

INSPECTION REPORT

BYRON WOOD PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107008

Headteacher: Mrs E Tunnard

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 24th - 27th June 2002

Inspection number: 242743

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs C Montgomery
Date of previous inspection:	June 1998

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10373	Mr A J Dobell	Registered inspector	Music Physical education	The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
19374	Mrs W Sheehan	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
15474	Mr J Fairclough	Team inspector	Special educational needs Mathematics Information and communication technology	How well does the school care for its pupils?
23319	Mr V Leary	Team inspector	Areas of learning in the Foundation Stage Art and design Design and technology	
7958	Mrs G Lewis	Team inspector	Equal opportunities English Religious education	
19041	Mr R Linstead	Team inspector	Modern foreign languages The provision for pupils with English as an additional language	
20380	Mr N Pinkney	Team inspector	Science Geography History	How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is an inner-city school serving a community with exceptional levels of economic deprivation and social need. Overall, the learning skills of children when they enter the school are very low in comparison to those normally found. There are 373 pupils on roll, aged between three and eleven, and the school is bigger than average. There are 218 boys and 155 girls, which is an unusually large difference. Sixty children attend the Nursery, some full-time and some part-time, and a further 50 children are divided into two Reception classes. In the main school, most classes are a mix of two year groups. The school is in an Education Action Zone.

The school has pupils from a wide range of communities, including 58 refugees (15.5 per cent of the roll). Over 270 pupils receive support because they speak English as an additional language and over one quarter of the school's pupils are at the early stages of learning English. Almost two thirds of the school's pupils are known to be eligible for free school meals; some 40 per cent are on the school's register of special educational needs and 3.5 per cent of pupils have statements of special educational needs. The nature of special educational needs includes specific learning difficulties, moderate learning difficulties, emotional and behavioural difficulties and speech and communication difficulties. In the last school year (2000-01), over one third of pupils left or joined the school during the course of the year. All these proportions are much higher than are normally found and adversely affect attainment and progress.

HOW GOOD THE SCHOOL IS

Pupils make good progress in the Foundation Stage and in Years 1 and 2, and satisfactory progress in Years 3 to 6. However, attainment is below that normally found when pupils leave the school because of the very low starting point and the very large degree of movement in and out of the school. Learning and progress are improving because of strategies that the school is putting into place. The quality of teaching is now good overall and the school is being very effectively led and managed by the acting headteacher, her deputy and other key staff. The school is now providing a satisfactory standard of education and, in spite of its very high unit costs, is providing satisfactory value for money.

What the school does well

- The headteacher, very ably supported by her deputy and other key staff, is providing purposeful and clear-sighted leadership and management.
- The quality of teaching is good overall and pupils' progress is improving.
- Behaviour is good overall and reflects pupils' good attitudes to school.
- There is good provision for pupils who have special educational needs and for children in the Foundation Stage.
- There is good provision for pupils' personal development and welfare, and pupils feel secure in the school.
- Parents have positive views of the school and appreciate the significant improvements achieved during this school year.

What could be improved

- Standards of attainment are too low.
- Assessment is not used consistently to guide the planning of lessons and to ensure that pupils have individual targets for making further progress.
- Work is not consistently modified for different ability groups so that pupils of different levels of attainment are challenged appropriately.
- Teachers do not always expect enough of pupils and, in their lessons, do not consistently apply the initiatives which the school has introduced to raise attainment.
- The teaching of religious education does not fully comply with the requirements of the locally-agreed syllabus.
- The school does not use funding for pupils who speak English as an additional language to best effect.
- The governing body does not have a secure appreciation of the school's strengths and weaknesses, is not effectively involved in strategic planning and does not monitor the school's

finances effectively.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was first inspected in June 1998. Since then, progress has been erratic. The key issues from the last inspection have been addressed successfully, with the exception of those related to attainment. Attainment at the end of Years 2 and 6 improved marginally in 1999, but then fell back overall in 2000 and 2001. In the summer of 2001, there was a major deterioration in the behaviour of a significant minority of older pupils, and it was recognised that the school had serious difficulties. During this school year, the new acting headteacher has restored order and introduced a range of strategies for improvement. As a result, morale has improved, the school is now purposeful and forward looking, and there is very good potential to raise attainment in the future. The quality of teaching has improved this year. Because of the good improvement during this school year, the school has made satisfactory progress overall since its first inspection.

STANDARDS

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

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

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low in relation to the average	E*

Standards of attainment, as measured in the National Curriculum tests at the end of Years 2 and 6 in 2001, were very low in relation to the national average in all subjects. In comparison with schools which draw their pupils from similar backgrounds, attainment was well below the average at the end of Year 2, and very low in relation to the average at the end of Year 6. Science is not examined at the end of Year 2, but teachers' assessments placed attainment well below the national average. At the end of Year 6, improvement in attainment since the last inspection has been below the national trend.

These very low levels of attainment reflect the high proportion of pupils who speak English as an additional language, who are on the special educational needs register and who join or leave the school during the course of each year. For 2001, they also reflect the poor standards of behaviour which prevailed at that time. Because of the high levels of movement in and out of the school, it is not meaningful to try to measure progress over a period of years. Improvement during the course of a school year is a more useful measure, and evidence from an analysis of pupils' work during this school year is that there are good examples of good progress in learning. Overall, progress is good in the Foundation Stage and Years 1 and 2, and satisfactory in Years 3 to 6. Pupils with special educational needs make good progress throughout the school and pupils who speak English as an additional language make good progress in the Foundation Stage and Years 1 and 2, and satisfactory progress in Years 3 to 6.

The school recognises that standards of attainment are too low. Inspection evidence is that attainment at the end of Year 2 is well below average in English and below average in mathematics, science and information and communication technology. At the end of Year 6, attainment is below average in English, science and information and communication technology, but at the level normally found in mathematics. The school has put a number of strategies into place to raise attainment. The evidence is that they are beginning to have a positive effect and unpublished results for attainment at the end of Year 6 in 2002 show a marked improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school overall. Most pupils enjoy lessons and are eager to learn.
Behaviour, in and out of classrooms	Behaviour is good overall and play is largely boisterous but friendly. This is a marked improvement on last year.
Personal development and relationships	The personal development of pupils is satisfactory. Relationships are satisfactory overall: they are good between adults and pupils, but sometimes strained between pupils. Pupils have few opportunities to take responsibility or to manage their own learning.
Attendance	Attendance is unsatisfactory, although it has improved during this school year. A significant number of pupils are regularly late.

Most pupils work with interest and want to learn. Their behaviour reflects this. Parents and pupils appreciate the improvement in behaviour and attitudes during this school year. Relationships between adults and pupils are good overall and support learning. The number of fixed-period exclusions has fallen markedly during this school year, from 50 in 2000-01 to 12 this year.

TEACHING AND LEARNING

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

The quality of teaching is good overall and has improved since the school's previous inspection. Teachers' morale is now good and there is a spirit of optimism in the school. This is reflected in the quality of teaching which is in turn beginning to have a positive impact on pupils' learning. The basic skills of literacy and numeracy are taught satisfactorily in Years 1 and 2 and well in Years 3 to 6.

Overall, teaching is particularly effective in Years 5 and 6. The teaching staff is now settled after a period of above-average movement and this is having a positive impact on learning. Good teaching means that pupils with special educational needs make good progress throughout the school. Pupils with English as an additional language make good progress in the Foundation Stage and Years 1 and 2, and satisfactory progress in Years 3 to 6 where specialist support is targeted less effectively. Challenging work to extend higher-attaining pupils is not provided consistently and too little is expected of them. Most pupils make good efforts with their work and are keen to make progress in their learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is satisfactory and is improving. All pupils are included in learning and the school's intention is that all will have equal access to all that the school provides.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs. As a result, they make good progress in their learning.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is wide-ranging but not consistently used effectively to support learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	There is good provision for pupils' personal development and for their moral, social and cultural development. There is satisfactory provision for spiritual development.
How well the school cares	There is good provision for pupils' welfare and safety. Support for

for its pupils	progress in learning is satisfactory and is improving.
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The school is improving its use of assessment but there is scope for further improvement. The provision for religious education is inadequate, and the lack of adequate support for pupils who speak English as an additional language in Years 3 to 6 is adversely affecting their progress. There is good curricular provision in the Foundation Stage. The teaching of modern foreign languages such as French is a positive feature which is raising pupils' confidence. Pupils are well known to adults in the school, and parents appreciate the good care that they now receive. The school has good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very ably supported by her deputy and other key staff, is an effective and purposeful leader and manager. She is creating a structure for the school to function effectively.
How well the governors fulfil their responsibilities	Governors are too reliant on the headteacher. They have an inadequate understanding of their role in the leadership and management of the school.
The school's evaluation of its performance	The school has established good systems for evaluating its performance and taking the necessary action.
The strategic use of resources	The school's use of its resources is satisfactory overall, but its use of monies provided to support pupils who have English as an additional language is unsatisfactory. These resources are not targeted effectively throughout the school.

When the headteacher took up her post in September 2001, the school had wide-ranging problems. She has addressed these problems systematically. As a result, the school is now forward-looking and confident and pupils, parents and staff appreciate the improvements that she has brought about. She has inherited a difficult financial situation and the school effectively seeks best value from its expenditure to help to deal with this. The school is well staffed to teach the National Curriculum and religious education, and accommodation and resources for learning are adequate. The role of subject managers is underdeveloped.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Good teaching means that pupils are expected to work hard and make good progress. • Behaviour is good and pupils become more mature and responsible. • Parents feel that the school works closely with them and they feel comfortable when approaching the school with concerns. • The school is well led and managed. • Children enjoy school. 	<p>Of the parents who responded to the questionnaire:</p> <ul style="list-style-type: none"> • 41 per cent disagree with the amount of homework set; • 11 per cent do not believe that they are well informed about progress; and • 16 per cent do not believe that there are enough activities outside class.

The school distributed 373 questionnaires and 55 were returned (14.7 per cent). Eleven parents attended the meeting held before the inspection. These views represent a small proportion of all parents and carers.

Conversations with parents during the inspection confirm that they appreciate the extent to which the school has improved during the current year. Inspectors believe that the school makes satisfactory use of homework to support learning, but its use is inconsistent. Information about progress is satisfactory, as is the provision of activities outside class.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the National Curriculum tests at the end of Year 6 in 2001, in English, 14 per cent of the school's pupils attained the national expectation of at least Level 4, with three per cent attaining the higher Level 5. This compares with 75 per cent of pupils attaining Level 4 at least nationally, and 28 per cent attaining Level 5. These results were very low in relation to the national average and the average attained in schools which draw their pupils from similar backgrounds. Boys outperformed girls in English and this has been the pattern since the school was previously inspected.
2. In mathematics, in the National Curriculum tests for 11-year-olds in 2001, 23 per cent of the school's pupils attained Level 4 but no pupils attained Level 5. Nationally, 71 per cent of pupils attained at least Level 4 and 25 per cent attained Level 5. These results, too, are very low in relation to the national average and the average attained in similar schools. In this subject, boys did marginally better than girls and this again has been the pattern since the school's first inspection.
3. In science, in the National Curriculum tests at the end of Year 6 in 2001, 29 per cent of the school's pupils attained at least Level 4 with three per cent attaining Level 5. This compares with 87 per cent of pupils attaining at least Level 4 nationally and 34 per cent attaining Level 5. Again, these results are very low in relation to both the national average and the average attained in similar schools. Girls slightly outperformed boys in science, and there has been no overall pattern since the school was inspected previously.
4. These results need to be judged against the background of pupils' very low levels of attainment on entry to the school, the very high numbers on the register of special educational needs and the very high numbers who speak English as an additional language. A further factor is the high proportion of pupils who leave or join the school during the course of the year, which has an adverse effect on attainment. For example, all the pupils who attained Level 4 in mathematics in 2001 had spent the whole of their primary years in this school. Further, this year group was affected by the breakdown in discipline during the latter part of the year and by a closure of the school for some days because of a failure of the boiler. Even so, the school accepts that many pupils underachieved and that these levels of attainment are unacceptably low. Since the school was first inspected, the improvement in the average National Curriculum points score for these three subjects has been below the national trend. The school failed to meet its modest agreed targets for attainment at Level 4 in English and mathematics in 2001. Strategies have been put into place to raise attainment and these are beginning to have a positive effect. The unpublished results for the National Curriculum tests for 2002 show a marked improvement.
5. In the National Curriculum tests in reading at the end of Year 2 in 2001, 68 per cent of the school's pupils attained the national expectation of Level 2 at least and two per cent attained the higher Level 3. This compares with 84 per cent attaining at least Level 2 nationally and 29 per cent attaining Level 3. Boys slightly outperformed girls in reading, but this is not part of a pattern from year to year. These results were very low in relation to the national average and well below the average attained in similar schools.
6. In writing, in the National Curriculum tests for seven-year-olds in 2001, 64 per cent of the school's pupils attained Level 2 and no pupils attained Level 3. This compares with 86 per cent of pupils attaining at least Level 2 nationally and nine per cent attaining Level 3. The performance of boys and girls in writing was broadly similar and there has been no pattern to the attainment of boys

and girls since the school's previous inspection. In writing, too, the school's results were very low in relation to the national average and well below those achieved in similar schools.

7. In the National Curriculum tests in mathematics at the end of Year 2 in 2001, 68 per cent of the school's pupils attained at least Level 2 and nine per cent attained Level 3. Nationally, 91 per cent attained at least Level 2 and 28 per cent attained Level 3. Girls did better than boys in mathematics, but again there is no pattern from year to year. These results were very low in relation to the national average and well below the results attained in similar schools.
8. Science is not examined at the end of Year 2 and teachers' assessments of pupils' performance judged attainment in science to be well below the national average in 2001, although the proportion of pupils attaining the higher Level 3 was judged to be close to the national average. In reading, writing and mathematics, the results attained in 2001 were an improvement on those attained at the time of the previous inspection in each subject. However, results remain unacceptably low and the school recognises this.
9. The learning skills of children entering the Nursery are very low in comparison to those found in most schools. The school serves a community with unusually high levels of social need and a very high proportion of pupils have special educational needs. Also, a high proportion of pupils speak English as an additional language and many children fall into both of these categories. The children who complete two years in the Nursery and Reception classes make good progress in their learning but their attainment is still well below the level normally found when they join Year 1 and begin their work on the National Curriculum. At this stage, their skills in English are well below those normally found and this adversely affects their learning across the curriculum.
10. During Years 1 and 2, evidence from the inspection is that pupils make good progress overall, but continuing weaknesses in English adversely affect attainment. By the age of seven, pupils have below-average skills in speaking and listening and standards in reading and writing are well below those normally found. Attainment in mathematics, science, art and design, information and communication technology and religious education is below that normally found. In the other subjects of the curriculum, it is at the level normally found, with the exception of design and technology where there was insufficient evidence to make a judgement.
11. By the age of 11, evidence from the inspection is that attainment in speaking and listening, reading and writing, science, information and communication technology, art and design, design and technology and religious education is below the level normally found. In mathematics, geography, history and physical education, attainment is at the level normally found and in music, there was insufficient evidence to form a judgement. However, an unusually high proportion of the pupils leave and join the school during the course of each year so that progress over time, for example, from Year 1 to Year 6, is very difficult to evaluate. A more reliable measure is progress over one year and the analysis of pupils' books shows that, on average, pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. Since the school was inspected previously, attainment in information and communication technology has improved because of the introduction of the computer suite, although it remains below the expected level. Standards in design and technology and religious education have declined.
12. Pupils with special educational needs attain at a level appropriate to their ability and make good progress in their learning because of the effective support that they receive in lessons. Pupils who speak English as an additional language attain at a level broadly similar to that of other pupils and in line with their abilities. They make good progress in the Foundation Stage and Years 1 and 2, and satisfactory progress in Years 3 to 6. Progress slows in Years 3 to 6 because the amount of support is reduced. At the same time, the language demands for progress in English, mathematics and science increase. As a result, these pupils' access to learning is adversely affected and their attainment levels and rates of progress are depressed. It is the Yemeni pupils who are disadvantaged the most because there is insufficient bilingual support in Arabic.

13. The school went through a very difficult period in the second half of the last school year and this adversely affected attainment and progress. This was made worse by a loss of morale and purpose in the school, which had an adverse effect on attainment. As a result of new staff appointments and the work of the headteacher and her senior colleagues, the school has come through its difficulties. Strategies have been put into place to raise attainment and these are beginning to have a positive effect. This improvement is being supported well by the school's access to initiatives, including the Education Action Zone and Excellence in Cities. The school understands that much remains to be done, but a good start has been made.

Pupils' attitudes, values and personal development

14. Pupils' attitudes to school are good, as was reported at the time of the previous inspection. Pupils enjoy coming to school and the parents who replied to the parental questionnaire confirm this. The majority of pupils settle quickly to their work and are eager to learn. They listen well to their teachers and sustain concentration during lessons. For example, in a Reception class lesson on healthy eating, pupils listened carefully and asked questions such as "Why do we eat wheat?" Pupils respond well to questions from teachers and express themselves with growing confidence as they get older. Pupils with English as an additional language are given equal opportunities to participate in and contribute to lessons except where their language difficulties prevent them from doing so. Pupils concentrate particularly well in whole-class learning and the majority settle well to group and individual tasks. However, on some occasions, particularly where work set is not appropriate to the pupils' ability, they display a lack of urgency in completing tasks. A particularly good feature of the school is the way that pupils welcome and support new pupils who often have little or no understanding of English. Pupils show considerable care and companionship for these pupils in lessons and at play.
15. Pupils' behaviour is good and this is an improvement on the findings of the previous inspection. Since September 2001, both parents and pupils confirm that there has been a dramatic improvement in behaviour and the large majority of pupils know the school's rules and respect them. In discussion with Year 6 pupils, they appreciated the "better atmosphere" and "improved behaviour" since September. Pupils are generally polite and courteous when talking with visitors to the school, and show good respect for teachers and staff. At playtimes, pupils are mostly well behaved and play happily together. Pupils who do not meet the school's high expectations for behaviour are aware of the sanctions imposed and feel that they are fair. Notices around the school define what bullying is and pupils understand that this is unacceptable. Overall, pupils enjoy an atmosphere which is free of bullying and oppressive behaviour. Exclusions have declined dramatically. In 2000/2001, there were 50 fixed-period exclusions. During this academic year there have only been 12 fixed-period exclusions and this reflects the school's efforts to improve the climate of learning for all pupils.
16. The level of attendance is unsatisfactory, as the rates of authorised and unauthorised absences are well above the national average. Attendance has started to improve over this school year. For example, the school has managed to halve the amount of unauthorised absences to 2.1 per cent with very careful monitoring and a strong emphasis on promoting attendance. A small but significant number of pupils take extended holidays back to their country of origin during school termtime. These extended absences adversely affect their learning and their progress in speaking, listening to and understanding English. They also have an adverse effect on attendance statistics. A significant minority of pupils are persistently late for school and this has an adverse impact on the start of the day, especially when pupils walk into assembly and class late so that others are disturbed.
17. Opportunities for personal development are satisfactory and pupils in the Foundation Stage develop their personal, social and emotional skills well. The school has recently introduced a school council and it is contributing well to pupils' involvement in improving the school environment for all. For example, through consultation, the playground for junior pupils has been improved with quiet seating. However, overall, there are too few opportunities for older pupils to take responsibility and become involved in the running of the school. Pupils have insufficient opportunities for independent learning and pupils in Years 1 to 4 have very limited knowledge of their own targets to improve their work. This adversely affects their ability to achieve further successes. Pupils are developing a strong wonder of the world around them. For example, the colours in a kaleidoscope

fascinated children in a Reception class. A religious education lesson in Years 3 and 4 showed pupils' maturity in understanding their multicultural community. One pupil stated "we are all the same really". Through the use of personal, social and health education lessons and reflections in assembly, the social skills of pupils are improving. Children in the Reception Year and pupils in Years 1 and 2 show fewer social skills at playtime and sometimes behave inappropriately. The school has identified this concern and is currently investigating ways to improve co-operation at playtimes.

18. Pupils' self-esteem, in particular, that of those who have English as an additional language, is raised considerably by the teaching of French and other languages throughout the school. As pupils are at a similar level of learning, pupils who may be only just acquiring English are able to contribute and participate fully. For example, in a French lesson in a Reception class, children were all enjoying learning and participating equally. A child who had recently joined the school with limited English language enjoyed the opportunity to contribute fully and this raised his confidence and self-esteem considerably.
19. Relationships between adults and pupils of different ethnic backgrounds and between boys and girls are satisfactory. Staff have good relationships with pupils. In discussion, Year 6 pupils felt that relationships with teachers are good, saying "Teachers are easier to work with now" and "Teachers are our friends". This was confirmed during the inspection when teachers and pupils throughout the school showed good levels of respect for each other. However, relationships between pupils are only satisfactory overall. While these are generally good, there are occasions when pupils do not treat each other with respect. Year 6 pupils confirmed that "some pupils do not get on well with others by not telling the truth". In lessons, pupils co-operate well in pairs and support other pupils well who may have an insecure understanding of English.
20. Pupils' attitudes to school and to learning have improved dramatically during this school year. As a result, behaviour has improved and relationships are developing well. There is good potential for this improvement to continue.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good overall, with some very good teaching and a small proportion of unsatisfactory teaching. During the inspection, 98 lessons were observed. In four per cent of these lessons, the quality of teaching was unsatisfactory, in 43 per cent it was satisfactory, in 43 per cent it was good, and in ten per cent it was very good. This is an overall improvement on the previous inspection when seven per cent of teaching was unsatisfactory, 52 per cent was satisfactory, 31 per cent was good, and ten per cent was very good. This improvement in the quality of teaching is a good achievement in the light of the significant difficulties in the school at the end of the last school year which resulted in a large number of staff leaving.
22. Teaching in the Foundation Stage is good overall and is rooted in a clear understanding of how young children learn. Overall, the balance between directed and child-initiated activities is good, but purposeful play is less evident in the Reception classes. The assessment systems available in the latest guidance for teaching children in the Foundation Stage are not used consistently to assess the progress of individual children so that their learning can be extended systematically. A strength in the Foundation Stage is the way in which teachers and support staff work very successfully together to promote children's learning.
23. In Years 1 and 2, teaching is satisfactory overall. In English and mathematics, teaching is satisfactory and includes examples of very good teaching and of unsatisfactory teaching. The teaching of the basic skills of literacy and numeracy is satisfactory and pupils make good progress in their learning. However, pupils have low levels of attainment when they begin their work on the National Curriculum so that even good progress does not enable them to reach the expected level by the age of seven. Where teachers make their lessons interesting and challenging, pupils make good efforts with their work. However, classes generally contain

unusually high proportions of pupils who have special educational needs or who speak English as an additional language or both and, for many pupils, progress in learning is less rapid than would be the case in most schools. Further, a high proportion of pupils leave or join the school during the course of the year so that progress in learning does not proceed smoothly but is continually being disrupted to enable pupils to revise previous learning so that they can make further progress.

24. In Years 3 to 6, the quality of teaching is good overall, and is particularly effective in Years 5 and 6. In Years 3 to 6, two lessons out of three are good or very good. Teaching in the core subjects of English, mathematics and science is good overall, but there was one unsatisfactory lesson in English and one in mathematics. The skills of literacy and numeracy are taught well overall in Years 3 to 6, but pupils are not skilled in retaining the information that they have learned and in applying it to new situations. They have insufficient opportunities to practise these skills in other subjects. Because of this good teaching, pupils tend to make good progress in their learning in individual lessons. However, this is with good support from teachers and class support assistants. Pupils' learning skills are often insufficiently secure for them to achieve the same levels of success when working independently. Pupils find it difficult to transfer skills from one area of learning to another and to make connections between work learned in one lesson and work being tackled in another lesson. They do not have sufficient practice in working independently, devising their own strategies for learning or organising their own research.
25. The teaching of pupils with special educational needs benefits from the good quality of support within classrooms and from the effective structure of their individual education plans. As a result, these pupils make good progress in their learning. The quality of teaching and learning for pupils who speak English as an additional language is satisfactory overall. In the best lessons, their learning is supported by specially prepared resources, interesting activities and the opportunity for them to listen in both English and their first language. For example, two Arabic-speaking pupils made very good progress in a Year 6 mathematics lesson when their highly competent bilingual instructor translated the teacher's explanations of new work to them. However, teaching is less effective when language becomes a barrier to learning. For example, there are occasions when pupils in the early stages of acquiring English are literally 'at a loss for words' because they do not have the vocabulary to describe what they wish to say. This is particularly so in Years 3 to 6 where the lack of bilingual support restricts progress in learning.
26. An interesting feature of teaching and learning in this school is the provision of modern foreign languages, particularly French, in each class. There are extra opportunities for pupils to learn languages in Years 5 and 6. Pupils from all backgrounds approach this learning with enthusiasm and pupils who speak English as an additional language may have greater success in French than they do in English, which improves their confidence and self-esteem. The quality of teaching and learning in these lessons is good overall. Teachers are confident, expect a lot of pupils and plan and resource learning effectively.
27. Overall, teachers have a secure knowledge and understanding of the subjects that they are teaching. Good relationships between adults and pupils underpin learning in most subjects and this is a significant improvement during this school year. In most classes, teachers have very effective strategies for managing pupils which are based on humour and praise for good work. There is a well-established system for pupils to take a few minutes time-out of a lesson if they feel the need to. They normally sit in a neighbouring classroom, but have no work to do. This means that learning time is being wasted. In the best lessons, teachers have high expectations for pupils' efforts and behaviour, but in too many lessons, teachers do not expect enough and pupils do too little work or work with insufficient care. Where high-attaining pupils are given extra work because they have finished the set work quickly, it is too often more of the same instead of more challenging work which will extend their learning further. In some classes, work is not modified to meet the needs of particular groups, so higher-attaining pupils are insufficiently challenged.
28. There are good examples of very effective teaching resulting in high-quality learning. For example, in a very good lesson in a Reception class, very clear planning identified specific learning objectives. Animated teaching elicited an enthusiastic response from the children. The lesson proceeded at a very good pace and the range of interesting activities maintained the children's concentration very well. All pupils, including those with special educational needs and English as

an additional language, were effectively included in the lesson and so all made good progress in their learning. In a music lesson for Year 1 pupils with a wide range of learning difficulties, the teacher's very secure subject knowledge and understanding resulted in a very well-planned lesson designed to build up pupils' knowledge and understanding systematically over a series of lessons. Very good lesson organisation and management of pupils meant that they maintained their concentration over the whole lesson. Skilful questioning tested and reinforced their understanding. The result was very good progress in learning. In a very good physical education lesson for a Year 3 and 4 class, careful thought had been put into a movement lesson to illustrate inflation and deflation. Very high expectations for the pupils' behaviour and effort resulted in a very good level of attention and some thoughtful responses. Excellent management of the class and use of praise and humour maintained concentration and ensured that pupils were willing to demonstrate some carefully thought-out responses. All pupils were fully involved in exploring their responses to a quite simple scenario and, as a result, made very good progress.

29. In contrast, unsatisfactory lessons are planned with less care, have less rigorous expectations and have less pace. Pupils' interest and enthusiasm are not engaged so that attention is lost and the lesson loses focus. Not all pupils are effectively involved in learning and, for many, insufficient progress is made.
30. In most classes, work is marked regularly but marking does not routinely indicate how pupils can make further progress. The setting of targets for individual pupils to make progress is inconsistent. On-going assessment through marking is not used effectively to plan future lessons so as to reinforce and extend learning. The use of homework to support learning is satisfactory overall, but there is scope for it to be more effective.
31. In most lessons, pupils make good progress and the analysis of pupils' work over the year shows that good progress has been made. For progress to be more secure, pupils need better skills in retaining information and applying their skills to unfamiliar situations. Lack of opportunities for independent work makes it difficult for pupils to develop these skills. Teaching and learning have developed well during this school year. The school is in a good position to build on these improvements and to improve pupils' learning skills further. The school is aware that this will be necessary if levels of attainment are to be improved.

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

32. The quality and range of opportunities for learning provided by the school are satisfactory overall and there are some good features such as the provision for pupils with special educational needs. There is good provision for children in the Foundation Stage, and this is an improvement since the school's previous inspection. Since the previous inspection, the school has produced a new 'curriculum map'. This was introduced in January 2002, and will be completed by September next with two staff training days. The curriculum contains all the subjects of the National Curriculum plus religious education, French and other languages. The school places appropriate emphasis on the delivery of the National Literacy Strategy to meet the needs of its pupils, for many of whom English is an additional language. However, the National Strategies for Literacy and Numeracy have only been fully introduced during this school year. They are now having a positive effect on attainment. Timetable allocations to the other subjects are generally satisfactory, although the time allotted to science is low in relation to the national average in Years 3 to 6. Schemes of work are in place for all subjects, based on nationally-approved guidelines, but the scheme for teaching religious education does not meet the requirements of the Sheffield locally-agreed syllabus for the subject.
33. Pupils' learning is enriched by a range of visits, for example, to Whirlow farm, Cannon Hall, the Mayfield Study Centre, Kelham Island Museum and the Museum of Science and Industry in Manchester. Residential trips are also offered to Year 3 and 4 pupils and are planned for Year 5 and 6 pupils. All these visits are used well to support teaching and learning in science, history, geography and art, and make a significant contribution to pupils' social and cultural development.
34. The teaching of French is part of a city-wide multi-lingual project. The school celebrates its many

languages and this positive ethos for teaching language adds a further dimension to pupils' education. Many pupils arrive at the school with some knowledge of other European languages and the focus on French contributes well to the development of pupils' listening skills, self-confidence and general linguistic awareness. In Year 6, pupils may opt to study other languages such as German, Spanish, Arabic and Somali.

35. Pupils with special educational needs are fully included in learning overall. Most of the learning for pupils with special educational needs takes place within the classroom. However, other needs, such as specific reading skills, are met during support by withdrawal from class. As a result, pupils miss important lesson content in some subjects. The school attempts to minimise this with half-term changes to routine, but lesson observations find that there is still a significant amount of learning missed for some pupils. The organisation of pupils' individual education plans is now effective and this is a good improvement since the school's previous inspection.
36. Very good arrangements are in place to ensure that new pupils with little English quickly settle into the school. There is particularly effective support in the Foundation Stage for children with English as an additional language to learn English. However, throughout the school, there is insufficient support for Arabic-speaking pupils, although the instructor in Arabic is effective and hard working when she is in school. Because of this, Yemeni pupils make less progress than the other ethnic groups. Overall, full-time instructors do not develop enough bilingual work in class or contribute enough to the planning of learning. As a result, the curricular provision for pupils who speak English as an additional language is less effective than it could be. Overall, curricular provision for these pupils is unsatisfactory.
37. The provision for extra-curricular activities is satisfactory. A good range of sporting activities is provided for both boys and girls and school teams compete against other schools. The girls' football team was very successful recently in reaching the semi-final of the local cup competition. Pupils learn the elements of orienteering during their visit to the Mayfield Studies Centre and develop their athletics skills through visits to the Don Valley Stadium. Lunchtime and after-school clubs are available for reading, recorders, sewing, dance and homework, and the Kwanzaa Club celebrates aspects of West Indian culture.
38. The provision for pupils' personal, social and health education is satisfactory. A scheme of work based on the 'Healthy Schools' initiative is in draft form and teaching in this area is developing well. Three members of staff have received training for this teaching and are passing this on to their colleagues. Elements of Citizenship will be integrated into the scheme in due course. Pupils in Year 6 benefited from tuition from the Peace Foundation through the local Education Action Zone, being coached in relaxation skills, techniques for controlling anger and the development of self-confidence. A successful pedestrian training course for Year 4 pupils has just been completed, involving volunteer parents and staff from the local Road Safety group. Pupils receive appropriate sex education and a selection of videos has been available for parents to view prior to their use in lessons. Satisfactory arrangements to ensure that pupils are appropriately aware of the dangers of drug and substance abuse are in place.
39. The provision for the spiritual, moral, social and cultural development of pupils is good overall and this is an improvement since the school was first inspected. Pupils have a variety of opportunities within the curriculum to enhance their understanding of the world and society. The school's participation in the 'Respect' programme has been beneficial in supporting these four areas of development.
40. The provision for pupils' spiritual development is satisfactory. They are given opportunities to understand human feelings by exploring how they would feel in a variety of situations. Pupils are respected by their teachers and their cultural diversity is celebrated. There are moments within the assemblies for pupils to reflect and think about themselves, their community and the world. Within religious education lessons, pupils have the opportunity to consider the wonder of creation and to explore the way in which different faiths are practised. The ethos of respect was clearly demonstrated by a Year 2 pupil who expressed the view that what we believed in was important and that it could be different from someone else's view. Another pupil expressed the view that '... we are all part of the same race...the human race.'

41. The provision for moral development is good. Pupils know what kind of behaviour is acceptable and respond positively when teachers correct them. There are clear rules in all classrooms and the school has a discipline strategy which pupils understand. They respond well to the positive reinforcement of good behaviour and they receive praise whenever they have succeeded in achieving a behaviour target. At the end of the afternoon, for example, one Year 2 class discussed their targets for the following day and those who had achieved the previous day's target were congratulated. The school displays several posters to remind pupils of expectations and teachers actively promote a policy to include all pupils in the school's work. The teachers respect the views of pupils and respond to their questions with integrity, which is clearly appreciated by the pupils in the respect which they show to all the adults in the school. Bullying is not tolerated and several posters remind pupils what to do if it should occur. These posters describe the forms that bullying might take, providing pupils with guidance on how to deal with different instances of bullying.
42. The provision for social development is good. The School Council meeting was impressive in its contribution to pupils' social development. It has only been formed relatively recently and yet the meeting observed during the inspection was chaired with maturity by a Year 6 pupil. The council worked from a published agenda, which it had prepared, and conducted themselves sensibly throughout the process. They indicated when they wanted to speak and waited to be invited to do so; they listened carefully to what others had to say and made comments which showed that good attention was being paid. After the meeting, representatives went back to their classes to discuss how a quiet area was to be designed and managed. In a mixed Year 5 and 6 class, pupils were informed of what had been discussed and offered their views in a mature way. Suggestions for the quiet area (a small overgrown quadrangle) included a clear set of rules for its use and how it might be enjoyed by all pupils. They also discussed the formation of the next School Council and the ways in which representatives could be elected. This demonstrated a clear understanding, by the time pupils are eleven, of how democracy works. Pupils are encouraged to work co-operatively and considerately in lessons and to respect the environment. There is an absence of litter around the school and pupils are taught to value school property. The discussion about the quiet area showed how effectively these principles had been internalised, as pupils emphasised the care that needed to be taken and how the area would need to be kept tidy and pupils would need to behave well.
43. The behaviour of some pupils is challenging but the management of pupils and the high expectations for appropriate behaviour minimise the potential for poor behaviour to predominate. In only one lesson observed during the inspection was behaviour less than satisfactory. In the majority of classes, behaviour is good or better. There is some effective use of 'time-out' for pupils who feel they need to calm down. The strategies adopted to improve behaviour have been very successful in a very short space of time. The school has a calm, working atmosphere which has been appreciated particularly by the older pupils.
44. The provision for cultural development is good. Many opportunities are provided to celebrate the cultural diversity of the pupils in the school. The music used in assemblies is discussed and pupils are encouraged to find out more about the composers. Pupils participate in an annual carnival which brings in music from all their cultures. Pupils dress up and perform as part of the celebration. During the inspection, the older pupils were rehearsing these songs with great enthusiasm which reflected the enthusiasm shown by the teachers and the pianist leading the rehearsal.
45. Posters around the school celebrate the achievements of people from many ethnic communities. Pupils have been learning about famous people, authors, athletes and scientists who were black and succeeded in spite of the prejudice of the times in which they lived. Careers posters, which show young black and Asian people in the professions, are prominently displayed and adults in the school provide good examples for pupils to follow. Pupils also have an opportunity to explore local history, and there are artefacts in the library from the past.
46. The texts chosen for the Literacy Hour and other subjects often reflect a range of cultures. For example, a group of Year 1 pupils studying the structure of creative writing was fascinated by a story from China about the sun. Similarly, a Year 2 class watched a video recording of Hindu

dancers representing the Hindu creation story with a good level of interest and automatically tried to move their hands in imitation of the dancers as they sat quietly on the carpet.

47. The residential and other visits made by pupils provide opportunities for development. The writing and photographs produced after these visits illustrate clearly the contribution they have made to areas of the curriculum and to spiritual, moral, social and cultural development. The school provides for all pupils who wish to participate in visits to do so. However, other opportunities are sometimes missed as spiritual, moral, social and cultural development are not specifically identified in lesson planning. On occasions, teachers' lack of knowledge and understanding or confidence mean that they fail to make connections that sometimes arise in lessons. It was interesting to see some pupils making some of those connections for themselves. For example; a visit from the local community police officer had had an impact on one younger pupil who, when discussing the 'kirpan' (a short sword carried by Sikhs as a symbol of their protection for the weak) in the study of Sikhism, remembered the officer emphasising the use of his baton as a defensive and protective weapon. Some visits have been organised to places of worship in the community, for example, to a church and the local Sikh temple. These have enhanced pupils' understanding of those faiths and the school plans to increase these visits to enhance the religious education syllabus and to provide pupils with a real reference for their learning about other faiths.
48. There are good relationships between the school and its partner institutes. Good links are maintained with the Mother and Toddler group who meet regularly in the school, and this helps to ensure a smooth transition into the Nursery. Good transfer links are in place, particularly with Fir Vale Secondary School, and pupils are given opportunities to visit the secondary school they plan to transfer to and to learn more about how they may be affected by the transition to secondary education. For example, with the support of the Education Action Zone, a play about transition called 'Impact' to support pupils in Year 6 has been arranged.
49. The contribution of the community to pupils' learning is satisfactory. Parents and community leaders are invited to school events, for example, to the Winter Fayre and Eid assemblies. A local firm and the Education Action Zone have contributed sponsorship that has helped support the school's focus on improved attendance and punctuality and enabled prizes for good attendance to be awarded.
50. The quality of the curriculum has improved well since the last inspection and is now more coherent and comprehensive. The school has created a systematic overview for teaching and learning to ensure that the requirements of the National Curriculum and the locally-agreed syllabus for religious education are met. This is in process of being introduced and will put the school in a secure position to improve its curriculum further when it is fully in place.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

51. The school provides a supportive atmosphere in which pupils feel cared for and valued as individuals. All adults set good examples for pupils and show considerable concern for their safety and welfare.
52. Procedures for child protection and for ensuring pupils' welfare are good. The previous inspection raised concerns about the governing body's role in fulfilling its statutory duty in relation to health and safety and child protection. There has been a recent good improvement in these areas, which no longer give cause for concern.
53. During the past year, the school has carried out regular risk assessments of the premises and has started to prioritise areas for improvement. The existing health and safety policy is in the process of being updated to reflect the new and improved procedures which now exist in the school. The school is clean, tidy and in good repair, and provides a safe environment for pupils overall. An appropriate number of staff are trained in first aid skills, and good procedures are in place for recording accidents and for notifying parents. The school field is an area of concern with regard to

health and safety as it is currently shared with the local community. People walk their dogs on the field, there is a lot of litter and a car was recently burnt out on the field. It is an unsafe area for pupils to use on a regular basis. The school promotes pupils' awareness of health and safety well, for example, road safety awareness lessons have taken place for Year 4 pupils and Year 6 pupils have attended a 'Crucial Crew' day which dealt with issues such as personal safety, drugs awareness, emergency first aid and water safety.

54. There is a fully trained child protection officer in school and procedures are very good. All staff have received training and are aware of the procedures to follow. The child protection officer has taken a pro-active role and promotes the welfare and safety of pupils effectively. The introduction of a new policy is planned to reflect the current child protection procedures more successfully. In addition, through the Children in Need scheme, the school is regularly identifying and supporting pupils and their families who may need extra care. This promotes a very good partnership between parents, the school and the various support agencies.
55. The procedures for monitoring and improving attendance and punctuality were a key issue for improvement at the time of the previous inspection and are now very good. The school has introduced, but the governing body has yet to approve, a new draft attendance policy. The procedures which are now in place have a rigorous approach to monitoring and promoting very positive attitudes to attendance. The school has set itself challenging targets to achieve and already, during this first year, attendance has improved significantly. The school prospectus appropriately emphasises the need for regular attendance. Through rigorous monitoring, parents are regularly informed of their child's lateness or absences. Where necessary, the home-school liaison tutor and the appropriate agencies are actively involved to ensure punctual and regular attendance. Appropriate translation services are in place when required. The inclusion and attendance officer visits the school regularly and provides good support where necessary. The school celebrates good attendance both of individual pupils and classes in weekly and half-termly assemblies, and these further reinforce the school's positive promotion of attendance. However, extended holidays abroad remain a problem for a significant minority of families.
56. Procedures for monitoring and promoting positive behaviour are good. Discussions with governors, parents, staff and pupils indicate that the newly-introduced procedures for monitoring and promoting good behaviour which were launched in September 2001 have brought about a dramatic improvement in behaviour. These procedures have recently been summarised into a clearly-written draft policy. The policy is based on respect and has appropriate sanctions and reward systems in place, which are clearly explained for parents and pupils to understand. Behaviour is monitored effectively through the behaviour book and incidences of a racist nature are carefully recorded and appropriate actions taken.
57. Procedures for eliminating oppressive behaviour are very good. These are having a positive effect on behaviour so that exclusions have decreased considerably compared to the last school year. The school's new approach to behaviour through a non-confrontational stance has resulted in this significant improvement. The headteacher has played an important role in setting high expectations for behaviour and in monitoring and discussing with individual pupils what they need to do to meet these standards. The anti-bullying policy is clear and is aimed at ensuring that pupils understand the need to talk to someone should they feel threatened in any way. Pupils have received informative presentations on the school's rules and are clear about the school's expectations. Pupils are constantly reminded through posters displayed in the corridors what action they should take if they are concerned about bullying.
58. Procedures for monitoring and supporting pupils' personal development are good. In the Nursery and Reception classes, where children's social development is part of the Foundation Stage curriculum, their personal development is monitored effectively. There are effective systems for tracking their progress. The school has good procedures for identifying children in need and the strong support given to pupils starting school during the course of the year is very effective in supporting identified pupils. In addition, the use of assemblies to celebrate both academic and personal successes helps to promote pupils' personal development.
59. The school ethos of care is strongly expressed in its provision for pupils with special educational

needs. Classroom support assistants, who are well trained and who evaluate the effectiveness of the support on a regular short-term cycle, monitor these pupils' academic and personal progress very well. Individual education plans are manageable for pupils, provide achievable targets and focus clearly on the learning needs of the pupils. In particular, the provision for those pupils with statements of special educational needs is very good.

60. The school has good resources to care for and promote learning for pupils who speak English as an additional language. However, these resources are not always targeted effectively to enable these pupils to develop the English skills to play a full part in lessons. This means that the care offered to these pupils is not as effective as it might be. Arrangements to measure the progress made by these pupils are unsatisfactory.
61. The school has introduced good structures for assessing pupils' attainment and progress in mathematics. Procedures for assessing attainment in English are satisfactory. This process is not as well developed for science and there is no effective assessment structure for the other subjects of the curriculum. As a result, the overall judgement is that procedures are satisfactory. This represents a good improvement since the previous inspection when there was little recording or analysis of assessment information. The school now uses the optional National Curriculum tests at the end of Years 3, 4 and 5, as well as a number of other standardised tests to monitor pupils' progress in the core subjects of English and mathematics. The progress of individual pupils is recorded and the performance of groups of pupils is noted, for example, the attainment of boys and girls, changes in the structure of class groups and the attainment of different ethnic groups. These good procedures identify groups of pupils who need support in their learning and areas of learning that need to be developed. However, the lack of procedures in other subject areas means that teaching is not fully focused for the structured learning of knowledge and skills. As a result, subject managers cannot monitor the development of learning in their subjects and so promote the raising of attainment.
62. The use made of this assessment information is satisfactory overall. Very good use is made of information about pupils with special educational needs and good use is made of information in mathematics and satisfactory use in English. But its use in science and in supporting the learning of pupils from minority ethnic communities is only satisfactory. There is no evidence that use is made of assessment information to support learning in the other subjects of the curriculum, and this is unsatisfactory. Realistic targets in English and mathematics are set for overall school attainment in the National Curriculum tests. Clear learning targets are set for pupils with special educational needs and group targets are set for class groups. These targets are discussed with pupils and are reviewed each half term so that progress can be secured, but pupils are not always clear about how the targets apply to them.
63. The monitoring and supporting of pupils' academic progress are satisfactory overall. Special educational needs provision is monitored well. A system of tracking pupils' progress from their initial attainment on entry to the school is being introduced. However, this has not yet been used to project pupils' attainment at the end of each stage of their education and so does not yet help the school to compare pupils' actual performance with their potential levels of attainment.
64. The school has rationalised and improved its systems for caring for pupils during this school year. This has resulted in good improvements in the personal care offered to pupils and a marked improvement in behaviour. The school is now in a good position to develop its assessment procedures further and to use them to raise attainment and improve progress in learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

65. Overall, partnership with parents is satisfactory, as was reported at the time of the previous inspection. Parents have positive views about the school and the majority feel that their children like school and make good progress. Parents feel that behaviour is good and that the school is well led and managed. A considerable proportion of parents believe that their children are not receiving the right amount of homework and this concern was confirmed during the inspection. Currently, homework is inconsistent across classes and year groups. Some parents feel that the provision of activities outside school is unsatisfactory. However, inspection evidence shows that

the range of activities provided outside class is satisfactory. Some parents also feel that they are not kept sufficiently well informed about how their children are progressing in school. However, the range and variety of information provided for parents, and the opportunities that they have to meet teachers, are satisfactory overall.

66. The quality and the quantity of information provided for parents are satisfactory. The school is currently in the process of issuing a new combined prospectus and governors' annual report to parents, which is informative and meets statutory requirements. The school regularly sends out newsletters keeping parents abreast of any changes and provides useful advance warning of dates to help parents to plan ahead. Currently, no information about the curriculum is sent to parents to enable them to support their children's learning at home further. Parents have the opportunity to meet formally with teachers once each term to discuss their children's progress, and many parents attend these meetings. There are also good informal occasions for parents to meet teachers after school. At all times, translators are available should they be required. Pupils' annual reports provide clear information about each child's progress and attainment, particularly in English and mathematics. The majority of reports also include information on what a pupil needs to do next in order to make further progress. However, the quality of this advice, while satisfactory overall, varies between classes.
67. The overall contribution of parents to their child's learning at school and home is satisfactory. The school promotes a close partnership with parents. It encourages parental involvement through classes on family literacy, numeracy, story sacks and parenting skills. Many parents attend the half-termly assembly where certificates for a 100 per cent attendance are distributed. However, attendance and, in particular, punctuality are still key areas where a significant minority of parents fail to support their child's learning. Although the school has no parent-school association, many parents actively support fund-raising events, which include the winter fayre and summer carnival. This further strengthens the partnership between parents and the school. The involvement of parents in the formal work of the school is limited, although a small number of parents give support, particularly on school educational visits.
68. The school provides very effective links with parents whose children may be starting school part-way through the academic year. The home-school liaison tutor works closely alongside other teachers, for example, where the child's first language is not English, and ensures that quality time is given to careful support for both the child and the parents during this period. Often this may include a home visit with a translator. There are also good links with parents of pupils who have special educational needs and they are involved effectively in reviews of their children's progress.
69. The school is building up effective links with parents and the community. Parents are now much more confident about the quality of the school's work than was the case 12 months ago. The school is in a good position to develop these links further.

HOW WELL IS THE SCHOOL LED AND MANAGED?

70. When the acting headteacher took up her post in September 2001, the school had been through a period of serious difficulty. Eight teachers had left during the previous term and morale among adults in the school was very low. This was largely the result of a serious breakdown in discipline and behaviour for a significant minority of pupils, largely in Years 5 and 6. This led to frequent confrontations with staff and inappropriate strategies to manage behaviour, which were unsuccessful. The headteacher found other major areas of weakness. These included inadequate management of the curriculum, very low standards of attainment, poor assessment procedures and a financial situation which was heading for serious deficit.
71. The headteacher has addressed these issues systematically since taking up her appointment. The management of behaviour has been established within the principles of a new behaviour policy which has been welcomed by staff, parents and pupils. The school is now a calm and well-ordered community in which teaching and learning can proceed with very little disruption. A new 'curriculum map' has been established which clarifies what is to be taught in each subject in each year group. As a result, learning is now systematic and builds on what has been previously learned. Assessment procedures have been strengthened and the school is now in a position to

set pupils individual short-term targets to improve their attainment. The headteacher has agreed a three-year plan with the local education authority to resolve the school's financial deficit. The school benefits from good support from initiatives such as the Education Action Zone and Excellence in Cities.

72. As a result of the headteacher's purposeful and clear-sighted management, the school is now positive and forward-looking. The teaching staff is now settled and optimistic. There is an impressive unity of purpose in the school and the teachers and other adults are giving the headteacher very good support in moving the school forward. The school has very good potential to improve and, although it will take time for the school to achieve the levels of attainment and quality of education that it aspires to, a very good start has been made.
73. The headteacher is being given very good support by her deputy who has long experience in the school and in the community. His regular presence about the school creates a calm and positive atmosphere and gives pupils a feeling of security. The headteacher has established a senior management team of eight to support her in developing the school. The team meets weekly and is playing an increasingly valuable role in determining the school's priorities and managing progress towards meeting them. The senior management team plays a major role in creating the school improvement plan and in its implementation. This is a practical working document designed to address the school's most pressing needs. It is being effective in its early stages of implementation. The senior management team is developing well and has the potential to be a major force in improving the school in the future. The school is developing good systems for evaluating its effectiveness, identifying priorities for development and taking the appropriate action.
74. The school sees equality of access and opportunity as key entitlements for its pupils. Care is taken to ensure that all pupils are fully included in all the school's activities and the school largely succeeds in achieving this. However, the withdrawal of some pupils with special educational needs for specialist support means that they miss elements of some lessons. While the school does its best to minimise this, the problem cannot be eliminated. Further, support for pupils with English as an additional language is uneven throughout the school so that some pupils, particularly in Years 3 to 6, do not have equality of access to teaching and learning because of linguistic difficulties.
75. The school has a very high proportion of pupils with special educational needs and the management of their education is very good overall. The manager of this provision is much respected for the advice and support that she provides for pupils and teachers. Her qualified support assistants help to ensure that special educational needs are identified early and that high quality support is then provided for these pupils. The very good links with specialist support services such as the educational psychologist and speech therapist help to ensure that pupils with very particular needs are supported effectively. This school's very high-quality provision is used as a model by the local education authority, and other schools visit the special educational needs co-ordinator so that her very good practice can be disseminated. The co-ordinator is given very good support by the enthusiastic governor for special educational needs. The present provision for special educational needs is a very good improvement since the previous inspection, when learning activities were not well matched to pupils' needs. As a result of the school's good provision, pupils with special educational needs now make good progress throughout the school. The school is preparing effectively for the new code of practice which comes into effect in the next school year.
76. The management of the school's provision for pupils who speak English as an additional language has been weak in the past because the teacher with responsibility for this area was not given the power to manage. With the strong support of the headteacher, leadership and management in this area are now satisfactory. Overall, the arrangements for the support of these pupils remain unsatisfactory, but a good start has been made on correcting the weaknesses in the provision. The school now has the right priorities and there is clear potential to improve the provision further.
77. The school does not yet identify gifted and talented pupils effectively, but a teacher has recently been given responsibility for this area. As a result, these pupils do not yet have full equality of access to learning because they are not consistently provided with challenging work to extend their knowledge and understanding. However, the school has plans in place to develop this area of

its provision and the capacity to succeed. Overall, the school's emphasis on equality means that adults value and respect pupils and their contributions to school life. All members of the school community are now proud of their school and care about it.

78. The school aims to achieve high standards of teaching and learning. Until this school year, the National Strategies for Literacy and Numeracy had not been introduced fully and staff had not received the appropriate training. This has now been corrected, but there is scope for these strategies to be used more flexibly so as to meet the learning needs of the pupils more effectively. Professional development for staff is now a high priority and professional expertise is being strengthened systematically. All subjects have a manager and the roles of subject managers are being strengthened. All now produce a subject action plan which is incorporated into the school improvement plan. Arrangements for the monitoring of teaching and learning are being strengthened, and the school is now in a position to set individual short-term targets to help pupils to raise their attainment. However, most subject managers do not evaluate the effectiveness of teaching and learning in their subjects.
79. The governing body is too reliant on the headteacher to be fully effective. It has a sensible committee structure and this is effective in the sense that meetings take place and the outcomes of these meetings are then considered at the full governors' meeting. However, in the past, governors were not supplied with sufficient information to play a full role in the leadership and management of the school. For example, in two years, the school's finances have gone from a surplus of over £50,000 to a deficit of over £120,000. The finance committee of the governing body was not given this information and so was unable to influence events. As a result of this lack of adequate information, the governing body has become used to a peripheral role. Under its new chair, progress is being made and some training is being undertaken, but progress is slow and is from a low base. The governing body does not have a secure understanding of the school's strengths and weaknesses and so is unable to give the headteacher adequate support in shaping the future direction of the school. In 2000 and 2001, the governing body did not hold a meeting for parents or produce an annual report for parents. In those years, the governing body did not fulfil its legal responsibilities. This is now being rectified.
80. The school's accounts were last audited in November 1997. The report identified wide-ranging areas of weakness in the way in which the school was managing its finances. There were a number of references to the then-headteacher agreeing to implement the report's recommendations. When the present headteacher took up her post, there was little evidence that the recommendations had been implemented and the governing body had not been provided with the information to monitor and evaluate progress. The current headteacher and her senior administrative officer are implementing acceptable procedures. In its straightened circumstances, the school is mostly obtaining best value from its expenditure.
81. The school now runs efficiently on a day-to-day basis. Its routines are straightforward and pupils understand them. They move smoothly from one activity to the next. The school uses new technology well in administration, and the teaching of skills in information and communication technology throughout the school is satisfactory overall. However, information and communication technology is not used consistently to support learning across the curriculum. There are effective procedures now in place for ordering materials and paying for them, and the senior administrative assistant manages these procedure and routine administration throughout the school efficiently.
82. The school's teachers are well qualified to teach the National Curriculum and religious education, and teachers are deployed effectively overall. The school has plans for this deployment to be more effective in the next school year. Staff employed to support pupils who speak English as an additional language are not always deployed to maximum effect. Support assistants are deployed effectively in supporting learning. Teachers and support assistants work well together and this is an important factor in the quality of education that pupils receive. New staff are introduced to the school's systems effectively and the school is a valued provider of initial teacher training.

83. The school's accommodation is adequate to teach the National Curriculum and religious education. There are adequate hard play areas, but the school field is open to the general public and this reduces its value to the school. The learning environment is enhanced by attractive displays and the caretaker and his team keep the building in good condition. Resources for learning are adequate overall. The computer suite is a valuable resource and is used well. The library is not a useful resource for reference and research work, and the school has plans to develop it further. There is no separate medical room. Funds provided for specific purposes, for example, for special educational needs, are used appropriately overall, but funds to support the learning of pupils who speak English as an additional language are not used fully for that purpose.
84. The effective and clear-sighted leadership of the headteacher, with the good support of her colleagues during this school year, have resulted in clear improvements in the school's daily work. Because of the systems that have now been put into place, the school has made satisfactory progress since its previous inspection. All in the school understand that much remains to be done before the school is providing the quality of education for its pupils that all aspire to. However, the groundwork has been laid and the school now has good potential to improve further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

85. In order to improve further the quality of education provided by the school, the governors, headteacher and staff should:
- (1) improve standards of attainment throughout the school by:
 - developing pupils' ability to retain and recall what they have learned;
 - improving pupils' ability to transfer the skills that they have learned to different kinds of problems;
 - using the National Strategies for Literacy and Numeracy more flexibly to maximise the benefits that pupils gain from them;

(paragraphs 24, 31, 78, 121, 125, 128, 134, 135, 139, 143, 144, 147, 148)
 - (2) develop assessment systems further and the consistency with which they are used in order to:
 - guide the planning of future learning in the light of what pupils know, understand and can do;
 - set short term targets for individuals and groups of pupils to help them to raise their attainment;
 - develop a marking policy to be used consistently across the school which will show pupils how to make further progress;

(paragraphs 30, 61, 62, 63, 90, 118, 131, 141, 147, 158, 167, 188, 191, 196, 197)
 - (3) ensure that groups of pupils with different levels of attainment are given tasks of different degrees of challenge so that they can make progress from their current standards;
- (paragraphs 27, 29, 35, 77, 118, 136, 139, 146, 147, 152, 162, 167, 194)
- (4) expect pupils to do their best work at all times and particularly to write accurately in subjects such as English, geography, history and religious education;
- (paragraphs 27, 124, 131, 139, 144, 155, 190, 191)
- (5) ensure that teaching and learning in religious education comply fully with the requirements of the locally agreed syllabus for religious education;

(paragraphs 32, 190, 196)

(6) establish systems to ensure that the initiatives that the school has introduced to raise attainment support each other as part of a consistent and coherent strategy, and include in this:

- monitoring and evaluating the quality of teaching and learning in their subjects by subject managers;
- developing the roles of staff who support pupils with English as an additional language and ensure that they are deployed to maximum effect;
- improving teachers' subject knowledge and understanding where necessary, including their understanding of the learning needs of pupils with English as an additional language;
- developing pupils' skills to learn independently;

(paragraphs 12,14, 17, 24, 25, 31, 36, 47, 60, 61, 74, 76, 78, 82, 86, 90, 91, 92, 97, 114, 117, 118, 121, 124, 130, 131, 138, 140, 147, 153, 158, 163, 190, 192)

(7) develop the governing body to enable it to play a fuller role in the leadership and management of the school, particularly in regard to:

- monitoring and evaluating standards of attainment and the quality of education;
- supporting the headteacher in strategic planning for the school's future development;
- overseeing the school's finances effectively including funds for pupils who speak English as an additional language;

(paragraphs 79, 80).

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

86. Arrangements to support the learning of these pupils are unsatisfactory overall. This is mainly because the school uses a significant proportion of its grant for the achievement of ethnic minorities for other initiatives. The full-time bilingual instructors do not make an adequate contribution to this work and the school is unable to provide enough support for pupils whose first language is Arabic. These shortcomings arise from staffing arrangements made before the appointment of the present headteacher. She and the teacher responsible for managing this aspect of the school's work are fully aware of the problems and are taking effective steps to address them.
87. Meeting the needs and raising the standards of pupils from ethnic minorities are central to the life of the school. At the time of the inspection, almost three-quarters of the pupils were from ethnic minority communities. This was a significant increase since the school's previous inspection and is a very high proportion compared with the national average. English is an additional language for well over a third of pupils and a quarter of the school's pupils are at the early stages of learning English. Fifty-eight are from refugee families. Pupils speak some 15 languages and a significant number of pupils use more than two languages.
88. The grant to improve the achievement of these pupils is the biggest single sum within the school's additional funding and the school uses the grant to provide extra staff. These are a home-school liaison tutor, two reading recovery teachers, one part-time and two full-time bilingual instructors,

and four bilingual nursery assistants. A significant amount of the work of the home-school liaison tutor and reading recovery teachers does not relate to the achievement of pupils from ethnic minority backgrounds. The headteacher has therefore arranged to reduce the amount of funding for these staff from this grant in the next school year.

89. There are significant strengths in the school's provision for pupils who have English as an additional language. These include the positive effect on their learning of the home-school liaison tutor's good work in forging and improving links with parents and families, very good arrangements to make sure that new pupils with little English quickly feel at home in the school and make good progress, and the marked improvement in standards achieved by pupils working with the reading recovery teachers. Other strengths are the school's effective linking of its extra staffing for pupils with English as an additional language to its overall arrangements to support learning in all classes, good support in the Foundation Stage to help children who speak English as an additional language to learn English and the good range of languages which teachers and support staff use.
90. However, there are significant weaknesses in the provision. These include unsatisfactory arrangements to measure pupils' progress, and insufficient support for Arabic-speaking pupils so that Yemeni pupils achieve lower standards than other minority ethnic groups. Further, full-time instructors do not develop enough bilingual work in class or contribute enough to planning, teaching and assessment.
91. In most lessons, there is insufficient use of speaking and listening in English to improve the understanding of pupils who speak English as an additional language. Support staff are under-used in a number of lessons and the amount of support available in Years 3 to 6 is inadequate. There is a lack of clear and attractive display in nearly all classrooms of key words, phrases and sentences to improve new learning for pupils who speak English as an additional language. Finally, not all the monies made available to support the learning of pupils with English as an additional language are used for this purpose.
92. The achievement of pupils with English as an additional language by the end of the Year 2 is similar to that of other pupils. However, it is not as good as that of other pupils by the end of Year 6. By the age of 11, their attainment in English and science is below average, but most reach the standard expected for their ages in mathematics. They make good progress in the Foundation Stage and Years 1 and 2. In Years 3 to 6, they make satisfactory progress, but do not do as well as other pupils. This is mainly because of the increasing language demands of English, mathematical and scientific learning. It is also because, in the juniors, pupils with English as an additional language get less support than in the earlier stages of their education.

This particularly affects Yemeni pupils. For example, none of these pupils reached the standard expected for their age in English and mathematics by the end of Year 6 in the National Curriculum tests in 2001.

93. By the end of Year 2, standards in reading, writing and mathematics for pupils with English as an additional language are similar to those of other pupils. Their attainment is well below average in English and science, and below average in mathematics.
94. Pupils who speak English as an additional language make good progress throughout the school in learning English and this reflects the national pattern. Their standards in speaking and listening are ahead of those in reading and writing. Most pupils achieve social speaking standards that are close to those expected for their age by the time they are 11.
95. Pupils with English as an additional language have good attitudes to school and are well behaved. They enjoy learning and work well together. For example, when a new pupil with little English joins their classes, they make friends and will translate what the teacher says to make sure the new arrival understands. Like all pupils, they lose interest and do not concentrate when they do not follow what the teacher is saying.
96. The quality of teaching and learning for these pupils is satisfactory overall. In good lessons, staff

ensure that pupils of all backgrounds are involved in learning all the time. In the best lessons, teachers enhance learning with specially-prepared resources, individual support, plenty of interesting activities and a lot of opportunities for pupils to speak and listen in both English and their first language. For example, two Arabic-speaking pupils made very good progress in a Year 6 mathematics lesson. This was because a skilled and experienced bilingual instructor quietly translated the teacher's explanation of new work for them. She also gave them very good individual help in both Arabic and English. They were then able to work mostly by themselves like the rest of the class. In a Year 6 Spanish lesson, the teacher introduced fruit, coins, Euro notes, vocabulary lists and a script so that all pupils, including those with English as an additional language, could practise shopping in Spanish.

97. Teaching is not effective when language becomes a barrier to learning. For example, teachers do not always ensure that pupils at the early stages of learning English understand what new words mean and how to say and to use them. At times, ethnic minority pupils are literally 'at a loss for words' because they do not know the English to describe what they observe. For example, in a Year 5 history lesson with no support for pupils with English as an additional language, these pupils could not join in a discussion about battles, because they did not know words such as 'javelin' and 'spear'. The school does not have enough interesting reading material to enthuse older pupils with little English who join the school during the course of the year.
98. The overall provision for the achievement of pupils from minority ethnic communities does not give good value for money. However, the school has responded effectively to the main weaknesses. With the strong support of the headteacher, leadership and management are now satisfactory. The school now has the right priorities; these include better use of funding to improve staffing, better training and assessment and equality of effective support for all ethnic groups. The school is in a secure position to improve its provision or these pupils.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	98
Number of discussions with staff, governors, other adults and pupils	53

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	10	42	42	4	0	0
Percentage	0	10	43	43	4	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	60	313
Number of full-time pupils known to be eligible for free school meals	0	232

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	13
Number of pupils on the school's special educational needs register	9	150

English as an additional language	No of pupils
Number of pupils with English as an additional language	228

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	54
Pupils who left the school other than at the usual time of leaving	57

Attendance

Authorised absence

	%
School data	6.3
National comparative data	5.6

Unauthorised absence

	%
School data	4.6
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 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2001	25	19	44

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	17	14	15
	Girls	13	14	15
	Total	30	28	30
Percentage of pupils at NC Level 2 or above	School	68(69)	64(67)	68(65)
	National	84(83)	86(84)	91(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	13	13	21
	Girls	12	11	12
	Total	25	24	33
Percentage of pupils at NC Level 2 or above	School	57(65)	55(69)	75(65)
	National	85(84)	89(88)	89(88)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	19	16	35

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	3	5	6
	Girls	2	3	4
	Total	5	8	10
Percentage of pupils at NC Level 4 or above	School	14(33)	23(37)	29(47)
	National	75(75)	71(72)	87(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	5	4	2
	Girls	3	3	3
	Total	8	7	5
Percentage of pupils at NC Level 4 or above	School	23(33)	20(39)	14(45)
	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	18
Black – African heritage	89
Black – other	1
Indian	0
Pakistani	40
Bangladeshi	1
Chinese	0
White	85
Any other minority ethnic group	79

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	3	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	25	0
Other minority ethnic groups	22	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	18.5
Number of pupils per qualified teacher	16.9
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	262.5

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	60
Total number of education support staff	6
Total aggregate hours worked per week	120
Number of pupils per FTE adult	8.5

FTE means full-time equivalent.

Financial information

Financial year	2001-2002
	£
Total income	1,220,575
Total expenditure	1,264,845
Expenditure per pupil	3,709
Balance brought forward from previous year	53,251
Balance carried forward to next year	8,981

Recruitment of teachers

Number of teachers who left the school during the last two years	11
Number of teachers appointed to the school during the last two years	14
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2.5
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	373
Number of questionnaires returned	55

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	4	0	2
My child is making good progress in school.	39	51	4	2	4
Behaviour in the school is good.	39	39	5	0	7
My child gets the right amount of work to do at home.	13	33	36	5	13
The teaching is good.	50	36	7	2	5
I am kept well informed about how my child is getting on.	47	40	9	2	2
I would feel comfortable about approaching the school with questions or a problem.	47	40	7	2	4
The school expects my child to work hard and achieve his or her best.	44	42	2	0	12
The school works closely with parents.	40	46	7	2	5
The school is well led and managed.	40	48	7	0	5
The school is helping my child become mature and responsible.	38	48	7	0	7
The school provides an interesting range of activities outside lessons.	31	39	14	2	14

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

99. Education for children in the Foundation Stage is provided in two Reception classes and a Nursery. The school's provision has improved since the previous inspection and is now good. The curriculum for these children is based on the six areas of learning designed for them, and gives them broad and balanced learning experiences. There is a wide range of well-focused experiences to promote the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical development and creative development. The school provides the children with a good start to their education and the large majority have good attitudes to learning and enjoy their work.
100. The overall attainment levels of most of the children entering the Nursery are very poor compared to those expected nationally. However, many children enter the school learning English as an additional language and a high proportion have special educational needs. Also, there is an increasing number of pupils entering and leaving the school during the course of each year. Overall, teaching is good and education support staff play an effective role in the work of the Foundation Stage. This has a positive effect on children's learning. By the time that they are ready to start their work on the National Curriculum in Year 1, most children have made good progress in all areas of learning overall, although they have not reached the levels found in most schools. This is due to the significant amount of good teaching in the Nursery and the Reception classes.
101. Procedures for induction into the Nursery and Reception classes are good. Visits and meetings are arranged where parents and children are welcomed and where the curriculum and the school's routines are explained. The quality of information for parents is good. They are kept well informed about the curriculum and their child's progress. Parents' views of the Foundation Stage are very positive.

Personal, social and emotional development

102. The personal, social and emotional development of the children is good. Children do as well as can be expected by the age of five. There are good procedures for introducing children to school life and these help them to settle in confidently. Care is taken to meet with parents and carers in order for the school to be able to plan carefully to meet the needs of individual children. Extra support is given to parents of children who do not have a good command of the English language. Children enjoy coming to school and they respond well to the rules and routines of the class. Most are confident in trying out new activities and speak confidently to other children and to adults. Relationships in all classes are good. The children are polite and respectful to their teachers and other helpers in the classrooms. Classroom resources are generally used carefully. For example, magnifying glasses are used appropriately when observing frogs and tadpoles.
103. Some children concentrate on their activities for extended periods, either when listening carefully to a book during literacy lessons, or when persevering with making their own pictures of animals. When given the opportunity, children select their own activities during free choice periods; most are able to play sensibly alongside other children and some are able to share the activity with others. They demonstrate growing independence in their dressing skills and in personal hygiene; for example, when changing for physical education lessons and washing hands following a painting activity. There are well-planned opportunities for children to develop a sensitivity and awareness of other people and their different religions, cultures and ways of life. Teaching is good, as every opportunity is taken to develop children's skills. All adults provide the children with good examples in personal and social skills.

Communication, language and literacy

104. In communication, language and literacy, standards are well below those expected at the end of

the Reception year. Children make good progress in developing their speaking and listening skills. This area of learning is taught well in both the Nursery and Reception classes. Listening and speaking skills are extended effectively through a wide range of well-planned activities. When children are playing, staff engage them in discussion, question them effectively and challenge them to think. Staff keep good records of the progress that the children make. This is an improvement since the previous inspection as assessment is now used more effectively to plan for future learning.

105. Elements of the National Literacy Strategy are used well to develop and extend children's language and literacy skills. A strong emphasis is placed on listening carefully to adults and on following instructions. This is particularly effective for children learning English as an additional language and for those with special educational needs. Most children are attentive listeners. They enjoy listening to stories and rhymes and join in familiar ones with enthusiasm. They follow instructions when playing games like 'Simon says' and respond correctly to instructions in physical education lessons. In a discussion about a watermelon, children talked, although in a very limited way, about its characteristics. For example, 'it's red with lots of pips' or 'it's juicy and soft'. Vocabulary skills are developing as children talk about 'F' words; for example, frog, fish and fire engine.
106. The teaching of French makes an effective and significant contribution to the development of all the pupils' communication skills and their self-esteem. They thoroughly enjoy their regular French lessons, responding with great enthusiasm to the questions and singing several French songs with real skill. The majority of the children flourish in this excellent provision for extending their understanding of other languages. These enhance their communication skills and develop their awareness of other cultures.
107. Structured play situations, puppets, group activities, lunchtimes and circle time provide opportunities for children to use and extend their vocabulary. Clearly labelled displays, nursery rhyme pictures, calendars, weather charts and individual name cards help children to develop early reading and writing skills. Many hold their pencils correctly and know how to form letters. Some write their names and simple words. In both Reception classes, the book corner is used well by the children and they handle books with care. In shared reading tasks, children recognise initial sounds and have some skills in using these to read unfamiliar words. Teaching in this area of learning is good, and sometimes very good. All staff are competent in teaching the basic skills of literacy and use many opportunities to promote the development of children's communication, language and literacy skills. An impressive dimension is the skills of most of the staff in teaching French. Children's learning of French and the overall development of their communication skills are enhanced by this significant provision.
108. Children make good progress in communication, language and literacy during the Foundation Stage. However, they are starting at very low levels of competence, and remain well below the expected level when they leave the Reception classes. Overall progress is hindered when children join the Foundation Stage during the course of the year, often with little command of English.

Mathematical development

109. By the end of the Reception year, the majority of children will not have achieved the expected standards in mathematics. They enter the Nursery with very low levels of attainment. Despite the challenging circumstances, the majority of children make good progress in developing their mathematical understanding in both the Nursery and Reception classes. Work is planned using elements of the National Numeracy Strategy. Through play, practical activities, number songs, rhymes and counting games, many children recognise numbers up to 10 but only a small number count to 20 and beyond. Most Reception children join in with the teacher and count down from five to zero. In both Reception classes, children have good opportunities to compare, match, sort, order and sequence. Teachers place great emphasis on developing appropriate mathematical language and children are encouraged to consider size, shape and position when playing with toys. A significant number recognise the basic two-dimensional shapes and copy and repeat symmetrical patterns. Imaginative methods are used to maintain the children's interest and enable them to make good progress in their skills and understanding. One teacher's good use of

shopping items involved the children in finding objects when given positional words such as behind, below and in front of. This activity was further extended when higher-attaining children were given written instructions and were involved in placing objects in different positions. They were challenged to use their reading skills unaided, and they were successful in this activity. Calculating skills of more or less and greater or smaller are also developed through practical activities of threading beads and cutting various lengths of paper. Teaching in this area is good, and teachers and education support staff are competent in teaching the basic skills of numeracy.

Knowledge and understanding of the world

110. Children's knowledge and understanding of the world are developing well. However, the majority attain levels that are below the expected standard by the age of five. The standards observed at the time of the previous inspection have not been sustained. This does not represent a decline in standards for the school but is due to language and social factors mentioned earlier in the report.
111. The natural curiosity of young children is enhanced as staff continually encourage them to talk about their discoveries and experiences, to ask questions and to explore man-made and natural materials. From looking at tadpoles they are aware of how they develop into frogs. They plant seeds, for example, beans, and record their growth in different ways. Some know that water, soil and light are required for plants to grow successfully.
112. They learn about the passage of time through celebrating birthdays and festivals. They talk about the days of the week, changing seasons and the weather. From the range of experiences provided and stories heard, the children are beginning to know about their own culture and belief and how others may have different beliefs. Staff and visitors from other cultures offer good support for the school in this respect, and this enhances the learning experiences of the children.
113. The computer is a popular resource for learning and many children are developing confidence and basic skills in using the 'mouse'. Construction toys are used well to encourage pupils to design and make their own models and to discover how things work.
114. Teaching in this area is satisfactory overall. However, teaching is good where teachers allow sufficient opportunities for children to investigate and explore for themselves, for example, when children explored through role play the activities of fire-fighters or explored the world of water as sailors. When these opportunities arose, the children took full advantage of them and thoroughly enjoyed the experiences. But generally there are insufficient opportunities for children to experiment and initiate their own activities, particularly in the Reception classes. Progress in this area of learning is satisfactory overall.

Physical development

115. By the end of the Reception Year, most children are likely to reach the expected levels of attainment in this area of learning. Teaching is good overall in both the Nursery and the Reception classes. The resources for outdoor activities have been developed further and are now available for all the children. This is a good improvement in outdoor provision since the previous inspection, where these facilities were unavailable for the Reception classes. Children make good progress in their physical development as they now have opportunities for imaginative outdoor play and stimulating physical challenges. They use the hard outdoor areas for riding on wheeled toys, climbing on large equipment and playing with balls, hoops and ropes. In physical education lessons they walk, run, jump and use apparatus for climbing, swinging and sliding. Many successfully hold balanced positions on hands and feet. They listen carefully to the teacher's instructions and generally use space well, being aware of how to move to keep themselves and other children safe. Emphasis is placed on developing children's skills when handling tools, construction toys and malleable materials. Children are given many opportunities to cut out, glue, paint and crayon to develop their handling skills.

Creative development

116. By the end of their year in the Reception classes, most children are likely to reach the expected levels of attainment. However, a significant minority do not do so, which means that, overall,

attainment is below the level normally found. Children enjoy a satisfactory range of experiences including art, music, story and imaginative play. Through such experiences, children are encouraged to use appropriate vocabulary and to develop their use of language to express ideas. Children enjoy taking part in role-play situations; for example, when playing in the café, the Nursery children willingly take on different roles. Three children developed a story-line about life in a café and showed a good awareness of café routines.

117. However, there are fewer opportunities for the children in the Reception classes to experience creative play. Adults tend to decide what the children will do and the classrooms are not organised to encourage and facilitate the children's choices. There is a variety of activities available for children to develop their senses through investigating texture, shape and colour. Staff provide materials with a variety of interesting textures from which children can choose to create their own pictures and models. They work with play-dough, plasticine and junk material to create three-dimensional models. Sand and water are available for children to explore. Teaching is satisfactory in this area of learning.

Teaching

118. Overall, there is now a balance of teacher-directed activities and child-initiated ones, although there are still not enough opportunities for children's spontaneous play in the Reception classes. Staff provide support for all activities, interacting effectively to check children's understanding. However, the 'stepping stones' in the six areas of learning are not used consistently to indicate when the early learning goals are met and to extend challenges for the children who reach these goals. Praise and encouragement are used effectively in promoting positive behaviour. Teamwork is of a high quality and teachers and education support staff work very well together. They are enthusiastic and very committed to the children's learning.
119. The co-ordinator for the Foundation Stage has identified a set of appropriate priorities. However, at present, teaching and learning in the Reception classes are not monitored and evaluated regularly and this is limiting the quality and consistency of learning in the second year of the Foundation Stage.

ENGLISH

120. Standards of attainment in English have improved marginally since the school's previous inspection, but the key issue from that inspection, to raise attainment in English, has not been met. In the National Curriculum tests in 2001, the attainment of pupils at the end of Year 2 was very low in relation to the national average in reading and writing, as was the attainment of pupils at the end of Year 6 in English. The attainment of pupils at the end of Year 2 was well below the average attained in schools which draw their pupils from similar backgrounds, while attainment at the end of Year 6 was very low in relation to these schools.
121. The school serves a community with unusually high numbers of pupils who have special educational needs and who speak English as an additional language. Further, the numbers of pupils joining and leaving the school during the course of the year are also well above the national average, and many pupils who join the school come from overseas with few skills in English. In 2001, a serious breakdown in behaviour adversely affected learning for pupils in Year 6 as they prepared for their National Curriculum tests. These factors help to explain these very low standards. Evidence from this inspection is that most pupils make good progress during the course of the school year, but from a very low base so that, for many, this good progress does not bring them to the expected level of attainment. Further, work in class is done with the support of teachers and learning assistants, and pupils find it difficult to achieve the same levels of work when that support is removed.
122. Attainment in speaking and listening is below the expected level in both the infant and junior classes. Some pupils talk confidently by the age of 11, develop their ideas in discussion and pay good attention to others. This was evident, for example, in the School Council meeting held during the inspection. However, many pupils do not have the literary skills to express themselves clearly and at length. Some pupils in the early stages of learning English make rapid progress and become reasonably fluent in social situations in a short space of time. But their ability to transfer

these skills to learning situations is not well developed and they lack the specialist vocabulary needed to be proficient in subjects across the curriculum. Most pupils listen carefully and patiently in lessons, but their level of understanding will be determined by their command of English, whether they are native speakers or speak English as an additional language.

123. Attainment in reading is well below that normally found at the age of seven, and below that normally found at the age of 11. One pupil heard reading at seven was fluent and confident, but most pupils have reading skills which are well below average. By the age of 11, there are some very able readers, but the majority are below the level normally found. Throughout the school, pupils have limited skills when recognising and reading unfamiliar words. The school makes insufficient use of strategies such as word banks to improve fluency. Information and communication technology is not used effectively to improve language acquisition, particularly for older pupils. The school is aware that its library is not a valuable resource for reading and has identified the library as a priority for improvement so that it will be more effective in improving pupils' reading skills.
124. Standards of writing are well below those normally found at the age of seven and below those normally found at the age of 11. Some higher-attaining pupils at 11 attain the standards expected nationally. Their writing is fluent, legible, neat and reasonably accurate. It includes a range of styles, including poetry, reports, letters and creative and imaginative writing. There are opportunities for extended writing and good examples of writing are displayed around the school. The need to improve presentation, handwriting and spelling has been identified as a priority and some programmes have been put into place to achieve this. However, for most pupils, writing is below or well below the expected level. Pupils with special educational needs and who speak English as an additional language find it difficult to write at length and with acceptable accuracy. Pupils with English as an additional language have less specialist support in Years 3 to 6 and so make less rapid progress as they are expected to develop higher level skills.
125. By the age of seven, standards of writing are well below average. A few pupils have reasonable standards of handwriting, if larger than normal, but, for most pupils, handwriting is untidy with no consistent style. Many pupils cannot read their own writing from a few days ago, and are not writing with understanding. These low standards reflect the many linguistic difficulties which pupils have, which adversely affect their attainment in English.
126. Teaching in Years 1 and 2 is satisfactory overall, with examples of very good, good and unsatisfactory teaching. Very good teaching is characterised by clear learning objectives, effective lesson planning, lively and interesting presentations with brisk pace and a range of interesting activities which meet the learning needs of different groups of pupils. For example, in a very good lesson for pupils in Years 1 and 2, a lively consideration of the shared book built on the previous day's learning and was followed by modified work for different groups of pupils which provided them with good levels of challenge. Two new pupils had little or no English and other pupils were used to translate for them since there was no specialist support. In contrast, in an unsatisfactory lesson, the pupils' poor English skills meant that they were unable to benefit from the planned lesson and made insufficient progress. Again, there was no specialist support for pupils with a range of learning difficulties.
127. The quality of teaching in Years 3 to 6 is good overall, with one very good lesson and one unsatisfactory lesson. In the very good lesson for high-attaining pupils in Year 6, the teacher's very good subject knowledge and understanding and effective teaching enabled pupils to participate and to make very good progress. Key points were very effectively reinforced so that pupils understood clearly what they were to do. Resources were well organised and each group was supported well, with care being taken to correct spellings and other errors. Very good relationships ensured that learning was purposeful and enjoyable. In the unsatisfactory lesson, planning was insufficiently detailed and the teacher seemed unfamiliar with the story and was corrected on one point by a pupil. The learning objective for the lesson was not made clear at the start of the lesson. Instructions for group work were insufficiently clear and some pupils found it

difficult to do the work set, while others completed it quickly. As a result, many pupils did an inadequate amount of work and made insufficient progress.

128. Lessons are planned in line with the National Literacy Strategy. However, teachers did not receive training when the Strategy was first introduced, which was normal practice in most schools. Training has only taken place during this school year, so that teachers use the National Literacy Strategy less confidently than is the case in most schools.

129. Most pupils have good attitudes to learning English and these good attitudes help them to make good progress. Good attitudes usually reflect good teaching and lively and interesting learning experiences. Pupils respond well to challenge and, in two lessons out of three, made good progress. The analysis of pupils' work shows that pupils make good progress over the year and the quality of writing has improved for most pupils. However, this is from low standards and does not result in most pupils reaching the expected levels of attainment.

130. Pupils with special educational needs are given at least satisfactory and usually good or very good support. This support is most effective when the class teacher and support assistant have planned and co-ordinated how they are going to contribute to learning. The result of effective collaboration is that pupils with special educational needs play a full role in lessons and make good progress in their learning. There is inadequate bilingual support for older pupils in many classes in Years 3 to 6 so that these pupils who speak English as an additional language often do not make sufficient progress. They are unable to develop the higher-level skills which would enable them to continue to make good progress in English as they get older.

131. Two teachers have responsibility for English. They have a clear vision for the future and are confident of their ability to lead developments to raise attainment. They see the professional development of staff as a key element in raising standards and understand that pupils need to be given maximum opportunity to practise English in other subjects when high standards of spelling and accuracy need to be expected. The use of other subjects to provide pupils with opportunities to practise English is not planned sufficiently systematically. They have introduced a draft policy for English which has yet to be discussed and accepted. They have identified a number of priorities for development, including improved support for pupils with special educational needs and for those who speak English as an additional language. They see the need to use assessment data more systematically to identify areas of weakness and to address them with a view to raising attainment. They plan to integrate the different strands of support for learning in English, for example, reading recovery, talking partners and support for English as an additional language more effectively so that they are working together to raise standards systematically. They recognise the need to use information and communication technology more consistently to support teaching and learning in English.

132. The school recognises that attainment in English is too low and the key issues from the previous inspection report which concerned English have not been fully met. During this school year, various strategies have been introduced to raise standards and some of these are beginning to have a positive effect. The subject managers recognise that improvement will be a long process but the school is now in a position to raise attainment systematically.

MATHEMATICS

133. The school's performance in mathematics has been gradually improving in the National Curriculum tests since the previous inspection. But this improvement has been below the national trend of improvement and was disrupted by a serious breakdown in effective learning in preparation for the 2001 tests. Performance at the end of Year 6 was very poor when compared with national averages and with the performance of similar schools. Performance at the end of Year 2 was also very poor when compared with national averages, but did improve a little when compared with similar schools. A key issue from the previous inspection was to raise standards in mathematics. The school is considered to have made satisfactory progress in addressing this issue within the

limitations of the previous behavioural problems and the high proportions of pupils who have special educational needs and are in the early stages of development in English language.

134. Inspection evidence found that pupils at the end of Year 6 are just reaching the expected levels of attainment expected for their age in lessons and in their work over the school year. This is a result of the good levels of support from teachers and classroom assistants. Pupils have confidence in their teachers and achieve well under this guided learning structure. However, they lack the confidence, powers of memory and, in many cases, sufficient understanding of written instructions to perform well in the formal assessment structures of the National Curriculum tests. This means that the current Year 6 pupils will not have been able to demonstrate their learning well in the recent tests. Higher-attaining pupils know about the mathematical properties of shapes such as parallelograms and the angle properties of different triangles such as isosceles and equilateral. They have calculated and drawn angles accurately. They have plotted co-ordinates in four quadrants and have calculated the area of irregular rectangular shapes. Calculations such as 28 multiplied by 25 and 684 divided by 43 are completed accurately and fractions and decimals are linked successfully to proportion. Surveys collect information from other pupils that is then tabulated and represented in graphical form. Average-attaining pupils know, for example, that $\frac{4}{10} + \frac{5}{10} = \frac{9}{10}$, they work with negative numbers and estimate that 34.3 divided by 3 is approximately 11. They also calculate the value of £10 in different currencies such as the Euro. Lower-attaining pupils, including those with special educational needs, show attainment at an appropriate level. They know about fractional parts of shapes, odd and even numbers, time sequences throughout the day and that radius and circumference are the correct names when describing the properties of circles. They record the relationships between 38 and 22 as $22 + 16 = 38$, $16 + 22 = 38$, $38 - 16 = 22$ and $38 - 22 = 16$.
135. The analysis of pupils' work and observations of lessons found pupils at the end of Year 2 below the level expected for their age. This does, however, represent good progress since the starting point at the beginning of formal schooling was significantly lower. Pupils show knowledge of all the topics of the mathematics curriculum but, since most of their work is recorded on commercially-produced worksheets, their knowledge is not related to the realities of everyday life. Learning is factual and lacks the depth of understanding that comes from using ideas in realistic settings. There is insufficient use of other subjects such as science, geography and design and technology to give pupils practice in applying what they have learned in mathematics. Higher-attaining pupils know about properties of simple shapes and find lines of reflective symmetry in these shapes. They measure in centimetres and know about odd and even numbers. Calculations such as $51 - 5 = 46$ are accurate and they round 46 to 50, for example, as the nearest ten. Inverse relationships such as $8 + 4 = 12$ linking with $12 - 4 = 8$ are explored. Average-attaining pupils record the time to the hour, recognise shapes such as square, rectangle and triangle and know their number bonds to ten. Lower attaining pupils, including those with special educational needs, are unreliable with numbers beyond ten and have little awareness of the relationships of numbers. This means that they have weak strategies when 'counting on' so that answers are consistently wrong by one unit. Rough drawings are used to represent squares, rectangles and triangles when working on shape.
136. Teaching and learning from Years 3 to 6 are good overall, with some lessons that are very good and no teaching that is less than satisfactory. The full range of topics in the National Curriculum is taught with work at an appropriately challenging level for pupils of all abilities. Expectations are high in relation to pupils' abilities and there is clear progress through the year groups. Homework is regular and involves all areas of the mathematics curriculum. Good subject knowledge means that marking offers constructive comments when needed. Brisk and positive attitudes mark the best teaching, with good relationships and some humour encouraging pupils to respond to questions with confidence. Pupils respond well to the challenge and work hard to achieve success. Understanding is strengthened if the teacher asks for explanation of how answers are obtained and teaches a checking process for calculations. Lower-attaining pupils and those with special educational needs learn well as a result of the good support from classroom assistants who understand the purpose of the lesson and encourage and cajole pupils to take a full part in the learning process. Where teaching and learning were less successful, questions lacked challenge and so pupils lost interest. Ideas were taught in isolation without any real-life illustrations against which to set the learning. Demonstrations of what was to be learned were not used so that pupils lacked a model against which to test their understanding.

137. Teaching and learning in Years 1 and 2 are satisfactory overall, with some good teaching and some that was unsatisfactory. The full National Curriculum is taught, with constructive marking at times and moderated work for pupils of different abilities. However, the teaching of mixed age classes is having a significant effect on expectations. The use of many worksheets and commercial resources means that learning is not often related to real-life situations. Bright, caring and positive relationships mark the best teaching. Good involvement of the class support assistants results in an interactive situation between teacher, class support assistants and pupils as they all enjoy learning. Pupils show confidence in their answers in these lessons. Learning is reinforced well and good learning comes from the suggestions that pupils count dots when recording a total from combining numbers such as 4 and 7, for example. Clear explanations of the activity mean that pupils proceed quietly to their work and the teacher can ensure understanding by challenging pupils' thinking and directing questions to quiet pupils who may not be taking a full part in the learning process.
138. However, some teaching is lacking in confident explanations so that lower-attaining pupils clearly do not understand their work. For example, when examining relationships that produce four different calculations from the numbers 6, 4, and 2, pupils offered $6 + 4 = 2$ as a possible combination. At other times, the poor behaviour management of lower-attaining pupils by education support assistants for pupils in the early stages of English language reduces the effectiveness of teaching and learning. The focus is strongly on strict behaviour expectations rather than on learning and there is little evidence of the first language of pupils being used to explain the requirements of the lesson.
139. Pupils respond well to the good teaching in Years 3 to 6. They work with interest and have an appropriate respect for accuracy. Work is neat, a ruler is used for accurate lines and presentation shows pride and respect. This has been a specific initiative over the past year and is improving pupils' expectations of their own abilities. Pupils in Years 1 and 2 generally produce sufficient work, but the lack of challenge from commercial worksheets means that pupils are not identifying well with the need for accuracy when working with numbers. In these lessons, the National Numeracy Strategy is not being used effectively.
140. Throughout the school, learning is adversely affected by the large number of pupils leaving and joining the school during the course of the year. Many of those joining the school come from overseas and are in the early stages of learning English. Involving them in learning involves time and effort. Staff available to support these pupils are not always targeted effectively to their needs.
141. The subject manager for mathematics has been in post since January 2002 and has produced an action plan with clear priorities for raising attainment in the subject. He is giving good leadership and managing the subject well. Successful behaviour management and improvement in the presentation of work have already brought stability and calmness to the teaching of the subject. The organisation of pupils into year and ability groups is planned for the coming school year so that work can be better matched to ability and higher expectations for pupils' learning can be obtained. The monitoring of planning and teaching is planned for the coming year. A work analysis has already been done, and training in assessment practice for teachers and procedures to develop the use of assessment information are planned so that the learning needs of individual pupils can be met more successfully. The key issues in the report of the previous inspection which applied to mathematics have been addressed satisfactorily. Good use of information and communication technology means that lesson planning is placed on the school's network, with access for all teachers so that best practice can be shared.

SCIENCE

142. Teachers' assessments at the end of Year 2 in 2001 showed attainment in science to be well below the national average. In the National Curriculum tests at the end of Year 6, pupils' attainment was very low in relation to the national average and the average attained in similar schools. Boys and girls performed equally well in the tests. The results in 2001 showed further decline, having fallen steadily over recent years.

143. Inspection findings are that attainment by pupils near the end of Year 2 is below the nationally-expected level. Pupils enter Year 1 with learning skills which are well below average. Overall, they make good progress in Years 1 and 2. Most pupils grasp the basic fundamentals of the various topics but lack the confidence to develop them. For example, pupils in Year 2 quite readily recognised that materials may be transparent, translucent and opaque to light, but they were unsure about how shadows were formed and how the length of their shadows changed during daylight. Pupils make a sound start to carrying out simple investigations. For example, Year 2 pupils carried out a simple investigation into friction by measuring how far a toy truck travelled over different surfaces. They then presented their results satisfactorily in neat block graphs. Pupils are willing to discuss their current work but show limited recall from previous lessons, and the generally low level of pupils' literacy skills is reflected in their written work, which is generally below the expected level. Since the previous inspection, standards are showing signs of improvement as a result of the more carefully structured scheme of work which was introduced recently.
144. Attainment by pupils near the end of Year 6 is below the expected level but rather better than that indicated by last year's test results. In lessons, the majority of pupils make at least satisfactory progress in grasping new ideas. However, they receive much support and encouragement from teachers and support staff in order to do so. Pupils' longer-term recall of information and their ability to apply it to new situations are generally less secure. For example, pupils in Year 5 recalled the names of the three main types of foods and the contribution they make to diet, but were very insecure in identifying them with foodstuffs that they listed in their diet diaries. Pupils in a Years 3 and 4 class knew that forces were pushed or pulled and that they may be balanced or unbalanced. However, many of them lacked confidence in identifying the various forces involved in specific examples, such as a ball moving through the air. Higher-attaining pupils are reaching and occasionally exceeding the expected level of attainment. For example, pupils in the top Year 6 set confidently carried out an investigation into how much gas was present in samples of different fizzy drinks. They set up a good 'fair test', were accurate in their work, presented their results well and discussed their work with confidence and accuracy. Pupils of all ethnic groups make satisfactory progress from Years 3 to 6 and are fully engaged in all aspects of lessons. Lower-attaining pupils and those with special educational needs receive modified work and good support from teachers and support staff so that they make progress in line with their potential. Overall, pupils discuss their work well but the quality of their written work remains below the standard expected of 11-year-olds.
145. Pupils invariably respond well in their science lessons. They are attentive and good listeners. They are eager to participate in question and answer sessions and take full advantage of opportunities to express their ideas. They settle very well on the set tasks and generally maintain good levels of concentration. Groups are regularly mixed in terms of both gender and ethnicity and all pupils work well together, sharing the work and exchanging ideas. Behaviour in lessons is good; relationships between teachers and pupils are very good, and make a significant contribution to pupils' social development and progress in learning.
146. The quality of teaching is good overall. Teachers generally have good subject knowledge, although in some areas of the work on forces there was evidence of some insecurity. Lessons are well planned and clear learning objectives are generally identified and shared with pupils effectively at the start of lesson. However, occasionally, the stated objectives are rather general and do not identify clear learning outcomes that could be evaluated. Introductory sessions on the carpet are used well to review previous work and to give pupils opportunities to express themselves and develop their language skills. Pupils who speak English as an additional language receive support in many lessons, particularly in Years 1 to 4, enabling them to maintain satisfactory progress. However, there is less support in Years 5 and 6. Teachers engage pupils as fully as possible in discussions and question-and-answer sessions, and prepare worksheets using language that is readily accessible to them. Teachers manage pupils very well and plan a variety of activities. For example, Year 2 pupils progressed around a sequence of activities to develop ideas on light. The activities included sketching shadows formed by shining a torch onto an object at different distances, seeking information about light from books, etc. Clear time targets were set and

adhered to, and all the groups were well supervised by the teacher and support staff to check on their progress. Teachers use resources effectively. For example, an anatomical model was used very well with Year 5 pupils to develop ideas on how the lungs and heart work together in the circulation of blood and oxygen. Tasks are well planned and suitably modified to meet the needs of all pupils. For example, in the same lesson, all pupils were given the same initial task but then directed to modified extension tasks in line with their potential. Teachers' expectations are generally satisfactory, but higher-attaining pupils are not consistently challenged to reach higher levels of attainment. Extension work planned for them is often merely additional work at the same level.

147. The leadership of the subject is satisfactory. The current subject manager has only held the post for two terms but has a clear action plan to raise standards. A new scheme of work, based on nationally-agreed proposals has been put into place. This fully meets the requirements of the National Curriculum, although work in the area of investigations is not yet fully integrated into the scheme. Early indications are that the scheme is raising pupils' expectations, although there is scope for greater use of information and communication technology to support learning in science. The arrangements for the setting of pupils in Years 5 and 6 and the provision of booster classes are beginning to show encouraging signs in terms of improving standards. There is, as yet, no systematic programme for the regular assessment and monitoring of pupils' progress. The marking of pupils' written work does not include clear feedback on its quality or how it may be improved, and the data obtained from occasional assessments is not effectively used to set individual targets for pupils. Time has not yet allowed for adequate monitoring and evaluation of the subject throughout the school or a full audit of resources. Since the previous inspection, standards have not significantly improved. Inspection evidence indicates that attainment is beginning to improve and the school has the potential to improve further.

ART AND DESIGN and DESIGN AND TECHNOLOGY

148. In art and design, standards at the end of Years 2 and 6 are below those found in most schools. These findings are similar to those made at the time of the previous inspection. In design and technology, standards at the end of Year 6 are below those found in the majority of schools. There was insufficient evidence available to make a secure judgement on progress and standards at the end of Year 2. Standards have deteriorated in design and technology since the last inspection. This is partly due to significant staff changes. Also, the school has concentrated its efforts appropriately on improving the quality of education in other areas of the curriculum such as literacy and numeracy. As a result, there has been little development in these subjects and standards have declined overall. Improvement since the previous inspection in both subjects is unsatisfactory. The school has recognised this as a weakness and has plans to improve provision in these subjects.
149. By the age of seven, pupils, including those with special educational needs and who speak English as an additional language, have made slow progress in their skills and understanding of art, craft and design. Overall, they experience a narrow range of techniques and therefore their knowledge of art and design is limited. Observational skills are developing satisfactorily. Pupils are beginning to use drawing and painting skills to communicate their ideas about, for example, their self-portraits. Younger pupils paint boldly using vibrant colours and some are able to mix their paints to produce the desired shade, an improvement since the previous inspection. There are satisfactory cross-curricular links and these serve to reinforce and enhance pupils' work in other curriculum areas. Year 1 pupils have made sketches of oil lamps to reinforce learning in history and religious education. Linked to their science topic, Year 2 pupils have created sunflowers using wax crayons and oil pastels. Their work shows developing skills in recording detail using pencil but unsatisfactory application of shading technique. Three-dimensional work and the use of information and communication technology are not well developed. The pupils have created displays using a range of natural materials but many are very similar, showing little creativity or individuality.
150. By the age of 11, the progress made by all pupils is unsatisfactory. Pupils do not build systematically upon their earlier skills and learning to develop their observational skills and techniques. Older pupils have undertaken close observational drawings using different thicknesses of hard and soft pencils and charcoal. Very few were of a satisfactory standard.

Application of the techniques of shading, tone and accuracy of observation are inconsistent. Three-dimensional work is generally underdeveloped. However, there are limited examples of good-quality work, for example, sculptures of feet and hands. Pupils have created models of pots using clay but the quality of work is below the standard expected and shows limited experiences of using different materials. Some of the work seen shows links with other subjects and cultures. For example, Years 3 and 4 worked on composing a collage on African life and produced portraits of Tudor royalty to support work in history. However, overall, the standards of work do not meet expectations.

151. The planning and designing skills of pupils in Year 6 do not show development beyond those of the younger pupils in Years 3 and 4, and progress in design and technology is unsatisfactory in Years 3 to 6. When making Greek temples, pupils produce rudimentary designs, which are mainly pictures. There is no information recorded on the process of making. They are insecure about how to change their ideas. For example, in a Year 3 and 4 lesson on making mobile monsters, most pupils found the idea of redrafting to improve on their mistakes a demanding task. This indicated limited opportunities for pupils to develop a critical awareness of their work and of the importance of evaluation and modification. They have little experience of different ways of joining materials and are uncertain of their own level of skill. There is little evidence of pupils using electrical and mechanical components or an information and communication technology control programme when designing and making.
152. It is not possible to make an overall judgement about the quality of teaching and learning in design and technology as only one lesson was observed in the subject during the week of the inspection. The quality of teaching in art and design is satisfactory overall. Lessons are planned satisfactorily and activities are prepared well. In one very good lesson, the teacher displayed significant expertise. The pupils received high-quality instruction in how to produce a fresco. She empowered the pupils so that they worked with enthusiasm and commitment. They behaved like artists, trying out ideas, drafting and redrafting and discussing with the teacher and other pupils, ways of improving their initial attempts. The lesson made a significant contribution to the development of pupils' artistic and social skills, and knowledge of other cultures. This experience contrasted with another lesson where little account was taken of pupils' previous learning and the work did not suitably challenge the majority of the pupils. The teacher spent more time organising resources and managing pupils' behaviour than working with groups and individuals.
153. Policies in both subjects have not been updated in recent years. There are schemes of work in both subjects, based on nationally-approved guidelines, and this is an improvement since the previous inspection. The subjects are making a limited contribution to pupils' spiritual and cultural development. There is currently no monitoring of the subject or assessment procedures to evaluate progress. Resources are satisfactory in art and design and design and technology. However, the school has an action plan to improve learning in these subjects and to develop teachers' expertise so as to raise standards in both subjects. The school has the capacity to do this.

GEOGRAPHY

154. Attainment by pupils is broadly in line with expectation at the end of both Years 2 and 6. Pupils, including those with special educational needs and who speak English as an additional language, make sound progress in their learning. By the end of Year 2, pupils have gained a sound knowledge and understanding of the locality of their school and homes through plotting routes to and from school on simple maps. They have developed sound skills in the use of large-scale maps of the area by locating their homes, and using compass points to describe the direction of their homes and other key landmarks from the school. Pupils in Year 2 are familiar with the globe and are able to locate Africa and understand that it is a continent. They readily compare major differences in aspects of life in Britain and Africa, such as climate, houses and the materials used in their construction.
155. Pupils near the end of Year 6 have sound skills in the use of different types of maps, which they use to good effect in their work. For example, pupils in Years 3 and 4 used aerial photographs of Whirlow Hall Farm to develop land-usage maps and added further details as a result of their

observations during their visit. Pupils in the Years 5 and 6 classes also used contour maps accurately in their study of a river profile in Padley Gorge and employed computer graphics to good effect in displaying the data that they collected on river width, depth and the effects of erosion. Pupils enjoy learning about other countries and this work is particularly relevant in uniting pupils from widely diverse ethnic backgrounds in the school. In their study of Benin, pupils used the Internet very effectively to access a considerable body of information. They obtained maps of the area and learned much about the history and culture of Benin. The study of the Swat Valley in Pakistan is well used to compare this river valley with that of Padley Gorge in terms of vegetation, climate and settlements. Pupils draw good maps and are familiar with the use of map symbols and co-ordinates, but the quantity of written work is very limited and not enough use is made of comparative data to plot key differences between the contrasting environments, such as temperature and rainfall distribution.

156. Pupils respond well to their lessons. Younger pupils enjoy learning about their locality and older pupils develop their cultural awareness through the studies of other countries and environments. They benefit particularly from organised visits to gain broader insights into contrasting environments and to practise their map and observational skills. Pupils listen well to teachers and participate enthusiastically in discussion. They settle quickly on the set tasks and often become totally engrossed in their work, although the quality of the written work is generally below average for their age, reflecting the pupils' low literacy skills.

157. In the lessons observed, the quality of teaching was satisfactory overall and occasionally good. Teachers have good subject knowledge and are confident in their delivery. Lessons are well planned, with a good range of activities, and teachers use resources to good effect. For example, Year 2 pupils were provided with a series of photographs of rural scenes in Kenya and South Africa that provided a good stimulus for their research into aspects of life in Africa. Key words were identified and the final plenary session was well used to draw together many of the ideas the pupils had identified. In their study of Benin, Year 3 and 4 pupils gained much information from a video about homes, schools and food in the area. Teachers use questions well to assess both previous knowledge and progress in the lesson, and provide many opportunities for pupils to offer their ideas.

158. The current arrangements for the leadership of the subject are unsatisfactory. Two unqualified instructor teachers currently share the role, but they have no previous experience of such work and no clear job description. They have produced a realistic action plan and a sound scheme of work, based on nationally-accepted proposals. These provide for a balanced programme of work through the school. A brief audit has been carried out of topics covered, but there has been no systematic monitoring of teaching, planning or pupils' work. Procedures for the assessment of pupils are largely informal and no clear system is in place to monitor pupils' progress in acquiring geographical skills. Since the previous inspection, standards have been generally maintained but little has been done to develop resources for teaching and learning.

HISTORY

159. Pupils reach standards of attainment that are broadly in line with the expected levels at the end of Years 2 and 6. All pupils, including those with special educational needs and who speak English as an additional language, make sound progress. By the end of Year 2, pupils have begun to develop a sound sense of chronology through comparing life sequences in insects and animals with events in human lives. They learn about the lives of some famous people, such as Mary Seacole, and accurately sequence events in these lives. Pupils understand how things were different in former times by comparing such things as Victorian bicycles with modern ones, looking at simple design features and the materials used.

160. Pupils near the end of Year 6 have a sound understanding of the periods of history that they have studied and have a good understanding of how to use photographs, books and artefacts to gain insight into life in former times. Pupils in Years 3 and 4 have sound knowledge of major figures

and events in Tudor times. They have constructed a time line to relate the various kings and queens of the period, and of major events. A visit to Cannon Hall, a local Tudor house, has given them valuable insights into life in Tudor times and they have constructed model houses showing key design features such as the overhanging upper stories of the typical Tudor exterior. Pupils in the Years 5 and 6 classes have good knowledge and appreciation of many aspects of life, people and events in Ancient Greece. They recognise how Greek culture remains an important influence in modern Western cultures through the influences of language, art and architecture. They have used reference sources, including the Internet, well to obtain information for their work. They discuss their work with enthusiasm but the quantity and quality of written work are below average for their age.

161. Pupils have a positive attitude to their history lessons. They are eager to hear stories about former times and cultures, and particularly about how people lived. They are very attentive and participate enthusiastically in discussions. They enjoy handling artefacts from the periods and attempting to draw conclusions about how they were made and used. They work well on the set tasks and readily share ideas with each other, and the subject makes a significant contribution to the cultural development of all the pupils.
162. The quality of teaching is satisfactory overall and occasionally good. Teachers have good subject knowledge and are generally confident in their delivery. They use resources well to stimulate interest and generate empathy with the period. For example, pupils in one Year 5 and 6 class were provided with simulated fragments of artefacts from Ancient Greek excavations and had to mimic the work of archaeologists and reconstruct a picture of some activity of Greek life. They were then challenged to draw conclusions about the nature of the activity or aspects of life depicted in the scene. In another Year 5 and 6 class, pupils were provided with pictures of Greek and Persian soldiers and drew sound conclusions about their equipment and the simple tactics used in warfare of the period. Pupils in Year 2 were provided with pictures of various lamps used throughout history, from Roman oil lamps to modern electric lamps and torches, and were challenged to place them in order of chronology. Much discussion took place about the order and the evidence supporting it. Teachers tell stories well and are generally careful in their use of language to ensure that pupils who speak English as an additional language fully understand the work. However, teachers do not fully use their history lessons to extend pupils' writing skills as many of the set tasks require relatively little written work.
163. The leadership of the subject is satisfactory. Although the subject manager has only been in post for one term, a sound action plan has been produced. Since the last inspection, a scheme of work has been developed that fully meets the requirements of the National Curriculum and teachers have a clear view of the curriculum requirements. The curriculum planning makes good use of cross-curricular links to reinforce learning. For example, the work on the development of lighting through the ages in the Years 3 and 4 classes is integrated well with work on light in science, and the work on the Tudor period is used to good effect in the construction and decoration of the model Tudor houses. Very good use is made of the various visits to museums and period houses to enrich pupils' experiences of the periods under study. No monitoring of the subject has been possible so far by the subject manager, and a full audit of resources is planned to ensure that the requirements of teaching are met. Procedures for assessing pupils' attainment and progress are largely informal and not fully integrated into the scheme of work.

INFORMATION AND COMMUNICATION TECHNOLOGY

164. Standards attained by pupils in information and communication technology are below those expected of pupils at the end of both Years 2 and 6. However, there has been a significant improvement in attainment since the previous inspection. The school has a computer suite that offers full access to learning for all pupils, and is developing a suitable range of software. Teachers are delivering skill development in the information and communication technology curriculum with confidence and the school has a secure overview of the curriculum. This represents good improvement since the previous inspection when teachers' subject knowledge was weak, resources were inadequate, pupils had poorly-developed skills and the curriculum was delivered inconsistently. Pupils, including those who have English as an additional language and those who have special educational needs, are making satisfactory progress even though they are not yet at

the expected level of attainment.

165. Inspection evidence is that pupils' attainment throughout the school is higher than at the time of the previous inspection. Since resources have not been available until this school year and, given the severe problems in the school at the end of the last school year, the development of these resources represents a good achievement. Pupils at the end of Year 6 showed good keyboard skills whilst preparing a presentation about where they lived. They successfully logged on, opened software and files and then proceeded to explore a website that would show local maps focused on their address. They were able to 'cut and paste' information readily and to insert the information into their work. Higher-attaining pupils worked with two files at the same time and moved freely between them. They successfully added aerial photographs as well as maps and other images to their work together with text to explain their work. Average-attaining pupils worked independently and used the spell check for their writing, whilst lower-attaining pupils achieved success as a result of the good support from the teacher and the technician. However, the analysis of pupils' work in the school's network finds that word processing is not well developed, with few examples of extended writing. Editing skills are not used to achieve a good quality of presentation. There is little evidence of skills with spreadsheets, and learning experiences in sensing and control have not yet been taught. Pupils at the end of Year 2 have placed images in their work, they have collected data from science lessons about friction and produced block graphs of distance travelled by a toy car. However, word processing skills again are not well developed. Pupils show little awareness of basic editing techniques such as capital letters and use of the cursor, delete and insert facilities. Most text is simple copy writing.
166. Teaching is good overall in Years 3 to 6 and satisfactory overall in Years 1 and 2. The good teaching has clear learning objectives and clear explanations of what pupils are expected to do. Support is used well to explain software management and to support pupils in their work. Confidence in the pupils and expectations that pupils will succeed with the project mean that they proceed enthusiastically and with perseverance in their work. They work hard and co-operate well in pairs as they explore the software, seeking the images and maps that they require. An analysis of pupils' work in the school's network shows that the school's curriculum overview is being followed and teachers are following a series of learning activities to develop information and communication technology skills systematically. However, there is little evidence that information and communication technology is being used to support learning in other subject areas. There are examples of research in history and uses of graphical software in science but there was very little use of information and communication technology in other lessons. Word processing in particular is not used as a natural medium for extended writing. Where teaching was less successful there was a confusion of objectives so that a lesson about labelling and classifying from a word-bank became more of an English lesson in sentence construction. Inappropriate challenge and expectation in another lesson meant that pupils copied text in a continuous sequence without a clear sense of purpose and so made many careless mistakes. The editing process of separating lines was used to create a poem effect but this had not been taught as a natural way to type the text and so lacked meaning for the pupils. Throughout the school, the information and communication technology technician makes a valuable contribution to teaching and learning.
167. The manager of the subject is enthusiastic and has made satisfactory improvements in teacher confidence, the use of resources and the delivery of the curriculum. Training and support have been used well so that teachers have a clear understanding of what is to be taught and learned. They use information and communication technology facilities confidently and curriculum planning and lesson planning for many subjects are now recorded on the school network. Daily bulletins are placed on the network notice board and every teacher is involved and confident in access. Resources have improved considerably since the previous inspection and recent developments include resources for teaching pupils with special educational needs. However, there is no focus as yet on developing the use of information and communication technology skills to support learning in other subject areas. Software is not used to support learning in numeracy and literacy with activities such as spellings and number facts. There are no assessment procedures that would mark the development of pupils' skills. This means that there is no measure of pupils' attainment and the effectiveness of the teaching in the subject. Given the good improvement since the previous inspection, the school is now in a good position to develop its use of information and

communication technology further and make it a central feature of teaching and learning throughout the school.

MODERN FOREIGN LANGUAGES

168. Opportunities for pupils to learn modern foreign languages continue to be a strength of the school. A good-quality programme of work provides half-an-hour a week of French in each class. Year 5 pupils also have a language awareness course and the opportunity to work in a European or Community language of their choice or in sign language. Year 6 pupils choose to study either an additional European or a community language.
169. This work is important and effective for several reasons. It is easiest for children to learn languages at the primary stage and the courses broaden pupils' understanding of language in general and also of English. This learning makes a good contribution to pupils' cultural and social development, improves their speaking and listening skills and clearly develops their self-confidence. It gives Byron Wood pupils a flying start to their secondary school courses. All pupils make good progress in learning languages.
170. However, there is an over use of English in a few lessons because some staff have no training in teaching modern foreign languages. In these lessons, pupils' skills in the language that they are learning do not develop sufficiently.
171. Pupils' skills in modern foreign languages are as expected for their ages. Their awareness and knowledge of languages are greater than in most primary schools. They take part enthusiastically in most lessons and enjoy speaking and listening activities. Pupils at all levels of attainment are well involved because most of the work is oral. Pupils particularly like copying and chorusing the teachers' demonstrations of language as a class. For example, they enjoy using dramatic tones, facial expression and gesture in the French work. Newly-arrived pupils with English as an additional language are delighted when they discover that, at times, the school teaches their first language.
172. The quality of teaching and learning is good. Lessons ranged between very good and satisfactory during the inspection and most lessons were good or very good. Most teachers know the languages well, expect a lot of pupils and plan, resource and prepare the work effectively.
173. Pupils learn best when they hear a lot of the language throughout the lesson and have plenty of opportunities to practise it. Good-quality displays of key words and phrases and the use of CD ROMs, tapes and videos also speed up their progress through the early stages of speaking and reading. Teachers manage learning and resources well. Pupils' pronunciation, expression and accent are good because teaching staff mostly demonstrate these skills accurately and vigorously. Because of the focus on enjoyment and on speaking and listening, lessons fully involve pupils from ethnic minority communities and those with special educational needs.
174. Learning is less effective when too much of the lesson is conducted in English. This is sometimes because teaching is too ambitious, so that staff have to spend a lot of time explaining and helping. In these lessons, pupils do not have enough opportunities to practise the language.
175. Good leadership and management sustain the success of this work. The programme involves a large number of staff effectively. As a result, pupils have good opportunities to work in French, German, Dutch, Spanish, Creole, Welsh, Urdu, Arabic and Somali, as well as opportunities to learn the basics of sign language. The school's good links with language teachers in Belgium, Austria, Sweden and Sheffield University enhance the quality of pupils' learning.

MUSIC

176. At the time of the previous inspection, there was insufficient evidence to make a judgement with regard to attainment and progress. It is still not possible to judge attainment and progress in Years 3 to 6 where it was not possible to see music being taught during the inspection. In Years

- 1 and 2, attainment and progress are satisfactory. Whole-school singing is satisfactory. It does not take place in assemblies but in two separate sessions, the first for the Reception classes and Years 1 and 2, and the second for Years 3 to 6. Pupils sing tunefully and with reasonable enthusiasm. Pupils in Years 3 to 6 divide competently to sing 'question and answer' songs and were in the early stages of learning a three-part round. Some 12 pupils enhance their learning in music by attending a recorder club on one evening per week and a small group is having guitar lessons.
177. Pupils in Years 1 and 2 recognise high and low notes played on the piano and distinguish between high and low notes played on xylophones and glockenspiels. They understood that sound results from vibration and that, if the vibration is stopped, the sound will stop. Pupils in Year 1 were able to play tuned percussion instruments, distinguishing between low and high notes and creating a 'tune' in the way in which they moved up and down the keyboard.
178. Learning was enhanced in a very good lesson in Year 1 by the teacher's very secure subject knowledge and understanding and the provision of a sequence of learning activities which interested the pupils, resulting in a good level of sustained concentration. Effective management of pupils in practical situations ensured that their skills were developed systematically. Very effective teaching resulted in a very good response from pupils so that all, including those with special educational needs and who speak English as an additional language, made very good progress in their learning. Teaching was very good in this lesson and satisfactory in the singing session for Years 3 to 6. In this session, pupils were preparing songs to sing to parents at the end of term. The songs represented some of the different cultures in the school.
179. Pupils have some opportunities to experience performance, for example, in Christmas celebrations and in summer concerts. Both Years 1 and 2 and Years 3 to 6 are preparing concerts to perform to parents at the end of this term. An African drummer had visited the school but, apart from this, pupils have had no opportunity to experience live music. However, their learning is enhanced in some lessons by the work of a visiting pianist who accompanies singing very effectively.
180. The subject is managed effectively by a knowledgeable and enthusiastic teacher. She is introducing a new scheme of work based on work done within the Sheffield Local Education Authority. This will be introduced in the next school year and will involve professional development for staff. A policy is being prepared to support teaching and learning using this scheme, which will ensure full coverage of the programmes of study of the National Curriculum. There is some use of new technology to support teaching and learning in music, for example, CD players and tape recorders. There is one electronic keyboard available, but no use is made of computers to support learning. Resources are old and in need of renewal. They will need to be extended considerably to fully meet the requirements of the new scheme of work.
181. Music has a low profile in the school. If attainment and progress are to improve, the school is aware that music will need to have a more prominent role as a means of raising pupils' confidence and self-image.

PHYSICAL EDUCATION

182. Attainment in physical education is at the level normally found for pupils aged seven and 11, and the satisfactory standards found when the school was inspected previously have been maintained. Pupils throughout the school, including those with special educational needs and those who speak English as an additional language, make sound progress and there are examples of good and very good progress in individual lessons. Pupils in Years 5 and 6 have the opportunity for swimming at a local pool for ten weeks in each year. However, only 18 out of 40 pupils in the current Year 6 are able to swim the nationally-expected 25 metres and attainment in swimming is not as good as is usually found.
183. Throughout the school, pupils understand the importance of warming up before physical exercise.

Most pupils also understand the need for safety in physical exercise and that others need their own space. Pupils in Year 1 responded to different types of music with different movements, for example, marching when the music changed to a march. One boy spontaneously saluted which indicated that the music made him think of a military situation. They went on to smooth movements and then 'slithery, writhing' movements to emulate a 'great, red, hairy beast'. They moved into fluttering movements and finished with a celebration dance. They showed clear ability to relate the nature of their movements to the ideas stimulated by the different pieces of music. In another lesson, Year 1 pupils with a wide range of learning difficulties had a very wide range of attainment. One boy skipped with great skill, completing 25 skips with a rope and then a further ten on one leg. Others could not manage one skip. Some were able to throw beanbags with reasonable accuracy and some to throw a medium-sized ball through a basket. Others found any kind of co-ordinated action difficult to achieve.

184. Pupils in Years 3 and 4 responded well to a very well-taught lesson and created many imaginative movements to portray a balloon inflating and then deflating. They showed above- average skill in pacing their movements to represent the balloon at different stages of inflation. Pupils in Years 5 and 6 know that athletics consists of running, throwing and jumping events and that running includes sprints and middle-and long-distance events. Some are talented sprinters and have a good understanding of how to use arms to generate distance in a jump from a standing position. Other pupils quickly developed good techniques for putting the shot and throwing the discus and when using beanbags. Some were able to achieve impressive distance. They have a mature understanding of the need to warm up and cool down. In another Year 3 and 4 lesson, attainment and progress were adversely affected by the immature behaviour of a minority of pupils.
185. Overall, attitudes to physical education are good throughout the school. Pupils are motivated by interesting activities and when teaching is charismatic and purposeful. They respond well when the purpose of the activity is discussed with them and they are happy to demonstrate to the rest of the class. All pupils were fully included in lessons, regardless of gender, ethnicity or special educational needs. However, a few pupils excluded themselves by forgetting their kit. In the lessons observed, pupils made good progress in their learning overall, although there were some examples of very good progress and of satisfactory progress.
186. The quality of teaching in physical education is good overall, with examples of very good and satisfactory teaching. In a very good lesson for Year 1 and 2 pupils, very high expectations for behaviour and effort were realised because pupils were very responsive to the teacher's charismatic management of the lesson. Transitions from one stage of the lesson to the next were skilfully managed and very good use was made of pupils to demonstrate successful techniques and to explore possible new movements. Pupils made good suggestions for possible movements at different stages of the scenario, which showed that they were concentrating very well. Because of this, all pupils made very good progress. In the lesson where teaching was satisfactory, the immature behaviour of a few pupils meant that a carefully- planned lesson failed to have its full impact on attainment and progress.
187. The subject is managed by an experienced and enthusiastic member of staff. He is concerned that pupils need to be alert mentally and physically and sees physical education as a means of promoting this. He ensures that the programmes of study of the National Curriculum are fully covered. Pupils' experience in physical education is broadened by opportunities for competitive sport in athletics, cricket, soccer (boys and girls), basketball and rugby. Older pupils have opportunities to experience ten-pin bowling and ice skating as a means of broadening their horizons. They have also benefited from external coaching from the local rugby league team. Resources for learning in physical education are satisfactory. They have been improved by the school's participation in a commercial scheme which gives access to resources for different aspects of the curriculum. Accommodation is adequate, with a good hall and adequate hard play surfaces. Since the field is open to the public, it cannot be used on a day-to-day basis.
188. Pupils are given a good introduction to physical education in the school with a wide range of

experiences. If attainment is to be raised, the subject manager believes that attainment needs to be assessed so that further progress can be planned for. He is planning to introduce such a scheme, which would put the school in a good position to improve standards further.

RELIGIOUS EDUCATION

189. Standards in religious education are unsatisfactory. Pupils' attainment is below that expected of pupils by the age of seven and 11 who are following the Sheffield agreed syllabus for religious education. Only a minority of pupils have a well-developed understanding of several faiths. This is a decline from the situation found at the previous inspection when attainment at the end of Years 2 and 6 was satisfactory. The respect and tolerance shown in the lessons observed illustrate clearly the good development in the school's ethos which has taken place during this school year. For example, pupils in a Year 2 class emphasised the need to respect all people whatever their beliefs as 'we're all members of one race - the human race.' This sentence features on a poster outside the school's dining room and had obviously been internalised by the pupil concerned.
190. The school is using the Sheffield agreed syllabus for religious education but there is no policy at present for guiding how the subject should be taught. In following the locally-agreed syllabus, pupils learn about Christianity, Hinduism, Islam, Judaism and Sikhism. However, they do not study these religions in sufficient depth, and on occasions, the teachers' knowledge is not sufficient to answer the questions asked by pupils. The timetabled time for religious education is not always adhered to, especially in infant classes, and this leads to pupils having insufficient time to complete their work. Religious education lessons are sometimes completed in the time which is available at different stages of the day, but this leads to a lack of continuity and consistency.
191. The use of the locally-agreed syllabus is developing in some classes. For example, in a Year 1 and 2 class, pupils identified the elements of the creation story from three different perspectives; biblical, evolutionary and Hindu, and succeeded in identifying the similarities between the versions. In a Year 5 and 6 class, pupils were studying the Jewish festival of Purim and recalled elements of the story with confidence. The teacher had used the board to record the important features of the story as pupils recalled them and this was used as the basis for their own writing. They were able to recall other facts that they had learned about the Jewish faith with confidence. They knew about 'Shabbat' and were able to explain it through comparison with other faiths.

Overall, work seen in pupils' books is brief and only touches on some of the aspects of the world religions being covered. Much of the work seen in pupils' books is unfinished and often not marked, so that little feedback is provided on the quality of the work which is completed. The use of worksheets often involves colouring and copying which does not enhance progress in pupils' understanding. Higher-attaining pupils achieve more and their work is usually complete, includes independent writing and shows a good grasp of the religion being studied.

192. The teaching of religious education observed during the inspection was satisfactory overall. Teachers plan their lessons carefully and address the areas of study to the best of their ability. However, their knowledge and understanding of the subject are not sufficiently secure to meet all the elements which are expected to have been studied by the time pupils are 11. For example, in one lesson, there was confusion over the name of the place of worship for Sikhs and no clear information was given about Guru Nanak's teaching or the basic beliefs of Sikhism. In lessons judged to be good, teachers provide effective support for pupils with special educational needs and those in the early stages of learning English. They incorporated elements of the National Literacy Strategy and provided different tasks which reflected pupils' abilities and needs.
193. The quality of pupils' learning in religious education depends on the enthusiasm of the teacher for the subject and the materials and support provided to meet their individual needs. Learning is good where religious education is made relevant to pupils' experiences. The school has some useful artefacts and these were effectively used by a teacher in a Year 3 and 4 lesson on Sikhism. The teacher explained the symbolism of the artefacts and used a link with the morning's assembly to

reinforce some aspects of the study of the five K's in Sikhism. Pupils in this group had a sensitive respect for the facts being taught. There is a Sikh temple nearby which has been visited by pupils as part of their study of Sikhism and this has effectively reinforced their understanding. There are some good wall displays completed by pupils which show their understanding, for example, of the 'Five Pillars of Islam'. They clearly have a secure appreciation of these important aspects of the Muslim faith.

194. The diversity of faiths within the school community is not used effectively to support either teachers' or pupils' knowledge. The use made of local places of worship is limited and local religious leaders are not regular visitors to the school. Specialist vocabulary is not sufficiently emphasised in lessons and displays associated with religious education topics are not usually prominent.
195. Pupils' attitudes and behaviour in religious education lessons are at least satisfactory and often better. For example, in two lessons in Years 5 and 6, they were very good. Pupils responded enthusiastically to well-phrased questions from the teachers and were quiet and orderly in their smaller group work. They worked co-operatively and helped each other, especially where pupils' language acquisition was at an early stage of development.
196. The leadership and management of religious education have still to be developed effectively. The teacher with responsibility for the subject has a number of other duties which have limited her opportunities and time available to lead the subject forward effectively. An action plan has been written which identifies the areas which need development. These include an audit of resources and easier access to teaching materials for staff, a programme of classroom observations and a sampling of pupils' work to evaluate attainment and progress. The subject manager is planning a meeting with the local authority adviser to clarify schemes of work, the use of the agreed syllabus and the in-service training needs for staff to increase their knowledge and understanding. The subject manager is committed to improving teaching and learning in the subject and has set a target date of December 2002 for achieving all aspects of the action plan. Planning for the school's curriculum in this subject is a priority, as the previous curriculum plan did not meet statutory requirements.
197. The subject manager recognises the need for the development of religious education to be implemented. At present, there is no effective system for assessing pupils' work in religious education and the marking of books, when it is present, does not give pupils sufficient guidance about how to improve their work. Incorrect language use is not always corrected and literacy skills are not reinforced well.
198. The school has some religious artefacts to support Judaism, Islam and Sikhism, which are at present in a display cabinet in the library. These are not labelled or adequately displayed to provide support for pupils' learning. There is a reasonable number of books to support independent learning but the method of cataloguing books does not make them easy to access.
199. The contribution religious education makes to cultural and spiritual development is satisfactory. Pupils have an opportunity to learn about how different groups of people worship and to learn some of the history of these faiths. They have some opportunity to visit places of worship and it is hoped, in the future, to extend this experience for pupils. The school's ethos of respecting others is developed well in religious education lessons and pupils openly show respect for the faiths of others. Having identified areas for improvement, the school has the capacity to achieve these improvements.