

# INSPECTION REPORT

## **WHITEWAYS PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 106992

Headteacher: Mr Tony Carter

Reporting inspector: Rob Crompton  
7230

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

Inspection number: 230865

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

© Crown copyright 2002

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Whiteways Road Sheffield South Yorkshire
Postcode:	S4 8EX
Telephone number:	0114 242 3169
Fax number:	0114 261 7846
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Jose Richardson
Date of previous inspection:	10 <sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7230	Rob Crompton	Registered inspector	Art Information and communication technology Music	What sort of school is it? How high are standards? <i>The school's results and achievements</i> How well are pupils taught?
13874	Jane Chesterfield	Lay inspector		How high are standards? <i>Pupils' attitudes, values and personal development</i> How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
27720	Peter Way	Team inspector	Mathematics Geography Physical education	How good are the curricular and other opportunities offered to pupils?
10207	Akram Khan-Cheema		Science Design and technology History Religious education	
1530	Beryl Walker	Team inspector	English Special educational needs	
30144	Edger Hastings	Team inspector	Equal opportunities English as an additional language	

The inspection contractor was:

Wessex Education  
2 Riverside, Athelhampton  
Dorchester  
Dorset  
DT2 7LG

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager  
Inspection Quality Division  
The Office for Standards in Education  
Alexandra House  
33 Kingsway

London WC2B 6SE

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>10</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>12</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>13</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?</b>	<b>16</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>17</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>19</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>21</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>25</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This is a large junior school with 351 boys and girls aged from seven to eleven. It is part of the North East Sheffield Education Action Zone (EAZ) and is involved in the national Excellence in Cities Project<sup>1</sup>. Pupils' attainment when starting school at Year 3 is well below average. There is a high pupil turnover as families move to and from the area, and many pupils join the school directly from other countries and have very little English. Three hundred and six pupils are from ethnic minority backgrounds and almost all have English as an additional language. Over ten per cent of pupils are at a very early stage of English acquisition. These proportions are well above the national average. Thirty-one children are from families who have sought refuge in the United Kingdom. About half of all pupils are entitled to free school meals, which is well above the national average. One in five pupils have special educational needs, which is about the average for all schools. Their needs include specific learning difficulties, emotional and behaviour problems, speech or hearing difficulties and physical disabilities. Eleven pupils have a statement of special educational need, a proportion well above the national average.

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

This is a good school, which constantly strives to meet the wide-ranging needs of all pupils. Because of the school's successful provision for pupils with English as an additional language, most pupils make good headway. Standards are broadly average in English, a little below average in mathematics and above average in science, representing good progress through the school. Strong teaching means pupils do well in most subjects. Provision for personal development contributes to pupils' growing maturity and appreciation of cultural diversity. The headteacher provides very effective leadership and is supported well by all staff. He has the confidence of governors. A strong team spirit and commitment to improve pervade the school. Parents are happy with the school. It provides good value for money.

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

- Good teaching enables pupils from a wide range of backgrounds to progress well
- Provision for personal development is clearly evident in pupil's positive attitudes, enthusiasm for school and their respect for feelings, values and beliefs
- Leadership by the headteacher and key staff is very good
- All staff are committed to ensuring that all pupils succeed
- Pupils benefit from a wide range of experiences through an enriched curriculum
- The school is very successful in securing additional funds through national and local initiatives

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

- The setting arrangements in English and mathematics could be improved to meet the needs of the lower attaining pupils more effectively
- Levels of attendance, which are very low

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

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

Improvement has been very good since the school was inspected in November 1997. The weaknesses identified then have been successfully addressed and other advances have been made:

- Pupils' performance in national tests has improved year on year since the last inspection.
- Monitoring and evaluation are now more systematic.
- Weaknesses in art and design, design and technology and information and communication technology (ICT) have been overcome.
- The governing body is back to full strength and now comprises committed and interested governors.
- Strong curriculum teams have been set up and are highly effective.
- Management roles have been clearly defined.

---

<sup>1</sup> The Education Action Zone and the Excellence in Cities Project are centrally funded initiatives aimed at helping schools in areas of disadvantage to improve standards.

## STANDARDS

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

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

**Key**

well above average above A  
 average B  
 average C  
 below average D  
 well below average E

The school faces far more challenges than others nationally. When factors - such as the number of pupils with English as an additional language and the high pupil turnover each year - are taken into account, the school does well by its pupils. When compared with schools in similar circumstances<sup>2</sup>, results in English are at the same level and pupils are ahead in mathematics and science.

Test results do not give a full picture of attainment. The work seen during the inspection was better than recent results suggest. Pupils make very good progress in reading, often starting from scratch when they join the school. Writing is weaker but overall standards in English are broadly similar to those seen in other schools, indicating that pupils achieve well. Pupils build well on their limited knowledge of mathematics when starting school and although the standards seen were a little below the national average, by the time they are eleven most pupils have made good progress. In science, pupils learn quickly and achieve well. Even those pupils who find difficulty in showing their knowledge in written tests talk confidently about many aspects of science.

Pupils are making rapid progress in ICT and standards are securely in line with expectations. Standards in all other subjects, including religious education, are in line with expectations. Attainment in all subjects is steadily rising and, despite the school's difficult circumstances, results have kept pace with the rising national trend in English, mathematics and science.

Pupils with English as an additional language, who make up the bulk of the school's population, progress well. They are keen and positive about learning. Several pupils overcome their initial difficulties in English to achieve the higher levels in national tests at the age of eleven. Pupils with special educational needs make satisfactory progress towards their individual targets. There is some variation in the attainment of boys and girls in writing. When test results are analysed by ethnicity, Pakistani children tend to do better than other groups.

The school sets appropriately ambitious targets based on the results of careful tracking of individual pupils from year to year. These targets are generally met and sometimes exceeded.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are happy in school and take part with enthusiasm in extra-curricular activities.
Behaviour, in and out of classrooms	Good. Pupils understand the school's high expectations of them; they work and play well together.
Personal development and	Good. Pupils' personal development has a positive impact on behaviour

<sup>2</sup> This is based on the number of pupils known to be entitled to free school meals. It does not take account of the proportion of pupils with English as an additional language or who speak little English when they start school. Both these factors are significant when comparing the performance of Whiteways with other schools.



relationships	and relationships throughout the school. Pupils of many nationalities and a variety of cultures form close friendships.
---------------	---

Attendance	Very low. Although many pupils take prolonged holidays abroad in Asia, this is not the only factor affecting attendance levels. Some pupils, particularly refugees, have unsettled home circumstances, which mean that they do not attend regularly. Some parents keep their children away from school for unacceptable reasons. Many pupils are missing out regularly on their education.
------------	--

## TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

Teaching is good across the school and is the most significant factor in the good progress that most pupils make. Lessons are well planned to ensure all pupils have the opportunity to learn. Teachers help pupils to see how work builds on what they already know and this maintains pupils' interest. Most lessons move at a lively pace, especially in Years 5 and 6 where five excellent lessons were seen.

Most pupils try hard in lessons and co-operate well when working in pairs or small groups. They respond well to good teaching and are curious about learning and determined to do well.

Literacy and numeracy are well taught. Because pupils are split into target groups<sup>3</sup>, teachers can gear the level of work to pupils' prior attainment. This works well in the two upper sets but is not always as successful in the lowest ones. Pupils in these sets have good work habits when their particular learning needs are well met and supported. However, when numbers of pupils and the range of needs in these sets are too great, the pupils sometimes have difficulties maintaining their concentration and getting on with their tasks.

Teaching for pupils for whom English is an additional language is of a high standard and pupils make good progress. Pupils benefit from specific assistance from the very able learning assistants and designated teaching support staff. The teaching of pupils with special educational needs is variable but satisfactory overall and pupils with statements of special educational need are given good support at all times. The largest minority ethnic group is Pakistani. These pupils, together with all others are taught well. Every teacher is committed to raising the attainment of all ethnic groups and this shines through their teaching. Boys and girls are treated equally.

Almost every subject is well taught throughout the school. The teaching of reading is particularly strong. The teaching of physical education (PE) is satisfactory but not enough time is allowed for lessons, which hinder pupils' learning in the subject.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of learning opportunities and curriculum enrichment through extra-curricular activities.
Provision for pupils with special educational needs	The curriculum for pupils with special educational needs is good. Pupils enjoy many experiences and opportunities across the broad curriculum.
Provision for pupils with English as an additional language	Good: the school has systems in place to ensure that the needs of all pupils are recorded and reviewed regularly. Support is allocated to meet the specific needs of all pupils.
Provision for pupils'	Good: teachers provide good role models for pupils. The attitudes and

<sup>3</sup> Each year group is divided into three ability sets for English and mathematics; the school refers to these as 'target groups'

personal, including spiritual, moral, social and cultural development	values they teach are evident in pupils' responses. Support staff make a good contribution to the social and personal development of pupils.
How well the school cares for its pupils	Pastoral care for pupils is good. Staff pay close attention to monitoring and supporting the needs of individuals from all backgrounds and cultures

Links between the school and parents are good. The school works hard to forge a partnership with parents from all backgrounds to help them to support their children's learning. A real strength is the role the learning mentor<sup>4</sup> plays in developing links and encouraging parents to become active members of the school community.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by the acting deputy and senior staff, provides the school with very good leadership and management.
How well the governors fulfil their responsibilities	The governors fulfil their legal responsibilities satisfactorily. Many are new to the governing body, but they are enthusiastic about their role and committed to working with the school and helping it improve.
The school's evaluation of its performance	The headteacher and senior staff systematically compare the school's performance with that of other schools in the neighbourhood, the EAZ, the local authority and the country, and analyse reasons for the differences.
The strategic use of resources	The school makes very good use of the funds it has available to support its educational priorities.

Financial planning, administration and monitoring are very thorough and well organised by senior and administrative staff. The school seeks every opportunity to ensure good value for money.

Staffing arrangements are good. The range of skills and experience ensures that specialist and class teachers and support staff are all available to meet all the learning needs in the school. Accommodation is adequate for the teaching of all subjects of the curriculum and there are developments planned which will improve the provision considerably. Resources for learning are satisfactory overall.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty-five parents attended the pre-inspection meeting; 351 questionnaires were sent out and 89 were returned.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The quality of teaching and the progress children make</li> <li>Pupils' behaviour and their responsible attitudes</li> <li>The school management and the positive partnership with parents</li> <li>The information provided about children's progress</li> <li>Children enjoy coming to school and work hard</li> </ul>	<ul style="list-style-type: none"> <li>About a fifth of the parents who responded to the pre-inspection questionnaire thought that the school did not keep them well informed about the children's progress.</li> </ul>

<sup>4</sup> The learning mentor's role is to provide support for children to help take full advantage of the opportunities the school offers for academic and personal development. The post is funded by the Excellence in Cities Project.

The inspection strongly endorsed parents' and carers' positive views. Concerns about information, homework and school management are unfounded. Parents and carers are provided with good information and have an open invitation to seek more if they want it. Homework is used well to supplement class work and the school is very well led and managed.

## **PART B: COMMENTARY**

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

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

1 The results of national tests have been well below average in recent years in English mathematics and science. The proportion of pupils attaining the higher levels has been a little better, but still below average. The school faces far more challenges than others nationally. As they start school in Year 3, most pupils' attainment is very low. Four out of five pupils have English as an additional language, with a significant number having little or no English when they start school. There is a high level of pupil turnover. For example, between September and early December 2001, 42 pupils joined the school and a few left. Almost ten per cent of pupils are from families who have sought refuge in the UK, many escaping from traumatic circumstances. Many families struggle to make ends meet with almost half entitled to free school meals. When these factors are taken into account, the school does well by its pupils. This is borne out when the school's performance is compared with that of schools in similar circumstances<sup>5</sup>. Results in English match these and pupils are ahead in mathematics and science.

2 The school's very detailed analysis of results shows that those pupils who stay at the school make better than average progress in English and mathematics. The longer they are in school the better they achieve. The difference between the attainment of those pupils who started school at the normal time at the beginning of Year 3 and those that joined after that is more marked in Years 5 and 6 than in Years 3 and 4.

3 The inspection found that the standard of work in English was broadly average. As most pupils have English as an additional language, with some entering the school with very little English, this represents good progress. Many positive factors contribute to this achievement, including the highly effective teaching of reading, the overall good quality of teaching and the contribution of support staff. Pupils enter Year 3 with low attainment in mathematics and although the standards are a little below the national average, by the time they are eleven most pupils have made good progress. This is mainly due to good teaching. Pupils make good progress in literacy and numeracy because of the emphasis the school gives to teaching these vital skills. Effective provision in science means that pupils learn quickly and achieve good standards. This is more evident when discussing work with pupils than is obvious from written work because pupils are much better at expressing themselves orally than at writing about science.

4 Pupils are making rapid progress in ICT since the new computer suite was established. Standards are securely in line with expectations and pupils do particularly well in using the computer to find things out and share information. Standards in religious education match the expectations of the locally agreed syllabus. Much work in art and design is imaginative and pupils' skills increase steadily. Standards in this and in all other subjects are in line with expectations.

5 At the time of the previous inspection, standards in many subjects were below average. The fact that attainment in almost all subjects has risen is a tribute to the success of the school in meeting the diverse needs of pupils.

6 Pupils with English as an additional language make good progress because of the good teaching they receive as they move through the school. They show a keen and positive attitude towards the development of their learning. By the age of eleven, they are reaching standards appropriate for their age and demonstrating how well they have achieved compared with their starting point.

---

<sup>5</sup> This is based on the number of pupils known to be entitled to free school meals. It does not take account of the proportion of pupils with English as an additional language or who speak little English when they start school. Both these factors are significant when comparing the performance of Whiteways with other schools.

7 Higher attaining pupils are given the opportunity to do well and several overcome their initial difficulties in English to achieve the higher levels in tests. Pupils with special educational needs make satisfactory progress overall in English and good progress in relation to their prior attainment as readers. In all other subjects, they make progress which is at least satisfactory in relation to their prior attainment. There is some variation in the attainment of boys and girls, especially in writing where there is a marked divergence, but there are no identifiable differences in the teaching of boys and girls. When test results are analysed by ethnicity, Pakistani children tend to do better than other groups

8 Variations in the school population means setting yearly targets is a complicated and difficult process. Nevertheless, the school sets appropriately ambitious targets based on the results of careful tracking of individual pupils from year to year. These targets are generally met and sometimes exceeded. Although overall results have been below or well below average over recent years, performance has kept pace with the national trend.

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

9 The school has been successful in maintaining good standards in this area of its work since the time of the last inspection. Pupils from all backgrounds respond well to the good provision made for their personal development, and are becoming mature and responsible as they progress through the school.

10 Pupils have positive attitudes to learning. They respond well to good teaching and show a curiosity about learning and a determination to do well. In a Year 3 art lesson, for example, pupils were fascinated by the teacher's demonstration of tile printing and worked carefully and precisely to try to produce work of high quality. Similarly, in a Year 4 English lesson, pupils in the middle set applied themselves very hard in using their imaginations to create similes about old age. "Their clothes look like tigers' stripes," wrote one boy, because he thought old people wear lots of layers of clothes. Pupils in the lowest sets for English and mathematics have good work habits when their particular learning needs are well met and supported. However, when numbers of pupils and the range of needs in these sets are too great, the pupils sometimes have difficulties maintaining their concentration and getting on with their tasks. Pupils make the most of the rich curriculum and the wide range of activities offered by the school. They enjoy taking part in regular clubs such as the choir, for example, or special events such as the recent arts festival, and they are willing to have a go at speaking French in lessons and at registration times.

11 Behaviour is usually good in class. Most pupils are aware of their teachers' high expectations for behaviour and have the self-control to meet these so that teachers do not have to waste time establishing order. Occasionally, though, too many pupils with behavioural difficulties are grouped together and they find it difficult to behave well for long. At lunchtimes and in the playground behaviour is satisfactory. In the dining hall, pupils are often noisy and exuberant, but the organisation of the session does not always promote good behaviour. Children eat their lunch while wearing their coats or playing with footballs, for example, and this does not help to create a calm and orderly atmosphere. Outside, pupils of all races generally play well together, although boys and girls tend to have separate games. Upsets and disagreements do occur between pupils, and the school monitors any serious incidents carefully. There are several factors affecting pupils' behaviour at lunchtime. The playground is currently an uninviting environment with few facilities to keep the children busy, but the school has recognised this and refurbishment is planned for next year. During the inspection, it was also Ramadan and many Muslim pupils were fasting. This meant that they were hungry and tired at lunchtime, and they were in the playground for longer than usual, as they were not eating. Very few racist incidents have been recorded, and these have been properly handled by the school. Exclusion procedures are carefully followed. There were twenty-two fixed period and one permanent exclusion last year. Twelve of these related to one incident where pupils with matches were a danger to themselves and others.

12 Relationships in the school are good. Pupils get on well with staff and with one another and co-operate effectively with others in lessons. They have a strong sense of respect for other people, and pupils from all background value the beliefs of others. A group of Muslim pupils who were talking about religious education, for example, were knowledgeable about Hinduism and Christianity and were able to discuss these in a reasoned way. Different races and faiths within the school co-exist harmoniously and pupils grow up able to tolerate and accept those who are unlike themselves. Pupils with disabilities are well supported and included by their classmates. Pupils' personal development is good. They are keen to take up the challenges offered by the school to promote their social development, and some represent their peers on the school council. Others do their bit, for example, by volunteering for the litter-picking rota. The school gives its pupils good exposure to European and western culture through art, music and languages, and the pupils respond well to this. They are eager to find out about cultures other than their own.

13 Attendance is very poor. It is very low compared with the national average, and is on a level with fewer than two per cent of the other primary schools in the country. The reasons for this are complex. Although many pupils take prolonged holidays abroad in Asia, this is not the only factor affecting attendance levels. Some pupils, particularly refugees, have unsettled home circumstances which means that they do not attend regularly. The main issue facing the school is the fact that many parents from all backgrounds are not in the habit of informing the school of the reasons for their children's absence, so that the school has to chase them up. Added to this is the tendency for families to keep their children away from school for unacceptable reasons such as going shopping or having visitors. This too is common to all cultures. This means that the school has the huge task of pursuing large numbers of individual absences, and also results in many pupils missing out regularly on their education. The level of unauthorised absence is above the national average, and this is because the school is strict about not approving the absences for unacceptable reasons. There is very little truancy. The school works hard to promote and increase attendance and as a result has been successful in achieving a steady improvement over the last three years. Punctuality is satisfactory. Most pupils arrive on time, but there is a hard core of habitual latecomers who regularly miss the beginning of the morning session.

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

14 Teaching is good across the school. In two-thirds of the sixty lessons seen, the teaching was good or better, four out of ten being very good or excellent. The quality of teaching is the most significant factor in the good progress that most pupils make. Teaching is successful for a number of reasons. Lessons are well planned to ensure that all pupils have the opportunity to learn. Teachers share the point of lessons with pupils. This helps pupils see why they are asked to learn particular things and how the work builds on what they already know. Most lessons end with a review of the main objectives and pupils are able to judge how far they have met them. For many pupils, simply knowing that they have taken a small step in their learning motivates them to keep trying and raises their self-esteem.

15 Most lessons are structured well and taken at a lively pace. This is especially true in Years 5 and 6 where most of the teaching is very good. All the excellent lessons seen were in these classes. Expectations are generally high and teachers use questioning very well to establish what pupils already know and to build on it. In the most effective lessons, teachers have established a good rapport with pupils and sustain a purposeful atmosphere throughout. They do this by using imaginative approaches which gain and keep pupils' interest and enthusiasm. Homework is set regularly and this makes a good contribution to pupils' learning.

16 For English and mathematics, pupils are taught in target groups<sup>6</sup>. These generally work well because teachers can gear the level of work to pupils' prior attainment. In most target group lessons, the work is again sub-divided so that it matches pupils' needs as closely as possible. However, in some of the lower attaining sets, the range of needs is so great that teachers find it difficult to cater for all pupils. Some of these groups are taught by the most inexperienced teachers who understandably have not developed the range of strategies for classroom organisation and management that their colleagues have. Despite the careful thought given to setting, some pupils are in the wrong group, which adds to the difficulties. Support teachers and classroom assistants could be deployed more effectively in these circumstances and take a fuller part in the teaching, perhaps by dividing the class into three groups for the whole lesson.

17 Teaching for pupils for whom English is an additional language is of a high standard and consequently pupils make good progress. They are keen to learn and are well motivated. The school receives additional funding to support the language needs of these pupils and this is used very effectively to provide good quality classroom support. The specific needs of pupils, who are just beginning to learn English, are assessed, and targets are set and reviewed regularly to ensure that their learning is developing progressively. At times they are taught as part of a small group and are able to access the curriculum through the good quality support and guidance of the school's bi-lingual staff. Those pupils who have progressed beyond the early stages of English acquisition have their needs met through specific assistance from the very skilled learning assistants and designated teaching support staff who use their expertise most effectively. There is a very strong team commitment from the school staff to share their many skills for the benefit of all language learners.

18 The teaching of pupils with special educational needs is satisfactory. When pupils are given individual help in lessons, or work in small groups in and outside the classroom, teaching is mainly good. In lessons for lower attaining target groups, it is satisfactory with some weaknesses in Years 3 and 4, sound in Year 6 and very effective in Year 5. Lessons are more successful when the focus of the support staff is on teaching rather than behaviour. The good teaching to promote understanding in reading is particularly helpful to these pupils. Teachers ensure that appropriate provision is made to help pupils achieve their targets. Pupils with statements of special educational need are given good support at all times.

19 The largest ethnic cultural group hails from Pakistan. These pupils, together with all others are taught well. Every teacher is committed to raising the attainment of all ethnic groups and this shines through their teaching. Boys and girls are treated equally.

20 Most teachers are good all-rounders. All have a good understanding of the national strategies for teaching literacy and numeracy and most use them effectively. The teaching of reading is particularly strong. Almost every subject is well taught throughout the school. The exception is physical education (PE). Although one lesson seen was very good, others are too constrained by the lack of time in the hall. Three lessons were unsatisfactory, but all teachers taught some good lessons, indicating the strength of teaching across the school.

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

21 The school provides a good range of learning opportunities and curriculum enrichment through extra-curricular activities. The statutory curriculum is met fully and teachers endeavour to provide for the needs of all pupils taking into account the rich cultural diversity of the school community. Generally, all pupils have equal access to all parts of the curriculum and are well supported to help them to take advantage of all that the school has to offer. Lower attaining pupils are not always getting the necessary support in some of the target group lessons in literacy and numeracy, however, because of the organisation of the

---

<sup>6</sup> Each year group is divided into three ability sets for English and mathematics; the school refers to these as 'target groups'



sets. There are many opportunities for extending pupils experiences through a wide range of activities funded through the EAZ and the school staff makes good use of these arrangements. There have been many improvements since the last inspection and the previous weaknesses in art and design, design and technology and ICT have been overcome

22 Teachers work hard to ensure that the curriculum is presented in a stimulating manner and they provide a good learning environment in their classrooms. National strategies for teaching literacy and numeracy are used well, although further modification of these approaches would be appropriate for the lower attaining sets. The standards of display are high. Displays frequently support current topics which the pupils are studying and some displays include a good range of pupils' work and contribute strongly to their learning. The teaching of basic skills in literacy and numeracy is generally well done and opportunities are sought throughout the curriculum for strengthening them.

23 The provision for pupils for whom English is an additional language is good. The school has systems in place to ensure that the assessed needs of all pupils are recorded and reviewed regularly, and the setting of targets is part of this process. This ensures that pupils' progress is monitored at regular intervals, and allows support to be allocated to meet the specific needs of all pupils. The effectiveness of this targeted support becomes more obvious when teachers have to manage without the help of support staff.

24 The curriculum for pupils with special educational needs is good overall. Pupils enjoy many experiences and opportunities across the broad curriculum, and have the chance to design, investigate and find information along with other pupils. The school's provision of first hand experience in many subjects such as science, design work and topic work is particularly helpful to this group of pupils.

25 The school makes good provision for pupils' spiritual, moral, social and cultural development. Teachers provide good role models for pupils. The good attitudes and values they teach are evident in pupils' responses. Support staff make a good contribution to the social and personal development of pupils in class.

26 There is a very rich cultural diversity within the school and pupils are aware of other cultures. Teachers make use of this in many ways but much more could be done to share the important religious beliefs and significance of pupils' own culture and traditions. Pupils are taught about other people's faiths, beliefs and customs mainly through religious education but opportunities for spiritual development, by drawing on the day-to-day experience of the vast majority of Muslim pupils are missed. There has been a positive decision to increase access to European cultures and this has provided all pupils with an understanding of the wider world in a very positive manner. Italy is studied in Year 6 in geography and the school often hosts French students. French is taught throughout the school and frequently heard in use between teachers and pupils. There are many bi-lingual signs around the school in pupils' own languages and in English, and some in French. Pupils and teachers have a very positive attitude towards cultural diversity.

27 Pupils are supported through the arrangements for personal, social and health education which is a developing aspect of the school curriculum. Provision for guidance in developing social responsibility, a healthy lifestyle and good attitudes towards others in the community is good. Teachers are ready to discuss issues with pupils and lessons are planned which specifically explore feelings and responses towards moral and social conduct. Opportunities for pupils to take responsibility for their own learning and to show more independence, for example in their choice and use of learning resources, are more limited and the teachers are considering ways of improving this.

28 The school has successfully established good relationships with the community it serves. There are good links with other schools locally, both infant and secondary, and pupils share in joint trips and other activities at the time of transfer and throughout the year. This helps pupils to settle to the school and prepares them well for transfer at eleven. The school

has links with a University of Sheffield project, which raises awareness of university life for ethnic minority pupils in Year 6 and student teachers from Hallam University are often in school.

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

29 Pastoral care for pupils is good. The school has successfully maintained and refined its good practice since the last inspection. Particular strengths are the close attention that staff pay to monitoring and supporting the needs of individuals from all backgrounds and cultures, and the use they make of outside agencies to underpin the work of the school. Children from families who have sought refuge in the UK are well supported. The acting deputy head and the learning mentor play key roles in caring for all pupils, backed up by the resources of the EAZ.

30 The school has good procedures for ensuring pupils' welfare. Health and safety concerns are well handled, and the caretaker and cleaning staff keep the premises well cleaned and maintained. Arrangements for child protection are good and meet local requirements. Guidance for staff is detailed and thorough. First aid is administered appropriately and good provision is made for pupils with specific medical needs. Pupils are supervised effectively at break and lunchtimes, but dining hall routines are not always organised in such a way as to develop pupils' social skills or create a sense of occasion.

31 Most staff promote and manage behaviour well. Teachers have high expectations for behaviour and apply the school's system of rewards and sanctions fairly and consistently. As a result, pupils know the standards required of them, and what will happen if they do not meet these. Sometimes 'target group' lessons do not meet the needs of all the pupils and in these circumstances some find it hard to concentrate and do as they are told. The school works hard to overcome the effect on behaviour of the currently poor playground facilities. Pupils have access to a wide range of play equipment at break and lunchtime, and are allowed to take part in quiet activities in the dining hall if they prefer not to go outside. The school takes any instances of bullying, sexism or racism very seriously. Incidents are recorded in detail, monitored carefully and handled firmly, with the involvement of parents if necessary.

32 The school has good systems for monitoring and chasing up absence, and tries hard to promote the benefits of good attendance. This has led to a steady increase in attendance over the last three years. The school works closely with the EAZ and the education welfare service to test new initiatives designed to improve attendance throughout the area. These bodies are also able to help the school to guide parents of different faiths on their rights and responsibilities regarding absences for religious festivals. Systems for monitoring are rigorous and staff are well deployed to put them into action. Teaching assistants phone parents on the first day of absence, for example, and administrative staff check attendance levels weekly. Very poor attenders are referred to the education welfare officer as soon as possible, while the learning mentor contacts families whose children are causing serious concern. Strategies to promote attendance are good. The weekly competition for attendance between classes motivates pupils and keeps this at the forefront of their minds. The breakfast club run by the school promotes punctuality successfully and helps to ensure that pupils have the chance to eat a healthy meal at the beginning of the day if they wish.

33 Pupils are given very good pastoral support and guidance because the school records and monitors their personal development very effectively and so knows their individual needs. Behaviour assessment sheets with targets for improvement are produced for every child each year and shared with parents. Detailed logs of incidents such as accidents, lateness, bullying and racism build up a picture of events involving individuals. The acting deputy, who is also the special needs co-ordinator, keeps an overview of how pupils are getting on, and is able to target those who need additional help, either from within or beyond the school. The learning mentor provides good extra support for pupils with difficulties. Her self-esteem group and social skills group, for example, enable pupils to improve the skills they need in class, such as listening to others and taking turns in speaking. This means that

they can participate more effectively in lessons and so learn better. Special programmes are set up for looked-after children to provide a link between the school and their carers and to help these pupils to feel more settled in class.

34 Pupils' academic progress is recorded very systematically and care is taken to monitor their individual progress. The achievements of pupils who have English as an additional language are carefully monitored which enables the school to provide individual support. Assessments are made at the beginning and end of a unit of study, such as a mathematics topic. Individual results are noted and are used to track progress through each term. Target groupings are reviewed each half term based on a range of assessments – informal observations during lessons, marked work, class tests and standardised tests. As a result, pupils are moved to a more appropriate group when possible. Pupils with special educational needs are identified early and are given very specific help towards their individual targets.

35 Although every effort is made to assess pupils accurately, some anomalies are evident, particularly in Years 3 and 4 where pupils appear to be in the wrong target group. As a result, a few pupils were not making the progress they might have because the work was too easy or too difficult.

36 The school has started to compile portfolios of work to provide examples of work in English at different levels. This is to be extended to all subjects and to personal, social and health education (PSHE). A computerised recording system has been introduced. These are positive steps to help teachers to refine their assessments in order to match the level of work more accurately to pupils' very varied needs.

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

37 The school has been successful in building up and strengthening relationships with its parent community since the time of the last inspection. As a result, parents and carers are pleased with the school and what it offers their children. They feel that the children are happy at the school and that they are well taught. They believe that staff are approachable and that they have high expectations for their pupils. These positive views are well founded. A few parents and carers have concerns about the school. These concerns are only partly justified. Reports to parents on their children's progress do not always give a clear indication of how well pupils are doing, but homework is well used to supplement classwork. The school works hard to involve parents in its life and work, and is very well led and managed. A small number of parents are unhappy because of issues related to the parents' group which is run by the school. They feel that they have been misinformed about the nature of courses run by the school and about the venue for their meetings. This has happened because of misunderstandings and a breakdown in communication between the school and the parents involved. The school did not wish to upset these parents and has done what it can to appease them.

38 Links between the school, and parents and carers are good. The school works hard to forge a partnership with parents and carers from all backgrounds to help them to support their children's learning. A real strength here is the role of the learning mentor. She organises courses and group sessions for all parents on relevant issues such as boys' and girls' achievement or curriculum coverage. She also liaises with individual parents if their children have particular difficulties at school, such as low attendance or poor behaviour. This helps to draw parents into the school and give them an understanding of how they can help their child. The school makes good use of its bilingual staff to interpret for parents who have English as an additional language. These staff attend meetings for parents and are prominent at the beginning and end of the day when parents come into school with queries. Parents make good use of their services. The school values the opinions of all of its parents and seeks them regularly through questionnaires on different aspects of school life such as uniforms or school dinners.

39 Written information for parents and carers is satisfactory overall. The prospectus and governors' annual report to parents and carers are useful for reference but are not especially attractive and do not contain all the information required by law. They are available in home languages other than English on request. Teachers from each year group send out good, regular newsletters about the work their classes will be covering. These give parents and carers good opportunities to support their children's learning at home. Reports to parents and carers on children's progress are satisfactory. They focus appropriately on children's attainment and set targets for the future. However, the grading system used is confusing and gives no indication of how well children are doing for their age. Targets are often too vague or couched in jargon. This means that parents do not have a clear picture of how well their children are doing or what they need to do to improve.

40 Parents and carers make a satisfactory contribution to the work of the school and to their children's education. They uphold the school's values and want their children to do well. They support their children's learning at home wherever they can. Parents and carers from a range of different cultures are active in the school as parent governors and a few parents are able to help during the day. Many parents and carers are not yet in the habit of keeping the school fully informed when their children are absent, and this causes the school a lot of work in chasing them up.

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

41 The headteacher, ably supported by the acting deputy and senior staff, provides the school with very good leadership and management. There is a clear vision for the future and a determination for the school to do its best for all pupils from all backgrounds. This includes a drive to constantly improve standards and a conscious decision to develop an awareness of western culture amongst pupils who might otherwise only know about Britain and their family's countries of origin. The management related key issues from the last inspection have been addressed well. In particular, very good structures have been created to manage and monitor the curriculum. There are now co-ordinators for each subject, but they work within curriculum teams to share and spread the workload. This works very well, reducing the burden for individual co-ordinators and increasing the expertise and experience for all staff involved. The headteacher is very skilled in delegating responsibility and promoting staff development in this way, and this contributes to the strong sense of loyalty and team spirit which pervades the school. Communications are good and staff at all levels have the opportunity to have their say and make their contribution to the running of the school. Staff from a variety of ethnic backgrounds have been appointed to posts throughout the school and provide pupils with positive role models for achievement.

42 Monitoring of teaching and of the curriculum has been developed well since the last inspection. The school's quality assurance programme has been very carefully constructed to enable the headteacher to keep a close overview of all staff and their progress. This provides him with very good information about what is happening in the classrooms. Curriculum co-ordinators and teams now have the opportunities they need to monitor their subjects, based on the priorities laid out in the school development plan. They are also able to produce their own action plans for inclusion in the whole school plan. This is important for their professional development, but does lead to some variations in the quality of the school development plan. Since the last inspection, the plan has improved significantly. Many sections are now more detailed and are clearly costed, but this is not consistent across all subjects and areas of the school. The plan is appropriately timed over three years, but the focuses for each year are not always immediately apparent, as there is no summary for easy reference.

43 The very positive commitment to equality of opportunity and inclusivity for all pupils is reflected in the school's ethos. Through its desire to cater for all the different groups of pupils, the school has allocated appropriate staffing and resources to ensure all needs are met and that all pupils have equal access to the curriculum and school activities. Within this very positive picture, there are some weaknesses in the provision made for lower attaining pupils in the target groups. The school monitors the performance of its pupils against other schools,

particularly within the local education authority, so that it can judge how well each cohort is doing. It has also recently set up systems for tracking individuals in order to predict attainment and assess progress for each pupil in the school.

44 All administrative procedures related to provision for pupils with special educational needs are clear, understood well across the school, and carried out effectively. Correspondence is effective and all communication with external agencies is focused upon appropriate provision for the pupil concerned. There is good liaison with the local services to the benefit of pupils in the school, including those with behavioural difficulties. Those pupils with statements of special educational need receive appropriate programmes of support. Their progress and related needs are regularly reviewed with their parents' or carers' involvement. Budgets for this area of work are used effectively.

45 The governors fulfil their legal responsibilities satisfactorily. Many are new to the governing body, but they are enthusiastic about their role and committed to working with the school and helping it improve. Several have already made the most of the training opportunities offered by the local education authority to enable them to do this. The school keeps its governors well informed, and as a result, they have a realistic grasp of the school's strengths and weaknesses. They give the headteacher and staff good support in their decision-making processes. Governors represent a range of the different cultures in the local community and so are in a good position to help shape the future direction of the school.

46 The school makes very good use of the funds it has available to support its educational priorities. Financial planning, administration and monitoring are very thorough and well organised by senior and administrative staff, and the school sensibly chooses to pay for support from the local education authority in carrying out these processes. The school's particular strength in financial management is the headteacher's skill in seeking out, applying for and winning grants which are especially targeted at its most pressing needs. National awards such as the Seed Challenge Fund will pay for refurbishment to toilets and Year 6 classrooms, for example, while an adventure playground will be financed by the New Opportunities Fund and other outdoor and arts activities by the Space for Sports and Arts Fund. This skill is also displayed by other members of staff, such as the learning mentor, who successfully finds different sources of local and national funding to back the various projects which she is leading. The school takes full advantage of the money available through the EAZ. This is especially apparent in the use of funds to pay for two days of the acting deputy head's time each week, to work on EAZ targets such as attendance and behaviour which are also key priorities for the school.

47 Additional funding is used very effectively to support those pupils for whom English is an additional language, including refugee children. The school employs suitably qualified and experienced learning assistants and teachers, some with important and appropriate bi-lingual skills, to meet the needs of those pupils who come from a variety of different countries and speak a number of different languages. The school ensures such staff are deployed effectively, and has created an ethos of corporate responsibility for the language development of these pupils. Appropriate in-service training is undertaken and the staff share their different skills with one another to improve the quality of their teaching of this group of pupils. This has a very positive effect upon pupils' learning and progress.

48 The school applies the principles of best value very well. The headteacher and senior staff systematically compare the school's performance with that of other schools in the neighbourhood, the EAZ, the local authority and the country, and analyse reasons for the differences. They compare not only academic results but also other important factors such as attendance and gender. Consultation is a fundamental part of the way the school operates. Staff and governors have frequent opportunities to voice their opinions through the structured programme of team and committee meetings. Parents are consulted regularly via questionnaires on issues which are of particular interest to them, while pupils have the chance to be heard through the school council. The school has recognised the need to justify the decisions it makes concerning the educational provision for its pupils. The extensive provision for the arts is a good example of this, based on the school's response to the

challenge presented by considerations of inclusion and the need to offer the best possible opportunities to pupils of all races. Spending decisions too are well reasoned. The appointment of a qualified social worker as the school's learning mentor was based on the logic that the school would teach her about education while she would bring to the school the skills of her profession. This has proved to be very successful. Similarly, on an administrative level, the school has shopped around for sickness insurance and made a saving of £12,000. This has been used to pay for additional classroom support and so has had a direct impact on pupils' learning. About five per cent of the school's budget is held as a contingency fund each year, due to the level of uncertainty about pupil numbers. A higher proportion was carried forward to the current year in order to fund initiatives such as the new ICT suites.

49 Staffing arrangements are good. The range of skills and experience ensures that specialist teaching such as reading and French, class teaching and classroom support are available to meet the learning needs in the school. However, less experienced teachers need further help in teaching lower attaining groups. In-service training is planned in line with school priorities and benefits staff and pupils; for example, recent training in ICT has led to improvements. The newly qualified teacher and new staff are given good help.

50 The accommodation is satisfactory. It is adequate for the teaching of all subjects of the curriculum, and there are good, imminent improvements planned which will improve the provision considerably. The bleak, uninviting playground and the noisy open-plan Year 6 classrooms will be tackled in the next few months and this should have a positive impact on behaviour and learning respectively in these areas. At present there is no space allocated for a proper library, or for a room where the learning mentor can comfortably hold group sessions for pupils or parents. This affects both the academic and the pastoral guidance available to pupils.

51 Resources for learning are satisfactory overall. In science and music, resources are good, and they are improving in ICT. Staff often make good use of resources to support their lessons, particularly in mathematics and French. The school needs more artefacts representing the range of world religions in order to improve the resources for religious education.

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

52 In order to improve further, the school should:

- (1) Improve the setting arrangements in English and mathematics so that that they more effectively meet the needs of lower attaining pupils (paragraphs 57,61) by:
  - teaching them in smaller groups;
  - modifying the national strategies for teaching literacy and numeracy for lower attaining groups;
  - involving support teachers and learning assistants more directly in the teaching;
  - sharing good practice through the school's highly effective curriculum teams;
  - Supporting less experienced teachers.
- (2) Maintain the current emphasis on improving attendance (paragraph 13) by:
  - increasing parents' understanding of the negative impact of non-attendance on their children's learning;
  - encouraging parents to inform the school of the reasons for their children's absences;
  - continuing to discourage parents from allowing short absences for inappropriate reasons.

### Minor weaknesses

- In order to improve pupils' spiritual development, more opportunities for pupils to share their cultural and religious experience are needed (paragraph 26)
- Lessons in PE are often too short to enable pupils to make sufficient progress (paragraph 102).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	60
Number of discussions with staff, governors, other adults and pupils	30

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	19	17	16	3	0	0
Percentage	8	32	28	27	5	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	Y 3 - 6
Number of pupils on the school's roll (FTE for part-time pupils)	0	351
Number of full-time pupils known to be eligible for free school meals	0	169

FTE means full-time equivalent.

Special educational needs	Nursery	Y 3 - 6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	71

English as an additional language	No of pupils
Number of pupils with English as an additional language	294

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	30

### Attendance

#### Authorised absence

	%
School data	8.8
National comparative data	5.6

#### Unauthorised absence

	%
School data	1.6
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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	45	40	85

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	31	39
	Girls	25	26	32
	Total	48	57	71
Percentage of pupils at NC level 4 or above	School	56 (48)	67 (46)	84 (68)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	24	30	28
	Girls	23	23	26
	Total	47	53	54
Percentage of pupils at NC level 4 or above	School	55 (37)	62 (48)	64 (53)
	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	12
Black – African heritage	23
Black – other	0
Indian	0
Pakistani	176
Bangladeshi	2
Chinese	1
White	47
Any other minority ethnic group	90

This table refers to pupils of compulsory school age only.

### Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	6	0
Black – African heritage	1	0
Black – other	0	0
Indian	0	0
Pakistani	10	0
Bangladeshi	0	0
Chinese	0	0
White	6	0
Other minority ethnic groups	0	0

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

### ***Teachers and classes***

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

Total number of qualified teachers (FTE)	17
Number of pupils per qualified teacher	21
Average class size	29

#### **Education support staff: Y£ - Y6**

Total number of education support staff	8
Total aggregate hours worked per week	215.25

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2000-1
----------------	--------

	£
Total income	866007
Total expenditure	825374
Expenditure per pupil	2351
Balance brought forward from previous year	8309
Balance carried forward to next year	76266

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	5.4
Number of teachers appointed to the school during the last two years	4.6

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.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out

351

Number of questionnaires returned

89

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	21	7	0	1
My child is making good progress in school.	52	45	1	0	2
Behaviour in the school is good.	53	35	7	2	3
My child gets the right amount of work to do at home.	47	38	12	1	1
The teaching is good.	58	33	3	0	6
I am kept well informed about how my child is getting on.	36	45	10	8	1
I would feel comfortable about approaching the school with questions or a problem.	57	33	2	6	2
The school expects my child to work hard and achieve his or her best.	60	34	1	1	4
The school works closely with parents.	40	39	9	7	4
The school is well led and managed.	53	30	6	6	6
The school is helping my child become mature and responsible.	53	37	2	1	7
The school provides an interesting range of activities outside lessons.	30	52	6	3	9

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

### **ENGLISH**

53 Attainment is average overall, indicating good achievement by the majority of pupils. However, lower attaining pupils, including some of those who have special educational needs and some who have English as an additional language, make sound progress over time but do not make as much progress as other groups in speaking and listening or writing. Pupils from all ability and age groups make good progress as readers. There is variation in the attainment of boys and girls, especially in writing, but there are no identifiable differences in the teaching of boys and girls. Pupils generally have good attitudes to English, behaving well and participating well in lessons. In the lower sets, especially in Years 3 and 4, pupils do not always behave well.

54 Progress in speaking and listening is good for the majority of pupils. Pupils in the lower sets make sound progress. Pupils show a good deal of interest in discussion sessions and willingly answer questions and volunteer information, especially when their personal experience enriches the topic under discussion. Year 5 pupils used their knowledge of fairy tales to develop a play performance, using inference and expression well. Year 6 pupils had visited the steel museum and were able to use an extensive vocabulary related to this topic, with words such as *forge*, *blister*, *crucible* and *stainless* used effectively when discussing the Sheffield steel industry. Pupils of all abilities are able to explain their work. Year 3 pupils found old-fashioned words in a text, and explained how 'candle-light' indicated an historical element. They went on to develop an argument about bedtime. Year 4 pupils enjoyed talking to a visiting storyteller, explaining riddles and offering ideas.

55 Progress in reading development is good overall. Pupils read with understanding and are willing to discuss all aspects of books and reading, using information books well and showing efficiency in their use. Lower attaining pupils, those with special educational needs and those with English as an additional language make effective progress as readers because of the well organised reading assessment, the careful ways that reading is taught and the special reading programmes for those who need them. By the age of eleven, most pupils' skills in reading help them to learn in other areas of the curriculum.

56 Higher attaining and average attaining pupils make good progress in writing. Lower attaining pupils, including those with special educational needs, and some of the pupils with English as an additional language make satisfactory progress, which could be further improved with better support. Pupils write for many reasons and purposes, and older classes write for different audiences and writing is developed well, especially in Years 5 and 6. Pupils write stories, descriptions and letters. They develop brochures about bullying and how to prevent it. Diaries and journals reflect their personal thoughts, emotions and experiences. Older pupils write for special purposes such as explaining the range of living things seen in the butterfly house or writing paragraphs to support their explanation of developments in Sheffield steel. Some written work is creative and thoughtful, such as Year 4 writing about 'My Mum' which used phrases such as 'as special as a magic talisman' and 'cheerful as a birthday girl'. A strength of the provision is the expectation of written work of a high standard, sometimes produced on the computer, across the curriculum. Pupils write extensively in science, design and technology, history and geography, using good organisation, vocabulary and structure to explain their experiments and give detailed information about people, climates, materials and techniques.

57 The school has implemented the National Literacy Strategy well and it has good impact. All pupils are organised into attainment groups. The lower target groups are rather too large and although well supported, the provision is not always as good as it could be, except in Year 5, where it is of a very high quality. At times, this reduces the progress made by some of these groups. The average and higher ability sets are given consistently challenging work.

58 Teaching is good. In Years 5 and 6 most teaching is very good; four lessons in this part of the school were excellent. The teaching of reading is very good for all age groups. Teachers have good subject knowledge and high expectations in English and can match the work well to different learning needs. All teaching of reading is based on very careful continuous assessment, which informs the next stage of learning; all work on reading emphasises pupils' understanding. Rigour and challenge in lessons increase as pupils' ability with spoken English matures, and as a result, those pupils with English as an additional language show increased momentum in learning as they move through the school. Support assistants work hard in lessons and make an effective contribution to teaching and learning. In a few instances in lower attaining groups they spend time managing behaviour. Their contribution could have more impact if they were trained to take more of a lead in the teaching of the lesson. Where pupils have physical or sensory special needs, all staff ensure full inclusion in the work through various effective strategies. Teachers use an effective marking scheme consistently. Homework is used well to support English.

59 The curriculum is good for all pupils including those with special educational needs and those with English as an additional language. Pupils use a good range of relevant and well-chosen texts and enjoy poetry and plays. The subject supports pupils' spiritual, moral, social and cultural development well through the good use of visits to inform English work, collaborative paired and group work in class, good links to English in other subjects and appropriate attention to empathy and emotions, especially in biographical work.

60 The subject is managed very well. Guidance is clear and helpful. Monitoring and evaluation are established well. A curriculum group discusses English vigorously and effectively to keep subject knowledge at a high level of awareness in the school. Extra classes are appropriately provided for, and are well taught. Resources are satisfactory. Improvement in the provision of English since the last inspection has been good.

## **MATHEMATICS**

61 Pupils enter Year 3 with low attainment in mathematics and although standards are below the national average by the time they are eleven, most of the pupils have made good progress. Higher attaining pupils are given the opportunity to do well and teachers generally have high expectations of all pupils. Pupils are taught in target groups but there is often a considerable range within these. Pupils in the lower attaining groups do not always get as much support as they need and they do not make as much progress as other pupils.

62 Teaching is good overall and some lessons are very good. In these lessons teachers have high expectations and all pupils are given work appropriate to their prior attainment and make good progress. Lessons get off to a good start and continue at a brisk pace, so pupils are actively involved in using mathematical thinking. All lessons follow the National Numeracy Strategy and are well planned. There is a good balance of mental work, practical work and problem solving.

63 Pupils work very well in lessons and join in enthusiastically during mental and oral work. They are keen to talk about what they are doing and respond readily with an understanding of the lesson's main purpose. Teachers always share lesson aims with pupils and this makes the work meaningful. Particularly good teaching is exemplified by teachers getting the pupils to devise questions instead of simply requiring them to produce answers. This frequently leads to a greater depth of thought and an increased understanding of the topic. For example, when reading frequency tables or tally charts, pupils were asked to think of good questions which might be used to interrogate the information. In Year 5, pupils were asked to describe with mathematical precision the rule underlying particular sequences of numbers. The insistence on mathematical accuracy and the use of correct vocabulary contribute to pupils' good learning. A middle group in Year 6 reflected shapes in four

quadrants, using parallel and non-parallel criteria for alignment, showing a level of challenge and expectation beyond the basic requirements of the National Curriculum.

64 Pupils in the lower attaining groups do not make as much progress as other pupils. This is partly due to the large numbers of pupils with a wide range of needs in these groups, the organisation of the teaching groups within these sets and the deployment of the adults working with these pupils. For example, learning assistants could be asked to play a more active role in teaching.

65 The co-ordinator provides very good leadership. He gives good support and guidance to other members of staff and has provided many ideas for improving the quality of teaching. His analyses of the pupils' performance in the end of key stage tests are of very high quality because they directly relate to improvements required of each year group. This has been fully shared with staff and has led to improvements in teaching and learning. The staff has a shared commitment to raising pupil achievement and this is reflected in the school's steadily improving performance in national tests since the last inspection.

## **SCIENCE**

66 Attainment is in line with expectations. Standards have been raised since the last inspection because of good management and very thorough and effective planning for science. A well-structured review process within the science curriculum team has focused on establishing key objectives for each topic within each year group. A collaborative approach to carefully planned teaching based on the assessment of the needs of individual pupils has had a direct impact on raising standards.

67 Eleven-year-old pupils have a very good knowledge and understanding of science and their basic skills of scientific enquiry have improved since the last inspection. Pupils work together on practical tasks with curiosity and interest. They are mostly well motivated and participate with enthusiasm in a range of appropriate activities including discussion and investigative work. Scientific vocabulary is developing well and pupils make predictions confidently and ask questions before arriving at conclusions based on evidence. Pupils' recording and presentation skills are rather weak. However, the current focus on improving pupils' skills is reducing the gap between what pupils know and how they record what they know.

68 Pupils are positive about science and are increasingly interested in planning investigations, making observations and measurements and recording what they have done. Their skills in hypothesising and evaluating are less well developed. Pupils who struggle to write are given support to present scientific data in the form of bar graphs and piecharts, sometimes using ICT. Their ability to talk in simple terms about scientific ideas, to explain how science is related to technological applications and to express opinions with confidence about the environmental and social issues from a scientific point of view, indicate a far greater knowledge and understanding than is apparent from their written work. Year 6 pupils spoke knowledgeably about a variety of subjects including how skeletons and muscles support our bodies and help them to move. They know that gravity is a force and that this force is a great deal less on the moon, that the heart pumps blood around the body and that blood circulates through blood vessels. They know the difference between capillaries, arteries and veins; that when we eat food it goes through the digestive system and that the nervous system helps us to feel pain and 'take messages to the brain'.

69 Teaching is generally very good. Lessons are very well planned with clear learning objectives that are responsive to the needs of the pupils. Most teachers provide a range of relevant activities and present scientific ideas employing suitable methods, including demonstrations and practical investigative work. All teachers make good use of the guidelines related to different age and groups. The recent review of key objectives, record keeping and assessment procedures ensures that teaching is directly related to pupils'

aptitudes and previous learning. Pupils are appropriately challenged to think for themselves and to take more responsibility for gathering the information they need. Teachers make commendable efforts to motivate the lower attaining pupils, to maintain their focus and keep them interested during lessons. The quality of marking is consistently good and teachers' comments consist of helpful feedback to direct the pupils towards self-correction and self-evaluation.

70 Pupils who need extra support because English is their additional language are very ably catered for. Support staff are deployed effectively to remove any barriers to learning and ensure inclusive participation. However, teachers do not make sufficient reference to the imprint of different peoples, or the contribution of scientists from different cultures. Provision for pupils with special educational needs is a particularly strong feature of science teaching. Pupils in need of support are carefully identified and help is provided through in-class support. Specifically modified teaching and learning materials are made available. For example during a science lesson in Year 4, the two teachers present used an impressive variety of team teaching approaches to help the pupils in achieving their learning objectives. All pupils, encouraged by the good use of praise, direction and guidance, were able to select components, construct working circuits, explain what they were doing and predict what would happen if changes were made in the circuit. All pupils were able to suggest ways of changing the brightness of a bulb in a circuit. They drew accurate diagrams and answered questions confidently during the review session.

71 The revised subject documentation provide detailed guidance to all teachers about how to sequence the work, the most suitable approaches to teaching particular topics and how to maximise the benefits of the resources available. Teachers are encouraged to plan their lessons around pupils' most frequent misperceptions about scientific ideas and to relate the science wherever possible to their everyday lives. The science co-ordinator works very effectively to develop and implement the well thought out school policy. Her observation of lessons and feedback to colleagues has helped improve and widen the range of effective teaching strategies.

## **ART AND DESIGN**

72 Very good improvement has been made since the previous inspection. Pupils are making much better progress and standards have risen significantly. Attainment has moved from unsatisfactory to securely in line with expectations. The profile of art and design has been raised due to a number of factors. With the support of the local authority adviser, the subject was carefully reviewed, a new scheme was introduced, and teachers were given extra training. At the same time, funding was secured to run an arts week. This was highly successful and the highly imaginative work that pupils produced reflected their willingness to learn and their eagerness to explore and develop ideas.

73 Improvements in standards and good quality teaching are clearly evident from the work on display around the school and also from observing pupils in lessons. Although only two lessons were seen, both teachers very effectively engaged pupils in thinking about art and helped them improve their skills. For example, Year 4 pupils looked closely at their previous paintings and made sensible evaluative comments about the use of line and colour. There was a lively discussion when the teacher distributed postcard-sized versions of Kandinski's work. Year 5 pupils were equally forthcoming when studying Roman mosaics. During the introduction to the lesson, they revealed a very good understanding of primary and secondary colours; some anticipated the following week's work by mentioning tertiary colours. The teacher's highly appropriate resources helped their understanding. In anticipation of the practical task, she had prepared 'colour wheels'. The pupils used these to experiment, exploring how the Romans had used colours in mosaics and the typical central and border designs. Pupils' sketchbooks showed how well they had been taught and how much they had learned in previous weeks. They contained experiments with line and shade, and appropriate technical language was evident, such as *double primary palette*, *vermilion*, *cyan* and *cerise*.

74 Sketchbooks are increasingly used throughout the school. Those kept by Year 6 pupils contain a good range of work and provide evidence of their increasing skills. All pupils make good progress, including those for whom English is an additional language and those who find learning difficult in other subjects. Art provides an outlet for expression and imagination which is not restricted by communication difficulties. For example, pencil drawings and the use of perspective in paintings were often of a similar standard by all pupils in a class. Pupils are encouraged to 'draw what you see' and this is evident in their use of tonal scale to draw everyday objects. Close observation had obviously been a factor in the wire and plaster sculptures in Year 4, where most pupils had captured the proportions and stance of human figures.

75 Displays of art provide a colourful and stimulating backdrop to many areas around the school and pupils are keen to discuss their work with visitors. This lively interest in the subject owes much to the co-ordinator and work of the curriculum team for art. The learning mentor also rightly sees art as a way of motivating pupils who otherwise are not keen on school. The success of this approach is clear from the recent highly successful arts week and from the current involvement of pupils in producing a mosaic, which will be replicated in fabric and hung as a banner in the city centre. Resources for the subject are plentiful and funds from the EAZ, Excellence in Cities Project and the City Council have been used to good effect to provide extra teaching from professional artists.

76 The planned future developments are entirely appropriate. These include further training for teachers and a continuing focus on tracking the progression of pupils' knowledge, understanding and skills through the school. Computers are used in art with reasonable frequency but more use could be made of the school's digital camera to develop pupils' skills in manipulating digital images.

## **DESIGN AND TECHNOLOGY**

77 The school has improved provision for design and technology since the last inspection, and standards are now in line with expectations. Pupils use their designs to assist them in developing their ideas and making a selected product. They are encouraged to modify initial ideas and to evaluate their work. Skills in drawing designs and recording the sequence of the design/make/evaluate process are sound but variable.

78 Pupils in Year 4 are developing a sound understanding of the mechanisms involved in designing a pop-up book with a moving part. Year 5 pupils make biscuits for specific people after finding out their preferences. They identify the ingredients, modify the formula, use key words from recipe books and confidently describe the links with what they have done and what they are going to do in order to achieve their set objective. Pupils in Year 6 plan and prepare a paper prototype of a slipper and reflect on their designs as they develop their product. For example, when wrapping his slipper round his friend's foot, one of the pupils decided that he would have to make his slipper out of fabric which is easy to sew and put some laces on the back so that he could easily put them on and take them off. Pupils' work demonstrates a limited variety of ways of assembling items but shows that they can measure, mark, fold, cut, join and fix neatly and accurately. All pupils are given the opportunity to make preliminary drawings and sketches to record and communicate their ideas and they are encouraged to evaluate and modify their designs.

79 Teaching is satisfactory with examples of excellent lessons. Teachers frequently ask their pupils to think of ways to improve their work at every stage. They stress the need to produce step by step plans, select the appropriate materials and tools and to reflect on their designs as they develop, bearing in mind the way the product will be used. As a result, pupils respond well. They persevere and are willing to start all over again and learn from their mistakes. They are self-critical and show appreciation for the work of their classmates.



80 The new co-ordinator has made a good start in managing the subject. The revised scheme of work allows year groups to plan carefully so that pupils build skills progressively and use a wide range of tools.

## **GEOGRAPHY**

81 Pupils study a wide range of geographical topics throughout the school. The topics are well planned and provide many opportunities for the pupils to develop their geographical skills and understanding. Standards of attainment in geography are above the expectation for pupils in all year groups. Although little direct teaching was observed, evidence from pupils' work indicates that it is generally good. Teachers make good use of opportunities for improving pupils' literacy and numeracy skills through written accounts and descriptions and through mathematical calculations involving graphs, charts and geographical statistics.

82 Pupils study four or five geography topics each year, which provides very good coverage of the National Curriculum. Fieldwork opportunities and visits to places of interest are frequently linked to these topics. Because the pupils study geography regularly throughout each year, they acquire a good understanding of places in the world. They talk about important geographical issues like the environment and the impact of industry and learn to describe key features of the world's different regions. Younger pupils name the countries and regions of the British Isles and locate capital cities on a simple map. They understand what maps represent and are able to point to the approximate position of Sheffield on a map of the British Isles. The oldest pupils can evaluate information from travel brochures and describe major geographical differences between northern and southern Italy using geographical terms and vocabulary. During lessons, pupils showed a good attitude to the subject, working with interest and enjoyment.

83 The range of geographical work is strongly supported by visits to places of interest. Many of these are within easy travelling distance of the school. All pupils are given equal access to these opportunities, including those with mobility problems, some of whom were able to participate in the trip to Padley Gorge in the Peak District National Park and experience some of the outdoor activities. Local sites, such as Crabtree Pond, Mayfield and Kelham Island in central Sheffield, are well used to provide fieldwork experience for the pupils. In Year 5, a visit to a butterfly farm gives pupils some understanding of a rainforest environment and in Year 6 the Thornbridge environmental centre is used for outdoor and orienteering studies.

84 Improvement since the previous inspection has been good. The co-ordinator has recently taken on the role and has an appropriate allocation of time to monitor and develop the subject. The action plan centres mainly on resources rather than pupils' skills or knowledge, it does not show how changes and improvements are to be evaluated and is not yet an effective document for ensuring subject development. There are adequate resources to support teaching and the subject makes an effective contribution to improving pupils' knowledge and understanding of the world and its regional and cultural diversity.

## **HISTORY**

85 Standards of attainment are sound and in line with expectations. The school has maintained its good history provision since the last inspection. Through regular curriculum team consultations, schemes of work have evolved systematically to create several cross-curricular links. For example, while learning about the Aztecs, Year 4 pupils produced some interesting art work. All pupils develop their understanding of the sequence of events during the numeracy lessons by working with timelines. Similarly the reformation of churches during the Tudor period is linked with religious education, the study of Sheffield steel with design and technology and most year groups use history lessons as an opportunity for extended writing. Year 5, for example, use the study of ancient Greece for this purpose. Year 6 pupils are quite knowledgeable about the life and times of significant local individuals.

86 Pupils learn about changes over time by looking at artefacts, books, household utensils, tools and a variety of other familiar and unfamiliar materials. For example, Year 5 pupils expressed an interesting variety of perceptions as to what, in their view, education and schooling was like during Roman times. They went on to learn about Roman and Arabic numerals before looking at the tools for writing during that period. All pupils know how aspects of the past are different from the present.

87 The quality of teaching is good. Teachers' planning and organisation of history and their knowledge and understanding of the National Curriculum requirements is sound and they enjoy teaching the subject. Teachers work well together with the support staff to ensure that the pupils with learning difficulties and pupils for whom English is an additional language are fully included in the lessons.

88 Pupils enjoy history and show a great deal of interest in investigating primary and secondary sources. They are very confident in asking and answering questions related to their work. Pupils' interest in history is further heightened through links with the variety of extra-curricular activities organised by school. For example the visits to Kelham Island Steel Museum, Eden Camp, The Millennium Gallery, Western Park Museum and Bishop House (Tudor period). The school drama productions are also linked to history topics from each year. Pupils respond enthusiastically to the teaching of history which is well planned and integrated into the broad curriculum.

89 Pupils are learning about the history of Britain, local history and about people from other countries like Italy. However not enough is made of the history of other societies or the study of the influences of social, cultural and religious differences within and between the various communities represented by the families of the pupils at the school. Pupils recognise that migration, movement and settlement are recurring experiences in British and world history. A recent drama project for older pupils focused on the reactions and responses of local populations to newcomers. There is room for more of this kind of activity to give pupils more opportunities to explore both commonalities and variations in the experiences of migrants, asylum seekers and settlers.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

90 Very good progress has been made since the previous inspection when standards were found to be below expectations and pupils' progress was unsatisfactory. Standards now meet expectations and are particularly good in desk top publishing, multimedia work and the use of spreadsheets. Improvements are due to teachers' increased expertise, better planning and the availability of up-to-date resources.

91 Teaching is good and pupils make very good progress through the school. Few have computers at home and many join the school with very little experience of ICT. Teachers help all pupils to acquire skills quickly. For example in a Year 4 lesson in the computer suite, two different editing tasks were set – one which depended on pupils' knowledge of English, and another which involved importing clip art and writing simple sentences about the image. This is typical of the thought given across the school to including all pupils in ICT lessons. Sometimes this is achieved by pairing pupils so that they bounce ideas off each other or help one another with the English. Whenever possible, staff who speak pupils' home language support their work. This happened in a very good lesson in Year 5 where the support teacher played an important part in helping pupils understand and use a spreadsheet, by working alongside those pupils at an early stage in English. The class teacher's excellent knowledge of the program and the carefully thought out tasks meant that pupils quickly learned how to locate cells, enter values and use formulae. Higher attaining pupils were shown how to enter formulae, such as `=SUM(B2:B6)`, and rapidly learned how to apply this to other sections of the spreadsheet.

92 Support staff also contributed effectively to a Year 6 lesson on making multimedia presentations. Because there were two teachers and two support assistants, pupils had

instant access to support. The level of challenge was high, as pupils were using a professional level program. They could all create slides and elect a design format. Their very good word-processing skills were used successfully in this new application; they had no difficulty in changing the size and colour of fonts and justifying text to suit their needs. They were confident in selecting images from clip art files and inserting *hyperlinks*. The higher attaining pupils quickly located *animated gifs*, which brought their presentations to life.

93 Pupils in Year 3 had a good recall of the parts of a database and most could distinguish between a *field* and a *record*. Work on display and in older pupils' computer files indicated that they have at least a satisfactory understanding of how ICT is used to collect and sort information. Printouts of recent work included bar graphs and pie charts generated using a database – for example to present information about various kinds of shoe fastening or favourite pop groups.

94 The school has only recently acquired the resources to log changes in the environment using temperature, sound and light sensors. Some work has already been done, but this needs to be developed further so that pupils' skills in this area can match their considerable expertise in other aspects of the subject. The recently devised 'key objectives' for planning do not contain sufficient reference to control and data logging. Teachers are integrating ICT with other subjects where possible – for example when using a sensor to record weather conditions in geography – and the co-ordinator is aware that this is an area for further development.

95 The subject is well managed. The co-ordinator, with the support of the ICT curriculum team has taken advantage of recent initiatives and has used extra funds effectively. All teachers have completed a centrally funded course. One ICT suite is already established and another is being set up. Grants from the EAZ and other funds have enabled the school to provide eight teachers with laptop computers and to order two data projectors and an *interactive whiteboard*. The school is well placed to further improve attainment and progress in the subject.

## MUSIC

96 Standards are broadly in line with expectations. Although opportunities to observe pupils in music lessons was limited, evidence from assemblies and from video recordings of recent productions and choir rehearsals indicates that most pupils try hard and enjoy musical activities.

97 Standards in singing are sound. Some pupils have difficulty in recognising variations in pitch and find it difficult to sing in tune but because of the teachers' encouragement, they persevere and make progress. When lessons focus on other aspects of music, pupils are more successful. For example, during a very good lesson in Year 5, pupils worked in pairs to compose tunes to rhythmic phrases such as 'Tickle! Wriggle! I'll make you giggle' and 'I won't eat cabbage. I hate it!' All achieved very well and there was a sense of pride when pairs played their composition. Everyone attempted to write down their tunes using conventional note names. Pupils with English as an additional language responded very positively to the task. All pupils broke into spontaneous applause when one pair - including one pupil at a very early stage of English - played their piece.

98 Work in music books and on display shows that the comprehensive scheme of work is taught systematically. Despite only one lesson and a brief part of another lesson being observed, it is clear that pupils benefit from good teaching. Every class is taught alternately by the music specialist and their own teacher. This works well because class teachers are well briefed and, although some are not very confident in music, they follow up ideas and provide further practice.

99 The co-ordinator's infectious enthusiasm is picked up by staff and pupils alike. She leads developments well. The music room is very well resourced and care has been taken to

acquire specially adapted instruments so that pupils with physical disabilities can participate fully. Special emphasis is given to broadening pupils' experiences and to increasing their cultural awareness. Many visiting performers contribute to this. Recent performances include those by singing and percussion specialists, African and Indian musicians, a guitar ensemble and a string and woodwind trio. Many of these involve the pupils in practical workshops, the recent 'Junk Music' session proving particularly popular. The choir and drama club combine each term to present a production relating to current work or a special religious festival.

100 Most pupils come from cultural backgrounds where music does not feature highly. Although most parents accept that music is part of every child's entitlement and are generally supportive, the school reports that there is some reluctance to allow pupils to practise or to attend rehearsals after school. In these circumstances, the school does very well indeed in promoting music as an enriching experience for pupils.

## **PHYSICAL EDUCATION (PE)**

101 The standard of work seen in physical education lessons is satisfactory, but could be much better with pupils engaging in more demanding activities. Many of the pupils showed aptitude for the subject; they are keen, eager and mainly well behaved. Lessons are generally well planned but time allowed limits the opportunity for pupils to practise and refine their work. They do not develop a critical approach to improving the quality of performance and have opportunities to pay sufficient attention to such aspects as the quality of body shape, starting and finishing positions or the development of tactical strategies in team games.

102 All lessons start with a lively warm up session, carefully paced to increase heart rate and prepare pupils for work. This is a good part in all the lessons seen and pupils clearly understand the effects of exercise on their bodies. The cooling down time was occasionally rushed due to the lack of time at the end of the lesson. Each class has two half hour lessons but the actual teaching time is often less than this. Time is lost when pupils are slow at changing or, when three teaching groups follow each other in rapid succession and one group over-runs its time allocation. The consequence is a lack of adequate time to practise skills resulting in a loss of quality in performance.

103 The teaching programme is arranged to give all pupils a varied and good range of experiences in each of the four years. All year groups study a range of gymnastics, dance, athletics and adventurous sports. In games lessons, pupils experience basketball, hockey, rugby, football, cricket and tennis, studying each game twice in their four years at the school. Much of the equipment for these games has been provided through the *Top Sport* scheme. Resources for other PE activities are adequate and mostly in serviceable condition.

104 Opportunities for sports festivals with other schools and a range of extra-curricular activities support learning in PE. A particularly good session of the gymnastics club was seen during the inspection. The teaching was of high quality, the pupils were enthusiastically building their skills towards British Amateur Gymnastic Association (BAGA) badges and the experience was clearly worthwhile. Playground facilities, such as painted cricket wickets and basketball rings were well used by both boys and girls during break times.

105 The co-ordinator has established good links with the secondary school, organised staff training sessions, and is reviewing the scheme of work. The quality of teaching has improved since the last inspection and further opportunities should be sought to monitor the quality of learning throughout the school.

## **RELIGIOUS EDUCATION**

106 Standards are in line with those expected of eleven-year-olds as outlined in the locally agreed syllabus. The main focus is on elements of Christian teaching. Pupils have a sound knowledge of relevant Bible stories and the main features of Christian worship to reflect the

fact that the religious traditions of Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in the country.

107 Pupils are aware of the principal features of a range of faiths. They show respect for those holding different beliefs. Religious vocabulary is progressively introduced and pupils throughout the school show great interest in learning about religions. Most pupils have a sound knowledge and understanding of RE. Year 6 pupils recall confidently what they have learnt about the main beliefs of Hindus, Sikhs, Jews, Muslims and Christians. They can name the different places of worship and the main festivals like Christmas, Easter, Divali, Eid, Rosh Hashana and Baisakhi. They are very familiar with the stories of Jesus and accurately recalled the parable of the good Samaritan. However, the Muslim pupils confused several stories about Islam with what they have learnt about Christianity and Judaism. Pupils made some fundamental errors in recording the story of the first revelation of the Qur'an to Prophet Muhammad (pbuh) in their books.

108 The quality of teaching is very good. Teachers have good background knowledge and use effective techniques to stimulate pupils' interest, often using religious items to good effect. The school is not taking adequate advantage of the wider aspects of the agreed syllabus, however, which emphasise the 'rich diversity of faiths and cultures.... with their distinct identities and loyalties of culture, language, history, religion, values and customs'. Although Muslim pupils are made to feel welcome by the school, there is very little done to explore their obvious commitment to a faith-based life style. Pupils are presented with facts about the religions they study without always being required to respond to probing questions or reflect on religious ideas of their own or other faiths. Marking is a little inconsistent.

109 There are some links between the subject and assembly themes but the possibilities of cross-curricular links with other areas of the curriculum remain unexplored. This approach to RE results in pupils getting piecemeal offerings of religious material with an emphasis on learning about religions and not so much from religions.

110 The recently appointed co-ordinator is enthusiastic about developing the subject throughout the school. She has identified the gaps and has begun to prepare draft guidelines, in order to provide good support for the non-specialist teachers. The school is aware of the need to develop a systematic approach to assessing pupils' progress.