

INSPECTION REPORT

**WYBOURN COMMUNITY PRIMARY
SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107065

Headteacher: Mr B Taylor

Reporting inspector: Mrs S E Hall
21750

Dates of inspection: 14th -17th January 2002

Inspection number: 221524

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	community
Age range of pupils:	4 - 11
Gender of pupils:	mixed
School address:	Manor Oaks Road Sheffield
Postcode:	S2 5ED
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr K Crawshaw
Date of previous inspection:	4 th February 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S E Hall	Registered inspector	English as an additional language Art and design	The school's results and achievements. How well are pupils taught? How well is the school led and managed? What could the school do to improve further?
19727	Mr E Langford	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
27324	Mrs D Crow	Team inspector	English	How good are the curricular and other opportunities offered to pupils?
18130	Mr A Ford	Team inspector	Mathematics Physical education	
10228	Mrs S Russam	Team inspector	Science Geography	
25352	Mrs G Taujanskas	Team inspector	Equal opportunities Information and communication technology. Music	
20301	Mr P Isherwood	Team inspector	The foundation stage Special educational needs	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wybourn Community Primary School is in Sheffield in South Yorkshire. The school is larger than average, with 318 pupils aged from four to eleven, and is part of the local Education Action Zone. Currently 61% of pupils are eligible for free school meals, which is well above the national average. The very large majority of the pupils are of white ethnic heritage. There are 34 pupils supported through ethnic minority achievement grants. There are 137 pupils on the school's special educational needs register, which is well above average. There are two pupils with statements of special educational need. Approximately 12% of pupils move in and out of the school each term and a large proportion of the pupils who have moved to the school has special educational needs. Many families experience severe social and economic difficulties. The attainment of pupils on entry to the school is well below average, especially in the development of communication and language skills, although pupils' social skills and physical development are average.

HOW GOOD THE SCHOOL IS

This is a school which is at the heart of the local community and which is now a good school. Whilst standards in several subjects are below national averages, they are rising. The quality of teaching is good and this enables pupils to make good progress. The management of the school is efficient, leadership is good and the school provides good value for money.

What the school does well

- Good quality teaching throughout the school and the effective management of pupils enables pupils to develop positive attitudes to learning and make good progress.
- The quality of teaching in the Foundation Stage is very good and enables the youngest pupils to make rapid progress.
- Procedures for monitoring and eliminating oppressive behaviour are excellent and the large majority of pupils behave well.
- The relationship between the school and its community, including the Workers Education Association, is excellent and this supports family learning through 'The Basement' facility.
- Provision for pupils with special educational needs is good.
- The pastoral care of pupils and procedures to improve attendance are very good.

What could be improved

- Standards of attainment throughout the school in English, mathematics, science, geography and music, and standards in art and design in the juniors.
- The quality and range of visits, visitors and extra-curricular activities in drama, music and sport.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was identified as having serious weaknesses in the previous inspection in 2000. After a period of uncertainty, the staff and governors have worked with commitment and determination to move the school forward. There has been good improvement in many areas and the school no longer has serious weaknesses. Improvement has been made in the following key issues:

- Raising attainment in speaking and listening and religious education, writing and science, particularly for those with higher attainment.
- Improving the management of the school by ensuring that staff have clearly defined roles and are involved in the rigorous evaluation of the work of the school and planning for school improvement to take a longer-term view of future developments.
- Addressing inconsistencies in teaching by ensuring teachers have secure subject knowledge and high expectations of pupils.
- There has been some improvement in an appropriate balance of time available to teach the range of subjects, although the school week remains shorter than the national recommendation.
- Standards in design and technology, and history and physical education.
- The access of pupils with special educational needs to the full curriculum.
- The play area for children under five, although the main playground is still in poor condition.
- There has been some improvement in developing pupils' independent learning skills.
- Statutory requirements are now met in the school prospectus and annual report.

STANDARDS

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

Performance in:	Compared with				Key
	all schools			Similar schools	
	1999	2000	2001	2001	
English	E	E*	E	D	well above average A above average B average C below average D well below average E very low E*
Mathematics	D	E	E*	E	
Science	E	E	E	C	

By the age of eleven, end of key stage national test results show that pupils' attainment in 2001 in English and science was well below the national average. Standards in mathematics were very low and amongst the lowest five per cent of schools in the country. However, in comparison with schools with similar numbers of pupils entitled to free school meals, attainment in 2001 was average in science, below average in English and well below average in mathematics. The school did not achieve the extremely challenging targets set in consultation with the Local Education Authority. At the age of seven, in the 2001 end of key stage national tests, pupils' attainment in reading was very low and amongst the lowest five per cent of schools nationally and that in writing and mathematics was well below the national average. When attainment is compared to that of similar schools, the results in writing and mathematics were average, and results in reading were well below average.

Inspection findings generally mirror the national test results and indicate that, whilst standards at the end of both key stages in English, mathematics and science are below the national averages, they are improving and are close to the average in some aspects of each subject. In English, the school has implemented the National Literacy Strategy well and focused upon the development of writing skills and these are improving, but standards in reading and speaking and listening are generally low. In mathematics, pupils are becoming more confident in using numbers since the implementation of the National Numeracy Strategy. Attainment in science has considerably improved in the last two years and there are strengths in pupils' understanding of scientific facts. Boys often achieve higher standards than girls do, although there appears to be no specific cause for this anomaly.

Most pupils who stay in the school for any length of time make good progress and achieve the standards of which they are capable. Generally, there has been an upward trend in standards with the recent picture showing improvement above the rate seen nationally. Pupils currently make good progress in mathematics and science and satisfactory progress in English. Standards in information and communication technology, religious education, design and technology, history and physical education are average. Standards in geography and music throughout the school and in art and design in Key Stage 2 are below average. Very few pupils achieve higher than average standards in all subjects. The children's attainment when they start the school is well below average in several key areas and particularly in communication, language and literacy. Staff work hard to counteract the affects of economic disadvantage in the area.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The very large majority of pupils enjoy coming to school and have positive attitudes to their learning.
Behaviour, in and out of classrooms	Good. Almost all pupils behave well in lessons and when at play.
Personal development and relationships	Good. The relationships between staff and pupils and between most pupils are good. When opportunities are presented, pupils take on responsibilities and make choices in their learning although opportunities to carry out research are more limited.
Attendance	Whilst attendance is well below the national average, the school has worked very hard to encourage families to ensure that pupils arrive punctually and attend regularly.

TEACHING AND LEARNING

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

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

The overall quality of teaching and learning is good and has improved since the last inspection. The teaching of the children in the Foundation Stage is very good and enables them to settle well and develop positive attitudes to learning. In Key Stage 1 and 2 lessons,

and over time, most pupils make good progress as they move through the school and most learn well. Teaching meets the needs of pupils who make different rates of progress well. Pupils with special educational needs and those with higher attainment are presented with an appropriate level of challenge in their work. The planning of lessons is good. A strength of teaching throughout the school is the very good management of pupils, which ensures that most lessons are conducted in a calm and orderly manner. The teaching of the skills of literacy and numeracy is good, although more could be done to teach the basic skills of reading to older pupils, who are not fluent readers. The teaching of pupils with English as an additional language is satisfactory overall. Teaching meets the needs of boys and girls appropriately, although girls do not achieve as well as boys.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school has a broad and reasonably balanced curriculum. Literacy and numeracy activities are well planned. There are currently few opportunities for extra-curricular activities in arts and sport, although the school is set to increase these. Geography and music planning is not done in sufficient depth.
Provision for pupils with special educational needs	Good. The planning and provision for pupils with special needs is effective and enables them to have access to the curriculum at a level that is appropriate to their needs. The quality of support provided is good and has a positive impact upon the progress made.
Provision for pupils with English as an additional language	Satisfactory. Pupils speaking English as an additional language make sound progress, but this is sometimes limited by the lack of specific and early support for those at the initial stages of speaking English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Provision for pupils' moral and social development is good, and that for spiritual and cultural development is satisfactory. However, there are few visits and visitors and the school misses opportunities to develop these further. Pupils are taught the difference between right and wrong and the value of establishing a set of rules and principles.
How well the school cares for its pupils	The school cares for its pupils very well and this is a strength of the school. The assessment of pupils' work in English and mathematics is good but that in other subjects is more informal.

The school works very hard to encourage parents to become involved in the education of their children and the provision of 'The Basement' is an excellent facility for developing family learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. Senior staff have complimentary skills and usually work very effectively in leading the school forward. Staff are keen to develop the effectiveness of senior roles and curriculum co-ordinators even further.
How well the governors fulfil their responsibilities	Very good. The governors are well led and have developed their involvement in strategic development very effectively.
The school's evaluation of its performance	Very good. The school makes very effective use of assessment information, especially in English and mathematics, to track the progress that pupils make and to set targets for further improvement. The monitoring of planning, teaching and learning is thorough and informs developments.
The strategic use of resources	Very good. The school is very successful in accessing and using funding for a range of projects. The principles of best value are applied well to purchases and the school evaluates the effectiveness of expenditure in raising standards. The match of staff to the learning needs of pupils is good. Accommodation is satisfactory and learning resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That the school expects children to work hard and achieve their best. • That teaching is good and pupils make good progress. • That they feel comfortable to approach the school with any queries. 	<ul style="list-style-type: none"> • A more interesting range of activities outside lessons. • More information about how their children are getting on. • A more consistent arrangement for setting homework.

Inspectors agree with most points raised by parents. The quality of teaching and learning is good and pupils are expected to work hard. However, the pupils would benefit from a wider range of activities outside lessons and the school has plans to increase these in the near future. Whilst information and homework are satisfactory, there is room to enhance and extend both.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school has to work very hard to counteract the effects of social and economic difficulties in the local area and possible barriers to learning. Children enter the adjacent nursery school with attainment that is often well below that expected of most four-year-olds, except in social and physical development. A particular weakness is the very limited development of the skills of communication, language and literacy which affects the subsequent progress made in all other subjects. Despite the considerable progress made in the Nursery, attainment on entry to the school is well below average. Teaching in the Reception class is very good and as a result children make very good progress. However, attainment by the time children go into Year 1 is below what is expected of children of this age.
2. Key Stage 1 National Curriculum test results for reading in 2001 are very low in comparison to schools nationally and amongst the lowest five per cent of schools in the country. Standards in writing and mathematics are well below average. When the standards achieved are compared to schools with similar numbers of pupils entitled to free school meals, attainment in reading is well below average but that in writing and mathematics is average.
3. Key Stage 2 National Curriculum test results in 2001 show that standards in English and science are well below the national average and standards in mathematics amongst the lowest five per cent of the schools in the country. When compared to standards in similar schools, attainment is well below average in mathematics, below average in English and average in science. The quality of teaching and learning is generally good as the pupils move through the school and because of this standards are rising. However, because of the gaps in pupils' learning, standards are not yet in line with national expectations.
4. Following an initial period of uncertainty after the previous inspection, the school set about addressing the key issues of raising standards with vigour. Attainment has risen because the staff have worked with diligence, commitment and determination to improve planning, teaching and learning. More has been expected of the pupils and most have lived up to the demands placed upon them by their teachers. In the last year, many improvements have begun to bear fruit, although overall standards are still below national averages.
5. When children enter the school their speech is often poorly developed. However, children in the Reception class make very good progress because of the consistently high quality of teaching. Staffing arrangements, which involve one of the teachers in the Reception class working for part of the week in the separate, but linked, nursery, have great advantages. This means that children and routines are well known to staff and enables the children to settle very quickly in school. This considerably boosts the rate of progress made, so that children achieve well in their personal development. However, despite the very good progress made, few children are on line to achieve the Early Learning Goals in communication, language and literacy, mathematics, knowledge and understanding of the world or creative development.
6. Over several years, standards have often been well below the national averages in English, mathematics and science in both key stages. Because of the limited number

of pupils with higher attainment, standards do not compare favourably with schools nationally. Trends have been variable from year to year and there has not always been a consistent pattern of improvement.

7. School information indicates there has been considerable variation in the natural abilities of some cohorts, with large numbers of pupils with special educational needs in some year groups. A contributory factor to the low standards is the high levels of pupil mobility in some year groups. In 2001, of the 49 pupils taking the end of Key Stage 2 national tests, 16 had been admitted after their Reception year, 10 of these were on the special educational needs register with three pupils having statements of special educational need. National test results indicate that the attainment of girls is often below that of boys, which is the opposite of the national trend. Many older girls contribute little in lessons.
8. Standards in many subjects are rising. The trend in the school's average National Curriculum points for all core subjects in 2001 was above the national trend. Of considerable importance in bringing about the recent improvements has been the effective implementation of the National Literacy and Numeracy Strategies, which have brought structure to planning and teaching. Changes in staffing and better monitoring procedures have brought about improvements in the quality of teaching which have resulted in pupils making better progress than previously.
9. Inspection judgements are that, despite the many recent improvements, current standards at the age of seven and eleven are below average in English, mathematics and science. A greater proportion of pupils are working close to the expected Level 2 by the age of seven and close to Level 4 by eleven. However, there is a very low proportion of higher attaining pupils and few achieve standards above the average. The school targets in 2001 for 68% of pupils to achieve Level 4 in English was not met, nor was the target for 60% to achieve the level in mathematics. These targets which are set in consultation with the Local Education Authority are extremely challenging and did not take full account of the high level of pupil mobility.
10. Standards in speaking and listening are below average throughout the school. Few pupils speak at length, or with a well-developed and imaginative vocabulary. Many speak in short phrases. This was well illustrated in a Year 3 science lesson when pupils struggled to explain how air got from a plastic bottle into an attached balloon. For a variety of reasons, often linked to out of school cultural influences, several girls play only a very limited part in class discussions. Whilst the school has worked to try to overcome these disadvantages, more could be done through prepared discussions and presentations to the class and drama and the performing arts to enhance confidence.
11. Standards in reading are below average. Reading records show that few pupils read at home on a regular basis. The school has tried many ways to teach reading and encourage pupils to take home and use reading materials, but few are returned to school and this has proved difficult for the school to overcome. Standards of writing have improved across the school since a specific focus was placed upon the development of writing skills. However, the performance of girls in reading is poorer than in writing. To some extent this reflects local circumstances where reading is not valued highly.
12. Standards in mathematics are below average. Most pupils have a reasonable grasp of numbers although the speed of their mental calculations is variable. However, most pupils work out the answer to number problems using an increasingly large range of

numbers and range of operations. Other aspects of mathematics, such as an understanding of shapes and data handling, are improving from an often low base. The school has implemented the National Literacy and Numeracy Strategies well and this is making a significant impact on pupils' learning. Whilst there is some difference in the standards achieved by boys and girls, this is not related to the provision the school makes for all pupils, and is an area that the school monitors carefully.

13. Standards in science are below average. However, attainment in science in National Curriculum tests has improved considerably in the last two years in Key Stage 2 and some aspects of the pupils' work is in line with what is expected for their age. Most pupils have a reasonable grasp of scientific facts, which they find quite interesting. However, as in mathematics, pupils are not always confident in investigational and problem solving activities and struggle to apply what they already know in a new or different task.
14. Standards in information and communication technology, religious education, design and technology, history and physical education are in line with national expectations throughout the school. Pupils mostly make good progress in these subjects. Standards in geography and music throughout the school and in art and design at Key Stage 2 are below average. Pupils do not make enough progress in these subjects because teachers' subject knowledge and the work undertaken does not provide enough challenge to move them on in their learning. Also, the curriculum is not covered in enough depth and the development of these subjects has recently been a low priority in the school.
15. All pupils are fully included in the range of learning activities in school. Pupils with special educational needs make good progress towards their individual educational plan targets and achieve well. Most of the pupils with special educational needs have positive attitudes to their work. They concentrate well, for example, in the literacy and numeracy sessions. The work of the learning mentor has begun to have a positive impact on the attitudes of the minority of poorly behaved pupils and upon the quality of their learning.
16. Pupils with English as an additional language make satisfactory progress overall. When additional support is provided, this enables pupils to make good progress. However, the amount of specific support in some classes is limited. Some pupils newly arrived in the country are at the very early stages of acquiring skills in English. The school tries hard to investigate every avenue to provide adequate funding for qualified staffing. This has proved frustratingly difficult to achieve. The amount of 'mother tongue' support for some pupils speaking a range of different languages is limited. Parents are anxious that more is done to ensure that their children have appropriate access to the curriculum. Whilst several pupils make rapid progress, this is due to their individual determination and being in an environment where they need to learn the language to be able to contribute.

Pupils' attitudes, values and personal development

17. The attitudes, values and behaviour of the great majority of pupils in and around the school are good and show improvement since the last inspection in 2000. Pupils of all ages and abilities are keen to come to school and quickly settle down to their work. Most listen well, demonstrate high levels of commitment to their work and show themselves to be motivated and enthusiastic learners. Where good teaching takes place, many are able to sustain good levels of concentration during their lessons and collaborate well with other pupils in both group and paired activities.

18. The attitudes of children in the Reception class are good. They demonstrate a clear desire and enthusiasm to learn. Activities provided are interesting and hold the children's attention, so that they are keen to take part in everything on offer. Many examples were seen of the high levels of co-operation and sharing that exist between the younger pupils, when handling shapes in mathematics, for example, and listening well to the teacher and each other in literacy lessons. Personal development of all pupils is of importance to the school and careful thought is given to the organisation of activities to develop positive attitudes and values.
19. Overall, the standard of pupils' behaviour in and around the school is good and serves to enhance the positive relationships that exist between staff and pupils. Parents are very pleased with the improvements in behaviour that have been achieved since the last inspection. The good, and sometimes very good, behaviour seen in the classroom is very much a result of the overall good teaching and the consistency with which teachers monitor and manage behaviour. However, there are a small number of pupils, mainly in the upper school, whose inappropriate misbehaviour has the effect of disrupting the learning environment of the other pupils. The well-structured system of behaviour rewards and sanctions is clearly understood by pupils and is proving to be effective in supporting the on-going development of good behaviour and self-discipline observed during the inspection. All pupils are fully included in the range of school activities.
20. There has been one fixed-term pupil exclusion for unacceptable behaviour during the previous school year and none since the beginning of the current school year. This compares well with the school's previous record and supports the overall improving trend in behaviour in the school. Staff work hard to promote an anti-bullying attitude within the school and there was no evidence of oppressive behaviour or racial abuse by pupils during the inspection. Parents and pupils agree that incidents of inappropriate behaviour or bullying between pupils are dealt with swiftly and effectively.
21. In general, pupils are friendly and considerate towards each other, to staff and to visitors. They demonstrate by their actions and through conversations that they know right from wrong. Many display a natural sensitivity and awareness to the needs of others, especially to those pupils with physical and learning difficulties, and examples were seen in the school of unsolicited help and support being offered to other pupils and adults alike. A particularly good example was of an older pupil with known behaviour problems being the first to willingly offer aid and support to a younger pupil suffering a medical problem in the school corridor.
22. Most pupils collaborate well with each other, happily take turns without question, and willingly share and treat property and learning resources with care. Pupils display a pride in their school and there was no evidence of any graffiti, litter or property damage to be seen during the inspection. The good relationships that exist in the school represent an improvement over the findings of the last inspection and enhance the learning environment of the pupils.
23. The school provides pupils with a good range of opportunities to promote their personal development. From the Reception class onwards, pupils are encouraged to take some responsibility for aspects of their own learning and most willingly accept their assigned duties with vigour and pride. Of note is the creation of the School Council and the good development opportunities and responsibilities provided to the elected class representatives. The Year 6 pupils are provided with a wide range of whole school responsibilities that include helping to supervise and play with the Foundation Stage pupils, organising the lunch time disco and monitoring and reporting to staff on the

overall behaviour in the school playgrounds at lunchtime. However, the restricted access provided for pupils to use the library imposes a significant limit on the contribution of this resource towards developing pupils' independent research skills. The good attitudes, relationships and behaviour patterns demonstrated by the great majority of pupils make a strong contribution to the pupils' social and academic development and provide a firm foundation from which further improvements can be achieved.

24. Whilst still below the national average, the attendance figures for the last and the current school year show continued improvement, which the school is keen to continue. The school has maintained a trend of steady improvement in the reduction of pupil absence and late arrival. This serves to demonstrate the success of the various initiatives that have been introduced to improve attendance and punctuality. The school has experienced high pupil turnover. The school is not always informed immediately when pupils leave to attend another school, so they remain on the school roll, which results in inflated and erroneous absence statistics. However, whilst the school has worked successfully with the education welfare service to significantly reduce pupil absence, there remains a hard core of parents who continue to take family holidays during school term time. The great majority of pupils enjoy coming to school and lessons were seen to start on time during the inspection week.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

25. The quality of teaching and learning is good overall. This has considerably improved since the previous inspection, where the overall quality of teaching was unsatisfactory because of the high proportion of unsatisfactory teaching observed. At that time, there were significant weaknesses in the teaching of English and religious education. These issues have been addressed well. Teaching in the Foundation Stage is very good and a strength of the school. Teaching in Key Stages 1 and 2 is good overall. Teachers are now more aware of the barriers to learning and plan carefully to ensure pupils' social and educational inclusion is assured.
26. During the period of inspection teaching was excellent in one per cent of lessons observed, very good in 27%, good in 48%, satisfactory in 22% and unsatisfactory in only two per cent of lessons. The proportion of effective teaching has more than doubled since the previous inspection when only one in three lessons was judged to be good or very good. The amount of unsatisfactory teaching has also fallen considerably from the 16% seen in the last inspection.
27. Teaching has improved because teachers have worked very hard to address the previous issue of the lack of challenge presented to the pupils, including those of higher attainment. Staff now ensure that most lessons, particularly in English and mathematics, have different, but linked, activities for groups of pupils who make different rates of progress. This has considerably boosted the quality of pupils' learning, so that almost all pupils learn well and make good progress in most subjects. This is enabling standards of attainment at the end of the key stages to rise so that the gap between what pupils achieve in this school and what pupils achieve nationally is narrowing.
28. A strength in teaching throughout the school is the very good management of pupils. Teachers have very good relationships with pupils and the vast majority respond positively and try hard to please the staff. Whilst there is a small minority of pupils with very challenging behaviour, when incidents occur the staff apply the school's behaviour

policy firmly but fairly. This was well illustrated in a Year 6 lesson when the teacher was presented with an angry and rude pupil, but dealt with the difficult situation very effectively. All staff, both teaching and non-teaching are determined that the poor behaviour of a very small minority will not be allowed to affect the learning of the large majority of well-behaved pupils. The work of the learning mentor is beginning to have a significant impact in supporting pupils with a range of learning and social problems. 'Anger management' and other activities help pupils develop a suitable awareness of how their behaviour impacts upon the learning of other pupils.

29. Staff have a very good understanding of the learning needs of children in the Foundation Stage. The planning of activities is thorough and reflects the Early Learning Goals for children well. Staff have high but achievable expectations of young children and are fully aware of the need to considerably boost the poor level of speaking and listening skills that the majority of pupils have. This is shown in an effective activity linked to the use of a 'Superkids' book. The teacher used a foam 'microphone' to interview the children and ask a very effective range of open questions to encourage them to describe how they feel about living in a village with a giant. Such activities interest the children and have a very positive impact upon their learning.
30. The use of time, support staff and resources is very good in the Foundation Stage and good throughout the rest of the school. The quality of the verbal feedback to pupils is good and staff make clear to pupils what they have done well and when they have tried hard. Teaching meets the needs of boys and girls equally and staff are aware that some older girls contribute relatively little to discussions and try to involve them through the use of directed questions.
31. In Key Stages 1 and 2, teachers' subject knowledge and understanding is generally good, except in art and design and music, although the school has recently appointed a music specialist. The school has worked hard to improve the teaching of literacy and numeracy skills and has implemented the appropriate national strategies well. Teachers now have a good understanding of how to teach the different elements of these lessons in order to move pupils' learning forward. Teaching is now good in English, mathematics, information and communication technology, religious education, design and technology, history and physical education. Staff are much more aware of the learning needs of different groups of pupils than they were previously. This was shown in an excellent physical education lesson where high, but realistic expectations ensured challenges were matched to individual abilities. This led to Year 3 pupils developing further skills in using a combination of body parts to improve their balances.
32. The teaching of basic skills of reading, writing and mathematics is now good and planning is used well to identify the small steps needed to move the pupils forward. The methods the teachers use to enable all pupils to learn are generally good. Most teachers make good use of questions to check pupils' understanding and directly involve them in the lesson. However, not all staff are fully aware that some girls are largely uninvolved in such discussions and this limits the progress made. Some lessons lack the opportunity for pupils to speak to the class, present reports, or take part in relevant drama activities. In the very small number of lessons where teaching is unsatisfactory, ineffective organisation limits the progress made.
33. The use of time within lessons is usually good. Staff plan carefully for introductions, main tasks and evaluative discussions at the end of lessons. However, occasionally, staff talk for too long in the introductory activities and this limits the amount of time available for the pupils to actually do something. This can cause some pupils' concentration to wander. Where support staff are available they are used well and are

particularly effective in enabling the younger pupils to settle to school routines. Resources are used appropriately within lessons.

34. The quality and use of on-going assessment within lessons is good. Staff give good verbal feedback to pupils and make clear what the pupils should do to improve their work. The quality of the marking of pupils' work is variable. There are some extremely good examples of the annotation of the youngest pupils' work to indicate what the pupils have done well and how to improve their work. However, the marking of the work of some older pupils, whilst satisfactory, is more variable.
35. The use of homework, whilst satisfactory, has some shortcomings. A small number of parents are concerned that it is not systematic enough. Whilst the school has tried many projects to encourage more parents to become involved in the education of their children at home, such projects are often poorly supported. The school tries to send reading materials home on a regular basis but finds that these are often not returned to school and this presents problems for the school that they have not yet fully overcome.
36. There is early identification of pupils with special educational need. There are good quality individual education plans. Most targets are clear and measurable, for example, being able to read a certain number of words, recognise particular letter sounds or work on specific numbers. Individual education plans are linked particularly well to the English and mathematics aspect of the National Curriculum. Teachers make good use of the individual education plans as working documents to help develop pupils' learning. Occasionally, the targets are too general, particularly in the area of behavioural need, and as a result it is difficult to measure progress. In lessons, pupils with special educational needs are well supported both by teachers and support assistants. This support ensures that these pupils make good progress in their learning.
37. The teaching of pupils with English as an additional language is satisfactory overall. Teaching and support staff are very caring and try hard to provide the best support they can. However, in several classes, pupils have little or no additional help other than that from the class teacher. Parents rightly have some concerns about the lack of sufficient 'mother tongue' support for pupils newly arrived to the country. The school shares these concerns about the lack of sufficient support when pupils most need it, but funding for such initiatives is largely outside the school's control.

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

38. The curriculum for children in the Foundation Stage is very good. The quality and range of learning opportunities for pupils in Years 1 to 6 are satisfactory. They are sufficiently broad, balanced and relevant to ensure pupils make progress in most subjects. Exceptions are in geography, where the range of learning opportunities offered to pupils is curtailed by a lack of resources and in art and design and music, which are not covered in enough detail. The school places appropriate emphasis on all of the core subjects and religious education. An appropriate amount of time each day is dedicated to teaching literacy and numeracy. Good strategies have been implemented to ensure these basic skills are promoted through other subjects of the curriculum. These are now beginning to have a slow but significant impact upon raising standards achieved by pupils.
39. The previous inspection of the school identified that the school week was shorter than the national recommendation and this was a key issue for improvement. The school

looked at the use of time within the school week and made improvements in this area. However, the school week remains shorter than the national recommendation, although the school has now identified this and has clear plans to address the situation.

40. There are satisfactory policy documents and schemes of work to guide teachers' planning for what they are going to teach in each lesson in most subjects. The quality of half-termly planning is good and ensures pupils in parallel classes are provided with the same learning opportunities. There are teams of subject co-ordinators for all subjects; some of whom are beginning to evaluate the effectiveness of the curriculum well. All subjects are taught regularly and mostly for an adequate amount of time and this represents an improvement since the last inspection.
41. The school makes good provision for pupils' personal, social and health education. Opportunities for sex and drugs education are sensitively included to acknowledge and respect the views and opinions of everyone, whilst clearly placing an emphasis on developing pupils' awareness of the associated dangers. Contributions from the police and school nurse are highly valued and pupils learn from these professionals about how to keep themselves safe.
42. Learning opportunities are good for children in the Reception class. The curriculum is clearly based upon the recommended areas of learning for children of this age. The curriculum is well planned to systematically develop children's skills, knowledge and understanding in all aspects of their learning. As a result, they achieve well and make very good progress in their lessons. Learning opportunities are particularly effective in promoting early literacy and numeracy skills, which are very weak when the children start school.
43. The school has successfully addressed the issue of access to the full curriculum for pupils with special educational needs, raised in the previous inspection report. All pupils now have full and equal access to the whole curriculum; this has a positive effect on developing learning. Pupils normally receive support within the classroom. When withdrawn from lessons, it is part of a well thought out plan, which takes account of the individual needs of the pupils. Additional support, for example, in the reading recovery sessions is of very good quality and enables pupils to make good progress. The school is in a very good position to move to the recently introduced new code of practice for special educational needs.
44. Curriculum planning for pupils with English as an additional language is mostly satisfactory. Where additional help is available, it makes a good contribution to supporting the pupils' access to the curriculum.
45. The school meets statutory curriculum requirements, including provision for religious education. Opportunities for collective worship are held daily in whole school assembly. They are suitably planned to encourage pupils to think about their own values and beliefs and those of others. They are usually of a Christian character with fewer opportunities being provided for pupils to explore the customs and traditions of other world faiths.
46. The range of extra-curricular activities available to enrich pupils' learning is unsatisfactory. Pupils' wider personal development is not well promoted through additional music, art, drama and sporting activities. Pupils are rarely able to benefit from local and residential field trips, which use a range of environments as a rich source of knowledge and information beyond pupils' day-to-day experiences. On occasions, the small number of financial contributions to activities, such as a proposed

visit to a Gurdwara, results in the very valuable activity being cancelled.

47. The school continues to provide pupils with the very good study support in lunchtime activities, acknowledged in the previous report, and this is continuing to impact positively upon standards. Nevertheless, it is not providing pupils with enough opportunities for their creative, artistic, musical and sporting development. The recently appointed school improvement co-ordinators, together with the Learning Mentor, are formulating proposals to enhance this aspect of the school's work. Nevertheless, this remains a weakness since the last inspection.
48. The quality of links between the school and its community is good and has some excellent features. The school basement has been converted into a centre of learning for the whole community. This is a partnership between the Workers Education Association, the parents and the school. It enables the local community to benefit by running a wide range of courses - academic, creative and others and also to help parents develop their parenting skills. Courses, such as 'Helping with Statutory Assessment Tasks', 'Getting to Know Your School' and 'Helping in School' give parents the opportunity to better understand and become more involved in the life of the school. This facility has had a positive impact on pupils' and family learning. The school has received national recognition for this initiative.
49. There are good links with the local churches. Pupils are given opportunities to visit them and a local vicar leads a school assembly once a month. The school has made a successful bid to be part of the Educational Action Zone, which has gained extra funding and resources for the school. Overall, the school has good links with its partner institutions. There are very good relationships with the adjacent nursery. The school and nursery co-operate very closely in making children's transfer to the school a happy one. The school and the nursery have undertaken joint projects, such as the 'Children and Parents' project which aims to improve attitudes to learning and the 'Value of Education' project to improve the levels of pupils' attendance at school. Year 6 pupils are invited to help the nursery children when they go on visits. There are appropriate links with the local secondary school, which ensure the smooth transfer of Year 6 pupils.
50. Overall, the provision for pupils' spiritual, moral, social and cultural development is good and makes a significant contribution to the quality of pupils' learning. This is an improvement on the findings in the last inspection. The school's assemblies satisfy statutory requirements. They provide appropriate opportunities for engendering a sense of community within the school and provide an effective contribution to pupils' spiritual, moral, social and cultural development.
51. Provision for spiritual development is satisfactory, overall. Assemblies, during inspection, on the theme of 'Light' were well used to provide pupils with good opportunities to reflect on their lives and on issues affecting the lives of others. In an excellent assembly observed, pupils were invited to participate on a journey to find the 'light'. The whole school was entranced throughout this assembly. In another good assembly, the 'lighting of candles' was met with a very reverential silence from the whole school. Occasionally, opportunities in lessons are well used to engender a sense of awe and wonder in pupils. In an information and communication technology lesson, pupils were amazed when they saw their pictures become part of a slide show. Sometimes, lessons are used appropriately to provide opportunities for pupils to think and understand from another person's perspective. For example, in history, when studying World War 2, pupils showed a clear empathy for what it was like to be an evacuee. However, spiritual development is not planned for sufficiently and is generally

not a strong feature of lessons and many opportunities are missed to develop this element of the pupils' education further.

52. The provision for pupils' moral development is good. Teachers have high expectations of pupils' behaviour and they respond accordingly. The school has a clear set of values that teach the principles of right and wrong. These are implicit throughout the daily life of the school and spelt out clearly to all pupils. Consequently, pupils' attitudes to each other are good and they are usually well behaved. Sometimes, there is effective discussion about wider aspects of morality when, for example, Year 5 pupils discuss the morality of whether or not the Elgin marbles should be retained in this country or returned to Greece.
53. There is good provision for pupils' social development. Teachers and all staff throughout the school provide pupils with good role models, which encourage the development of positive attitudes and good social behaviour. Pupils' work together to set class targets and rules to maintain a safe and happy environment for themselves. Older pupils take on suitable monitoring responsibilities, such as getting the hall ready for assembly and looking after the younger children in the adventure playground. Pupils are also encouraged to help those less fortunate. During Harvest Festival, they collected food to give to Sheffield Cathedral's Breakfast project. In lessons, the very large majority of pupils work well together; they share equipment and co-operate in group tasks. By acting as a focal point for the local community, the school shows the importance it places on people living together in harmony. The school has been recognised for its strong contribution to the community.
54. Provision for the cultural development of pupils is satisfactory. Some of the stimulus for this comes through religious education, art and design and literacy lessons, although the school misses opportunities to develop this further. Pupils enjoy learning about the major world religions and begin to understand and show respect for the faith of others. In literacy lessons, they study a wide range of books and poetry by a variety of authors and poets and, in art, pupils study the work of well known artists, including Gustav Klimt and Monet. Although visitors into the school, such as theatre groups, occasionally enhance cultural development, these are not numerous and there are insufficient opportunities provided for pupils to visit places of cultural importance, such as museums and art galleries. The school pays due attention and respect to people and aspects of other cultures. However, there is no overall systematic promotion of the multicultural nature of today's society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

55. The school's provision for the care and welfare of the pupils is very good and a strength of the school. This represents an area of significant improvement over the findings of the previous inspection in 2000. Very good Child Protection procedures are in place, which are well understood and acted upon by staff in the best interests of the pupils. The school has established very good working relationships with the various external support agencies. Teachers and support staff are vigilant in monitoring the well being and welfare of the pupils in their care.
56. Very effective strategies have been established to support those pupils with special educational needs. These ensure the on-going review of their targets in consultation with parents. Equally, very good procedures have been established to monitor and support the specific needs of the "looked after children" as they pass through the

school. Pupils appear happy in school and many have the confidence and independence to raise any queries and concerns they may have with staff.

57. The school has established very good health and safety procedures that involve governors. Risk assessment techniques are well embedded into the school routines and the annual inspections of equipment are fully addressed. Formal health and safety inspections are undertaken each year and recommendations are reported. Day-to-day health and safety matters are well managed to ensure the best interests of pupils and staff are maintained in terms of safety. The school premises are maintained to a good level of cleanliness and provide a safe and secure environment. The school has an adequate number of staff with first aid training and very good procedures are in place for the management and reporting of pupils' injuries. The school benefits from the adjacent "walk-in" well-being health centre and the access this provides to a qualified clinical nurse service. Effective management arrangements are in place for the correct recording and administration of prescribed medicines to pupils, as and when requested by parents.
58. Excellent procedures are in place to record and promote attendance and report and manage pupils' absence. This represents an area of significant improvement since the last inspection. Through the effective use and deployment of the learning mentor, the school has achieved major success in working with parents and external support agencies to reduce the incidence of pupils' late arrival at school and the levels of absence. The monthly inter-agency meetings of education, health, pre-school, family support and inclusion professionals have had a great impact in promoting amongst parents the need for punctuality and good attendance and reducing absence. Governors are fully involved in the monitoring of absence and the school's close working relationship with the education welfare service has helped to support the involvement of parents towards improving pupils' attendance.
59. Very good behaviour management routines help to enhance and promote the self-image of pupils and significantly contribute to the good attitudes to learning displayed by the pupils. Great emphasis is placed on promoting good behaviour and the school operates a number of incentives to encourage and reward pupils' good work and behaviour, both in and around the school. The clear, simple and well documented behaviour procedures are understood by pupils and parents, applied in a fair and consistent manner by staff and successfully used to promote the good behaviour seen in and around the school. The school has a philosophy of zero tolerance towards bullying and has worked hard to promote a culture of anti-bullying amongst pupils. Teachers and support staff know their pupils well and make the best possible provision to support them in their learning and personal development. The learning mentor makes a significant contribution towards the quality of pastoral support received by the pupils. Of note is the provision of the "Breakfast Club". All staff display a high level of care and concern for the pupils.
60. Procedures for assessing pupils' attainment and progress are satisfactory overall, with some areas that are good. The previous report highlighted weaknesses in using day-to-day assessment and a lack of involvement of subject co-ordinators and class teachers in the analysis of pupil and school performance data. The school has focused its efforts on core subjects as attainment has been below the national average for several years. The comprehensive Action Plan is well annotated to show the progress made across a range of issues. A new assessment co-ordinator has been appointed. A new assessment policy has been introduced and the school is moving forward in its development of a computerised assessment system, which can be accessed by all

teachers. The school is now more secure about its assessment procedures and uses prior knowledge of pupils to check and review test results.

61. Procedures for assessing attainment and progress in English, mathematics and information and communication technology are good, but they are ineffective in music, geography and art. Procedures are satisfactory in the remaining subjects. Assessment information is now used effectively, especially where pupils are taught in ability sets for literacy and numeracy. In science, end of topic assessments are undertaken to assess pupils' knowledge and understanding but this information has not yet been included on the school's data management system. Consideration is now being given to developing better assessment procedures in non-core subjects.
62. The use of assessment information to guide curricular planning is satisfactory, with some strengths. Through their improved knowledge of pupils' attainment, the teachers are using target setting for particular groups well, although high levels of pupil mobility make this difficult. Targets for pupils, groups and cohorts are set as a shared activity amongst the staff. Tracking procedures in English, mathematics and science enable the school to identify groups and cohorts of pupils and to forecast likely outcomes in end of key stage tests. This is helping teachers to plan appropriate work and to focus attention on particular groups of pupils, especially the higher attainers. School data is used well to influence the size of teaching groups. Pupils with lower abilities enjoy the benefits of smaller teaching groups where they receive more individual attention. The school monitors the attainment of all pupils, including boys and girls and those speaking English as an additional language, and makes use of this information when organising activities.
63. Throughout the school, good use is made of day-to-day assessment and teachers have a good awareness of their pupils' levels of understanding. They adapt their lesson plans accordingly to take account of instances where pupils' have fully grasped a learning objective or where further teaching is required to overcome a particular difficulty. Half-termly assessments are carried out in English and mathematics, as well as regular spelling and mental mathematics tests.
64. Pupils' personal development and progress is monitored and recorded well and teachers have a very good awareness of this through the use of personal achievement awards which help to highlight the successes of individuals, so raising their self-esteem. Whilst end of year reports meet statutory requirements, the school is wisely considering revising them to provide a more personal summary of pupils' attainment and progress.
65. Assessment procedures for pupils with special needs are good. Individual education plans are in place and shared with parents. All work undertaken by pupils with special educational needs is carefully assessed against their targets, which are clearly identified and shared with them. The school ensures equal access to formal tests through the provision of big print, extra time and 'readers' where necessary to provide equality of opportunity. The special educational needs co-ordination team and class teachers regularly review the plans to ensure that pupils are making progress towards their targets. The school has contact with the educational psychologist, learning support services and behavioural support service and has made particularly good provision for pupils requiring speech therapy. They have arranged for a support assistant to work with pupils under the guidance of a language and speech therapist. There is a special needs register, this is regularly reviewed.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

66. Parents are very supportive of the school, relate well to the staff and believe their children receive a good quality level of care and education. The school has worked hard since the last inspection to promote and develop good partnership arrangements with parents and to encourage and support their involvement in all aspects of their children's education and personal development.
67. Overall, the impact of parents' involvement in the work of the school is good, with some very good examples of parents contributing to the pupils' learning in the Reception class. The school welcomes and encourages all parents to become involved in their children's learning and actively supports community projects geared to generating closer working relationships between parents and the school. Of particular note are the successes resulting from the school's excellent close working relationship with the Workers Education Association, which occupies the school's basement accommodation. A large number of parents attend and benefit from the wide range of events organised to raise their knowledge, understanding and awareness of the advantages of learning with their children. Parents of the youngest Reception children are able to take part in formal sessions organised in conjunction with the Workers Educational Association. This offers very good support and enables parents to make a positive contribution to developing their child's learning.
68. The good relationships established between teachers and parents enable parents to keep abreast of their child's progress in school on a daily basis. Many parents have responded positively to the "openness" of the school and, in partnership with the teachers, make a good contribution towards the pupils' learning. There is a waiting list of parents keen to be considered for membership of the school's board of governors. However, a considerable number of parents continue to have little involvement with the school or support their own children's learning and development, in reading, for example, in the home. The teachers inform parents at an early stage if there are problems with a child's learning. Parents are kept informed about their child's progress. Individual education plans include a section which says what parents can do to help their child. Parents are invited to be involved in setting targets in their child's individual education plans.
69. The school very much appreciates the regular voluntary contribution of some 50 parents and is grateful for the time and valuable input they provide to supporting pupils' learning, both within the school and on out-of-school activities. These include listening to readers in the classroom, assisting in the coaching of sports and providing support for annual tests. Of particular note are the many parents who spend time at the beginning of the school day in the Reception class, reading with their child and helping to put jigsaws together. This is effective in helping children settle to school routines and in informing parents how their children are getting on at school.
70. The quality of information provided to parents is mostly good. They are kept well informed on a regular basis through the regular school newsletter and correspondence. Parents value the twice-yearly organised parent and teacher consultation meetings as good opportunities to review their child's overall progress. End-of-year progress reports have satisfactory detail and provide adequate information on pupils' academic achievements and attainments. The comprehensive school prospectus is valued by many parents as an effective and easy to read reference document. Parents also benefit from the many educational support booklets made available by the Workers Education Association as part of their contribution to the "parents in partnership" project. The on-going development of the school's partnership arrangements with

parents helps to promote the school. This raises a positive awareness amongst parents to the successes being achieved in improved academic standards and provides enrichment to the pupils' learning environment.

HOW WELL IS THE SCHOOL LED AND MANAGED?

71. The inspection of the school in 2000 identified that the school had serious weaknesses in many areas. The primary key issue for improvement was to raise standards in several subjects. To a large extent the school did not accept the findings of the report and took some time to consider the most appropriate action. However, after this initial period of uncertainty the school set about addressing the key issues with vigour. Standards have risen because the staff have worked with diligence, commitment and determination to improve planning, teaching and learning. More has been expected of the pupils and most have lived up to the demands placed upon them by their teachers. In the last year the many improvements have begun to bear fruit, although overall standards were still below national averages.
72. The quality of leadership and management has improved since the last inspection with some very good features in the role of the governing body, financial planning and the efficient management of the school. The development of the quality of leadership and management has been crucial to taking the school forward from the previous identification of serious weaknesses.
73. At the previous inspection, leadership and management was judged to be unsatisfactory, overall. During that period the headteacher was actively involved in projects outside the school. There had been 'acting' and joint responsibilities in senior roles and a lack of direction. Since this time a new deputy headteacher has been appointed and this has provided continuity and calm efficiency to school leadership. The deputy head is fulfilling her role well, in a quiet and supportive manner much appreciated by colleagues. An effective assessment co-ordinator has also been appointed to join the senior management team. Curriculum co-ordinator roles have generally been extended well in core subjects. The high profile headteacher has taken up the challenge of leading the school forward in a vigorous manner. The leadership and management of the headteacher and key staff are now good.
74. The complementary skills of senior staff are an important feature of leadership. However, there are some senior roles that require further development to ensure that the school achieves the very best value for money from all appointments and the school is keen to evaluate the effectiveness of senior pastoral roles. There is also room to clarify the roles of subject co-ordinators in order to minimise the pressure placed upon staff when three staff share responsibility for subjects. The way in which the school chose to respond to the previous inspection led to a plethora of initiatives. The unnecessary duplication of roles may have given all staff a direct role in the development of more than one subject, but has also led to more work than was strictly necessary.
75. The deputy headteacher acts as special educational needs co-ordinator. She performs the role very effectively. To meet the needs of the large number of pupils with special educational needs, the school has set up a special needs co-ordination team. This team is in a very good position to help the co-ordinator to implement the new Code of Practice. They are actively involved in the recently introduced 'Inclusion Project', which aims to reduce all barriers to learning, both in the school and the wider community. There has been good improvement in the provision for pupils with special educational

needs since the last inspection and, as a result, these pupils make good progress and are included fully in all aspects of school life. The management of the provision for pupils with English as an additional language is appropriate and the school is monitoring whether current support is sufficient to meet the needs of these pupils.

76. The governing body plays a significant part in the management of the school. It is very well led and governors have developed their role in strategic development effectively. Governors have a very good understanding of their role and are keen to carry out their duties effectively as a team. They fulfil statutory requirements well and ensure that the performance management policy is implemented effectively. They collectively monitor the performance of the school on a regular basis and are fully involved in financial management and strategic decision-making.
77. The members of the management team have mostly clear roles and responsibilities. They monitor the effectiveness and standards of teaching and learning throughout the school through regular classroom observations and an analysis of teachers' planning and of pupils' work. The quality of this monitoring is good and the school has taken very effective action to raise standards. Monitoring links closely with the school's stated aims for development, which are standards in literacy and numeracy. This is an improvement since the last inspection, where the effectiveness of monitoring was an area for improvement. However, the monitoring of the teaching and learning in non-core subjects is less effective, as the school has concentrated on improving standards in core subjects since the last inspection.
78. The assessment and subject co-ordinators have analysed test results to identify areas of the curriculum which require greater emphasis, and work continues on analysing the influence that gender and other possible barriers to learning have on test scores and pupils' attainment. Analysis of planning and scrutiny of pupils' work have resulted in subject co-ordinators planning staff training sessions on areas of mathematics, including problem solving on appropriate areas. Staff training in the moderation and accurate levelling of work has taken place. The systematic sampling and reviewing of pupils' work is developing well and this is contributing very well to raising standards.
79. Financial planning and the strategic use of resources are very good. This represents an improvement since the previous inspection. Spending patterns are matched to identified educational priorities, and the principles of best value are well-established and integral features of the school's budget management practice. Very good financial reporting and control systems ensure the effective day-to-day monitoring and management of the school's expenditure. The school administrative officer manages the budgets effectively and provides the headteacher and governors with a good range of timely budget information reports. Robust planning procedures provide for the full involvement of staff and governors, and costed contingency plans have been agreed. Educational priorities and targets are costed and the effective use of expenditure tracking systems provides a clear focus for the review and evaluation of past spending decisions.
80. The prudent budget management practised in the school has enabled the continued funding of existing teaching staff, during a period of fluctuating pupil numbers on roll. This helps to lessen the effects of economic and social disadvantage. However, there are still some shortcomings in provision for pupils with English as an additional language. The school is keen to extend the limited amount of staffing available. The governors have planned "expenditure per pupil costs" which are higher than the national average. This reflects their commitment to improving the quality of the pupils' learning environment. Governors monitor and review the school costs against those of other

schools. The headteacher and governors have fully embraced the principles of best value and make good use of these in their evaluation and assessment of the use of school resources in relation to agreed educational priorities. Very good use is made of “what if” financial modelling techniques to evaluate future budget planning scenarios and to enable informed decision-making by governors to ensure best value is being maintained within the school.

81. The school is active in seeking out and securing additional grants and funding initiatives to help improve the school environment and to maintain and enhance the pupils’ learning opportunities. The extent of funds secured by the school is impressive and ranges from major literacy improvement initiatives, funded as part of the local Education Action Zone, to building and accommodation improvements, funded through the school’s partnership working with local health action zone and single regeneration initiatives. Specific grants are used well to improve the learning environment, good examples being the successful bid for ‘Seed Challenge’ money for refurbishment projects, and the use of reading recovery grants to appoint a literacy consultant. The school is actively seeking a solution to the poor state of the playground. Funding for pupils who have special educational needs is managed well and used to maximise the good support provided.
82. Good use is made of software applications to support the school’s financial and administration processes and the purchase of digital cameras and video tape recorders add value to the pupils’ learning in the classrooms. The investment of networked hardware and software associated with the development of the computer suite enhance the delivery of the information and communication technology curriculum in the school and the ongoing development of the school web site and use of the Internet help to improve the pupils’ overall learning environment.
83. The school has an adequate number of suitably qualified staff to meet the needs and demands of the National Curriculum. Teachers and support staff are very dedicated and committed to providing a good education for their pupils. All support staff are also suitably qualified and are very well briefed for their work in the classroom. As a result, they make a significant contribution to the quality of pupils’ learning. Subject co-ordinators are in place for all subjects, some very recently appointed. Not all have received recent in-service training, but all have made a point of updating their subject knowledge and they are able to envision the future development of their subjects.
84. Curriculum resources are good in English, mathematics, design and technology, religious education, and physical education. Resources for the Foundation Stage and for pupils with special educational needs are also good. The quality of resources in the Foundation Stage is a significant improvement since the previous inspection. Resources are satisfactory for science, art, history and music. They are unsatisfactory for geography. The supply of books is mainly satisfactory and provides a balance of fiction and non-fiction texts for pupils to use. There is a small library area with a relatively limited stock of books and is in the process of being up-dated. With the opening of the new computer suite, resources for learning have taken a major leap forward and the school now has the prospect of establishing an electronic library resource. Use of classroom computers has yet to be fully integrated into the pattern of teaching and learning in all subjects.
85. The accommodation is satisfactory and adequate for the number of pupils in the school. Pupils have access to two halls, each of which is used for a variety of purposes, including assemblies, physical education, and extra-curricular activities. However, the quality of the playground surface and the lack of a school field limit

outdoor activities. Pupils do not have opportunities to experience athletics and ball skill activities on softer surfaces. Running activities in a walled playground are restricted by health and safety considerations. The fabric of the building is generally good and recently considerable sums of money have been devoted to refurbishing key areas. 'The Basement' is an excellent facility that considerably enhances family learning.

86. The standard of the external accommodation is variable. The pupils in the Foundation Stage now have access to a new secure play area. The school has no field of its own, although pupils do have access to a public field nearby. Use of this area is inconvenient and presents health and safety hazards. The condition of the hard play area is poor. The previous report drew attention to the hazardous nature of the surface of the playground and this problem remains to be resolved. The surface is pitted with holes and is still deteriorating. The school is hopeful that a solution will be found during the course of the current school year. All parts of the building are kept clean, tidy and attractive by a dedicated staff, whose work enhances the quality of the learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The headteacher, staff and where appropriate the governors should: -

- 1) further raise standards in English, mathematics and science by:
 - continuing to implement and review the action plans for these subjects
(paragraphs 101, 124, 134);
 - increasing pupils' opportunities to read on a regular basis both in school and at home
(paragraphs 68, 106);
 - ensuring that girls play an equal part to boys in all activities, including class discussions *(paragraphs 7, 10, 12, 30, 100, 114).*

- 2) raise standards in geography and music throughout the school and art and design in Key Stage 2 by:
 - implementing the full programmes of study in each subject
(paragraphs 38, 135, 148, 168);
 - extending the level of challenge provided for all pupils
(paragraphs 14, 27, 117, 126, 131, 136, 141, 168, 176);
 - extending the opportunities for subject co-ordinators to monitor the quality of planning, teaching and learning in subjects for which they hold responsibility
(paragraphs 60, 74, 123, 142, 160, 180).

- 3) enrich the curriculum by:
 - providing a much wider range of visits to, and visitors from, the local and wider community
(paragraphs 113, 153, 171, 186);
 - extending the opportunities to participate in extra-curricular activities in art, drama, music and sport
(paragraphs 113, 142, 171, 181).

Minor issues that the school should consider:

- extending the specific support available to pupils at the early stages of learning to speak English
(paragraphs 16, 37, 44, 80).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	88
Number of discussions with staff, governors, other adults and pupils	51

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	24	42	19	2	0	0
Percentage	1	27	48	22	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR– Y6
Number of pupils on the school's roll (FTE for part-time pupils)	290
Number of full-time pupils known to be eligible for free school meals	206
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	137
English as an additional language	No of pupils
Number of pupils with English as an additional language	34
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	61

Attendance

Authorised absence

	%
School data	9.0
National comparative data	5.6

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	19	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	15	21
	Girls	9	15	17
	Total	22	30	38
Percentage of pupils at NC level 2 or above	School	54 (65)	73 (67)	93 (78)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	19	20
	Girls	12	15	15
	Total	24	34	35
Percentage of pupils at NC level 2 or above	School	59 (59)	83 (75)	85 (84)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33	17	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	32
	Girls	8	4	12
	Total	25	22	44
Percentage of pupils at NC level 4 or above	School	50 (41)	44 (38)	88 (79)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	12	18
	Girls	6	5	4
	Total	20	17	22
Percentage of pupils at NC level 4 or above	School	40 (32)	34 (41)	44 (69)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	25
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	256
Any other minority ethnic group	9

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	18:1
Average class size	22

Education support staff: YR– Y6

Total number of education support staff	9
Total aggregate hours worked per week	279

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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4.5
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2000/2001
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	£
Total income	878,275
Total expenditure	862,954
Expenditure per pupil	2,333
Balance brought forward from previous year	1,317
Balance carried forward to next year	16,638

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	284
Number of questionnaires returned	215

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	3	1	0
My child is making good progress in school.	62	34	3	1	0
Behaviour in the school is good.	55	37	5	1	2
My child gets the right amount of work to do at home.	41	42	9	3	5
The teaching is good.	63	35	1	1	0
I am kept well informed about how my child is getting on.	46	40	10	2	2
I would feel comfortable about approaching the school with questions or a problem.	62	34	2	1	1
The school expects my child to work hard and achieve his or her best.	68	30	0	2	0
The school works closely with parents.	58	34	4	1	3
The school is well led and managed.	54	40	2	3	1
The school is helping my child become mature and responsible.	56	37	3	1	3
The school provides an interesting range of activities outside lessons.	42	38	13	4	3

Summary of parents' and carers' responses

The parents are generally very pleased with the quality of education provided and feel that the school expects pupils to work hard and achieve their best. A small number would like to see a more interesting range of extra-curricular activities provided and for homework to be set more systematically.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

87. The provision for children in the Foundation Stage is very good and a strength of the school. There are 29 children based in the Reception class and, in addition, a class of younger Reception aged children is based in the neighbouring Nursery school. The environment is stimulating and attractive and encourages children to learn. Teachers and support staff create a warm, welcoming and secure atmosphere. This is an improvement since the previous inspection when provision was good. The children now have access to a safe play area in the courtyard outside their classroom. This has had a positive effect on developing children's physical skills.
88. The children's attainment on entry to the Reception class is well below average in most areas of their development, except in their physical skills, where attainment is average, and in their personal and social and emotional development, where attainment is slightly above that expected for their age. The staff maintain and develop these skills through well thought out activities which enable children to settle in to routines very quickly. However, the low level of overall skill is most apparent in their language development and many children have poor language skills. Because children have limited language skills this restricts children's knowledge and understanding of the world. Mathematical skills are slightly higher, but still well below those expected. The very good quality of teaching and wide range of stimulating experiences result in children making generally very good progress but, despite this, a significant majority of children do not achieve the Early Learning Goals by the time they enter Year 1.
89. The quality of teaching has improved since the previous inspection and is now very good in all areas of the curriculum. The very effective teaching and learning result in very good progress because teachers and support staff have high expectations both in terms of learning and of behaviour. The very good relationship between the teachers and support assistants provides the children with excellent role models. Teachers involve parents in their child's learning by encouraging them to stay for the first part of the morning session.
90. The provision for children with special educational needs is very good. There is early identification of need and additional work set at different levels and high quality support ensures that these children make progress in line with the rest of the class. The children with English as an additional language benefit from extra support, for example, when they go over the text of stories being used later in the week. The staff ensure that all children are fully included in all areas of the curriculum.

Personal, social and emotional development.

91. When children enter the school, their attainment in this aspect is mostly above that of many children of their age because of the very good progress made whilst children are in the adjacent Nursery. The school takes good account of this and plans its provision accordingly. Both the teaching and curriculum in this area are very good and by the time they enter Year 1 almost all the children exceed the Early Learning Goals. The staff have high expectations of behaviour and children respond very well to these. The behaviour of the children and their attitudes to work are very good. This helps them to listen and concentrate well, and supports the very good progress they make in all areas of learning. The vast majority of children work and play well together, for example, when playing in the 'home corner' or out-door 'play-house'. In a literacy lesson a group of

higher attaining children showed very good concentration levels when working on sequencing a story. Children carry out tasks with confidence, particularly when tidying up at the end of sessions. The most recently arrived children have a very good understanding of the routines of the class. The children are friendly and are developing their personal and social skills very well.

Communication, language and literacy

92. The communication skills of many of the children entering Reception are low compared to children of a similar age. They often have immature speech patterns and find difficulty in using grammatically correct sentences. Although they make very good progress in this area of learning, few children reach the Early Learning Goals by the time they enter Year 1 and this has an effect on their learning throughout the school. The quality of teaching in this area is very good. Staff pay particular attention to developing speaking skills, for example, by gently insisting that children answer using full sentences in the registration period. When a child uses a grammatically incorrect sentence, the teacher usually repeats it correctly, providing a good model, which helps to develop learning. Communication skills are developed well in other areas of the curriculum by the insistence on children answering in sentences. Role-play both in the classroom and the outdoor playhouse is used effectively to develop communication and language skills.
93. Teachers encourage children to develop their reading skills by using 'big books' and provide a wide range of activities, including sequencing pictures and, for the higher attainers, reading books. All children understand that words and pictures convey meaning. Many read simple words: this is reinforced well by the use of key word cards. Few children confidently explain what they have read. In the literacy sessions, teachers develop children's knowledge and understanding well when they talk about titles, authors and illustrators. When reading stories, for example, 'Super Kids', the teachers provide a very good role model for the children. Open ended questions such as 'What are the Super Kids going to do next?' help children to develop an understanding of what is being read and develops their prediction skills. Giving children opportunities to use pencils to mark-make, trace and copy letters develops writing skills well. Higher attaining children write their names and simple words.

Mathematical development

94. Children achieve well in this area of learning. On entry to the school, many of the children have skills well below those expected. They make very good progress, but the majority do not reach all the Early Learning Goals by the time they enter Year 1. The quality of teaching is very good. The teachers and support staff give the children a wide range of activities which help to develop mathematical skills. In registration periods, the teacher develops children's counting skills when she asks them to count the number of absent children on their fingers. The use of number songs reinforces learning well.
95. Water and sand play develop an understanding of volume and capacity. Interesting lessons encourage the children to learn. For example, in a lesson on shapes, the teacher read 'a letter from Harry Potter', asking the children to help him sort his magic shapes. The children responded very well to this and very effective learning took place. Children count numbers to 10 and sometimes beyond. Higher attaining children recognise and order numbers to 10. They carry out addition of numbers to 10. A number of children are not confident in writing numbers. Numbers are confused and at times reversed. Many children are starting to recognise simple two-dimensional

shapes, such as circles and squares. The average and higher attaining children distinguish between straight and curved sides.

Knowledge and understanding of the world

96. Despite making very good progress throughout the Foundation Stage, most children's knowledge and understanding of the world is below the expected level when they enter Year 1. The quality of teaching in this area is very good. Staff give children worthwhile activities within the classroom, around school and on visits out, for example, to the environmental centre. Children learn about their bodies, and identify and often label parts of the body, including head, arms and hands in science work. They learn about living things on their visit to Mayfield. Investigative skills are developed effectively when children predict and assess materials that let light shine through.
97. Children develop an appropriate sense of time and history when they talk about people who are younger or older than them. Higher attaining children talk about changes in their own life. Geographical skills are developed as children move around school, but children are not yet able to comment on what they like or dislike in the environment. Skills in the information and communication technology element of this area are well developed, with children working at the expected level for their age. Almost all show good control when using the mouse and all know that they can click on an icon and make shapes on screen. The use of the computer and a digital camera enhance children's learning well. In religious education, teachers make lessons interesting, for example, by telling stories or by allowing first hand experience. In a lesson on understanding the celebration of Eid, there was a sense of awe and wonder when the children dressed up in Eid party clothes. Staff give children opportunities to develop construction skills by using a variety of materials effectively.

Physical development

98. When they enter Reception children have developed physical skills satisfactorily. Fine motor skills, such as cutting out, are not as well developed. The very good quality of teaching takes account of this and children are given numerous opportunities to develop their cutting skills. In formal physical education sessions, the teachers use the hall to develop children's physical skills. Particular attention is paid to the importance of the effect of exercise on the body. In a lesson using fast and slow music, the teacher makes the children feel their heartbeat at the end of the lesson and explains why it is beating quickly. In this lesson, the teacher made good use of her flute playing to develop fast and slow movements in dance. The recent introduction of an outdoor play area with a climbing frame has given the children good opportunities to develop their climbing and other physical skills in a less formal way. This is having a positive effect on developing physical skills. The children make good progress and by the time they enter Year 1 the majority of pupils have achieved the Early Learning Goals.

Creative development

99. The teachers offer children a wide range of activities to develop creative skills. When they enter Reception children attain at a level below that normally expect for their age. The quality of teaching is very good, but despite this and the clear progress being made, the majority of children do not attain the Early Learning Goals by the time they enter Year 1. A calming effect is created at the end of a milk session when the teacher plays music and there are good opportunities for the children to describe if they liked the music and how it made them feel. Further progress is made through opportunities to sing and develop a sense of rhythm in mathematics lessons when children sing

number songs. There is some imaginative play, but many children find this difficult and work at the direction of the teacher. In artwork, attainment is below that expected and the drawing of figures is at a very early stage. Teachers and support staff develop these skills well by giving children appropriate opportunities to draw and paint. Paintings of people and boats are recognisable and materials, such as wool and cloth, are used to improve paintings. The higher attaining children mix primary colours effectively. Photographic evidence shows that children have experience of making three-dimensional models using clay.

ENGLISH

100. The results of the National Curriculum tests for 2001 show that at the end of Year 2 standards in reading were very low in comparison to the national average and well below the average of similar schools. Standards in writing were well below the national average when compared to all schools but average when compared to similar schools. On the basis of the 2001 results, attainment at the end of Year 6 was below average in English when compared with all schools and when compared with similar schools. Boys usually do better than girls in these tests, which is the opposite of the situation nationally. Standards have varied over the past few years because of the differences in the ability of groups of pupils, but have been consistently below or well below average at the end of both key stages. The school's very ambitious targets, which did not take full account of the level of pupil mobility, in 2001 for 68% of pupils to achieve the national average, Level 4, were not met.
101. Inspection findings indicate that pupils' overall attainment is below national expectations at the end of both key stages. Pupils enter Year 1 with skills that are often well below average for their age. However, the school has implemented a good number of procedures, which are having a positive effect on the progress of all the pupils. The school has implemented the National Literacy Strategy well. In Key Stage 1, pupils make good progress. By the end of Year 2, pupils achieve well in relation to their prior attainment. Pupils in Key Stage 2 currently make good progress. However, the improvements made by the school have not yet been in place for a sufficiently long time to have a significant impact on the quality of the learning of the older pupils and the progress of pupils in Year 6 over a longer period of time is only satisfactory. There are gaps in the learning of older pupils that have been difficult for the school to overcome. The progress made by pupils with special educational needs and English as an additional language is similar to their classmates.
102. Throughout the school, pupils listen appropriately to their teachers and their classmates. However, pupils' speaking skills are often weak. Many pupils have a very limited vocabulary and their speech lacks clarity. The school is putting a strong emphasis on developing pupils' speaking and listening skills through developing discussions in all subject areas, which is helping pupils considerably. The school also organises 'Speaking and Listening Assemblies' where pupils are provided with opportunities to make simple presentations to the whole school. However, pupils' speaking skills are still below national expectations. The pupils' lack of vocabulary at the end of both key stages makes it difficult for them to express their ideas clearly and this often limits their progress in other subjects. For example, during the inspection week, Year 1 pupils had great difficulty in trying to explain what they had been doing when undertaking a simple investigation of waterproof materials.
103. Most teachers give pupils regular opportunities to participate in class discussions, but some pupils volunteer little. Class discussions are particularly successful when all the

pupils, even the more reluctant speakers are encouraged to participate and where the pupils' interest is captivated. This was illustrated in a very good history lesson observed in Year 5. The teacher set high expectations for class discussion about the appearance of the Parthenon which was related to their study of Ancient Greece. She stressed the use of appropriate language and pupils tried really hard to meet her expectations. As a result, they made good progress in becoming familiar with and using a wider range of vocabulary related to their study.

104. Pupils' attainment is below average at the end of both key stages in reading. In Key Stage 1 the whole class shared reading of 'Big Books', such as 'Jack and the Beanstalk' and 'Little Red Riding Hood', is having a positive effect in developing pupils' confidence in reading. They become familiar with the conventions of reading and start to put expression in their reading, following the good examples set by their teachers. Pupils enjoy these sessions and respond well to the teachers' questions about the content and meaning of the text.
105. In their own reading, average and higher attaining pupils in Key Stage 1 employ a number of reading strategies, such as using picture clues and how to 'sound out' unfamiliar words appropriately. However, lower attaining pupils are still working at a very basic level and do not use their knowledge of letter sounds sufficiently to work out the words they are not sure of. Although the introduction of projects, such as Early Learning Support, ensures most pupils make good progress with their reading, many pupils by the end of Year 2 still rely heavily on the support of adults. There are not enough opportunities to use the library for research.
106. In Key Stage 2, pupils become familiar with a good range of literature, from Harry Potter stories to poetry by Gervase Phinn, and they discuss with interest the style of the author or poet and the way in which they set the scene. Nevertheless, by the end of Year 6, very few pupils are reading at the higher level and the majority of pupils are reading at a level below the national average. Pupils do not consistently employ an appropriate range of reading strategies when reading independently and need to be reminded of what to do. Whilst higher attaining pupils read with good expression related to punctuation, many pupils read hesitantly and lack confidence. These pupils still need support with their reading and lack sufficient opportunities to practise their reading by either reading individually to adults at school or at home on a regular basis. Older pupils are able to use a dictionary or a thesaurus effectively, they are less sure of how to use the library for independent research.
107. At the end of both key stages, pupils' attainment in writing is below national expectations. However, the school has made improvements in writing as this was one of its priority targets in its planning and standards are rising. Higher attaining Key Stage 1 pupils are working in line with the national average and a few pupils are working above the national average. The higher attaining pupils make satisfactory attempts at writing in a story format which has a clear beginning, middle and ending and are able to spell commonly occurring words and make plausible attempts at spelling more difficult words. Their sentences are sometimes punctuated with capital letters and full stops and a few pupils make good attempts at using other forms of punctuation, such as speech marks and exclamation marks. The average and lower attaining pupils in Key Stage 1 produce only short pieces of written work, which are not always clearly structured and many pupils require a high level of support with their writing. Handwriting is mainly well formed and consistent in size.
108. By Year 6, pupils produce pieces of work of a reasonable length in a range of different styles and purposes, such as book reviews, poems, stories, instructions and reports.

The basic grammatical structure of sentences is generally correct. Higher attaining pupils use a good variety of punctuation and spelling is usually accurate. They begin to sustain ideas and develop them in an interesting way as they did, for example, when they developed a story entitled 'The Magic Key'. Presentation of work is good overall and handwriting is mainly joined and legible. However, many pupils are not writing at the expected standard for their age. Lower attaining pupils work slowly, but with good levels of perseverance, and need a lot of adult support and encouragement.

109. Teachers work hard at motivating pupils and giving them the confidence they need to succeed and there is evidence that standards in Key Stage 2 are improving. For example, higher attaining pupils in Year 4 were redrafting their last piece of writing and they successfully added extra detail to describe the setting of the story in order to give the reader a clear visual image. Words were well chosen and substituted for greater effect, such as 'gazed in amazement' instead of 'looked'.
110. Teaching and learning are now good throughout the school. Basic skills are taught well. Teachers are well aware of the need to constantly promote pupils' speaking skills. This is effective in developing their vocabulary and grammatical correctness. However, there is little use of drama, which would help to further pupils' ability to speak clearly and to give them added confidence. In the very good lessons observed, teachers made very effective use of open questions targeted at the differing ability levels of the pupils. Teachers have very high expectations of the pupils and the lessons are well paced. Pupils respond very well to this and are highly motivated in their learning. They listen with interest to their teachers' suggestions to how they might improve their work further, act on this advice and are keen to give of their best.
111. Teachers use the end of the session appropriately to assess and evaluate the learning that has taken place, which gives pupils a clear idea of the progress they have made. Other subject areas are sometimes used effectively as a means of developing work in literacy. Year 4 pupils, imagining they were evacuees, wrote interesting and thoughtful letters back home to their families in the city during a history lesson. Teachers know and manage their pupils very well, which helps pupils to behave well and enjoy learning. Learning support assistants are well deployed to support the learning of pupils with special educational needs and those with English as an additional language, and this enables them to make good progress.
112. The quality of marking is good overall. The best marking relates specifically to the pupils' progress towards their own individual targets and gives pupils a clear understanding of what they need to do next. Information and communication technology is sometimes used effectively to support pupils' learning. For example, Year 6 pupils made good use of word processing and digital cameras to publish a newsletter, which related to a range of improvements that had that had been made to the school building. However, there is limited use made of information and communication technology as a means to support work within the classroom.
113. The school has implemented action plans and a number of good initiatives very effectively to help to address the low standards in English. These include Early Literacy Support, Reading Recovery, Talking Partners and booster classes and Speaking and Listening assemblies. However, there are relatively few extra-curricular activities and visits to boost pupils' interest. The subject is very well led by a strong, enthusiastic and effective literacy team. The team members communicate regularly about their areas of responsibility and review targets as outlined in the literacy action plan. They have provided good support for other members of staff and have provided in-service training for them. The senior management team has monitored teaching and learning

effectively and the feedback given has helped to boost the quality of teaching and learning. There are clearly focused long and medium term plans for the subject in line with the aims and objectives of the National Curriculum and National Literacy Strategy and these are related appropriately to short term planning in the classes. Assessment of pupils' progress is undertaken regularly and used effectively to support pupils' learning. Group and individual targets are set which enables pupils to know what they need to do next. Overall, the school has shown good improvement in English since the last inspection although this has yet to be reflected in the end of Year 2 and Year 6 tests.

MATHEMATICS

114. Standards of attainment in mathematics in end of key stage National Curriculum tests are well below average at the end of Key Stage 1 and very low at the end of Key Stage 2. Whilst improvements have been made and the trend over time shows an improving picture, standards in mathematics are often below those being achieved in English and science. When attainment at the age of seven is compared with those in similar schools the results are average. Whilst an increasing percentage of pupils are achieving average standards, the proportion of pupils gaining the higher levels is low compared to the national picture. Overall, boys appear to perform better than girls in mathematics by the end of Key Stage 2 and the school has begun to monitor this and other potential influences on attainment.
115. Inspection findings are that standards are currently below average at the end of both key stages. Although standards are not high enough, they are beginning to rise. The slight gains in attainment recently are due to the successful implementation of the National Numeracy Strategy, which underpins the progressive acquisition of skills to support pupils' learning. However, the national strategy has not been in place long enough to overcome the slower than average progress made previously. Using and applying mathematical skills and developing written calculations are priorities rightly identified by the school. There is now sufficient challenge for the higher attaining pupils and, as a result, their progress is good. The progress of the majority, including those with special educational needs and pupils speaking English as an additional language, is now good. However, a lower proportion of girls in Key Stage 2 achieve the expected standard, often because of their more limited confidence and contribution in mental mathematics activities.
116. Pupils' mathematical language is limited, but the school is working hard to reinforce the development and use of appropriate mathematical vocabulary. This emphasis on understanding and using appropriate mathematical language is contributing to pupils' progress. By the age of seven, most pupils have sound mental recall of addition and subtraction facts. The majority of pupils count in 2s 3s and 10s and identify number patterns on a hundred square. They know different ways of making 10 and 20 and show increasing confidence in addition and subtraction. They count on confidently, although the lower attaining pupils are less confident when they have to count back. Pupils extend number patterns and the higher attaining pupils, who are becoming less dependent on apparatus, successfully partition numbers in written calculations. As well as identifying regular two-dimensional shapes, such as triangles and pentagons, pupils recall some of their properties. They understand and follow instructions relating to moving forward and back by different amounts. Pupils are developing a sound understanding of the purpose of graphs to display information. They practise their data handling skills to record their findings in a graph and they successfully interpret the data.

117. Pupils in Key Stage 1 are making good gains in their learning as a result of the successful teaching of calculation strategies. They use their knowledge of number bonds, and confidently round numbers up or down, adding and then adjusting to produce accurate answers. In all year groups, teachers provide an interesting range of problems and puzzles, which capture pupils' interest and improve their arithmetic skills, although on some occasions the relatively higher attaining pupils in the lower sets are not sufficiently challenged.
118. By the end of Year 6, pupils show sound knowledge and understanding of a 24 hour clock, prime numbers, mixed and improper fractions, and check their answers to calculations by using inverse operations. They decide which type of graph is appropriate in specific situations and interpret the data successfully. As a result of an investigation into number and measurement they are able to recognise number relationships. They identify that a person's height is approximately 6.5 times the length of their foot. The higher attaining pupils know the sum of the angles of a triangle and work out the perimeter and area of a shape by multiplication rather than counting. Lower attaining pupils are becoming more secure in the value and place of a number on a number line and in number squares. Most pupils employ a limited range of strategies for working out problems in their heads. When pupils are presented with work in a different style, or carry out problem solving activities, they struggle to use and apply the knowledge that they have and this limits their attainment. This is reflected in the disappointing standards achieved in national tests, which were not high enough.
119. Overall, the quality of teaching and learning is now good. This represents a significant improvement since the last inspection. Effective lessons include good planning, clear identification of the learning aims, a brisk pace, good use of praise and encouragement and activities well matched to the needs of all pupils. The emphasis on using the appropriate mathematical language reinforces pupils' speaking and listening skills and extends their understanding. The introductory mental mathematics sessions are generally brisk, leading to a good improvement in pupils' arithmetic skills and, as a result, their contributions in oral and mental sessions are sometimes very good. This was particularly evident in Key Stage 1 where the different vocabulary of addition was successfully explored and confidently used by pupils. This is further demonstrated in lessons where support assistants note the frequency of pupils' contributions and direct teachers' questioning towards less-confident pupils. However, more could be done to encourage girls to take a more active part in discussions.
120. In Key Stage 2, teachers make very good use of pupils' suggestions in discussion sessions. In a lesson on 'area' a Year 6 pupil suggested partitioning of numbers in order to complete a class calculation. Tasks are extended well so that pupils have to provide their own instructions, for example, to direct a robot to the location of chocolate coins. Teachers use the time at the end of the lessons extremely well to draw together the main teaching points and to assess what pupils have learned. Some teachers use pupils' own knowledge of their learning to discuss what work they would be doing in the next lesson. This raises the level of expectation and motivation and reinforces pupils' positive attitudes towards the subject.
121. Pupils' newly acquired learning in Numeracy is successfully reinforced in other subjects, although there are limited opportunities to extend skills using information and communication technology because of the limited number of class computers. Pupils handle data from science activities and their knowledge of shapes is built upon in a physical education lesson when they have to work in squares and pentagons. Pupils enjoy mathematics and older pupils are rising to the challenges presented by problem-

solving and investigational work. In a Year 6 group, pupils requested additional tasks to do at home, because they had been successful in learning how to calculate the area of regular and irregular shapes. The use of mathematics games is also contributing to pupils' positive learning experiences. In practical activities, younger pupils are able to take turns in games and show good levels of co-operation. For example, in a Year 2 set they listened to and acted on the instructions of others when following directions to particular locations.

122. Teachers make very good use of day-to-day assessment and have the confidence to modify their lessons if they feel that pupils have not fully understood a particular task. Although some inconsistencies exist in the quality of the marking of pupils' work, overall marking is good. The level of pupils' understanding is identified and direct comments are made to celebrate success and to identify areas for future improvement. For lower attaining pupils, target setting is used well to move learning forward and pupils with special educational needs are making good progress through the setting of appropriate targets in both key stages.
123. The management of the subject is good and is led by three able co-ordinators. They give very good support to colleagues. They monitor planning and scrutinise written work in order to provide feedback to teachers on pupil attainment and progress. The co-ordinators have not been provided with sufficient opportunities to directly monitor teaching but audits of other aspects of the subject have helped to address resource deficiencies and identify areas for further development. Senior staff and external advisors undertake the monitoring of teaching. An audit of the pupils' performance in annual tests has correctly identified the need to focus on inverse operations moving pupils from mental to written calculations and providing challenges for higher attaining pupils and the greater involvement of girls.
124. Detailed analysis of pupil performance data over time and the identification of pupil mobility have given the school good quality information to inform the target setting process and school action plans. Good systems have been developed to track progress and the school is becoming far more sophisticated in implementing national strategies to address under achievement. Booster classes are used effectively to support pupils and a 'Maths Club', ably led by the school's leading mathematics teacher, is providing a high level of challenge for the more able pupils. Homework is set on a regular basis, but the response from a significant proportion of the pupils is limited and many get little support from home. Pupils with special educational needs are supported well. A good range of resources is available and these are well used to support pupils' learning. Insufficient use is made of information and communication technology throughout the school to support learning in mathematics and the acquisition of related skills.

SCIENCE

125. The overall picture of attainment in science is that, whilst low, standards are improving because pupils are building a reasonable understanding of scientific facts, particularly in Key Stage 2. National test results for 2001 show that pupils in Year 6 achieved standards that were well below the national average, although they were a considerable improvement on previous years. In comparison with similar schools, pupils in Year 6 achieve average standards. Evidence from the inspection indicates that pupils currently in Year 6 are working below the national average but are making good progress. Teacher assessments in Key Stage 1 indicate that, although better than standards in English and mathematics, attainment in science is below the national average.

Throughout the school, pupils with special educational needs make similar progress to their classmates because they are fully integrated in lessons and rarely taken out for additional help. Pupils with English as an additional language make suitable progress. Since the time of the last inspection good progress has been made in improving standards. The school is aware of the need to continue this initiative so that more able pupils achieve even better standards. The school is well placed to achieve this aim.

126. Standards in the current Year 2 are below average. Within the key stage, the quality of teaching and learning is variable. Whilst progress is satisfactory overall and often good in Year 1, the current level of challenge is inconsistent. Over time, pupils have not made enough progress to achieve higher standards. For example, pupils in Year 2 were involved in a practical activity, sorting objects according to whether they were manufactured or natural, but how they were to identify these was not clear. The teacher did not explain to pupils exactly what they had to do, in spite of it being specified and very clear in her plan for the lesson. The planning of lessons is improving and now shows that pupils are given good opportunities to learn through first hand investigations and through working in small groups. However, computers are not yet used well enough to support the recording of evidence and the presentation of results.
127. Pupils in Years 1 and 2 make satisfactory progress overall. Pupils who record their own accounts of their science work have a clearer knowledge and understanding of the subject. Few pupils are able to talk knowledgeably about what they have recorded, because of their limited language skills and this inhibits the progress made. However, pupils are keen to try to explain why we need food and a balanced diet and are familiar with some uses of natural and man-made materials, including wood, plastic, wool and paper. They have very little understanding about the benefits and dangers of electricity or fire and have a lack of knowledge and understanding about safety when using either. All pupils enjoy investigative work, although their skill in carrying out investigations is limited. The practical approach to learning ensures they make secure progress in developing their knowledge and understanding of the subject. These practical activities are especially beneficial for pupils who have special educational needs and whose first language is not English.
128. In Key Stage 2, the majority of pupils now make good progress. However, those who are capable of achieving higher than average standards are not making as much progress as they could be despite being keen and conscientious in their work. They have high personal aspirations and want to do well in the national tests, but teachers are not making them work hard enough to achieve this. Less well-motivated pupils cannot sustain sufficient interest in their work.
129. In Key Stage 2, pupils make good progress in practical activities, as seen in a Year 3 lesson during the inspection. Pupils were testing materials for their magnetic properties. They confidently offered opinions and predictions about which materials would be attracted and which would not. They were remarkably quiet and well behaved as each group tested different variables. The lesson was well taught because the teacher had high expectations about what the pupils could achieve. The teacher's own confidence and secure knowledge and understanding about the subject stimulated pupils' discussion. The work was interesting and challenging and pupils, therefore, had to concentrate and make more effort to work out a solution to the challenge they had been set.
130. A high degree of emphasis has been placed upon developing pupils' knowledge and use of specific scientific vocabulary. In some classes, teachers effectively enabled pupils to assess the quality and extent of their own learning. This increases their self-

confidence and generates a positive attitude to learning. Year 6 pupils made good gains in their knowledge and understanding about measuring force using a Newton meter, because their teacher provided them with good opportunities to work together, share equipment and discuss sensibly how they might solve a dilemma for which they currently had no solution.

131. Pupils throughout the school have covered an acceptable range of work since the beginning of the school year, but some work does not provide enough challenge for those who are able to achieve higher standards. This is particularly evident in one Year 5 class where too much work is superficial and poorly presented. Pupils' recall of scientific facts is reasonable. However, staff do not always allow enough flexibility for pupils to learn through first hand experiences or provide enough opportunities for them to write their own accounts of their work and develop their use of vocabulary. In classes where pupils make the best progress, the tasks they are given help them to develop appropriate skills in recording their work using diagrams, labels and the interpretation of data. In discussion with these pupils, they are able to clearly explain basic features of fair testing, for example, and they are experienced and familiar with devising and carrying out their own experiments and investigations with confidence and maturity.
132. Teaching during the inspection was satisfactory in Key Stage 1 and good in Key Stage 2. Teachers of the older pupils have good subject knowledge and they give information clearly and this has a positive impact on the way in which pupils understand scientific facts. The most consistent strength is the way in which teachers usually manage pupils. As a result, pupils enjoy working with most of their teachers and show them respect. Teachers who are most effective, organise their lessons well by using a range of different teaching styles to vary the lesson. They expect pupils to work hard and try their best so they make the work challenging and interesting. However, in some lessons, whilst teaching is satisfactory, there are weaknesses. Some teachers do not always have high enough expectations about what pupils are able to achieve and do not expect them to make adequate records of their work.
133. The work pupils produce is usually well marked to include comments which help pupils improve their work. Verbal feedback to pupils is also good and clearly indicates to pupils some of the things they should consider to make improvements. Overall, pupils usually enjoy their lessons and behave well. Throughout the school, teachers' planning for what pupils are going to learn in each lesson is good. This is a significant feature, which contributes to the progress pupils make in the subject by the time they leave the school. However, in spite of this, there is some variation in the quality of teaching between parallel classes and different year groups which has not been eradicated by procedures the school has devised to monitor and develop the quality of science teaching.
134. The procedures for assessing pupils' work and the use teachers make of the assessment information is satisfactory. Action plans are in place to identify what improvements are to be made in the subject. Records are kept which help teachers plan what to do next, but teachers do not keep adequate information about the development of pupils' skills. More time needs to be devoted to monitoring the effectiveness with which the teachers' plans are implemented in the classroom and how they affect the quality of teaching. The co-ordinators have clear views about the benefits of introducing target setting and producing a portfolio of pupils' work, levelled according to National Curriculum standards. This could be used as a point of reference to help their planning, but staff are unclear about how to successfully devise and implement such systems.

ART AND DESIGN

135. Pupils' attainment in art and design is average at the age of seven, but below the level expected at the age of eleven. This indicates an improvement in standards in Key Stage 1 with standards in Key Stage 2 remaining largely as they were at the time of the previous inspection. Pupils in Key Stage 1 make satisfactory progress over a period of time, but the sample of recent work confirms that those in Key Stage 2 do not make enough progress. Whilst a reasonable amount of time is allocated to the teaching of art and design, there is considerable variation in teachers' subject knowledge and understanding of how to develop pupils' basic skills, especially in drawing and design. Boys and girls, those with special educational needs and pupils with English as an additional language make similar progress to their classmates and there are no specific barriers to pupils' learning in the subject.
136. The subject does not have particularly high status in the school and many older pupils do not make the progress of which they are capable. Assessment in art and design is largely informal and ineffective. Whilst there has been some evaluation of planning, there has been little monitoring of teaching and this has allowed some weaknesses in the development of the necessary skills and techniques to evolve and remain. Whilst there is evaluation of the quality of pupils' work, this has not been sufficiently rigorous to identify the current shortcomings, particularly in Key Stage 2. This has resulted in the duplication of activities, such as colour mixing, where almost all classes in Key Stage 2 undertake similar activities. This approach does not offer a sufficient level of challenge to move the pupils on in their learning.
137. By the end of Key Stage 1, pupils have developed basic art skills and an appropriate knowledge and understanding of the work of a range of famous artists. Pupils in Year 2 have produced satisfactory work reflecting the style of Gustav Klimt and made small, attractive designs, using metallic paint effects and sequins. Pupils have also produced effective designs in the style of other artists, including aboriginal art and attractive chalk and tissue paper flower work reflecting the style of Monet's waterlilies. However, there is limited evidence of pupils developing specific drawing techniques. In Year 1, pupils have also produced satisfactory work when looking at print on fabric and identifying and trying to copy patterns in nature, as seen on a shell. Pupils have made sound progress in printing techniques when making potato prints.
138. Some of the work of the youngest pupils is very well marked and annotated with supportive comments and effective ideas for how to improve the pupils' work. These pupils have a good level of interest in the activities, as seen when pupils in Year 1 used a variety of techniques to create a three-dimensional picture using strips of paper glued to a backing sheet. Pupils are keen to try to make and stick different shapes and to show off their knowledge of two- and three-dimensional shapes. The sample of recent work confirms that the quality of teaching is satisfactory overall in Key Stage 1, where activities contain a suitable level of challenge to move the pupils on in their learning.
139. In several classes in Key Stage 2 pupils have quite a narrow experience of art and design. They rarely use materials, such as clay, fabrics or wood in their work, and do not have enough experience of combining materials, such as paint, pastels and fabric, to add interest and texture to their pieces. There is little evidence of recent work using imaginative themes and different techniques. Very few pupils have an appreciation of the wide range of art forms or of work other than that in one dimension. Their drawing skills are extremely basic, as seen in Year 4, when pupils make preliminary sketches of facial features, such as eyes, nose and mouth. Because pupils do not understand how

to vary the effect they create by using their pencils in different ways, there is little use of light and shade or different sketching technique to add depth to their work and, consequently, these pupils make only limited progress.

140. In Year 3, pupils have successfully imitated the work of Paul Klee. Photographic evidence shows satisfactory work with clay plaques to make Egyptian hieroglyphs and other work to make Tutenkhamun's mask. An attractive display shows how good use has been made of a digital camera to take pictures around the school, which the pupils then expanded into larger sized drawings. Pupils in Year 6 have produced some basic observational drawings and attempted to define light and shade by drawing the shadow made by a bottle. Because the pupils have only limited skills in drawing, their finished work shows little difference between the picture of the bottle or its shadow. Pupils enjoy art activities and are pleased with their drawings of facial features and their very simple mosaics prints. However, the quality of the work produced is often of at quite a basic level. As the pupils have only a narrow art vocabulary and limited critical skills to evaluate their work, they are generally satisfied with work that could be considerably improved.
141. The quality of teaching and learning is satisfactory in Key Stage 1, and some good teaching was seen during the inspection. The quality of teaching and learning in Key Stage 2, whilst satisfactory during the inspection, is unsatisfactory over a longer period of time. Some teachers do not have sufficient skills themselves or enough understanding of how to help the pupils improve their techniques. This was illustrated in an otherwise satisfactory lesson on drawing facial features where the teacher was too accepting of work of limited quality and did not teach the pupils how to improve their work. Similarly, although clear strengths were seen in the teacher's management of a difficult group of pupils, the teaching of the oldest pupils did not provide enough challenge. This was because the teacher had limited a mosaic-printing task to using pre-cut pieces of wood on pre-drawn letter shapes, with the result that the quality of work could have been produced by much younger pupils and did not provide an appropriate level of challenge.
142. Resources for art are satisfactory, but rarely used imaginatively. Because teachers are often short of confidence in their own skills they play safe with activities that are quite mundane. However, work is attractively displayed around the school and the study of the work of mainly European artists makes a satisfactory contribution to extending the pupils' cultural development. There has been little or no in-service training of staff in art and design for some years and the subject co-ordinators are keen to develop this. There are no after school activities and few visits to local places of interest to enhance the curriculum. There are suitable links with information and communication technology, through the use of art packages and a digital camera, but teachers do not make use of homework in art and design to support pupils' learning.

DESIGN AND TECHNOLOGY

143. Standards in design and technology are in line with national expectations at the end of Years 2 and 6. This represents a significant improvement since the previous inspection, when standards were unsatisfactory and teaching was described as poor. Teaching and learning are good in both key stages. All pupils, including those with special educational needs and those for whom English is an additional language, make good progress because planning for the subject has improved and there is a greater level of challenge in tasks than previously. In lessons, pupils have positive attitudes towards the subject, they behave well and this aids their learning.
144. Teaching is good in Years 1 and 2 and pupils are presented with a range of activities based on the national guidelines. Pupils in Year 2 were observed at an early stage of their work on Homes and Buildings. They were researching the design of typical residential buildings by looking at photographs and relating these to their own homes. Good teaching ensures that there is a strong link between the subject and the environment in which the pupils live. They are able to examine at first hand a range of typical building materials, such as bricks and tiles, which increases the relevance of the work being done. Pupils at this stage are generally more enthusiastic for the 'making' process than for designing and recording, but the class teacher ensures that they do not lose sight of the need to make appropriate designs against which they can evaluate their finished products. Teaching maintains links with other subjects in the curriculum, such as art and design and science. The previous report identified some confusion between the teaching of art and design and design and technology, but the two subjects are now clearly separated.
145. Pupils in Years 3 to 6 continue to make good progress and their achievements are in line with national expectations. Teaching continues to make good links with other areas of the curriculum. In a Year 3 lesson, the teacher was insistent that pupils should use an appropriate scientific vocabulary when investigating pneumatics as a source of movement. It was characteristic of all teaching that stress was placed upon the use of correct terminology and it is apparent that teachers have worked hard to transfer literacy skills to other subjects in the curriculum. This aids pupils' learning. Pupils in Year 5 were observed evaluating the quality of commercially produced biscuits before making their own to an agreed specification. During this evaluation their ability to see price as a factor in choice indicates that they are coming to the realisation that 'real designs' incorporate a wide variety of factors.
146. Pupils in Year 6 are currently investigating the designing and making of slippers. In one class they were engaged in the deconstruction of some commercially designed slippers as part of their preliminary investigations. One group found the quantity of insulating material in one slipper very surprising and they insisted on showing it to their fellow pupils. In this, as in all cases, they were encouraged by their teachers in their explorations and discussions. The older pupils are gaining an appreciation of issues such as style and aesthetics as part of the design process. The higher attaining pupils can, in discussion, articulate an appreciation of the force of the fashion icon as a factor in designing, especially, for example, in footwear. All pupils keep a design book and these are regularly marked and teachers make helpful comments, which enable pupils to set targets for the improvement of their work. For many the quality of the writing and recording is still not good, but in class pupils' powers of discussion show a better use of vocabulary than is apparent in their books.
147. Resources for design and technology are good overall and there are now opportunities for greater use of computer technology with the opening of the computer suite. The

leadership and management of the subject are satisfactory. The subject co-ordinators are well informed about the status of their subject and they have an emerging vision of the future course that it might now take. They have identified the strengths and weaknesses in the curriculum and are monitoring the progress of the newly adapted schemes of guidance, although there is no monitoring of the quality of teaching.

GEOGRAPHY

148. The last time the school was inspected the standards in geography were too low. Since then, standards have remained below average and there has not been enough improvement in this subject. Nevertheless, pupils, including those with special educational needs and English as an additional language, make slow but adequate progress as their basic knowledge and understanding is very limited when they start school. The quality of teaching and learning seen during the inspection throughout the school is currently satisfactory. However, the quality and range of learning opportunities over time is not good enough and teaching has been unsatisfactory until recently.
149. By the end of Year 2, pupils have some limited knowledge of the locality. Teachers satisfactorily draw pupils' attention to similarities and differences between places in which people live. In discussion, pupils are able to express some preferences for their own homes or the houses in which close relatives live. Very few can explain the routes they need to take to travel between various familiar places, such as school, home and places where family members or friends live. Year 2 pupils begin to gain some knowledge and understanding of different countries. In spite of having been taught basic facts about Great Britain, very few can remember the name of any cities or explain the difference between a town, city and country. Pupils have been given suitable opportunities to use research materials, including maps, atlases and globes, but they can not explain how they used them or what information they yielded.
150. Throughout Years 3 to 6, not all pupils develop their geographical skills, knowledge and understanding as well as they could. This is because the subject is not taught in enough detail. Although lessons are well planned, teachers miss opportunities to enhance pupils' acquisition of basic skills and understanding. It is very rare that lively and interesting opportunities are planned to use the wider local environment to stimulate pupils' learning. Younger pupils have some knowledge and understanding of weather conditions and how these are represented symbolically on maps. Many can relate such conditions to the different seasons and know the sequence of the seasons throughout the year. In their study of the environment, good opportunities were provided for pupils to develop their skills in literacy by writing letters to the local paper about the impact of building a local quarry.
151. A minority of more able pupils have some awareness of other topical environmental issues, such as the destruction of forests, but their inability to clearly express their views by using appropriate vocabulary impedes their ability to present convincing opinions. Whilst pupils are given the opportunity to study other world locations, pupils in Year 5 have difficulty evaluating and comparing their own lifestyle with that of children living in the Gambia. This is because learning is not brought to life through the use of lively and stimulating resources. In Year 6, pupils made satisfactory progress in recognising features of rivers. By the end of lessons, most were able to identify and name tributaries, waterfalls, valleys, the source and mouth of a river. The vast majority of pupils respond positively to their work, behave well and take pride in their achievements. In lessons where this enthusiasm is evident pupils make more progress in their learning.

152. Teaching and learning are currently satisfactory but, over time, pupils have not made enough progress because there have been weaknesses in the planning of the subject. Planning is now thorough and well focused, but it does not reflect high enough expectations of pupils' performance. An emerging strength is the emphasis placed upon developing geographical terminology so that pupils are becoming increasingly confident to use it in their written work and group discussions. Too few opportunities are provided for debate linked to real life experience and current local, national and international issues to enable the subject to come to life. Other links with literacy are good. However, the opportunities to use numeracy skills and information and communication technology to further enhance learning are not fully developed. Marking is too variable. Where it is good, it includes dialogue to encourage pupils to think about their work. Where it is less effective, it is cursory and praises work without commenting on pupils' learning or what is needed to improve.
153. Leadership and management of the subject are satisfactory. The subject leaders are aware that standards are not high enough. Staff are aware of the lack of opportunities pupils have to participate in visits, field trips and residential experiences and how this has a very detrimental impact upon their learning. With the help of the Local Education Authority, the school has devised a suitable scheme of work to guide teachers' planning. Whilst this in itself is satisfactory, the overall quality and range of learning opportunities pupils are given are unsatisfactory. This is because teachers do not have enough materials and equipment to use to help make their lessons more varied and stimulating. The national guidance document has not been adopted because the school does not have the resources to teach all the aspects suggested in the document. Teachers' planning is monitored but the quality of teaching is not and, although some scrutiny of pupils' work is carried out, overall there are not enough systems in place to assess the quality of work produced by pupils. The systems which have been established are used effectively to help teachers with their planning.
154. Since the time of the last inspection the school has made some progress in developing the subject. The school has now allocated more time to teaching geography and has organised the curriculum so that the subject is taught more often. The school is aware of further areas for development and is well placed to address these in order to raise standards pupils achieve by the time they are aged eleven.

HISTORY

155. Standards of attainment in history at the end of Years 2 and 6 are in line with national expectations. This represents an improvement since the previous inspection when standards were judged to be satisfactory at the end of Year 2, but unsatisfactory at the end of Year 6. All pupils, including those with special educational needs and those for whom English is not their first language, are making good progress.
156. By the end of Year 2, pupils have a satisfactory grasp of simple timelines and they know that 'old' and 'new' are relative concepts. Some pupils in Year 2 express an analysis of the age of buildings as either 'new' or 'scraggy', knowing that the latter had a longer history than the former. In such cases, teachers were observed gently correcting vocabulary in order to build up an appropriate word bank for the study of history. Teachers work hard to build up correct vocabulary and develop links between different subjects, for example, through design and technology. Through stories and other related activities, pupils are also engaging with the lives and achievements of famous people. They are developing the ability to research information in texts and

through artefacts. They do not yet have sufficient opportunities for experiencing fieldwork to enhance their initial studies in history.

157. By the end of Year 6, pupils have made considerable advances in their understanding of history and are able to discuss their ideas with each other and with their teachers. In a Year 5 class, the study of ancient Greece is leading pupils to examine moral as well as historical issues. They are beginning to understand the impact of tourism on ancient sites and also link history with the present day as they see the relationship between Greek buildings and those of today, such as the British Museum. A small group of Year 6 pupils remembered their work on ancient Greece and were able to relate it to the present controversy regarding the location of the Elgin Marbles.
158. Pupils in Year 6 express views on the nature and scale of change over time and they know that change is not always good. They are less well informed about the nature of change in their own city and few are aware of the huge significance of the industrial heritage of Sheffield. Lack of opportunities for fieldwork has restricted their appreciation of the nature and scale of the historical changes going on around them. In a broader context, pupils have a satisfactory knowledge and know that famous people have left their mark on all periods of history. They also know that historical events are open to interpretation and that there is a need to be aware of the distinction between fact and opinion when using evidence from books.
159. The quality of the teaching observed during the inspection was good. Pupils' responses are positive and they are keen to participate in lessons and to follow the lead given by their teachers. Resources are used effectively to illustrate the work being done and, in a Year 5 lesson observed, the teacher made great efforts to link the study of Greece with improvements in the pupils' own literacy. Here, pupils were carrying out historical research and also improving their language skills as they worked with a partner to look for persuasive arguments for visiting present day Greece. The recording of history in the pupils' own books is not always satisfactory, although the marking is encouraging and helps them to set targets for the improvement of their work. The availability of a greater number of computers now presents teachers and pupils with opportunities for accessing a greater database of historical information and new ways of recording their findings, but currently use of information and communication technology is unsatisfactory.
160. Leadership and management of the subject are satisfactory. The co-ordinators for the subject have a good overview of what is being taught and they have a good grasp of the future development of the newly adopted guidelines. At present there is no coherent scheme for the assessment of history across the age range but the work of each year group is monitored on a regular basis.

INFORMATION AND COMMUNICATION TECHNOLOGY

161. By the time pupils are seven and eleven years old they reach the standards expected. Although pupils, including those with special educational needs, enter school with few skills in information technology they make good progress and achieve well. This is an improvement on the standards found in the last inspection, where attainment was judged to be below average. There are a number of reasons which account for the rise in standards, including improved resources and staffing.
162. By the time pupils are aged seven they use the computer to write independently and know how to use the keys to correct and improve their work. Many pupils change the

font, style and colour to improve the presentation of their work. Pupils are beginning to understand that devices respond to instructions, and that these instructions must be clear. They learn how to give commands to a floor robot, after first practising on the class teacher and support assistant. Pupils learn how to use the digital camera, which helps them to record information. They use the computer to present information in different ways, such as a graph to compare the numbers of boys and girls in the class. They extend this learning well by using different forms of presentation, such as slide shows, where they change colours of pictures, backgrounds and text confidently. Pupils learn how to save and retrieve their work with help.

163. By the time pupils are eleven years old they are competent and confident users of computers. Pupils build on their previous knowledge, learning more, for example, about the use of different sizes of print and fonts. They combine pictures and writing in various ways, by importing artwork from different files and using digital images to enhance report writing, for example. Pupils have a satisfactory understanding of the need to present their work well. For example, pupils make posters for various events, combining picture graphics, colours and text effectively. They begin to communicate with others using e-mail and use the Internet for researching various topics. However, staff miss opportunities to develop skills further in general classrooms activities.
164. Pupils thoroughly enjoy their lessons. They are well behaved, keen to learn and co-operate well with each other. Most work sensibly in pairs, taking turns and helping each other. They are fascinated when they learn new things, such as the first time they run a set of slides, which they have made in a lesson, through the computer. They are proud of their achievements.
165. Teaching is good overall. Teachers are confident and have generally secure subject knowledge. They plan effectively according to the scheme of work, and ensure that the needs of all pupils are met. Relationships are good. All staff set good role models for pupils and this creates a positive working atmosphere. Teachers work very well with the information and communication technology support staff and this is very effective in helping pupils to learn well. Clear instructions and good monitoring of the progress pupils are making in the lessons help pupils to learn effectively. Nevertheless, there are too few planned opportunities for pupils to work independently away from the information and communication technology suite, as computers in the classrooms are still limited in number and underused by teachers in their planning across the curriculum. The school recognises and is already addressing this aspect in its action plans. Computers are not used sufficiently to support pupils' work, especially in Literacy, Numeracy and science.
166. The co-ordinators are very effective. They have managed the introduction of an effective system of assessment which will help staff to know how well all groups of pupils have learned in lessons by saving selected pieces of work electronically for comparisons and future planning. This is a good feature. The co-ordinators have worked hard to improve the progress pupils make and the standards they achieve. The resources are much improved, with a fully operational computer suite, which is networked and has good supporting software, enabling a whole class to be taught together. The well-qualified and skilful information and communication technology support staff add substantially both to the quality of the pupils' learning and to the smooth running of the resources.

MUSIC

167. The standards which pupils achieve are below average at the end of both key stages. Pupils' progress varies across the school, but is unsatisfactory in several aspects of the music curriculum. Pupils are well behaved in Key Stage 1 in their lessons, but at Key Stage 2 behaviour is just satisfactory. Attitudes are good for the younger pupils but this wanes in the older classes and this has a detrimental affect on pupils' learning and limits the progress they make.
168. Pupils in both key stages sing tunefully and to a satisfactory standard, for example, in assembly, but lack sufficient opportunities to extend and build on their skills in lessons. Some classes receive specialised teaching from a part-time teacher, although this does not cover the full range of elements in the National Curriculum. Younger pupils can tap a rhythm and use a rest in the rhythm satisfactorily. There are too few opportunities for pupils to extend their skills through more challenging tasks in lessons, which have too slow a pace.
169. Older pupils lack experience of listening to and appraising music. Teachers do not plan enough opportunities for pupils to become familiar with a wide range of musical styles. For example, Year 6 pupils have insufficient skills to listen to modern opera sensibly. Despite a clearly planned lesson at the appropriate level for their age, pupils are inattentive and lack interest in the subject, partly because of their limited experience with this type of music. Overall, the varied progress which pupils make is linked to the quality of teaching and the lack of musical knowledge and expertise of the staff, along with the lack of focus on standards in the subject in recent years.
170. Teaching during the inspection was satisfactory, but over time is unsatisfactory and this has a negative impact upon pupils' learning. Planning is not sufficiently well linked to the requirements of the National Curriculum. Teachers attempt to plan using the new scheme, but there has been little staff training in this and staff find it difficult to adapt the scheme for their classes. This results in activities sometimes being ill matched to the objectives, or not sufficiently reflecting the needs of the pupils. Some staff manage to teach, based on their good general teaching skills. Others lack confidence. Relationships are good, which means pupils generally listen and try an activity, even when they struggle to understand the content of the lesson.
171. A small range of extra-curricular activities is available from time to time, but this could be extended. Some chances are available for pupils to use their singing skills, such as in the choir, which meets for part of the year to support the Christmas concerts and activities. This provides good opportunities for those pupils who choose to participate. The visiting music teacher offers recorder and keyboard tuition. The school participates from time to time in local festivals and sometimes has visiting theatre and music events. This broadens pupils' musical experience. However, little is planned in the near future, and pupils do not benefit from regularly visits and visitors to support the music curriculum.
172. There has been little opportunity to promote and improve the music curriculum in the school, since the last inspection and this has an adverse effect on pupils' cultural development. Too little time is allocated for the management of this subject, and there are not enough opportunities available for the co-ordinators to monitor standards in teaching and learning, and influence them. This is unsatisfactory. Both the current co-ordinators are very newly appointed to the subject and have little experience in developing their roles. The school has focused on the core subjects recently in order to raise standards and this had led to very limited attention to music. The co-ordinators

have purchased a new scheme recently, which is now being trialled in school but is not yet fully operational. There is only very limited use of information and communications technology to support learning.

PHYSICAL EDUCATION

173. The previous inspection reported that standards in physical education were generally in line with national expectations for pupils in Key Stage 1, but below in Key Stage 2, because of the inadequate allocation of time. There has been satisfactory improvement because the school has now addressed this issue and standards of attainment in both key stages are in line with national expectations and pupils are making good progress. Curriculum developments have been implemented to ensure a full range of experience for pupils. Pupils with special educational needs, and those who speak English as an additional language, are fully included in all activities and they make the same progress as other pupils.
174. By the end of Year 2, pupils show suitable levels of physical control and mobility and make good progress in the range of activities. They perform a range of movements in dance in response to music and other stimuli. In Year 1, for example, they were able to recreate the movements of a butterfly by 'flying', 'taking off' and 'landing' on imaginary objects. Pupils make good use of space and are mindful of obstructions in a cluttered hall. They control and throw beanbags into hoops accurately and safely and are aware of the benefits of warming up and cooling down activities. Pupils run in a controlled manner, identify and perform different jumps and ways of balancing, and are gaining an appropriate awareness of space. They work well together and string together a sequence of movements effectively.
175. By the age of 11, most pupils move well at low and high levels, are imaginative with their movements and are able to perform a sequence of different actions. In dance, all pupils try hard to improve their performances and listen and act upon the constructive suggestions of their classmates. Pupils' skills in the use of hockey sticks and controlling a projectile are well developed and they respond well to the challenges of a more difficult dribbling course. The school provides a very limited range of extra-curricular opportunities and this limits pupils learning. There are no regular inter-school competitions in football or netball, although pupils from the school have supported football tournaments organised by an outside agency.
176. The quality of teaching and learning are good. Teachers generally demonstrate good subject knowledge, plan their lessons effectively and have high expectations of their pupils. All observed lessons were characterised by appropriate warm-up activities and pupils demonstrated their awareness of the need to 'warm up' muscle groups and prepare their bodies for sustained activity. Good use is made of praise and demonstration of skills, which encourage pupils to improve their performance. For example, in a dance lesson pupils demonstrated various 'jerky' movements as they sought to emulate the actions of a robot and raised their performance as other pupils and the teacher commented on their achievements. Where teaching is not as effective, staff did not follow the plans made and tasks did not offer enough challenge for pupils.
177. Where teaching is good, pupils are effectively managed and teachers ensure that a brisk pace to lessons is maintained. Staff share clearly defined lesson aims effectively so that pupils know what they have to do. On the occasions where pupils became restless, it was as a result of having to listen and be inactive for too long. Teachers make good use of pupils to demonstrate particular skills and this leads to raised self-

esteem and increased levels of motivation. In almost all lessons, good attention is given to aspects of health and safety. There is very good identification and use of subject related vocabulary. In a Year 3 lesson, good links were made with numeracy, as pupils were asked to move into rectangles and work in squares and pentagons. A published scheme of work, underpinned by national subject guidance, is providing very good support for the teaching of physical education throughout the school and contributes to the progressive development of skills. Lessons and activities are well planned. Where opportunities are given for pupils to use their initiative, then good personal development and effective learning of social skills also take place.

178. The majority of pupils work hard in lessons and by Year 6 are able to demonstrate expertise in controlling and hitting and to build on previously acquired hockey skills. A small number of older pupils show poor levels of motivation and behaviour but teachers use well-developed management strategies to overcome such issues. However, such teacher interventions take up valuable time and delay the practical opportunities of others. Clear explanations obtain good responses from pupils and they are generally well motivated. In one lesson, non-participants were used to organise equipment and make judgements on pupils' performances and skills. In a Year 5 lesson, the non-participating pupils had to record examples and comment on aspects of the lesson, which provided good links with the school's focus on improving speaking and listening skills. In a minority of other lessons, such pupils were not so well catered for. Most teachers change for physical education and provide a good role model for pupils.
179. Older pupils have suitable opportunities to go swimming and approximately three-quarters of pupils in Year 6 can complete 25 metres unaided. No swimming lessons were observed during the inspection, but discussion with pupils provides evidence that they are taught a range of basic strokes and life-saving skills. Certificates are awarded for their progressive acquisition of a range of skills.
180. Physical education makes a good contribution to the development of pupils' moral and social development. They learn about rules and fairness, appreciate the performances of others and benefit from working together in teams. The teaching of basketball is organised in conjunction with Sheffield Sharks and photographs are used well to provide a record of the activities successfully undertaken and of pupils' overall achievements. Management of the subject is satisfactory and assessment procedures are being developed to provide information about pupils' attainment and progress. Good use is made of a digital camera to record pupils' activities. Subject co-ordinators have little opportunity to monitor teaching so their knowledge of the subject's impact on pupils in different parts of the school is restricted.
181. There are few extra-curricular activities although parents have expressed an interest in these being organised. All staff have experienced a 'Tops' training course but other professional development activities have not been identified. The lack of appropriate outdoor facilities and extra-curricular activities is of concern to parents. They are rightly anxious that the condition of the playground was an issue identified in the previous report and has not been addressed two years later.

RELIGIOUS EDUCATION

182. Standards in religious education are in line with the expectations of the Locally Agreed Syllabus by the end of Years 2 and 6. Pupils of all abilities and those for whom English is an additional language make good progress in their understanding of Christianity and other major religions. This marks a significant improvement since the previous inspection when the teaching of Religious Education was judged to be unsatisfactory with significant weaknesses. The school has focused on improving teaching and learning in the subject and its efforts have been successful.
183. By the end of Year 2, pupils have a sound understanding of a number of significant features common to all major religions. They know that there are special buildings, books and people and that all religions have ceremonies and festivals as part of their structure. Pupils in Year 2 have a good understanding of the use of rules and codes of conduct and they know that the Ten Commandments are very special in the Christian religion. Teachers use stories well to engage pupils in Year 2 and, in a discussion of the story of Moses in the bulrushes, pupils were concerned to express the view that it must have been a frightening experience for a baby. By the end of Year 2, pupils have visited the local church and they know that it is a place where different behaviour is required.
184. By the end of Year 6, pupils have a secure knowledge of the life and significance of Jesus and His importance in the Christian religion. In discussion, they are able to recall details of a number of the stories from the Old Testament and they know that there are links between the Old Testament and Judaism. In speaking of the holy books of the major religions, pupils show a reverence for what they represent and they have a good understanding of their importance. In one Year 6 lesson, pupils were discussing aspects of the Sikh religion and they had a good understanding of the role of each of the Gurus. This makes a good contribution to pupils' cultural development.
185. Teachers relate religious education well to everyday life, and pupils in Year 3 are able to speculate on the qualities necessary for being a disciple and could relate these to their own experience of trust and friendship. Pupils in Year 5 were observed studying artefacts relating to Judaism and they showed a good understanding of the importance of symbols in this and other religions. The concept of symbolism played an important part in the speaking and listening assembly held during the course of the inspection when the pupils lit candles. Pupils throughout the school respond well in their lessons in religious education and they show a respect for the beliefs of others. Their knowledge of Christianity is greater than their knowledge of other major faiths and they have insufficient opportunities for visiting the centres of other faiths or of having visitors from them in school.
186. The quality of teaching in religious education is now good and teachers present work in a challenging and relevant manner. Good use is made of artefacts and text materials, although pupils have not yet had the opportunity of using the computer resource base to a sufficient degree. The co-ordinator has a good overview of the subject and a strong sense of its future direction. She is aware of the need to extend the pupils' understanding of other faiths through visits to places of worship and of the need for a greater range of visitors to the school.