good records are kept of pupils' progress in reading but this is not maintained so well in Key Stage 2. However, although assessments are made against clearly defined criteria, teacher assessment is not always accurate. This results in over estimation of pupils' standards of attainment particularly at the end of Key Stage 2.

The subject area is well managed by a well-informed and enthusiastic co-ordinator. Teaching and learning are monitored, a budget is managed and appropriate training and professional development have taken place. There are sufficient resources for the teaching of English because staff organise the sharing of materials for lessons and use is made of photocopied material where there are insufficient books. The present library provision is not sufficient to develop the skills pupils need and there is a lack of computer programs that could be used to develop research skills.

MATHEMATICS

129. Standards of attainment in mathematics have improved since the previous inspection. In the national tests in 1999 at the end of Key Stage 1 pupils attained standards that were above the national average and at Key Stage 2 standards were well above average. Findings of the inspection confirm these levels of attainment. When pupils enter the reception classes they already attain high standards in mathematics so the progress made in Key Stage 1 is satisfactory but it is good in Key Stage 2. Slower progress is made in the reception classes than in the rest of Key Stage I because the curriculum planned for children in this class does not take sufficient account of the mathematical skills and knowledge that they already have. Consequently, despite good teaching in the rest of the key stage they only regain some of the time lost.

130. At the time of the inspection the majority of pupils in the reception classes had already turned five and therefore many of them should have been working within the National Curriculum Programmes of study. Only a small number of less mature children are still working within the desired learning outcomes for children under five. The majority of pupils in reception are familiar with numbers to ten and beyond and place them in order. They count on and back with the help of counters, coins or objects and recognise repeating patterns. They recognise common two and three-dimensional shapes and can order things according to their size. They form numbers and although some of them are the wrong way round they know what number of objects they represent. They appreciate that coins have different values and that they are used to buy goods and sometimes there is change. They know that a clock is used to measure the passing of time. One boy could tell the time well enough to know that it was; *12 o'clock and time for lunch*.

131. Pupils in Year 1 are comfortable with numbers to 20 and find the missing numbers in number lines. They can add two numbers together and record their answers. They understand that ten is represented by a one and a zero placed in columns. They use block graphs to represent data collected and appreciated that each square on the graph represents one person or object. They use simple tally charts to count how many times each number comes up when they throw a dice. Some pupils use the computer to generate charts from the data that has been collected. Most of the children

in one class were able to read block graphs but less able pupils still need the concrete materials in front of them to be sure about the numbers of objects that are presented.

132. By the end of Year 2 most pupils use mathematics to solve everyday problems. They use common mathematical symbols correctly and set out calculations in an ordered way. They understand that when adding tens and units they can exchange units for tens and when subtracting they can reverse the operation. They understand place value up to 100 and know what a half and a quarter are both in terms of numbers and objects such as a bar of chocolate or an apple. They can count in 2s, 5s and 10s, but it is only the more able who use their knowledge of these tables in their daily work. They use simple measurements for height and length and have experience of weighing objects using grams and kilograms. They understand the passing of time and many can tell the time to the nearest hour, half and quarter hour. They can sort objects and classify them according to agreed criteria such as the number of sides, colour or size. More able pupils in this year group are very confident with larger numbers and have a good mental recall of number facts. They see repeating patterns in number and quickly make generalisations.

133. In Key Stage 2 pupils are organised into two ability sets across the year group for the teaching of mathematics. The levels of attainment seen in these sets are consistent in each year group. The higher attaining set is working above the levels expected for their age and the lower attaining group is working at the expected level for their age. The scrutiny of work shows that many pupils are attaining well above the level expected by the end of the key stage.

134. Pupils in Year 3 try a range of different ways to solve mathematical problems and share them with one another. They know that they need to find ways of checking their answers and see different ways of representing the same problem. They can explain the steps they take to get to solution. They use a wider range of mathematical symbols and use diagrams to illustrate their work. They understand that angles are a measurement of turning and all understand the notion of a right-angled turn. More able pupils readily see that two 90 degree turns make a straight line and that a 360 degree turn brings them back to where they started from. Most know left and right hand turns; more able pupils are confident with turning in terms of clockwise or anti-clockwise. They can deal with addition and subtraction of numbers by counting on and back in 1s, 10s and 100s. They understand that multiplication is repeated addition. Pupils in Year 4 become increasingly confident when working with large numbers and split numbers into tens and units to add and subtract. In their work on angles the higher attaining pupils appreciate that the angle that is half of a right angle must be 45 degrees. However, the work done in this topic was not significantly different from the work done in Year 3. During the year they have done work on symmetry and show that they have good understanding of time, and the measurement of length and mass. They use and read bar charts and use symbols to make and read simple keys, for example, on maps of the local area.

135. Many pupils in Year 5 are already working at the level expected by the end of the key stage. They use mathematics to solve practical problems in an organised way and see how different methods can be quicker than others. They have a good knowledge of table facts and use all four rules of number to solve problems. They can estimate answers with a high degree of accuracy by rounding up numbers to the nearest ten. More able pupils are able to use the long multiplication method to multiply large numbers. They have a good understanding of place value. They can calculate area by counting squares and measure the perimeter of two-dimensional shapes. Above average pupils also use simple fractions. By the end of Year 6 even lower attaining pupils have a good facility with large numbers and know their table facts. They use procedures such as adding on to perform mental subtraction and can calculate the change from £20.00. They use a range of instruments to measure length, temperature, time and mass. They also understand fractions and use decimals. They use calculators well and understand decimal places. Higher attaining pupils can calculate the median from a set of figures, understand probability and calculate percentage discounts on goods in a sale. They can divide and multiply involving 2 and 3 digit numbers and interpret graphs and diagrams.

136. Pupils enjoy mathematics lessons. They listen well to their teachers, work hard and are supportive of the efforts of others. They concentrate for extended periods of time and therefore make good progress in lessons and over time. They do any homework set for them conscientiously and as a result they learn number facts and tables well. By Year 6 their behaviour and attitudes to their work in mathematics are excellent and so they move on to the next stage with good learning skills.

137. The quality of teaching is good in mathematics. It is generally good in Key Stage 1 but the introduction of the National Numeracy in the reception classes is weak and in one lesson seen during the inspection the teaching was judged to be unsatisfactory. When this was the case, the focus of the lesson was lost as the teacher tried to maintain structured play activities that did not reinforce the mathematics being taught. As a result several pupils did not make sufficient progress. In another lesson, in the same class, the teaching was judged to be very good. This was because the teacher, the classroom assistant and the support assistant from the hearing Impaired Unit worked well together. They ensured that all pupils learned to count on and back to ten using a number line, coins and a computer program. In Years 1 and 2 the quality of teaching is always at least satisfactory and more often good. Teachers have a good understanding of the structure of the National Numeracy Strategy and use it well to develop pupils' dexterity with numbers. Relationships with pupils are very good and teachers enthuse pupils about mathematics. Support staff are used well to support pupils with special educational needs, those with hearing impairment or English as an additional language so these pupils make good progress. Work is generally carefully matched to the learning needs of groups of pupils and learning resources are used well. In some instances the lack of teaching aids is a hindrance. For example, in one Year 2 class the teacher showing pupils how to deconstruct tens into units, only had the small cubes available to her. As a result several pupils missed the point of the demonstration. Teachers assess pupils' progress well and quickly identify where a pupil may be experiencing difficulties.

138. The quality of teaching is good in Key Stage 2. It is seldom less than good and it is very good in lessons in Years 3, 5 and 6. The organisation of pupils into sets based on pupils' prior attainment across each year group is ensuring that pupils' work is matched more closely to their learning needs. Within each group work is planned for the different levels of attainment in that group. This is particularly effective in Year 6 where one teacher has the higher attaining pupils and a group of lower attaining pupils. More able pupils are given challenges to work on in small groups whilst the teacher can spend more time with those pupils that need help to understand mathematics. The excellent relationships between pupils and staff are a key part of the high standards in teaching and learning. Teachers challenge and extend pupils' thinking but are very responsive to those that need help. Pupils are confident in their teachers' advice and their own ability to learn, which is a good recipe for success. In all lessons, when the teaching is very good, the lessons have pace and structure and account is taken of the needs of those with special educational needs, English as an additional language or hearing impairment. Pupils are clear about what they are expected to learn, how work must be presented and how the success of their learning will be judged. Additional adult helpers are well briefed on the learning outcomes of the lesson and therefore make valuable contributions to learning. Teachers have good strategies for developing technical language. In the best lessons more able pupils are challenged throughout the lesson and do not have to spend time going through common tasks that are too easy for them. All teachers use the plenary sessions at the end of each lesson to assess learning and set targets for future learning. For example, in one Year 5 class the teacher reminded the class that they had been learning the inverse of a mathematical calculation that they were then going on to multiplying big numbers. The teachers mark work well and give feedback on what needs to be done to improve. When teaching was judged very good in Year 6 the teacher made sure that all pupils were involved in the lesson, particularly those that were supported by the teacher for pupils with hearing impairment.

139. The school has adopted the National Numeracy Strategy and uses commercially produced schemes for the practice pupils need in consolidating what they have learned. The content of the curriculum is strong and all aspects of the subject are covered fully. Where the strategy is only partly used in the reception classes it does not have the same positive impact on learning. Given the high

standards apparent on entry to the school the curriculum for pupils under-five and pupils at the beginning of Key Stage 1 should be more challenging. Pupils are taught to have a pleasure in the patterns in numbers and the use of mathematics in everyday life and the developing world of information technology and science. Good links are made with other area of the curriculum, such as, geography, art and design and technology. However, it is significant that the pupils in Year 4 do not seem to have kept pace with the high standard in all other year groups. This is the year group where one group misses a weekly mathematics lesson to go swimming.

140. The subject is well led and effectively managed by two very enthusiastic teachers who share the responsibility for the subject. Their enthusiasm for the subject has been fuelled by in-service courses run by the local education authority advisory services for them and their colleagues. They have made sure that there are sufficient resources for pupils but are aware that they could do with more large-scale teaching aids for teachers to use. One such item would be a large number line. They see that parents are kept informed about what will be taught in each year group and how they can help with homework. They have the opportunity to monitor the quality of teaching and analyse the results of national tests to see where they need to improve.

141. Mathematics is an area of the curriculum that has improved since the previous inspection. Standards have risen, teaching that was already good is even stronger and the resources for teaching are now sufficient.

SCIENCE

142. The standards attained in science are well above the national averages in tests administered at the end of Key Stage 2 and in the teacher assessments at the end of Key Stage 1. This trend of high achievement has been maintained over time and the school results are high when compared with similar schools. The school estimates that results this year will be high, although not quite as high as in 1999. This is due to differences in the cohort and a higher number of pupils with special educational needs. Inspection evidence supports this view.

143. Pupils learn to investigate with growing levels of maturity as they move through the school. In reception, pupils describe what they observe and make simple charts for plants, animals and body parts. In Year 1, pupils note the changes in their seedlings and measure their growth. They begin to understand fair tests as in the work on choosing material for a waterproof hat. In Year 2, pupils make electrical circuits to light their houses and can construct charts to illustrate work on sorting materials.

144. By Year 3 they predict, consider evidence and suggest alternatives. Pupils look at results and recognise the unexpected, as in the work on compressing and stretching materials. In Year 4 they measure with greater accuracy, for example when using electronic timers and force-meters. They also challenge assumptions, such as the idea that a finger might be a good measure of temperature. In Year 5 pupils make thoughtful predictions and draw conclusions. For example, in their work on growing plants they predicted what would happen if they used alternatives to water to provide moisture to plants. They make good use of charts, as in the recording of an experiment with bouncing balls, or the study of the sound in different areas around the school. In Year 6 pupils use their previous experience well, they work seriously, discuss logically and make sensible generalisations. For example, when investigating the properties of yeast they explain the probable effects of changing the temperature or the order of mixing ingredients.

145. By the end of Key Stage 2 all pupils are able to consider the variables in their tests and make predictions. They draw conclusions and explain their findings well. Pupils' good progress is enhanced by their very good ability to discuss, reason and ask focused questions. There are too few opportunities for more able pupils to use these skills, for example in using more sophisticated measures or taking more responsibility for devising their own experiments. The standard of presentation and clarity of explanations in books are generally good. However, written work does not always match the pupils' oral ability.

146. *Life processes and living things* are studied during the course of each year. Pupils' knowledge and understanding of this aspect of science is good. Pupils in reception begin by looking at animals, plants and habitats. They know that living things move, feed, grow and reproduce themselves. By the end of Year 6 pupils have a good knowledge of the human body and health. They understand the effects of exercise and diet. Pupils grow and study plants each year, they can name parts and describe their functions. The older pupils use their knowledge to make their own keys for identifying plants, fruit, animals and pond creatures.

147. In the study of *materials and their properties* pupils enjoy an interesting range of activities. By the end of Key Stage 2 their knowledge and understanding are good. In reception pupils begin to examine and sort materials, by Year 1 they use many more divisions, for instance that some are natural and some man-made. They can identify attributes such as waterproof or reflective. In Year 2, pupils know that some materials can be changed. They test the effects of heat and cold as well as bending, squashing and stretching. They investigate the uses and properties of fabrics and test papers for absorbency, confirming paper towels as a best buy for general use. In Year 4 pupils understand that some materials can be separated, for example, by using filters. Pupils test the strength of threads and understand insulation and conductivity. In Year 5 pupils learn about changes in solids and liquids, they understand that some changes can be reversed and that others can not. In Year 6 this knowledge is extended to include chemical changes, beginning with the work on yeast.

148. In their work on *physical processes* pupils learn about electricity, magnetism, forces, sound, light and the movement of the earth. They study each area three or four times as they move up the school. For example in Year 1 pupils test the forces which propel modern and traditional toys. In Year 3 pupils use springs and rubber bands to learn about stretching, compression and forces in tension. Year 5 apply this knowledge in gaining an understanding of air pressure whilst Year 6 make accurate measurements with force-meters, and show their understanding by presenting their results in detailed charts. At the end of Key Stage 2 pupils' knowledge and understanding of physical processes are good. They show this in their writing and when questioned, for example in explaining the effect of shape on water resistance or ways to make the bulb brighter in a circuit.

149. Pupils' attitudes to learning are very good throughout the school. They enjoy their science lessons and are keen to learn. They use their ability to discuss and reason to good effect. Pupils settle quickly in lessons, listen carefully and respond positively to questions from the teacher or other pupils. They concentrate hard on their tasks and work productively. Pupils are particularly sensible in handling delicate or expensive equipment. Groups and pairs collaborate effectively. Pupils from the Hearing Impaired Unit or those with other learning difficulties are welcomed into groups. Behaviour is consistently very good.

150. Pupils cover the full range of the science curriculum. Pupils with learning difficulties are supported well and generally take a full part in the lessons. Almost all the teaching was good or very good and pupils make steady progress through the school. In these two respects this is an improvement since the last inspection. No significant differences in attainment between boys and girls were evident.

151. Almost all the teaching in science lessons is good. Very good lessons were seen in Years 3 and 6. No unsatisfactory lessons were seen. Teachers plan well, lesson objectives are shared with the class and the teacher's use of well-focussed questions challenges pupils and encourages independent thought. Teachers handle discussions well, they try hard to include contributions from pupils of all levels of ability. This not only ensures that all the class is interested but also means that teachers are acting as effective role models for pupils' collaborative work in groups. Teachers' relationships with their classes are excellent, pupils are keen to learn and highly motivated. Lessons begin promptly, equipment is prepared and pupils are quickly involved. However, in some lessons too much time is devoted to relatively minor activities, which can mean that learning is limited and the pace drops. Several classes use the whole afternoon session for their science lesson; this is an adequate

proportion of time to be allocated during each week but these long lessons are not always appropriate for this subject. For example, in Years 4 and 5, lessons, which were otherwise good, would have been better in two shorter sessions. This would have given teachers and pupils opportunities to consider the first results and to see what further investigations would best achieve the learning objective.

152. Teachers make some use of information technology in science work; for example many classes use spreadsheets to show results. Information programmes are used well, as in Year 2 to show how materials are made and in Year 3 to find out about rocks. Good links are made with other subjects; for example, Year 1 use the writing and reading of planting instructions as part of their literacy time. In Year 4 torches provide an appropriate link with design and technology. All teachers use science lessons effectively to develop speaking and listening skills. Pupils' numeracy skills are also promoted well. There is much use of graphs and charts for pupils to present their findings and good opportunities for pupils to read measuring instruments including electronic scales and timers.

153. The school has good procedures for the assessment of science. Marking is good, teachers write encouraging comments and targets. Teachers keep useful examples of work; these have comments and national curriculum levels added. Pupils' books are sent to the next class and used to give indications about each pupil's experience to the next teacher. Targets are discussed with pupils each term and these are pasted in the book as a reminder of what needs to be learned. Many units of work begin with a preliminary assessment such as, *'Tell me everything you already know about magnets'*. These are used well to match work to ability for most of the class but they are less well used in planning work for higher attaining pupils. Teachers provide challenges for pupils who finish quickly. These are worthwhile tasks matched to the lesson aims and are useful in providing more thinking and writing practice. However, for some pupils it would be more valuable in some lessons to set a more challenging main task.

154. The leadership and management of the subject are very good. The co-ordinator has worked hard to support her colleagues, for example in helping them to adapt the new national guidelines to suit the school. She checks teachers' planning to ensure that pupils' skills and knowledge are built on from year to year. There are clear and realistic plans for the development of the subject and governor support is very good. The school has close links with the local education authority advisory services and the school has helped to prepare material, which is now in use across Sheffield. One example of this is the useful skills development programme, which runs alongside the science curriculum. The headteacher and her senior team monitor lessons regularly. There is good use of homework throughout the school. Equipment is adequate and reasonably well stored, although if pupils are to be given more responsibility to devise their own investigations then some items will need to be more accessible.

155. The standards attained by pupils, the quality of teaching and the procedures for assessing progress and attainment have improved since the previous inspection.

ART

156. Only one art lesson was seen during the inspection. However, teachers' planning, schemes of work and the displays of work in classrooms and the public areas of the school show that pupils generally attain standards expected for their age. There is also some work of a very high standard.

157. Pupils in both key stages use sketchbooks or art folders to practice new techniques and keep a record of the work they have covered. These show their increasing control over a range of materials such as paints, crayons of different kinds, paper, clay and embroidery materials.

158. The full range of the art curriculum is covered. Pupils experiment with line, tone and colour before attempting their final piece of work. For example, children in reception mix primary colours to create different colours and shades of colour. Pupils in Key Stage 1 have created Japanese style

ink paintings and one of them won a national competition and went on to be displayed in the Tate Modern Art Gallery. High quality work is seen as pupils study the styles of painting of great artists from all over the world such as *Edgar Degas* and *Seurat* in Key Stage 1 and *Yina Shonibare* and *Van Gogh* in Key Stage 2. A strong aspect of the subject is the quality of line drawings, for example; in the historical study of Abbeydale Industrial Hamlet and the drawings of Joseph and his coat of many colours. In the lesson observed, pupils showed this control when drawing using charcoals and pastels to capture the shading of stones used in the school building. Cloth banners and pennants, to be displayed in Sheffield Children's Art Festival were done with small groups of pupils who do not normally excel at art. Pupils are rightly proud of them.

159. Art skills are used well in other subjects such as science, history and religious education. For example in observational drawings of flower parts in the science topic of plants.

160. From the range of work seen and teachers' plans it is obvious the quality of teaching is satisfactory overall. In the one lesson seen, in Year 6, the quality of teaching was judged to be good. The lesson was well planned, resources were used well and the teacher gave clear instructions about the skills to be learned. Pupils were encouraged through a combination of advice and praise and therefore worked hard. Pupils that needed additional support were helped and so produced work they were proud of by the end of the lesson. At the end of the lesson the teacher and pupils appraised the work completed and so learnt from one another.

161. Pupils obviously enjoy art lessons and work hard to produce individual and group pieces of work. Resources are used well.

162. The spiritual and cultural development of the pupils is a strong aspect of the art curriculum as they study the art of different cultures and religions. They experiment with African art, *Mehndi* patterns from India, draw Mosques and Minarets and create Aboriginal pictures and artefacts, including three-dimensional log coffins or *Dupans*.

163. Art is co-ordinated effectively by an enthusiastic and skilled teacher who creates an expectation of the standards expected by high quality displays of pupils' work. The school already has a good policy and scheme of work but the school is looking forward to adopting and integrating the national guidance that is now available.

164. Art is a strength of the school as it was at the time of the previous inspection. There is now a scheme of work that ensures progression from one year to another.

DESIGN AND TECHNOLOGY

165. Standards of attainment in design and technology are what is expected for the age of pupils in both key stages. Judgements are based on two lessons, a scrutiny of finished projects, examination of teachers' planning and discussions with pupils and staff. This evidence shows that the pupils' skills in making models and artefacts are in line with age-related expectations. Pupils, including those with special educational needs, make satisfactory progress and aspects of the national curriculum are taught. The previous inspection report found standards in making higher than those in designing. To an extent this is still the case, but the school has now given more emphasis to the design process and the balance has improved.

166. In reception pupils make good use of construction kits. They work seriously and try to improve on their designs. With help they make simple models with moving parts such as a clock. In Year 1 pupils have appropriate dexterity in designing and making cards and books with moving parts. In Year 2 pupils understand the use of supporting frames, for example, in making models of houses and make working wheeled vehicles that are sturdy and well finished. Fabrics and stitching techniques are used well to design and make a coat for Joseph. In a lesson observed in Year 2, pupils competently created their own wallpaper patterns or cut out and pinned pieces of fabric together to make place mats.

167. In Year 3, picture frames make exciting Easter gifts, complete with photographs of families or pets. In food technology pupils enjoy designing their favourite sandwiches. This includes a good design element to make a box to keep the sandwich fresh. They share ideas and demonstrate them through the use of models, as seen in their designs for playgrounds and plant areas. Year 4 pupils begin to show independent ideas in making imaginative three-dimensional books, some with a lever mechanism. They dismantle torches and make their own, showing good ability to explain ideas with diagrams. Fabric is used in designing money holders and pupils use correct vocabulary to describe running and back stitches.

168. In Year 5 pupils use their experience in solving problems to set up a *Kids Café*. They design and make menus, cakes and a mug to keep drinks hot. They make kites, testing and then improving them. The pupils' assembly techniques are used to make a flapping insect propelled by a camshaft. By Year 6, pupils apply their previous knowledge well. They show through their writing and conversations that they understand the designing and evaluation process. They make shelters, a three dimensional book, and a wheeled vehicle. Pupils make appropriate use of diagrams and note making in the project on slippers.

169. Pupils' attitudes to design and technology are very good. They enjoy the lessons and are proud of the results. For example pupils in Year 5 could talk about things they had made in previous classes. Pupils listen well and are prepared to think and discuss before beginning to work. They work hard and deal with setbacks well. Pupils work together very well and this has a good impact on their learning. They respect each others' ideas and are willing to change their own opinions. They use and share tools safely and sensibly. Behaviour is very good and conversation is work related.

170. In both lessons seen during the inspection, the quality of teaching was judged to be good. Teachers' shared planning is effective and marking and display are good. They prepare well, working hard to collect and organise material. They are enthusiastic about the subject and their explanations are lively and clear. Questioning poses problems and challenges pupils' thinking. For example, '*Why will we do this?*' and '*What will happen then?*' Teachers encourage and value pupils' ideas, although often within the constraints of the teachers' choice of design, media or techniques. Some pupils show that they are capable of making sensible decisions of their own. Very good relationships promote good behaviour.

171. The subject is co-ordinated by the head teacher in the absence of the deputy head teacher. An adequate amount of time is allocated, despite the increased importance of literacy and numeracy. Resources for design and technology are satisfactory but there are few construction kits for the older pupils. However, the storage of equipment is unsatisfactory and is not kept in a way that makes access easy for teachers or pupils. The previous inspection found that the teaching and learning of design and technology were hampered by the lack of a scheme of work. This is now in place and is being revised to bring it in line with new national guidelines.

GEOGRAPHY

172. By the end of both key stages, pupils reach levels of attainment in line with what is expected at their age. These findings are similar to those in the last inspection report.

173. By the age of seven, pupils have a sound knowledge of their immediate world. Pupils become aware of their own locality and strengthen their knowledge by visiting local shops and amenities, such as parks and churches. They can identify different kinds of shops, like a butcher's and a dry cleaner's. They can plot a simple route from their house to school, and refer to key features that they pass. They understand how to use simple maps and layouts by drawing their own versions of the school site and siting the various buildings well. They can extend this knowledge in their reading of the local A-Z map and labelling of nearby schools, parks and a hospital. They have a basic knowledge about the names of U.K. countries and some seaside towns, and know important parts of London, such as Big Ben and the Millennium Dome. They are clear about the distinction between the landscape in cities and at the seaside. They know how climate varies and that they need different clothing in such differing locations as Iceland and Spain. They can also differentiate between physical and human features and correctly categorise such things as bridges, rocks, rivers and boats.

174. By the age of eleven, pupils have a satisfactory knowledge of the world at large. They have a good understanding of their own city. They know about the growth of the city, through its railways, rivers, canals and factories, and how important the steel industry became. They see at first hand, with a visit to the Don Valley Stadium, how land is used and then re-used in different ways, as demand changes. They also compare Sheffield with other places within and outside the U.K., but they are not able to develop this work fully. They are, however, able to compare different climates with more detail, and can identify polar and desert regions, for example. They can present their findings, such as annual rainfall by using graphs. They understand the importance of respecting the environment. They can suggest improvements to their own area by planting more trees or discouraging litter. They further their awareness of environmental needs through visits to the Peak District and coastal Wales to study wildlife and leisure pursuits, amongst others. Pupils know about various mountain ranges and how differently they are used for tourism or growing coffee. They also learn the correct geographical vocabulary, with words like *corrie*, *scree* and *crevasse*. Pupils know the compass directions and can find locations on maps using four figure co-ordinates, but their overall map-reading skills are under-developed. The quality of pupils' work in both key stages is diminished by weak presentation in writing and illustration.

175. The quality of teaching is satisfactory, but there are many examples of good teaching. Where teaching is effective, teachers are confident and knowledgeable, about their own locality for instance, and this sparks the pupils' interest. The enthusiasm of some teachers goes a long way to inspire the pupils to concentrate and enjoy the subject. Most teachers have good, often very good control of the pupils, which provides a valuable discipline to their work routine, and they establish very good relationships with the pupils, which naturally stimulates good behaviour and a fruitful working atmosphere. Teachers make learning objectives very clear to the pupils at the start of lessons. However, teachers' planning of lessons can be thin and this does not ensure that all pupils are fully challenged. They compound this by not providing enough opportunities for independent learning and research. Teachers may encourage pupils to find information from home, but do not allow them to find their own information in school from a wide range of resources. Sometimes, the pace of the lessons can be too slow or the tasks are too mundane, like re-drafting pieces of writing, and this tends to sap pupils' concentration. Often, teachers do not insist on neat enough presentation of facts and this detracts from the quality of work. Teachers work well to assess pupils' progress yet the results are not sufficiently used to influence their planning of lessons.

176. The overall curriculum is sound. The school is trying out a new national scheme of work to ensure good continuity throughout the school. Teachers are, however, not entirely happy about certain aspects of the scheme and they intend to tailor it more to the needs of the pupils. The subject co-ordinator is very enthusiastic and clear-sighted but has only very recently assumed her role, so that

she has had too little time to develop any areas of concern. The priorities identified for geography are good. The school has earmarked money to improve those resources which are unsatisfactory, such as atlases, large pictures and computer software.

HISTORY

177. Pupils reach levels of attainment expected for pupils of their age in both key stages. This broadly reflects the situation at the last inspection.

178. By the age of seven, pupils have a sound understanding of how the passage of time affects life. They compare the very obvious example of their own bodies, and how they have changed since birth. They further their awareness by comparing toys from the past with those from the present. They realise how things change like lanterns, for example, becoming torches. They understand how everyday clothing has altered and that when once girls wore petticoats and bloomers, now they may well wear jeans. They broaden this by comparing holidays at the seaside and consider what clothing people took in the old days and what activities took place on the beaches, like donkey rides. They know important details of an historic figure like Samuel Pepys and can appreciate not only the reason for his fame, but also aspects of his personal life, such as his clothing and house. Similarly, pupils know vital facts about the Great Fire of London, such as where it started and why it spread so quickly. Although the pupils gain from a direct and hands-on approach to the subject, they are not yet able to present their knowledge accurately enough in written or pictorial form.

179. By the age of eleven, pupils have a broad view of historical issues. They know, for example, how invading forces like the Romans and the Vikings influenced our own lifestyles by establishing new settlements and building roads. They also know how unwelcome such invaders were and how local tribes like the Iceni reacted hostilely. They go further back in time and learn of life in ancient Egypt and Greece. Pupils can write about the secrets of Tutankhamen's tomb and the afterlife in general. They know how important culture was to the ancient Greeks in the form of theatre and pottery design, and also how fundamental war was to them. They have a satisfactory awareness of some conditions of World War Two, especially the evacuation of children from the Blitz. They have some knowledge of the Tudor era, such as the differing lifestyles of the rich and poor and how religion influenced the country. Pupils are more knowledgeable about the Victorian age and can write in some detail about toys, children's lives and the harshness of school. For example, they know that many children did not go to school at all but worked in the fields or factories, and that naughty pupils had to wear a dunce's hat. Pupils can write about history satisfactorily, but do not take sufficient care with their presentation. Furthermore, they do not experience enough opportunity of independent learning to strengthen their research skills and give their study greater depth.

180. The quality of the teaching is satisfactory. It was only possible to observe two lessons during the inspection and, therefore, evidence has been primarily drawn from pupils' work in their books and on display. In the classrooms, teachers certainly work very hard to establish a positive atmosphere. They talk enthusiastically about the different topics, while encouraging and valuing pupils' contributions. They use limited resources well to highlight the differences in life over the centuries. For example, one teacher used different fabrics effectively to raise pupils' awareness of what rich and poor people might have worn in the past. This was given extra relevance when the teacher dressed a girl up in a Victorian outfit. Teachers strive to use interesting vocabulary to enrich the learning opportunity. However, teachers do not provide sufficient depth of learning. For example, pupils in Key Stage 1 only learn of one important historic figure and one past event. They do not demand high quality of presentation consistently enough. As a result, pupils too often produce superficial and untidy work, with hastily drawn pictures.

181. The history curriculum is satisfactory. The school has adopted a new national scheme of work, which the teachers appreciate. This gives a good backbone to the curriculum and ensures that pupils do not duplicate learning. The co-ordinator is efficient and eager to develop the subject but lacks the time to be able to monitor teaching and pupils' progress effectively. Teachers' planning does not often enough allow for pupils of different abilities; many tasks are too similar and there is insufficient opportunity for all pupils to proceed at a pace that is right for them. The present lack of library and dearth of computer software severely restrict such opportunities. This situation is made worse by the weakness in resources generally. There is a shortfall in quality books, large pictures, photographs and artefacts. Teachers overcome this to some extent by bringing in their own personal resources, which is to their credit. The school has already earmarked funding for these resources to be improved.

INFORMATION TECHNOLOGY

182. By the end of both key stages, pupils' standards of attainment in information technology are at a level that could be expected of children of their own age. In those aspects of the information technology curriculum concerned with communication, word processing and data handling, the standards attained are high. This is a great improvement since the last inspection when the standards in the subject were deemed to be unsatisfactory. In the reception class children already have good mouse control and they select on screen images to complete simple mathematical counting games. In Year 2 pupils are able to write simple labels and captions for their own poetry anthology and select font style and size and then, with support, print their work out. They also use a simple graphics package to create pictures of *Joseph and his Amazing Technicolor Dreamcoat*, which are displayed prominently in the school entrance. This work is developed in Key Stage 2 and in Year 3 pupils are able to create block and pie charts to show data collected in maths and science work. Pupils in Year 4 are able to control an on- screen figure and enter a series of commands. They use this experience to move on to using a floor robot and command it to make a series of movements or sounds of their choosing.

183. Progress throughout the school is satisfactory and at the top end of the school pupils work confidently with information technology. In Year 5 pupils show a good technical vocabulary and are able to discuss at length the performance of different types of computers and express appropriate opinions on which ones they would like to use. By Year 6 pupils show an excellent understanding of data bases and how they will play a part in their own lives. In some classes information technology skills are promoted through a variety of simple exercises such as developing word processing skills. The school should take care that these exercises do not become separated from meaningful and enjoyable tasks for children and become simply copy typing exercises.

184. Children really enjoy their time on computers and using associated technologies. They maintain concentration well and show good levels of confidence and co-operation when they work in pairs and in small groups. They take a pride in their finished work and are eager to show adults what they have done. Teachers make good use of these completed pieces of work and there are a number of interesting and informative information technology displays around the school.

185. Teaching is never less than satisfactory and there was some good and some excellent teaching seen in Year 6 during the inspection. When teaching is excellent the teacher has a good understanding of what pupils need to learn, is confident in her own use of the computers and plans lessons carefully so that all pupils make very good progress. Teachers carefully share the learning objectives with children in both written and oral forms and use, often limited, resources in classrooms well. They are growing in confidence and demonstrate sound or better subject knowledge. Even when only one computer is available, they use demonstration techniques well and a range of questions formulated to allow children to show their knowledge. This again, is a big improvement from the last inspection when teaching was deemed to be unsatisfactory.

186. The subject is led and managed very well by an enthusiastic and knowledgeable co-ordinator. Together with the head teacher, she has drawn up a detailed and precise action plan and regularly reviews both the policy document and subject guidelines. She has also monitored teaching and learning in other classes and this has provided a basis for staff training, which has resulted in increased staff confidence in the subject. She manages the resources for the subject well and resources, which were unsatisfactory at the time of the last inspection, are now satisfactory. They will be good when the new computer suite is opened. Parents have helped considerably in this area by collecting vouchers from a local shop so the school has acquired six new computers in the last few years. One area of resources that still needs to be developed is in programs to support other curriculum areas, in particularly literacy and numeracy. Lack of suitable software does have a detrimental effect on the use of computers in the morning when the majority of classes are involved in English and mathematics lessons. The school has earmarked funding for such items during this year.

MUSIC

187. Standards are broadly in line with those expected for the age of pupils in both key stages. Pupils receive sufficient experience across the curriculum in music and make satisfactory progress.

188. When they are in reception class pupils learn to sing a range of simple songs, frequently nursery rhyme type, with reasonable tunefulness and clarity of diction. They enjoy making the choice of which song to sing. Action songs are common favourites. They learn to clap their own names and those of others. This activity is difficult for some but with perseverance they become quite adept. They play a simple range of untuned percussion instruments. Year 2 pupils learn to record their musical *compositions* using notation, which they have devised themselves. Some are good at this and devise symbols that other pupils can follow. Pupils recognise a range of musical features such as speed and volume representing these in their own music.

189. Year 3 pupils follow a more complex rhythm recognising ascending and descending patterns in notation. They play tuned percussion instruments, for example, glockenspiel, appropriately. They sing in tune and combine singing with notation. No lessons of music were seen in upper Key Stage 2. In discussion with Year 6 pupils it is clear that they have an effective background of musical knowledge. They name composers and instruments of the orchestra. They know a range of songs to sing and discuss enthusiastically their experience of singing and playing in school events. They describe singing in parts and make their own arrangements of songs using a range of instruments: tuned and untuned percussion but also orchestral instruments such as the flute.

190. Teaching and learning are satisfactory. Of the three lessons seen the teaching in two were judged to be good. Lesson planning is quite sketchy but the pace and progress of lessons is well maintained through competent teacher knowledge. Control of pupils is effective and consequently the quality of learning is well maintained through good behaviour and a willingness to try. Teachers make appropriate use of resources. Pupils are enthusiastic and interested. This is enhanced by the school strategy of discussing learning objectives with pupils.

191. The curriculum achieves a sufficient balance of the two targets for learning in music: listening and appraising, composing and performing. The school makes effective use of its commercially purchased scheme of work. Instrumental tuition - both from school staff at lunchtimes in recorder and from peripatetic instrument teachers - enhances the breadth and depth of experience pupils enjoy. The withdrawal of pupils from other lessons for specialist music teaching is an issue that the school has not satisfactorily resolved. Good use is made of specialist music expertise to teach older pupils. There is additionally a school orchestra that prepares for public performances. Pupils participating in this activity describe the performances with some enthusiasm. There are no school strategies for formal recording of music attainment for all pupils. There is day-to-day assessment by observation that is not formally recorded. It is this information which teachers use when making written reports to parents.

192. The management of the subject is satisfactory. Policy documents are prepared and there is overview of a budget spent according to identified school needs. There is currently no school priority for monitoring teaching and learning, other than by monitoring teachers' planning. Resources are satisfactory in the school overall. The collection of instruments in the Key Stage 1 building restricts some activities.

PHYSICAL EDUCATION

193. By the end of both key stages, pupils reach an appropriate level of attainment for their age. This shows sound progress since the last inspection for pupils in Key Stage 1. However, pupils in Key Stage 2 do not achieve as well as pupils in the last inspection and this represents unsatisfactory progress.

194. By the age of seven, pupils have sound control over their bodies. They can move calmly and efficiently over the ground in a variety of ways. For example, pupils can walk and run backwards or sideways, taking care not to bump into other pupils. In doing so, they show a reasonable awareness of space but this is hard to develop fully within the confines of a very small hall. They can move over large equipment such as benches and boxes in different ways, with due regard for their own safety. They can sequence simple movements across the floor, but only higher attaining pupils can do this imaginatively; many pupils tend to copy others' ideas. They can hold different body postures, such as balancing on two hands and one leg, but do not yet have the control to hold such positions precisely. Pupils can throw and catch small items such as balls and bean bags, but not with consistent success and accuracy. Most pupils respond well to the teachers' instructions, although a few lack the self-discipline to perform as requested. Pupils are very capable and responsible when setting up the large equipment before a lesson.

195. By the age of eleven, pupils broaden their physical activities and achieve satisfactory skills. Pupils can run with more speed and control, and learn how to put sequences of movements together like hopping, jumping and turning at speed. They can throw and catch balls with reasonable skill, but lack the concentration to be wholly accurate. They can use a bat with good control and understand how the position of the hand can influence force and accuracy. Pupils develop good awareness of space in ball games. They work well together as a team and appreciate the contribution of each team member. Swimming records show that pupils achieve standards that are broadly appropriate for their age. Many pupils benefit from extra-curricular sport and achieve success in a range of team games. For example, the school recently qualified for the finals of a local athletics meeting, at the first time of entering. The pupils have also had successes in the local cross-country league.

196. The teaching of physical education is satisfactory although one unsatisfactory lesson was seen during the inspection. Teachers make learning objectives very clear to pupils and usually demonstrate precisely what is required of them. They have a very good relationship with the pupils, which enables them to guarantee good participation. Sometimes, however, teachers do not act decisively enough to counter selfish behaviour by a small number of pupils. Teachers plan their lessons soundly, although they do not always take into account pupils' different abilities and, therefore do not always provide enough challenging activities. They organise groups and resources well, and they make pupils aware of the need for safety in sport. They encourage and praise pupils during lessons, but sometimes they are too lavish with their praise and this can be counter-productive. Some teachers do not have enough confidence in their own skills. This can result in a lack of emphasis on the development of pupils' skills. For example, in more than one lesson, there was too much emphasis on the fun element of the activity and not enough focus on improving the ordinary skills. This was the case in the lesson where teaching was judged to be unsatisfactory. In addition, in this lesson, the teacher did not explain or show techniques clearly enough to pupils, which meant that they had difficulty in performing the skill properly to improve.

197. The range of the physical education curriculum is satisfactory. The overall scheme of work is thorough and covers all aspects of the National Curriculum. Some of the half-termly planning is rather brief and does not sufficiently describe what skills will be developed over time. The co-ordination of the subject is good and the co-ordinator has identified very good priorities for the future. She is very enthusiastic and gives a considerable amount of her own time to promote team sports and other extra-curricular activities. The slope in both yards does not allow games to be played effectively but the school makes full use of pitches and amenities in a local park and at the nearby secondary school. They also have access to an excellent swimming pool. The school further benefits from a residential week in Wales, part of which concentrates on outdoor activities, like orienteering. The hall in Key Stage 1 is too small for effective games and barely enough for developing gymnastic skills. The resources are satisfactory but some are quite old and the mats, in particular, are showing considerable signs of wear and tear.

RELIGIOUS EDUCATION

198. The standards attained by pupils in religious education are what are expected for their age as described in the locally agreed syllabus.

199. During Key Stage 1, pupils learn about Christian festivals of Christmas, Easter and Advent, the Jewish festivals of Hanukah, Divali, Eid and the Chinese New Year. They appreciate the importance of these festivals and know that they demonstrate shared beliefs and values. They are familiar with parables, for example, The Good Samaritan and know that the Bible is a sacred book to all Christians. By the end of Key Stage 2, the pupils have studied aspects of both testaments in the Bible. They can recount stories from the Old Testament and explain the messages in parables from the New Testament and the teachings of Jesus. They understand Christian traditions, the place of worship and the work of missionaries. They know that religion is about belief and faith and that many people are followers of other faiths, including Hinduism, Judaism and Islam. For example, they know that Muslims engage in prayer at regular intervals throughout the day, and use prayer mats. Pupils know that many religions have sacred texts that are regarded with great respect. For example, they know that the Qur'an is the sacred book of Islam.

200. Pupils have good attitudes to religious education and are interested in their work. They are particularly interested in the beliefs and values that are universal to all and the differences between the range of religions represented in the school. All of the pupils respect and understand why some pupils are withdrawn from religious education lessons and collective worship because it conflicts with their religious beliefs. Behaviour is always good but sometimes is excellent. The relationships between the teachers and their pupils are excellent and this is reflected in high standards of behaviour and good attitudes to work.

201. The quality of teaching is satisfactory overall. Teaching is stronger in Key Stage 2 because teachers' subject knowledge is better and they have a clear view of what will be learned during each lesson. Teachers check what pupils have understood from previous lessons and then build successfully upon their knowledge and understanding. When teaching is very good, the teacher uses a good range of activities to reinforce learning and enables pupils to progress at their own pace. For example, pupils in Year 6 were acting out a story from the life of Buddha and those who wished to were allowed to perform a mime rather than use speech. As a result all pupils were keen to take part and felt they made a good contribution to the lesson. When teaching was unsatisfactory in Key Stage 1, the teacher did not clearly understand the underlying messages from parables told by Jesus and therefore pupils gained little from the lesson.

202. The arrangements to allow pupils to be removed from lessons are generally well managed. Lessons are often organised at the end of the school day so that parents who wish their children to be withdrawn can collect them from school earlier than usual.

203. The school has very limited resources to support the teaching of religious education. The policy and scheme of work for religious education identifies what has to be taught and ensures that the curriculum meets the requirements of the agreed syllabus. The management of the subject is co-ordinated by two part-time teachers as an interim measure while staffing issues are sorted out. This was a conscious decision by the school to simply maintain the curriculum as they judged it to be strong enough. This has been an appropriate decision given the number of long-term absences, including the absence of the deputy head teacher. However, this situation cannot be sustained much longer. A lack of knowledge by some staff and an inadequate range of resources for the subject indicate the need for more active management of the subject.