

INSPECTION REPORT

TINSLEY JUNIOR SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 107032

Headteacher: Mr John Thompson

Reporting inspector: Mrs Jane Randall
1471

Dates of inspection: 8th – 10th July 2003

Inspection number: 246640

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior School
School category:	Community
Age range of pupils:	7 – 11 years
Gender of pupils:	Mixed
School address:	Bawtry Road Sheffield South Yorkshire
Postcode:	S9 1WB
Telephone number:	0114 244 0915
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Mohammed Afzal
Date of previous inspection:	2 nd February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1471	Jane Randall	Registered inspector	Art and design Religious education English as an additional language	What sort of school is it? The school's results and pupils' achievements How well are pupils taught?
13706	Gillian Marsland	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
4926	Thelma Aspin	Team inspector	Mathematics Information and communication technology Music Educational inclusion Special educational needs	How good are the curricular and other opportunities offered to pupils?
31175	Arthur Allison	Team inspector	English Design and technology Physical education	How well is the school led and managed?
14732	Enid Korn	Team inspector	Science Geography History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in an inner urban area of the city of Sheffield, and the surrounding area features considerable economic and social deprivation. The school grounds abut a major motorway. It caters for boys and girls aged seven to 11. There are 217 pupils of whom 83.4 per cent are from ethnic minority backgrounds. Most are from families of Pakistani origin and speak Urdu or Punjabi. Twelve pupils are refugees or asylum seekers and all these pupils are in the early stages of learning English. Ten languages are spoken in total and pupils originate from thirteen different countries. Ninety-seven pupils are known to be eligible for free school meals (45 per cent, well above average) and this figure is rising. This percentage is lower than usual for the school and the school normally falls into the higher band of over 50 per cent for comparison with other similar schools. Seventy-one pupils (39 per cent, well above average) are on the school's register of special educational needs and five of these pupils have statements of special educational need (2.3 per cent, just above average). The majority of these statements are for moderate learning difficulties. The school is in an Education Action Zone and is involved in many education initiatives. Overall attainment on entry to the school is very low. Added to this are a number of later entrants to the school, most of whom speak little or no English. The school has a new headteacher since the previous inspection.

HOW GOOD THE SCHOOL IS

This is a very good school where all groups of pupils achieve very well. The clear and inspiring vision and leadership of the headteacher, supported by an active and caring governing body, ensure a team spirit where staff are constantly seeking to improve their own work and to raise the attainment of all pupils. The overall quality of teaching is very good and staff provide very high levels of respect, care and value for all. This results in pupils having very good attitudes to school and very good behaviour. The school provides very good value for money.

What the school does well

- All groups of pupils achieve very well and attainment in English, mathematics and science is average in comparison with schools with similar percentages of pupils known to be entitled to free school meals.
- The quality of teaching and learning is very good. This includes the very effective support for pupils whose mother tongue is not English.
- Pupils' attitudes to school, behaviour, personal development and relationships are very good because the provision for personal development is very good and the school cares for and values all its pupils very well.
- The leadership and management of the school by the headteacher and key staff are very good and result in a shared commitment from all staff to improve and succeed.

What could be improved

- The use of information and communication technology in all subjects and the management of computer filing systems.

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 last inspected in February 1998 and has made very good improvement. Despite the high mobility of pupils, the need to support a very high number of pupils who learn English as an additional language and the challenges of the area, there has been a steady rise in test results in English, mathematics and science. Most aspects of the school have improved and the improved behaviour of pupils is a significant factor in the school's success. All the required 'key issues' from the previous report have been well tackled, particularly those relating to teaching and learning.

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
	2000	2001	2002	2002
English	E*	E	E	C
mathematics	E*	E	E	C
science	E*	E	E	C

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very poor	E*

The school's results in English, mathematics and science were well below average in the national tests at the end of Year 6 in 2002 but only marginally short of the below average category. Results were average when compared with similar schools. The targets for 2002 were not quite achieved. Targets for 2003 are slightly lower, reflecting the school's clear record keeping and tracking of pupils' attainment and progress. The preliminary results for 2003 show an increased percentage of pupils attaining the average Level 4 and the higher Level 5 in English. In mathematics, although the percentage is lower, a number of pupils missed the Level 4 by only two marks. In science, although the percentage of pupils achieving the average Level 4 or higher is lower than in 2002 it represents the lower average of prior attainment of this particular year group. The present Year 6 has a larger overall percentage of pupils falling into the lower-attaining category than is usual for the school and twenty per cent of this year group entered the school at a later stage than normal. The trend of improvement is broadly in line with that nationally and with the local education authority trends. School data shows an increasing number of pupils speaking English as an additional language attaining both the average Level 4 and the above average Level 5 and a reduction in the number of pupils attaining at the lowest levels. Inspection findings are that attainment in English, mathematics and science is below average overall in the current Year 6, but this is because of the large proportion of pupils who are lower-attainers or who have special educational needs. Standards in other subjects are similar to those found nationally except in religious education where it is above, and in information and communication technology where it is below, but improving rapidly now that technical difficulties with equipment have been resolved. All groups of pupils, including those with special educational needs, those identified as potentially gifted and talented and those pupils of all levels of prior attainment who speak English as an additional language are well supported and challenged to meet their potential, and overall achievement is very good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good attitudes to school contribute significantly to learning.
Behaviour, in and out of classrooms	Behaviour is very good and has improved significantly over the last few years.
Personal development and relationships	Very good – all work and play together in an atmosphere of mutual respect.
Attendance	Satisfactory and continues to improve.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	Very good

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

The quality of teaching and learning is very good. The quality of teaching in English and mathematics is very good. The National Literacy and Numeracy Strategies are very well established and contribute well to attainment. Skills are developed well in other subjects and a significant feature of teaching is the careful attention paid to ensuring that pupils learn and understand key subject vocabulary. Skills learned in information and communication technology lessons are developed well in mathematics and are increasingly used in other subjects. In most lessons work is carefully matched to the needs of different groups of pupils. Pupils learning English as an additional language or for whom English is not their mother tongue benefit from well-targeted bi-lingual support to meet their different needs and make very good progress. Pupils with special educational needs are also very well supported and make very good progress. Classroom management is very good. Teachers have high expectations of all groups of pupils and as a result pupils work hard and have very good knowledge of their own learning. They work with interest and effort and the achievement of all groups of pupils is very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The quality of the curriculum is good with a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good. Individual learning targets are well thought out and based on a clear understanding of pupils' needs.
Provision for pupils with English as an additional language	This provision is very good and results in all groups of pupils achieving very well and being happy and confident in school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good – this provision is at the heart of all that the school does.
How well the school cares for its pupils	Very good – a caring and friendly school where every child is valued.

Partnership with parents is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher are very good. There is a very clear vision for the development of the school and very good support from all staff.
How well the governors fulfil their responsibilities	The governing body is strongly committed to the school and fulfils its responsibilities well.
The school's evaluation of its performance	This is very good and ensures that the priorities for development are very carefully and accurately identified.
The strategic use of resources	Finances and staff are used very wisely and spending decisions ensure very good value and best use of the resources available.

Accommodation is satisfactory, learning resources are good and the number and quality of staff in relation to the demands of the curriculum are very good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school, behaviour is good and they make good progress. • The quality of teaching is good, teachers have high expectations of pupils and help them to become mature and responsible. • The school works closely with parents and they feel comfortable in approaching the school. • The school is well led and managed • There is a good range of activities outside lessons. 	<ul style="list-style-type: none"> • The information about pupils' progress. • Homework.

The inspection team agrees with all the positive views of parents. The information for parents, including that about pupils' progress, is judged as very good and homework provision good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The very good quality of the leadership and management in the school has ensured that all groups of pupils achieve very well in this well-ordered school where all staff work hard as a team to meet each pupil's needs and to maximise learning.
2. The school's results in English, mathematics and science were well below average in the national tests at the end of Year 6 in 2002 but only marginally short of the below average category. The preliminary results for 2003 show an increased percentage of pupils attaining the average Level 4 and the higher Level 5 in English. In mathematics, although the percentage is lower, a number of pupils missed the Level 4 by only one or two marks. In science the lower percentage of pupils attaining the average Level 4 and above matches the overall lower prior attainment of the year group. The present Year 6 has a larger overall percentage of pupils falling into the lower-attaining category than is usual for the school and twenty per cent of this year group entered the school at a later stage than normal. The trend of improvement is broadly in line with that nationally and with the local education authority trends. School data shows an increasing number of pupils speaking English as an additional language attaining both the average Level 4 and the above average Level 5 and a reduction in the number of pupils attaining at the lowest levels. This is because of the increased awareness in the school of the needs of these pupils and the careful focus of the bi-lingual support for pupils with all levels of prior attainment. Inspection findings are that attainment in English, mathematics and science is below average overall, but this is only because of the large proportion of pupils who are lower-attainers or who have special educational needs. The overall level of prior attainment on entry to the school is well below average and there is additional challenge of a significant number of pupils entering the school at a later stage than usual, some of whom speaking little or no English. In the light of this, pupils' achievement is very good.
3. Standards in speaking are below those expected nationally, whereas standards in listening are typical of pupils of their age. Teachers go to great lengths to promote opportunities for all groups of pupils to improve their speaking and listening skills. By the end of Year 6 overall, attainment in reading is below that found in most schools, but over 60 per cent of pupils attain standards that are at the expected level or even higher. Pupils make good progress in their reading because of the quality of teaching, particularly because of the guided reading initiative. Standards in writing, including spelling, are below those expected nationally by the end of Year 6, but again over 60 per cent of pupils attain standards that are typical of pupils of their age and some do better than this. The skills of handwriting are taught systematically, resulting in skills appropriate for their age. The school provides all pupils with opportunities to tackle writing tasks, not only in the literacy lesson, but also in other subjects. This is helping to raise attainment.
4. In mathematics, by the end of Year 6, a high proportion of pupils have below average mental arithmetic skills. This reflects the number of pupils with low attainment and not the quality of teaching. Those with higher attainment use and apply their skills very well in challenging tasks. They tackle problems systematically and express their findings clearly. They have a good grasp of all areas of mathematics. Those with the highest attainment demonstrate problem-solving skills usually associated with average pupils in Years 10 and 11. Subject specific vocabulary is good but pupils' comprehension skills

sometimes limit their ability to solve problems. In data handling, attainment is broadly in line with national requirements. Pupils with all levels of prior attainment achieve very well.

5. In science, attainment in experimental and investigational skills has risen considerably since the previous inspection and this represents very good improvement. By the end of Year 6, pupils have progressed sufficiently well to undertake a transition programme with a linked secondary school.
6. Attainment in information and communication technology by the end of Year 6 is below that expected nationally but improving rapidly. By the end of Year 6, all pupils mix pictures and text, present their writing in a form that will interest the reader and use basic editing skills, but keyboard skills are slow. Those with low attainment program a simple toy to follow a simple set of instructions, those with average attainment write a sequence of instructions to control a screen turtle and those with high attainment use different variables in their work. Those with high attainment have also been introduced to multimedia presentations, but have few skills in using them. All pupils collect and enter data and create graphs to answer questions. Most pupils use the Internet unaided to collect information, for example, about the life of Tutankhamun for their history project. Pupils are currently unable to use e-mail due to difficulties outside the control of the school.
7. By the end of Year 6, attainment in religious education is above the expectations of the locally agreed syllabus. All groups of pupils have a good knowledge and understanding of all major world faiths, particularly Christianity, Islam and Judaism. They demonstrate a very high level of respect and interest in each other's faith. They discuss issues of religious faith, feelings and family life. They relate their knowledge and understanding to life within their families, the world around them and to wider world situations.
8. In art and design, by the end of Year 6, attainment is similar to that expected nationally. Across the school there are some examples of work indicating higher attainment. In design and technology, attainment is similar to that expected nationally by the end of Year 6. By the end of Year 6, pupils understand the principles of design and technology. Written evaluations of their work show that they think about how they might improve the product, for example, when designing and making musical instruments in Year 5.
9. Due to timetable arrangements, not enough music lessons were seen to make a judgement on attainment. All pupils in Year 5 have a brief lesson on keyboard from an expert. About a quarter of pupils from Years 5 and 6 continue with these lessons. These pupils exceed the nationally expected level in their understanding and use of musical notation before they leave school. Computer programs are being used regularly to introduce pupils to electronic composition methods and most pupils in Year 6 have a good grasp of simple musical notation. Visits from musicians, for example a steel band and a group to demonstrate Asian instruments, also extend pupils' awareness of music around the world and opportunities are provided for them to appraise different forms of classical and modern music.
10. In geography and history, attainment by the end of Year 6 is similar to that found nationally. A good feature is the world geography taught in Year 5, which effectively enhances pupils' knowledge of current events as well as developing their ability to locate countries and cities in an atlas and on a map of the world. By Year 6, pupils are able to use secondary sources well. They identify activities that take place around the River Nile, recognise which are traditional occupations that span the centuries and

through this identify how human activity uses and damages the environment. Pupils are developing a sense of chronology and an awareness of the differences between the ways of life now and in the past. A good feature is the emphasis placed upon pupils' understanding of the beliefs that influenced the actions of people in these periods of history.

11. In physical education, standards in athletics, based on lessons seen, and in gymnastics and games from evidence from the subject leader are typical of what is expected nationally by the end of Year 6. There was insufficient evidence to make a judgement about dance or outdoor and adventurous activities. The school ensures all pupils have the opportunity to learn to swim. Thirty-five per cent of pupils have achieved the National Curriculum requirements for swimming by the end of Year 6.
12. Pupils with all types of special educational needs achieve very well and at least as well as others in their class. Those pupils with high attainment or specific talent are suitably challenged both in lessons and in additional activities provided at lunchtimes or after school. Those with behavioural, social or emotional difficulties make equally good progress due to the high level of support provided through the 'On Track' and Excellence in Cities Learning Mentor projects.
13. Pupils learning English as an additional language or whose mother tongue is not English, including the group of refugee/asylum seeking pupils, make very good progress due to the careful assessment of their needs and the support given to them in class. There is careful identification of different groups of pupils, for example those who need a short boost of support to bring them up to the nationally expected level for their age or higher and those who are in the early stages of learning English. Those pupils with the highest attainment are identified and challenged well.

Pupils' attitudes, values and personal development

14. Pupils' attitudes and behaviour are strength of the school. Pupils' attitudes to the school are very good and have improved since the previous inspection. Pupils are interested and involved in most activities. There was a good example of this in a Year 3 science lesson where the pupils investigated how light casts a shadow on different materials. They settle quickly down to their work and respond swiftly to instructions. Most pupils maintain concentration and effort and work hard. This was evident in a Year 3 dance lesson where the pupils composed a group dance sequence based on circus acts. They listen attentively to their class teachers and enjoy classroom discussions. Pupils with special educational needs concentrate well and try hard. They participate fully in lessons. Those with recognised behavioural difficulties are rarely noticeable, due to most teachers' high expectations of behaviour and good control in lessons and a support programme to help them understand the impact of unsuitable behaviour. Pupils are very polite and friendly and staff promote their self-esteem with regular praise and rewards. Many pupils clearly enjoy the lunch-time and after-school activities such as basketball, dance, rugby and residential visits. Pupils' positive attitudes to school make a strong contribution to their successful learning and achievement.
15. Behaviour in and around the school has improved significantly and is now very good because the pupils respond well to the consistently high expectations of all staff. At

lunch-times pupils are polite and friendly and treat all supervising staff with respect. They understand what is expected of them and know the difference between right and wrong and how their actions can affect others. They uphold the school's 'caring code' that promotes kindness and respect. Consequently there is a warm and friendly atmosphere throughout the school and bullying or racially motivated incidents are rare. Pupils are aware that if problems do arise they should immediately tell a member of staff. The 'problem box' in the school reception area, which is monitored by the learning mentor, also provides an unobtrusive way for pupils to ask for support. The child development worker provides additional support. In the last two complete school years there have been no pupils excluded from the school. The very good behaviour of pupils improves the quality of their learning and adds to the friendly atmosphere that is evident throughout the school.

16. Relationships between pupils, and pupils and staff have improved and are now excellent. At lunchtimes pupils talk and play together sociably. They work together very well regardless of gender or race.
17. The school is very successful in promoting the pupils' personal development. Pupils respect the feelings, values and beliefs of others. This was evident in a Year 4 religious education lesson where pupils respectfully compared Christian baptism with a Muslim naming ceremony. Pupils take responsibility for tasks in the classroom and around the school and are reliable and trustworthy. They return registers to the office and act as library monitors. The school has established an elected school council where the views of the pupils can be discussed. This has resulted in the sale of fruit and juice at break-time in preparation for the school's involvement in the 'Healthy Schools Award'. Year 6 pupils apply, are interviewed and trained to be 'playground friends'. They are easily recognisable in their red caps. They support the younger pupils at break and lunch-time and refer any problems to staff. Many now resolve pupil disputes without involving the staff. Being able to contribute to school development issues and taking on responsibilities is having a good effect on the pupils' personal development. The pupils are also gaining an understanding of the wider global community by raising money for charitable causes such as Dr. Barnardo's and the local Sheffield Institute for the Blind.
18. The attendance rate for the school is satisfactory and has improved over the last four years. The headteacher carries out regular analysis of attendance information. Registration meets legal requirements and is swiftly and effectively undertaken. However, not all pupils are punctual for school and some families take extended holidays in term-time.

HOW WELL ARE PUPILS TAUGHT?

19. The overall quality of teaching and learning is very good. Just over eight lessons out of ten were good or better and about half were very good or excellent. No unsatisfactory teaching was observed. The significant features of the very effective teaching across the school are the close attention to the pupils' understanding of key vocabulary, the quality of teachers' planning and the high expectations for all groups of pupils. Teachers ensure that all that pupils are appropriately challenged and work is identified clearly for pupils with all levels of prior attainment. Pupils speaking English as an additional language are very well supported in all attainment groups. Those in the early stages of learning English are often supported in their mother tongue and have key vocabulary translated for them. Pupils who are apparently fluent in English but may not understand specific subject vocabulary or appreciate the finer details of the stories they are reading are targeted as appropriate, particularly where it felt that with a little extra support they could achieve the next National Curriculum level. Teachers never talk

down to pupils, but use appropriate extended and mature vocabulary and then explain the meaning clearly. Teachers take every opportunity to relate learning to pupils' own experiences, for example in religious education or geography. Many lessons give pupils the opportunity to talk about their feelings and the atmosphere in lessons is one of mutual trust and support. All teachers are well prepared with appropriate good quality resources that enable all pupils to participate. Behaviour management strategies are very good and lessons are never disrupted. Homework makes a good contribution to pupils' learning.

20. The quality of teaching and learning in English is very good. Teachers have a very good knowledge and understanding of the National Literacy Strategy. In all lessons, pupils are made aware at the outset what it is they are expected to learn during the lesson. They are reminded of this during the lesson and during the review session at the end of the lesson. They also record this at the top of any written tasks in the books. As a result both teachers and pupils have a good knowledge of the learning and the progress they are making. There is a concerted effort by all staff to act on strategies identified by the school that will improve the skills of all groups of pupils in all aspects of English. These strategies are not confined to the literacy lessons but applied well in all other subjects.
21. Teaching and learning in mathematics are very good. The National Numeracy Strategy is very well established but where teaching is least effective there is some lack of flexibility in its use due to teachers' anxiety to teach to the nationally expected level. Key vocabulary is clearly displayed and learning targets are shared with pupils. In the best lessons, teachers show their understanding of how to use an introductory session to develop pupils' mental skills and strategies for calculation rather than testing what they know. Pupils are also encouraged to explain their reasoning, reinforcing both mathematical understanding and developing speaking skills. Lessons are well structured, demonstrating teachers' understanding of different stages of learning and sufficient time is given to written tasks.
22. In science, teaching and learning are good and some aspects of the teaching, such as the behaviour management, the clarity with which teachers explain concepts and the use of technical language, are very good. Teachers' expectations are appropriately high and they have a sound understanding of the curriculum and of the development of enquiry skills. All teachers remind pupils of previous work before introducing new work that they present skilfully, questioning pupils so that all are involved, interested and challenged.
23. Teaching in specific information and communication technology lessons to develop computer skills, and in lessons linking mathematics and information and communication technology, is very good and leads to very good learning. All teaching seen during the inspection was good or better. Instructions are clear and precise, demonstrating very good preparation and planning. Support staff make a very good contribution and are also well prepared to use each program. Good use is made of pupils to demonstrate procedures and so reinforce their skills.
24. Teaching and learning in religious education are very good. The curriculum and all lessons are very well planned and all opportunities are taken to value the faith of all groups of pupils and to share this by examining similarities and differences. Because of the very supportive atmosphere of the school, pupils are comfortable and confident in discussing issues of faith, family and world issues in a climate of mutual trust and interest. In discussions, pupils draw well on previous learning, showing good retention

of knowledge and the ability to extend and deepen this understanding as they grow older.

25. Pupils respond very well to the very good teaching in geography. Teachers have good subject knowledge. Relationships and classroom management are good and teachers plan lessons that are well structured to meet the learning aims and to include a range of interesting activities for pupils; for example where the teacher demonstrated very effectively the processes within a river of erosion and the formation of a delta, thereby ensuring that the pupils understood these complex processes. Teaching and learning are good in history. Pupils are very well motivated and are challenged by the tasks set. They show high levels of interest, as seen during the inspection, when, for example, they were finding out about the Ancient Egyptians.
26. The overall quality of teaching and learning in art and design is very good. Each series of lessons is very well planned and teachers carefully take pupils through the steps required to achieve the required result. Resources are of very good quality, plentiful and very well organised and prepared to ensure that pupils are independent in their work. Pupils use sketchbooks well to plan and try out ideas and designs. The evidence of teaching of techniques and styles shows through clearly in lessons and in pupils' work and there is good evidence of pupils building on and extending these techniques as they move up the school. Art and design is skilfully linked to work in other subjects. The strengths of the satisfactory teaching in design and technology are the planning, the choice and use of resources and the support for those pupils for whom English is not their mother tongue, by ensuring that they understand fully what they have to do and by giving the necessary help. Teaching and learning reflect the growing confidence of teachers stemming from training and the mutual support of colleagues.
27. Insufficient evidence was available to judge the quality of teaching and learning in music. Following the previous inspection much was done to improve teachers' expertise, but changes in teaching staff have led to recognised weakness in some teachers' subject knowledge and confidence. However other issues have rightly taken priority for recent staff development. Overall teaching and learning are satisfactory in physical education. The teaching, plus the good range of opportunities to learn new games and dance skills in after-school clubs, enable all pupils to make good progress and achieve well. Praise and encouragement are used effectively and this results in pupils from all groups having positive attitudes to the subject and behaving well in lessons.
28. Pupils with special educational needs are taught very well. In the most effective lessons, classroom support assistants sit close to the pupils they look after when the teacher is speaking to the whole class. They quietly and effectively help them to answer questions and join in with the rest of the class. This was very evident in a mathematics lesson in Year 5 to help pupils to develop their spatial awareness. Support assistants work well with the teachers and know how to present the activities so those pupils can succeed. In reading activities in Year 6, the classroom assistant demonstrated great skill in questioning pupils to make them think about the story carefully and use picture clues to help them explain what was happening. She developed vocabulary throughout, making sure that those with English as an additional language as well as those pupils with special educational needs understood the meanings of words. Ongoing recording of achievement in lessons is not well developed and so there is a reliance on testing prior to reviews of pupils' special educational needs. However, classroom assistants know their pupils well and are able to make sure that they are ready to move on to the next stage of learning.

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

29. The curriculum provided is good. In the previous inspection, insufficient time was allocated to some subjects and the curriculum provided did not meet requirements in design and technology, music and information and communication technology. There is now a good balance between subjects, and the requirements of the National Curriculum and for religious education are met.
30. Planning is good. It is based on the most recent National Curriculum guidance, locally produced schemes of work and commercial materials, and is suitably adapted to meet the specific needs of the school. Skills, knowledge and understanding in each subject are developed carefully from one year to the next. Although there is no written school overview of the whole curriculum linking subjects together, teachers are becoming more adept at this to make the most effective use of time and to increase pupils' understanding and use of skills in different contexts. For example in an art lesson, pupils were taught about scale and enlargement, linked to transformations in mathematics.
31. The National Literacy Strategy is very well established and is improving standards. Listening, speaking, reading and writing skills are developed very well in other subjects. An emphasis is placed on the development of subject, specific vocabulary. This is translated into pupils' mother tongue when they are in the early stages of learning English or have difficulty with English comprehension. Much effort is put into ensuring that the meanings of words are fully understood. The National Numeracy Strategy is very well established and leads to very good achievement. Numeracy skills are developed well in many subjects. For example data handling is used well in science. Information and communication technology is beginning to be used to support learning in other subjects but the school recognises that this is an area for development and that the use of information and communication technology is not securely embedded in the planning for all subjects.
32. Provision for personal, social, health and citizenship education is very good, although the scheme of work is in the early stages of implementation. Additional activities and provision beyond the scheme are excellent and very effective use is made of different sources of funding and external support. For example a local company dealing in confectionery and soft drinks provides a specially planned programme to help pupils understand and be aware of their place and responsibility in local and wider communities. Learning mentors help many pupils with different backgrounds develop their personal skills to help them manage their lives more effectively. Suitable provision is made for the education about the misuse of drugs, making use of police expertise where relevant and there is a sex education policy.
33. Equality of opportunity is not only central to the aims of the school, but these aims are met in full and provision is excellent. Many initiatives are in place to ensure that the wide range of needs of pupils are met and that all, regardless of gender, level of attainment, race or social background are included in all activities. Great care is taken, to take into account the cultural and religious background of different groups of pupils and to make sure that any specific requirements are catered for. Much effort goes into ensuring that all pupils joining the school, at any time, including refugees/asylum seekers with no English, settle quickly into school life. Where additional support, for example by specialist translators, is necessary, it is actively sought. Pupils with high attainment or who are potentially gifted and talented are suitably challenged and

provided for. Activities such as the dance club and keyboard lessons, for example, allow those with specific talent to develop this appropriately. It also provides a very good opportunity for pupils from different backgrounds to learn to work together.

34. Provision for pupils with special educational needs is very good. These pupils are fully included in all lessons and activities. Individual learning targets are well thought out and based on a clear understanding of pupils' needs. They cover key skills in literacy, numeracy and personal and social education. On a few occasions, pupils' physical difficulties, for example control when using small objects, are not sufficiently targeted through planning. Where co-ordination is identified as a major difficulty, special activities are provided. Support for those with emotional, behavioural or social problems is very good and helps pupils to face up to reasons for inappropriate actions and their outcomes. Suitable, carefully focused 'booster' classes are provided for pupils with attainment just below the nationally expected level in English and mathematics.
35. Regular visits to places of interest, including a residential experience for older pupils for adventurous activity and social skills development, and visits from people with specialist knowledge, are all used well to improve pupils' understanding of the world around them and broaden their experiences. There is a very good range of extra-curricular activities, including many sports activities provided by specialist clubs from the local area. Very good links are maintained with other schools and with the community, and these are used effectively to improve teachers' expertise and extend pupils' experiences and so improve attainment. Pupils are very well prepared for the next stage of their education.
36. The provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the previous inspection. Provision for pupils' spiritual development is good. Assemblies all contain a suitably reflective element and frequently the stories have a spiritual as well as a strong moral message. Spiritual and moral development is advanced well through religious education where a good understanding of the Christian, Islamic and Jewish religions is promoted. This is taught effectively to enable pupils to learn how individuals' beliefs affect their lives. In English, Year 3 pupils explore their feelings and emotions when writing poems that reflect their country visit to Mayfield and they write about life as a Viking. In Year 4, pupils write about wishes and hopes for their family. By Year 6, pupils reflect upon the sunrise and sunset and create screen prints of the skyline. Pupils are given opportunities during the selected school visits, to develop a sense of wonder such as when visiting the sea for the first time and exclaiming on the vastness of the view. In a Year 3 lesson, as part of the personal development programme, pupils reflected upon friendship and what this means to them and to others. In the 'Peace Project', pupils from Years 5 and 6 are given opportunity for reflection and relaxation.
37. Pupils' moral development is promoted very well. Since the previous inspection the school has put in place a strong policy to improve behaviour that has had a very positive influence. Each class has its own set of rules and pupils respect them. Pupils are managed in a sensitive and consistent way and they are aware of the sanctions and rewards that support the school's code of conduct. Circle time (when pupils discuss personal and social issues) provides good opportunities for pupils to learn and understand very clearly the difference between right and wrong. Teachers have high expectations in terms of behaviour, attitudes, effort and standards of work and they demonstrate these very clearly, providing the pupils with a very consistent message of what is acceptable.

38. Social development is promoted very well through the fostering of relationships. The school sees this as an essential aspect of each pupil's personal development and it is a particular strength in the personal and social programme that includes discussion time and a friendship system to support pupils at lunch-times. Opportunities for pupils to work collaboratively are provided in most lessons. The school has an active school council with representatives from each year group and the elections for these positions provide good aspects of citizenship training. Many charities are supported and as part of one project, pupils visited a centre for the partially sighted to learn more about these people's needs. Pupils support the community in a litter collection project to improve the environment. The residential experience provided is a good social experience for the pupils, many of whom have not stayed away from family before. The school has effective procedures for resolving conflicts that occur in school and pupils understand and know these take account of the views of all parties concerned. The 'Peace Project' helps pupils deal with tensions and social pressures and a science curriculum development in Year 5 promotes collaboration skills. There are some opportunities for pupils to undertake responsibilities within their classroom.
39. Provision for cultural development is very good. Pupils are provided with good opportunities to learn about other cultures as well as their own through art, history, music and religious education. For example in Year 6, pupils study how a range of artists portray the human form and in Year 5 pupils learn about the Art Deco style. There are visits to the theatre and to a pantomime and visiting theatre groups come to the school. Music workshops are provided featuring Afro-Caribbean music and jazz and pupils are introduced to a further range of music in assemblies. Multicultural themes are followed frequently in class assemblies where pupils are very involved, and different festivals are celebrated throughout the year. Community languages are used effectively by staff to support pupils and parents and many notices are written in these languages, acknowledging the value that this school places upon the background of all its pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. This is a very caring and friendly school in which every child is valued. This is a strength of the school that reflects clearly in the care arrangements in place. Staff know the pupils and their families well and they receive effective support from the child development worker, learning mentor, teaching assistants and bi-lingual support staff.
41. Procedures for child protection and for ensuring the pupils' welfare are very good. There is a named teacher responsible for child protection and 'looked after' children. Staff are aware of procedures and have received appropriate training. The headteacher has acknowledged the need to include lunch-time assistants in future training sessions. The school follows procedures in the health and safety policy, and whole-school risk assessment has been carried out. Procedures are in place for the safe use of the Internet by all pupils. Electrical and fire extinguisher checks are carried out annually and safety equipment is in proper working order and checked by the appropriate authorities. Staff and lunch-time supervisors take very good care of pupils at breaks and lunch-times. There are good arrangements in place for dealing with accidents, and two members of staff are fully trained to administer first aid. Lunch-time supervisors carry first aid packs onto the playing field at lunch-time.

42. Procedures for monitoring and improving attendance are very good, resulting in improved attendance rates. Parents are informed of the school's expectations regarding attendance in the school prospectus and in frequent newsletters. The school operates a 'first day contact' system whereby parents are telephoned by the general office assistant if a pupil is absent. The headteacher targets pupils with low attendance rates by carrying out frequent analysis of attendance data. The child development worker and learning mentor check registers weekly, keeping the headteacher fully informed. Letters to parents and home visits are arranged if problems occur. The educational welfare officer provides additional support. The secretary and class teachers monitor the receipt of absence notes and medical appointments. Good attendance is promoted by the 'attendance and punctuality draw' and provides an opportunity for pupils with good attendance and time keeping to win a book prize.
43. Procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are very good. There is a suitable behaviour management policy in place and the teachers and lunch-time staff manage behaviour well and have successfully established clear guidelines. Pupils' behaviour is frequently discussed at staff meetings. There has been a substantial reduction in incidents of challenging behaviour in the last four years. There is an effective scheme of rewards and sanctions in place, which the pupils understand. Certificates, prizes, stickers and house points are used as rewards to encourage pupils to behave and work hard. Good work and 'special mentions' assemblies are also held and 'free choice' activities are also offered. No bullying, racially motivated incidents or challenging behaviour were seen during the inspection. However, when such behaviour occasionally occurs it is dealt with swiftly by the headteacher. All serious incidents are recorded in the 'behaviour books' and parents involved as necessary.
44. Procedures for monitoring and supporting pupils' personal development are very good. They are founded on the excellent relationship between pupils and staff and the school's strong commitment to promoting all pupils' confidence and self-worth. The child development worker, learning mentor, teaching assistants and bi-lingual support team provide very effective support in class and in the playground. The child development worker works with pupils at the local sports club during the school holidays, supervises the homework club and accompanies pupils on residential visits. The learning mentor accompanies Year 6 pupils on their induction visits to local secondary schools and works with the Year 6 Playground Friends. The school successfully promotes personal, social and health education in assemblies and lessons. This provision is very good and incorporates a class discussion period called circle time, enabling pupils to openly discuss relevant issues such as behaviour and friendship in the classroom. The school is also involved in a 'Peace Project' that helps pupils to develop positive attitudes and relaxation techniques. Health professionals and the police also provide additional support in some sessions. The school sets targets to help pupils to improve their English and mathematics. This enables the pupils to evaluate what they need to do to improve their work and recognise the progress they have made. The success that the school achieves in its support and guidance of pupils has a positive effect on pupils' attitudes to school and contributes significantly to the school's efforts to raise standards.
45. Procedures for assessing pupils' attainment and progress are good. There are very effective procedures when pupils enter Year 3 and in Years 4-6 when the results of the national and other tests in English and mathematics are very carefully analysed. To

support all pupils, but particularly those for whom English is not their mother tongue, all teachers regularly assess pupils' attainment in speaking and listening, as raising standards in this aspect of English is crucial to raising standards in all subjects. This also helps the school to assess the effect of the emphasis placed on speaking and listening activities in every subject. In science the school has good procedures for assessing pupils at the end of each unit of study in line with the latest national guidance. There is also a strong focus on assessing pupils' investigation skills as this is an aspect of science that the school is keen to promote to help pupils attain higher standards. Procedures for assessment in the other subjects are satisfactory. The school uses information and communication technology very well for analysing data and monitoring progress. As a result, tracking the progress of individual pupils in English and mathematics in particular is sharply focused. The analyses are also used very well to place pupils in sets for English and mathematics. The procedures for monitoring and supporting the progress of pupils in English and mathematics and setting targets for individual pupils in these subjects are very good and help pupils to know what they have to achieve to make further progress. The assessment strategy provides detailed information for governors about the school's performance and for parents about their children. All lesson plans make clear what pupils should know or be able to do by the end of the lesson. This is shared with the pupils at the beginning of the lesson and again when learning is reviewed at the end of the lesson. As a result, pupils, particularly the older pupils, have a good understanding of the progress they make within lessons. Marking of work is good overall. The marking of work in English in Year 6 is very good because reasons are given for a piece of work being rated as, for example, good and what would have made it better.

46. There are good procedures for identifying pupils with special educational needs and assessing the level of provision needed. The school is very careful to distinguish those pupils with English language learning needs from those with special educational needs. External support is used effectively to provide formal assessment to guide teachers when setting targets for learning. These targets are carefully selected to be attainable and measurable in consultation with parents and pupils.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents have expressed very good support for the school. The partnership with parents is a strength of the school. Parents spoken with during the inspection praised the work of the headteacher and staff. A minority of parents' questionnaires raised concerns about homework and information on pupils' progress. The inspection team concluded that the homework provision is good. Parents are aware of the homework policy, which is referred to in the school prospectus, on class notice boards and in frequent newsletters. Parents' meetings are held in the spring and autumn terms after consultations with parents. Scrutiny of pupils' progress reports confirms that they provide good information for parents and are of a high quality.
48. The school has worked hard to establish very good links with parents. The school operates an 'open door' policy and parents are welcome to come into school to discuss any problems. Frequent newsletters keep parents informed about events and achievements. A suitable home/school agreement has been sent home but not all parents have signed and returned it. Assemblies, parents' meetings, presentation evenings and workshops are very well attended. The child development worker, Learning Mentor and bi-lingual support team provide and support further links between home and school.

49. Parental involvement has a good effect on the life of the school. A few parents assist in classrooms as volunteer helpers and others volunteer to accompany pupils on educational visits. A small, informal support group organises fund-raising activities such as dances and raffles. Parents are supportive and money has been raised to benefit the pupils. Additional playground resources have been purchased and donations have been given to support the funding of educational visits.
50. The quality of information for parents is very good. The school prospectus and governors' report are detailed and informative. Regular letters keep the parents well informed. The school has had no requests for translation from homes where English is not the first language. The bi-lingual support staff and governors provide verbal information as necessary and further information can be gained from governor links with the local Mosque. The school provides regular information on pupils' attendance and behaviour. Information about what pupils are studying can be obtained from attending the literacy and numeracy workshops, reading week and design and technology afternoons, where pupils and parents can work together. Parents have the opportunity to consult staff formally in the spring and autumn terms to discuss their children's progress. Pupils' progress reports are good; they include all the required information and indicate what the pupils can do to improve their work.
51. The contribution that parents make to their children's learning at school and at home is very good. Most parents help their children with homework and listen to them read. The school has hosted courses for parents such as 'Coping with Kids' and an information and communication technology course. During the inspection approximately 15 parents were seen enrolling with the child development worker for the next literacy course. These courses have the potential to assist parents in helping their children to learn.
52. Parents of children who are a cause for concern, whatever that might be, are contacted as soon as possible to discuss provision. They are fully involved with all procedures and kept well informed of their children's achievement. Suitable opportunities are provided for those with concerns to discuss these. Parents of children with special educational needs are often guided how best to support their children at home.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The leadership and management by the headteacher are very good. The head teacher has a very clear vision for the school. His determination to ensure the best possible provision, with the very strong support of all staff, means that all pupils achieve very well in a very calm and supportive learning environment.
54. Everyone in the school communicates very high expectations of behaviour and this is reflected in the very good behaviour of pupils both in and out of class. The school believes in making the best possible provision for all pupils and it puts this into practice very well. All pupils have full access to the National Curriculum and to educational visits and visitors that support learning. The roles of the subject leaders are very clearly identified. The recommendation in the previous report that subject leaders should be given training and opportunities to check and evaluate teaching, learning and attainment in their subjects across the school has been successfully addressed. As a result they make a good contribution to the school management.
55. Both the leadership and management of provision for pupils with special educational needs are very good. Records are very carefully maintained, easily accessible and informative. The governor for special educational needs makes a significant contribution to the work in the school through her role as an 'On Track' worker and

therefore is well informed, particularly about those pupils with needs that include social and behavioural difficulties. Legal requirements are met. The most recent national guidance has been fully implemented. The designated budget is used effectively and supplemented to ensure that pupils are well supported. Non-teaching staff are guided in what to teach and how to support specific needs but not all are fully trained for specific needs. Links with agencies are co-ordinated effectively. Classrooms are too small to accommodate those with physical disabilities and toilet facilities are not sufficiently accessible. There is a very basic long-term programme to adapt the buildings. Resources for learning are good. Books are carefully chosen to match the age and maturity of pupils who find reading difficult. There is also very good leadership and management of provision for gifted and talented pupils, those with social, emotional and behavioural difficulties, refugee/asylum seekers and pupils who arrive in school mid-term.

56. The school has very successfully addressed the issue relating to the governing body in the previous report. The governing body is strongly committed to the school and fulfils its legal responsibilities well. Governors know the school well because of visits and the detailed reports from the headteacher at meetings of the governing body. This ensures that the decision-making through the improved committee structure makes a good contribution to the school's development. Procedures for measuring and improving the performance of staff are very securely in place. Targets are very relevant and achievable because of the commitment of all staff. The principles of best value are applied well, for example when comparing the school's results with those of other schools and when making financial decisions such as the cleaning services contract. The governing body ensures that financial planning facilitates the achievement of the identified priorities. The budget is monitored well to ensure that money is spent as designated and is enabling the school to raise standards. The commitment of the governing body to ensuring the support of parents for the school is evidenced well by their close contacts with different sections of the community.
57. The school checks and evaluates its performance very well. This is achieved by detailed analysis of national tests in English, mathematics and science for pupils at the end of Year 6, and the teachers' assessments in all areas of the curriculum in each year group. These analyses enable the school to identify priorities that inform the school improvement plan and to take the necessary action to ensure better provision. For example, the need to improve the speaking and listening skills of all pupils, but particularly those for whom English is not the mother tongue because this would help pupils to make better progress in reading and writing, led to this becoming a focus for development across the school. All teachers ensure that pupils have many opportunities to improve their speaking and listening skills in literacy lessons, in other subjects and through very good additional support. As a result, the school met its target for English this year.
58. The school makes excellent use of money and other support from a wide range of sources. For example, the work of the learning mentor, funded by the Excellence in Cities project, has made a very good contribution to the much improved attendance rate, the behaviour of pupils and the links with parents. Education Action Zone initiatives have also made a significant contribution to attendance, behaviour and home-school links as well as to teaching and learning and to management, particularly the subject leaders. Consequently these benefit all pupils and enable them to make good progress overall and to achieve very well. The school manages the funding from the Ethnic Minorities Achievement Grant very well and the support for pupils is very effective.

59. Staffing levels are good. Class teachers are very well supported by a very good number of bilingual teachers who support pupils in learning English, and a good number of well-trained support assistants. The induction and support of newly qualified teachers and teachers new to the school are good. There has been effective training related to teaching pupils for whom English is an additional language that has resulted in consistently very good provision for these pupils. Resources for learning are good. The quantity of resources for information and communication technology has recently been increased and is now very good. Resources for teaching pupils for whom English is an additional language, including dual language books and vocabulary lists, are good, as is the range of resources for teaching pupils with special educational needs. Accommodation is just satisfactory but there are many aspects that hinder teaching and learning. For example, the school library and the area where pupils study using their lap tops are housed in what is effectively a wide corridor that is the main thoroughfare to the school hall. The school's computer suite is too small to accommodate a full class of pupils. During the inspection, when the weather was hot, the classrooms were airless with no fans. Because the school is adjacent to a busy motorway, opening the windows makes the rooms too noisy for effective teaching. Staff work hard to create a stimulating environment with a range of pupils' work on display. The outdoor accommodation is good.
60. The school has many very good features that ensure that the quality of education contributes to all pupils achieving very well. This is evident in the high percentage of teaching and learning that is good or better, the way the school manages its pupils, the very good relationships between pupils and between pupils and staff within the school, the high quality of leadership and management provided by the headteacher with the full support of all staff and the governing body and the excellent use made of specific grants. Given the well-below average attainment of pupils on entry, the effectiveness with which the school's performance is evaluated and improved, the priorities identified, the very good use of strategic resources, the high level of commitment of all staff and the very good progress made by pupils who have special educational needs and those for whom English is not the mother tongue and the good progress of all other pupils, the school is judged to give very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

61. To improve the school further the headteacher, staff and governors should:

(1) ***Improve attainment in information and communication technology by:***

- ensuring that opportunities to use all forms of information and communication technology in other subjects are firmly embedded in the planning;
- managing the computer filing systems more effectively to make it easier for teachers and pupils to save and find information in order to save time and to free up system memory.

(paragraphs 104-107)

This issue is within the school's current development planning.

PROVISION FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

62. The provision for pupils speaking English as an additional language or whose mother tongue is not English is very good. All groups of pupils achieve very well. The proportion of pupils attaining at each National Curriculum level in the national tests at the end of Year 6 is similar to that of monolingual speakers. Throughout the school pupils are represented in all groups based on prior attainment in appropriate proportions. The school makes great efforts to meet the needs of all pupils and is very successful in doing so. The school analyses test data by ethnicity and gender to ensure that no group is under performing and achievement is similar for all groups.
63. Provision for personal development and pupils' resulting attitudes and values are very good. There is no evidence of racism within the school and pupils work and play together in a climate of mutual respect and friendship. This mutual respect and very good relationships shine through in all the life of the school. For example the work in religious education demonstrates an understanding of all faiths and their place in family life and pupils show confidence in comparing similarities and differences. Self-esteem is evident in lessons and after-school activities. The very high attainment in the dance club, which encompasses members of all ethnic groups, is a very good example of the school's efforts to foster this. The school has made great efforts to meet the needs of the community it serves and is always seeking to enhance these links further. In questionnaires and in discussion, parents and governors expressed their support for the school.
64. The quality of teaching and learning is very good. Teachers are well aware of the different learning needs of pupils in their class, and plan appropriately. Key subject vocabulary is clearly identified, explained, demonstrated and revised very well to ensure understanding and participation. The school has a clear system for assessing the levels of English competence of pupils using and learning English as an additional language and targets support appropriately. Some support is targeted on those pupils where it is felt that language issues are holding them back from achieving a higher National Curriculum level in tests. Pupils work in groups that match their prior attainment in their mother tongue rather than being placed according to their English acquisition levels and appropriate support is given to help them to succeed. For example, in one lesson where pupils were learning the difference between persuasive and informative text, key vocabulary was translated into Arabic and Urdu and the support teacher used both of these languages to help pupils to achieve the task. The school makes strenuous efforts to obtain support in assessing new pupils in their own language when no one in the school can do this. The school is aware of the particular needs of pupils who are the only speaker of their mother tongue and is in the early stages of developing systems to support these pupils. An attainment project in school has focused on guided reading and the opportunities for vocabulary development and understanding and the support teachers target groups for this. This has been the current focus for headteacher observations, and evaluations show that pupils are now getting more out of this activity. The next focus is to be on speaking and listening and the use of drama.
65. The whole school staff is currently following an accredited English as an Additional Language in Mainstream Schools course. This is raising awareness even further and covers needs, identification of needs, different ways of teaching and the development of literacy skills. It is fostering an even greater whole school approach and improving further the skills and understanding of staff.

66. The specialist teachers make a significant contribution to the work of the school in translating for parents and in making home visits when necessary. There are also sensitive links with the local mosque and this is also used as a place for getting messages and information to parents.
67. The teachers who are funded from specific grants are used very appropriately and provide very good value for money. There is clear evidence of the effectiveness of their work. The provision for pupils speaking English as an additional language or for whom English is not their mother tongue is very well led and managed by the headteacher and is an integral part of all that the school does. All staff have a performance management target relating to this and the school understands the issues well, tackling them with confidence. Pupils achieve very well because of this.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	21	19	9	0	0	0
Percentage	8	40	36	16	0	0	0

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

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)	0	217
Number of full-time pupils known to be eligible for free school meals	0	97

FTE means full-time equivalent.

Special educational needs	Nursery	YR– Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	0	71

English as an additional language	No of pupils
Number of pupils with English as an additional language	171

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	29	18	47

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	21
	Girls	11	12	16
	Total	26	27	37
Percentage of pupils at NC level 4 or above	School	55 (54)	57 (41)	79 (78)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	18	23
	Girls	11	12	13
	Total	21	30	36
Percentage of pupils at NC level 4 or above	School	45 (43)	67 (43)	80 (70)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	36	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	7	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	152	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	5	0	0
Black or Black British – Caribbean	2	0	0
Black or Black British – African	11	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	12.35
Number of pupils per qualified teacher	17
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	150

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	698,211
Total expenditure	692,539
Expenditure per pupil	3,206

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.8

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	217
Number of questionnaires returned	84

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	69	27	1	1	1
My child is making good progress in school.	50	46	2	1	0
Behaviour in the school is good.	63	34	2	1	0
My child gets the right amount of work to do at home.	33	46	12	5	4
The teaching is good.	56	35	4	1	5
I am kept well informed about how my child is getting on.	41	33	20	4	2
I would feel comfortable about approaching the school with questions or a problem.	52	43	1	1	2
The school expects my child to work hard and achieve his or her best.	63	27	2	0	7
The school works closely with parents.	36	48	8	1	7
The school is well led and managed.	52	39	0	1	7
The school is helping my child become mature and responsible.	55	39	1	0	5
The school provides an interesting range of activities outside lessons.	50	38	1	2	8

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

ENGLISH

68. Attainment in English is below average by the end of the present Year 6. However, indications are that the school has met its target for this year as the unvalidated results of the 2003 national tests show that 63 per cent of pupils have attained the nationally expected Level 4 or better and approximately 20 per cent have attained the higher Level 5. Although this judgement is lower than at the time of the previous inspection, this is because it is a different group of pupils and pupil mobility continues to be high. The present Year 6 has a larger percentage than is usual for the school of pupils with special educational needs and lower-attaining pupils. The national test results for 2002 showed that attainment was well below average by the end of Year 6, although typical of the attainment of pupils in schools with similar percentages of pupils claiming free school meals. Results in English are rising steadily and in line with the national trend. The reasons for the increasing numbers of pupils attaining the nationally expected standards or better, and for the school reaching its target this year include the very effective implementation of the National Literacy Strategy by very good teaching. There is a concerted effort by all staff to act on strategies identified by the school that will improve the skills of all groups of pupils in all aspects of English. These strategies are not confined to the literacy lesson but applied well in all other subjects.
69. Pupils who have special educational needs and those for whom English is not their mother tongue, including refugee/asylum seekers, make very good progress because of the help provided for them. All other pupils make good progress in their learning overall, whilst some pupils make better progress. All pupils achieve very well.
70. Standards in speaking are below those expected nationally, whereas standards in listening are typical of pupils of their age. Teachers go to great lengths to promote opportunities for all groups of pupils to improve their speaking and listening skills. Pupils listen very closely to the teachers and teaching assistants during the literacy lesson and in other lessons. Teachers set very good examples because they use a wide range of vocabulary and encourage pupils to do the same. For example, in a set of lower-attaining pupils in Year 6, the teacher used the words 'spectacular' and 'crucial', then checked to see whether pupils understood, before giving a clear explanation so that all knew what the words meant. Pupils who are at an early stage of learning English benefit from the very good support of teachers who speak their language. This was demonstrated very well during a literacy lesson with a class of lower-attaining pupils in Year 4. The support teacher's lively contribution during the whole class introduction as well as in the small group activities, speaking when necessary in Urdu as well as showing pupils key vocabulary written in both languages, enabled the pupils to grow in confidence as they were helped to play a full part in the lesson and complete their written tasks successfully. A higher-attaining pupil showed the growing confidence of pupils and their broadening vocabulary in another Year 4 class in a discussion about advertising posters. The pupil said, "It irritates you when it makes you want it now, but you can't have it". The views and opinions of other pupils are treated with respect by all.
71. By the end of Year 6, attainment in reading is below that found in most schools overall, but over 60 per cent of pupils attain standards that are at the expected level or even higher. Pupils make good progress in their reading because of the quality of teaching, and particularly because of the guided reading initiative. Guided reading lessons are

planned very well, with reading activities matched very carefully to what pupils already know or can do. The help provided by teachers and teaching assistants in these lessons is of a high order and this makes a significant contribution to pupils' progress and to their attitudes to reading. Support teachers for pupils for whom English is not their mother tongue work with target groups of pupils whose English is comparatively fluent but may not understand the finer points of the text. From the records kept by the school, this initiative is shown to be improving attainment. In an exemplary guided reading lesson in a Year 6 class, the teacher read from 'Bike Run' by Diane Wilmer with very good expression, immediately engaging the attention of all pupils. All listened very closely and afterwards were able to make sensible predictions as to how the story might continue. This contributes very well to the very positive attitudes that pupils have towards books and reading. In the same lesson the teaching assistant helped pupils who have special educational needs, through very good questioning, to make rapid progress in their ability to infer meanings when reading a play script. The school is active in promoting an interest in reading outside the school, for example through visits to the local library and the Sheffield Book Award. A group of higher-attaining pupils in a Year 5 class were keen to finish reading the six designated books so that they could vote on the best and then go to a local theatre for the award ceremony and find out which book won. These same pupils knew the difference between literal and figurative use of words using the phrase 'Get lost!' to illustrate this. Whilst reading independently one pupil noted the use of 'breathtaking' by the author and suggested that an alternative word might have been 'magnificent'. All pupils know how to find information by using the contents page, the index page and the glossary in non-fiction books and they also use search engines to locate and retrieve information. Pupils enjoy reading and take books home to read with parents.

72. Standards in writing, including spelling, are below those expected nationally by the end of Year 6, but again over 60 per cent of pupils attain standards that are typical of pupils of their age and some do better than this. The skills of handwriting are taught systematically, resulting in skills appropriate for their age. The school provides all pupils with opportunities to tackle writing tasks, not only in the literacy lesson, but also in other subjects. This is helping to raise attainment. All pupils apply themselves very well to writing tasks, for example when lower-attaining pupils in Year 5 worked in groups to create a poster about Scarborough using persuasive language. The wide range of writing tasks includes poetry, shown when younger pupils write riddles and older pupils write poems that incorporate alliteration. The wealth of writing opportunities means that pupils grow in confidence and use an ever-increasing vocabulary to make their writing interesting. For example, when writing descriptively on a Victorian theme and after drafting and then working to improve on the draft, a higher-attaining pupil began the piece with, 'The spectacular, huge room ...', so capturing the immediate interest of the reader. They also make notes when researching topics, for example about Ancient Egypt and use these to write non-chronological reports.
73. Very good opportunities are provided to promote literacy skills in other subjects. Key subject vocabulary is identified, explained and revised. This is a key factor in raising attainment. In an outstanding religious education lesson with a class of pupils in Year 6, speaking and listening skills were fostered very well when discussing refugees and the feelings of different groups of people towards each other using the flight of the Jews from Egypt as the starting point. Pupils have very good opportunities to practise and extend their reading skills when they research topics such as Ancient Egypt in history or Pakistan in geography. Similarly with writing, pupils are given tasks that cover a wide range of writing skills. For example, pupils in Year 5 use lists, labelled drawings and writing instructions in the correct sequence when making biscuits in design and technology.

74. The use of information and communication technology to foster learning is good. For example, the use of a spelling program with lower-attaining pupils in a Year 3 class enabled all to make good gains in the lesson. Pupils use search engines to locate and retrieve information to improve their reading skills. All pupils have opportunities to use word processing programs to present their work in an eye-catching way, for example when text is printed over a picture. These opportunities encourage pupils to try hard. A good example of this is the work of a pupil in Year 6 whose writing about a cat, superimposed on a picture, began, 'That black, beady-eyed cat on the mat, sat then stalked away hungrily.'
75. The quality of teaching and learning is very good. The teaching seen was never less than good, often very good and one lesson was outstanding. This is an improvement since the previous inspection and is a significant factor in the increasing percentages of pupils reaching the nationally expected standards or higher. Teaching is very good because of the particular strengths of teachers' planning, their high expectations of what pupils should be able to do, the management of pupils, the use of on going assessment and the very good use of time, resources and teaching assistants. Teachers have a very good knowledge and understanding of the National Literacy Strategy. This leads to very good planning. The plans contain detailed learning objectives with tasks that are matched well to previous learning. Also, in all lessons, pupils are made aware at the outset what it is they are expected to learn during the lesson. They are reminded of this during the lesson and during the review session at the end of the lesson. They also record this at the top of any written tasks in the books. As a result both teachers and pupils have a good knowledge of the learning and the progress they are making. Another strength of the teaching is marking. Marking is good overall and in Year 6 it is very good. There are many examples of comments that help pupils to make good progress in their learning, particularly by teachers of pupils in Year 6. For example, 'This could have been improved by a description of Jago's feelings' and, 'For a Level 5 you would have needed a conclusion that'. Homework makes a good contribution to pupils' learning.
76. Standards are rising also because the teaching generates very positive attitudes to the subject. All pupils concentrate very well and apply themselves very well to the task in hand because of the high expectations of pace of work and effort. Tasks are chosen that interest and challenge. All pupils have individual targets so that they know what they have to do to improve their work. Teaching assistants are very much part of a whole school team so that the help they provide for pupils within the literacy lesson and in other lessons, leads to very good progress for those pupils who have special educational needs and those for whom English is not their mother tongue, and good progress for other pupils. The very high expectations of behaviour and of how pupils will work in pairs and small groups exemplify the school's provision for moral and social growth. Spiritual and cultural development is fostered well by encouraging a love of literature.
77. The subject is led and managed well by the subject leader. Test results are analysed carefully to identify aspects of the subject where pupils do less well. One outcome is that reading has been targeted as a key area for improvement and this is being achieved by providing very good teaching and many opportunities to read, not only in English, but in other subjects also. Resources, including the library, have been improved since the previous inspection and are now good. The subject leader has a clear understanding of the strengths of the subject as well as the areas for development that includes the further strengthening of resources. The school is determined to raise attainment further and is in a good position to do so.

MATHEMATICS

78. Attainment by the end of Year 6 is below average. In view of the low attainment of these same pupils on entry to the school, according to a variety of recognised tests, achievement is very good. Attainment cannot be compared directly with the previous report, where it was judged similar to the national average on entry and at the end of Year 6 because it is a different group of pupils and mobility is high. Attainment in national tests in 2002 was well below the national average but close to the target set by the school. It was average compared with schools with a similar percentage of pupils receiving free school meals. Unvalidated results for 2003 appear lower than the previous year, but in fact there is little difference. Fewer pupils reached the nationally expected level but a high proportion just missed this grade by very few marks. The number of pupils entering school at times other than the beginning of Year 3, pupils at early stages of learning English and the long absences abroad of some pupils mean that national test results do not always reflect the very good learning made in the school. The trend in results of national tests over the last five years is upward and greater than the national trend, representing very good progress.
79. By the end of Year 6, a high proportion of pupils have below average mental arithmetic skills. This reflects the number of pupils with low attainment and not the quality of teaching. Those with higher attainment use and apply their skills very well in challenging tasks, for example in their study of the Fibonacci sequence. They tackle problems systematically and express their findings clearly. They have a good grasp of all areas of mathematics. Those with the highest attainment demonstrate problem-solving skills usually associated with average pupils in Years 10 and 11. Those with lower attainment struggle with basic number facts and find it difficult to retain formal methods of calculation. Subject specific vocabulary is good but pupils' comprehension skills sometimes limit their ability to solve problems. In data handling, attainment is broadly in line with national requirements, although in both this and work in shape and space, diagrams are not always drawn accurately enough. Weaknesses in subject knowledge and understanding are unusually varied in different year groups. For example pupils' spatial awareness is particularly weak in Year 5 although shape and space is taught very well. Information and communication technology is used well to support learning in mathematics. For example, pupils are developing algebra skills through their use of spreadsheets and through a program to control a screen turtle.
80. Teaching and learning are very good. The National Numeracy Strategy is very well established but where teaching is least effective there is some lack of flexibility in its use due to teachers' anxiety to teach to the nationally expected level. Key vocabulary is clearly displayed and learning targets are shared with pupils. In the best lessons teachers show their understanding of how to use an introductory session to develop pupils' mental skills and strategies for calculation rather than testing what they know. Classroom assistants and teachers, including those helping pupils who are in the early stages of learning English, are used well throughout the lesson. They work well alongside targeted pupils during whole class teaching to help them understand both concepts and vocabulary and to answer questions. This work was very noticeable in a very good lesson in Year 5 where the teacher targeted the vocabulary of subtraction. Pupils were also encouraged to explain their reasoning, reinforcing both mathematical understanding and developing speaking skills. Lessons are well structured, demonstrating teachers' understanding of different stages of learning and sufficient time is given to written tasks. Work is carefully matched to the needs of pupils in the class. In the least effective lessons, teachers are not sufficiently aware of pupils who do not complete enough work in the time available. The scrutiny of pupils' work also

shows that some teachers are over dependent on worksheets, giving pupils too little opportunity to develop mathematical communication skills. Marking is inconsistent and where it is weakest, misconceptions are not followed up and little guidance is given to pupils on how to improve.

81. Leadership and management are very good. Attainment of pupils is carefully tracked by the headteacher and used to identify pupils needing further support through special classes or with English language support. Much work is done to try to identify areas of weakness in teaching and the curriculum through analysis of test results. Teachers undertake regular in-service training to improve their skills. Due to the varied skills of teachers in different aspects of mathematics there is very good potential for further improvement.

SCIENCE

82. Attainment of pupils by the end of Year 6 is below average. The results of the national tests in 2002 show that, although attainment when compared with all schools was well below average, it was similar to that found in schools with the same percentage of pupils claiming free school meals. The preliminary results for 2003 are lower but reflect the general lower prior attainment of this particular year group. Many of the higher-attaining pupils are working in English as an additional language and the speed with which they interpret questions and record answers is frequently slower than the average. Since the previous inspection, when standards were judged as broadly average, standards in the school have risen in line with the national trend. Attainment in experimental and investigative skills has risen considerably since the previous inspection, even though the school's main focus for development has been literacy and numeracy skills and this represents very good improvement in this aspect. Attainment across the four strands of the subject is now very similar.
83. Pupils make good progress in most year groups and particularly good progress in Year 6. This contributes to good achievement by the time pupils leave the school. There has been a considerable focus within the teaching throughout the school to introduce, explain and to use scientific vocabulary. This is done very well both in English by the class teachers and by the support teachers in pupils' home language whenever this is necessary. Through this very appropriately focused approach to teaching, based upon pupils' language ability, all pupils gain in understanding and are therefore fully able to participate in the learning. Frequently, the pupils who have special educational needs receive additional support from a learning support assistant to ensure that they are understanding and achieving their tasks. As a consequence, all groups of pupils are achieving very well.
84. There is an emphasis of the development of pupils' scientific enquiry and investigative skills throughout the school but there are no clear learning objectives for each year group in relation to this aspect of the curriculum and therefore these skills are not taught as systematically as they could be. By the end of Year 6, pupils have progressed sufficiently well to undertake a transition programme with a linked secondary school and their participation prepares them well for the next stage in their education. In the secondary school laboratory pupils have investigated the relative quantity of gas in a range of fizzy drinks and recorded their results. In their own classrooms they have reviewed their findings. They had not transferred their results onto the database themselves and needed the support of their class teacher to compare their findings with their predictions. Through this good support they were able to identify that one result appears inconsistent. Pupils demonstrated that they are starting to think as scientists, recognising the need to repeat this experiment but are not

yet familiar with the process of taking the average of several readings in order to achieve greater accuracy. Pupils are familiar with the structure and terminology of scientific enquiry skills and in particular with undertaking a 'fair test', a term to which they are introduced in Year 3. Higher-attainers provide suggestions for the focus of their enquiry and many pupils give a prediction, some providing a reason, but they do not extend their work by making generalisations and formulating a hypothesis.

85. Teaching and learning are good, and some aspects of the teaching, such as the behaviour management, the clarity with which teachers explain concepts and the use of technical vocabulary, are very good. This is an improvement from the previous inspection when teaching was identified as satisfactory. The effect of the supporting adults on the understanding and participation of the pupils for whom English is not their mother tongue or those who have special educational needs, is very good. In most lessons, teachers' planning is well focused to achieve clear lesson aims. All teachers are well prepared with appropriate resources that enable all pupils to participate. A key feature of success is the dual language vocabulary sheets, sometimes with explanations of the scientific vocabulary. In one good lesson observed in Year 4, the precision with which the teacher selected reference books was the key factor in allowing all pupils to learn. The pace of lessons is appropriate, as the majority of pupils are working in a language that is not their mother tongue. All teachers remind pupils of previous work before introducing new work that they present skilfully, questioning them so that all are involved, interested and challenged. Teachers' expectations are appropriately high and they have a sound understanding of the curriculum and of the development of enquiry skills. Therefore, at the end of the lesson, pupils are helped to reflect upon their observations but they are not always helped to understand the scientific principles that underlie them. Consequently, there are times when pupils' understanding is not consolidated because teachers' subject knowledge is not good enough to maximise opportunities and, in particular, to raise the attainment of the higher-attainers by discussing the causes of their observations. The standard of teachers' marking varies considerably. There was one excellent example of marking seen, where pupils were being stretched and challenged because the marking provided very informative comments to help future learning.
86. Teachers in all classes promote the use of specific scientific vocabulary well, an identified school priority. The skills of constructing block and line graphs learned in numeracy lessons are frequently used. The skills learned in literacy are used very well and are practised regularly, such as reading to gain information and writing lists. Pupils are expected to listen and to retain information and these skills are developed well but there are not enough opportunities for collaboration so that pupils are required to use the scientific vocabulary. The use of information and communication technology is not sufficiently developed and the school has not yet used its electronic probes and microscope. Pupils' attitudes to science are very positive throughout the school. They listen attentively and work hard, completing their tasks and working sensibly. In the youngest year group, girls frequently hold back, allowing the boys to use the equipment first, but by Year 6, their confidence has grown and they participate fully. Throughout the school, pupils of all backgrounds work well together and are fully integrated in lessons. The consideration and respect shown by all pupils makes a significant contribution to their learning and achievement.
87. Leadership and management of the subject are good. Time provided to check and evaluate the subject has been used well and the priorities for development are

appropriate. A good feature of the leadership is the annual evaluation of the school's Year 6 test results and the sharing of these findings with all the staff. These analyses have resulted in a greater emphasis in interpreting data in Year 6. A new curriculum initiative that is being piloted in Year 5 and that is to be extended to Year 6 next year includes the development of pupils' personal and social skills by including self-analysis by the pupils of their own ability to work constructively and co-operatively. The subject makes a sound contribution to the pupils' spiritual, moral, social and cultural development. Assessment procedures are good and these include investigative skills but the subject leader does not have a full enough overview in order to be able to evaluate progress across the whole school. No targets are set for pupils below Year 6 to give a greater focus to the teaching. Resources are sufficient to teach the National Curriculum requirements and are used well.

ART AND DESIGN

88. By the end of Year 6, attainment in art and design is similar to that expected nationally. Across the school there are some examples of work indicating higher than average attainment. This reflects the judgement in the previous inspection report. The curriculum is now broader than it was at this time and pupils' work indicates a wide variety of activities covering work in many different styles and media. For example, print making in Year 3 begins with very good observational drawings of environmental features such as pavings or walls. These were then translated into block prints and printed onto different colours and textured paper. By the time pupils are in Year 6 they produce good examples of screen-printing. Pupils study the work and lives of famous artists and different schools of art. The biographies in Year 4 show good use of literacy skills. In Year 5, clay wall plaques show a good understanding of the art deco style of work. All groups of pupils achieve very well and make very good progress in their knowledge, skills and understanding.
89. The overall quality of teaching and learning is very good and is an improvement since the previous inspection. Each series of lessons is very well planned and teachers carefully take pupils through the steps required to achieve the required result. Resources are of good quality, plentiful and well organised and prepared to ensure that pupils are independent in their work. Pupils use sketchbooks well to plan and try out ideas and designs. In a very good lesson that was very successfully linked to a visit to the seaside, pupils tested out colours and ideas to prepare for creating woven pictures to depict seascapes. They then carefully collected their chosen pieces of materials and threads and placed them in a plastic folder. They were animated and excited by the beautiful colours and textures. They discussed texture well, demonstrating previous good learning and showing very good creative effort. Paintings of seascapes in Year 5 illustrate a good understanding of perspective. The evidence of the teaching of techniques and styles shows through clearly in lessons and in pupils' work and there is good evidence of pupils building on and extending these techniques as they move up the school. Art and design is skilfully linked to work in other subjects. This was demonstrated when pupils showed a good understanding of the art of Ancient Egypt in their attempts to paint Egyptian gods and in the very good three-dimensional collage and clay work in Year 3 representing gates and walls and other environmental features sketched on a countryside visit. Teachers are becoming more confident in incorporating information and communication technology into art and design and on occasions pupils use digital cameras and scanners to extend their work and the Internet to search for information about artists and works of art.
90. The subject is well led and managed. Assessment and recording of attainment and progress are in the early stages of development. The school folder of selected examples of work is a good starting point for gaining an overview of attainment and

progress in the school but does not yet have year groups and levels of attainment on the work saved. Resources are plentiful and of good quality and contribute well towards pupils' success and enjoyment. Art and design makes a very good contribution to pupils' spiritual and cultural development and the planning shows that the school is very aware of the need to include and value art and design from pupils' own cultures, for example Islamic art.

DESIGN AND TECHNOLOGY

91. Attainment is similar to that found nationally by the end of Year 6. This is an improvement since the previous inspection when standards were judged to be below the levels expected nationally. Standards have risen because the school has successfully addressed the issues identified at that time. The subject now meets the requirements of the National Curriculum because the scheme of work follows the latest national guidance. Teaching has improved and resources are also now satisfactory and used well.
92. All pupils, including those who have special educational needs or those for whom English is not their mother tongue, make good progress and achieve very well. By the end of Year 6, pupils understand the principles of design and technology. Written evaluations of their work show that they think about how they might improve the designing and making, for example, when designing and making musical instruments in Year 5. In the lessons seen, pupils handle tools and equipment safely. They enjoy the subject and commit themselves well to the activities, shown when pupils in a Year 4 class were making pop-up pages that they had previously designed. The design task for this activity was helped, in a previous lesson, by showing pupils a video recording relating to pop-up pages and books. The school recognises that more use could be made of information and communication technology to foster learning. A very successful design and technology afternoon, to which many parents came, not only increased the awareness of parents but also promoted the confidence and positive attitudes of pupils.
93. Teaching and learning are satisfactory overall, although in one of the two lessons seen the teaching was good. The higher standard of teaching when compared with the previous inspection reflects the growing confidence of staff stemming from training, the support of colleagues and familiarity with the units of study. The strengths of the teaching are the planning, the choice and use of resources and the support for those pupils for whom English is not their mother tongue by ensuring that they understand fully what they have to do and by giving the necessary help. In a good lesson in Year 3, the teacher took pupils through the steps leading to making a model. Pupils prepared their own set of instructions, working well in pairs. All pupils received the help they needed, notably those for whom English is not the mother tongue, and this enabled them to complete the task successfully. Teachers assess learning satisfactorily at the end of each unit of study.
94. The teaching is linked well to other subjects to enhance learning. Teachers draw on and extend the skills that pupils learn in the literacy lesson when asking them to explain their answers and when writing, for example when labelling diagrams. When making torches, pupils demonstrate that they can apply what they have learned in science about simple electrical circuits by incorporating a light with a switch. When older pupils design and make a fairground ride they incorporate a motor and pulleys. At other times pupils use skills learned in mathematics to measure accurately.

95. The subject is led and managed well. The subject leader has a clear role in checking on the teaching and learning in the subject. He also ensures that resources are matched to the units of study to enable teachers to plan activities that promote learning. The provision of, for example, special scissors for left-handed pupils, shows that the school is aware of the need to choose tools and equipment with the pupils in mind. The subject leader has a clear understanding of the strengths and areas for development of the subject to enable the school to raise standards further.

GEOGRAPHY

96. Attainment by the end of Year 6 is similar to that found nationally and this judgement reflects that of the previous inspection. Pupils make good progress throughout the school and their achievement by the end of Year 6 is very good, due to the good and frequently very good teaching they receive. The full National Curriculum is covered and a good feature is the world geography taught in Year 5, which effectively enhances pupils' knowledge of current events as well as developing pupils' ability to locate countries and cities in an atlas and on a map of the world. The school's planned curriculum is being effectively developed to be relevant to the pupils, with a focus in Year 4 on Pakistan, where a high proportion of the school's pupils have family. In Years 5 and 6, class teachers very effectively enhanced the provision with practical activities and demonstrations. Support teachers very effectively provide bilingual explanations to pupils who are at the early stages of acquiring English, to ensure that these pupils understand what is taking place and can participate thoroughly in the learning and achieve very well. In most lessons, there is additional planned support for pupils who have special educational needs that gives these pupils opportunity to discuss and to complete their tasks so that they understand the learning objectives of the lesson and make good progress. The subject makes a significant contribution to the pupils' moral, social and cultural development.
97. Geographical skills are developed steadily throughout the school. In Year 3, work in pupils' books shows these skills developing well as pupils study the locality around the school. They make their own maps with a key as part of their study of settlements. In Year 4, pupils study many aspects of Pakistan and in their writing they make lifestyle comparisons, such as identifying people in Pakistan sleeping on their balconies because of the climate. In a good lesson seen in Year 5, pupils observed and investigated evidence relating to erosion in the school grounds. Their behaviour outdoors was excellent and their learning of how to evaluate forms of evidence and to compare differences was good. In this year group, there is a close curriculum link with science and similar methods of recording observations are used. By Year 6, pupils use secondary sources well. They identify activities that take place around the River Nile, recognise which are traditional occupations that span the centuries and through this identify how human activity uses and damages the environment.
98. Pupils respond very well to the very good teaching. Teachers have good subject knowledge. Relationships and classroom management are good and teachers plan lessons that are well structured to meet the learning aims and to include a range of interesting activities for pupils. This was particularly so in one Year 6 class, where the teacher demonstrated very effectively the processes within a river of erosion and the formation of a delta, thereby ensuring that the pupils understood these complex processes. Teachers lead discussions skilfully, using technical vocabulary that they explain carefully. Supporting adults are well briefed and they too explain and use this vocabulary, using the pupils' mother tongue if necessary to explain the meaning of these words. Throughout the lessons, pupils receive ongoing support specific to their needs and this increases their confidence and motivation. At the end of the lesson

teachers carefully consolidate the learning and prepare pupils for their next lesson. Pupils' attitudes and behaviour are very good and they are interested in what they are doing and enjoy their work. Pupils show respect for the views of others and listen carefully to their teacher and to each other. They work with good concentration in order to finish their tasks.

99. The experienced subject leader manages the subject satisfactorily but is restricted by the range and amount of other responsibilities. There is no subject action plan of priorities for development but the curriculum is constantly being developed and modified to make more cohesive links with other subjects. Pupils use newspapers well as a tool for learning about world geography but there is not enough use of information and communication technology as a tool for learning. Assessment procedures are satisfactory. The subject leader has ensured that resources such as up-to-date atlases and maps are available in each classroom. The curriculum is effectively extended by well-planned visits that extend pupils' understanding and experiences considerably and provide good opportunities for spiritual, moral, social and cultural development.

HISTORY

100. Attainment is similar to that expected nationally by the end of Year 6 and remains similar to that identified at the time of the previous inspection. During the inspection, due to timetabling arrangements, it was only possible to see history lessons in Years 4 and 6. Observations are based on information from other sources including discussions with staff and pupils and examination of past and present work.
101. By the end of Year 6, pupils are developing a sense of chronology and an awareness of the differences between the ways of life now and in the past. In Years 3 to 6 pupils' knowledge of daily life and customs of various periods in the past is developed by studies such as the Ancient Egyptians, Vikings, Tudors and Victorians. A good feature of the teaching is the emphasis placed upon pupils' understanding of the beliefs that influenced the actions of people in these periods of history. For example, in a good lesson in Year 6, pupils displayed a sound understanding of the way of life of the ancient Egyptians, in particular their beliefs related to life after death and how these influenced their actions. A key feature of the work in pupils' books in Year 3, is the writing pupils undertake in the first person, where they are encouraged to think and feel like Vikings in order to help them understand this period of history. This focus on understanding living conditions is continued in Year 5 where pupils learn about the life of working men in the flourishing steel industry of Sheffield in Victorian times. Pupils in Year 6 use reference books well to find information but they do not sufficiently consider the difference between primary and secondary sources of evidence. This was not the case in Year 4, where pupils were familiar with inventories as a primary source of evidence. With the support of their teacher, Year 4 pupils used these well to identify and compare the goods and belongings of the wealthy and their servants. Pupils' learning is effectively reinforced by visits, such as to a Tudor mansion in Year 4 where they dress in costume.
102. The quality of teaching and learning is good and pupils achieve well. This is an improvement since the previous inspection when teaching was identified as satisfactory. Lessons are planned with clear learning objectives. In one lesson seen, the introductory discussion was very well presented and the teacher used humour and

very good subject knowledge to hold and increase pupils' attention effectively as the lesson proceeded. The use that teachers make of resources is variable. In one lesson seen, photographs were used very effectively but in the other, the lack of pictures substantially detracted from the quality of the learning. Pupils speaking English as an additional language are well supported by bi-lingual support staff who explain the concepts and the task and who use bi-lingual vocabulary sheets to help pupils with their writing. Teachers provide some additional support and time to pupils with special educational needs, commenting upon their work and how to improve it and thereby enabling them to participate and gain from the lessons. Pupils are very well motivated and are challenged by the tasks set. They show high levels of interest, as seen during the inspection, when, for example, they were finding out about the Ancient Egyptians. In discussion, pupils state that they find their history lessons enjoyable and interesting. Attitudes between pupils and between pupils and their teachers are very respectful and considerate.

103. The subject leader is very knowledgeable and enthusiastic and has appropriate plans to develop the curriculum to include the development of historical enquiry and research skills, in particular in relation to the school site and the local community. The curriculum leader has provided good leadership by ensuring that the requirements of the National Curriculum are fully met and well structured throughout the school, with an appropriate range of resources and school visits to support teaching and learning. Information and communication technology is used well as a research tool, for example to learn about the Ancient Egyptians, and literacy skills are used extensively for research and note taking. The subject makes a significant contribution to the pupils' spiritual, moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

104. The attainment of pupils by the end of Year 6 is below that expected nationally but improving rapidly. In the previous inspection report standards were judged below those expected, resources were of poor quality, teachers had insufficient subject expertise and the requirements of the National Curriculum were not met. All these issues have been addressed very well. Since 2000, National Curriculum requirements have increased considerably and so the attainment of pupils in Year 6, although judged below those expected are much higher than in the previous inspection. There is now a very good supply of good quality computers and additional equipment, although there are still technical difficulties in both the computer suite and the new radio controlled laptop system that sometimes impede learning. Teachers have received suitable training. The requirements of the National Curriculum are met. Weaknesses in provision have been very clearly identified and timed targets set for improvement.
105. By the end of Year 6, all pupils mix pictures and text, present their writing in a form that will interest the reader and use basic editing skills, but keyboard skills are slow. Those with low attainment, program a simple toy to follow a simple set of instructions, those with average attainment write a sequence of instructions to control a screen turtle and those with high attainment use different variables in their work. This activity is used well to develop both spatial awareness and algebra skills. Those with high attainment have also been introduced to multimedia presentations but have few skills in using them. All pupils collect and enter data and create graphs to answer questions. Those with average attainment and above use formulae to make the computer perform sets of calculations. Most pupils use the Internet unaided to collect information, for example, about the life of Tutankhamun for their history project. Those with lower attainment need help and guidance to select sites and perform their search. Pupils are currently unable to use e-mail due to difficulties beyond the control of the school. Pupils using

English as an additional language have subject-specific vocabulary carefully explained to them and those with special educational needs are supported very well. Pupils have insufficient understanding of the use of computers in society but about a quarter of pupils in Years 5 and 6 are receiving music lessons on keyboards and learning to program these to provide backing effects as well as playing from musical notation.

106. Teaching in specific lessons to develop computer skills and in lessons linking mathematics and information and communication technology is very good and leads to very good learning. All teaching seen during the inspection was good or better. Instructions are clear and precise, demonstrating very good preparation and planning. Support staff make a very good contribution and are also well prepared to use each program. Good use is made of pupils to demonstrate procedures and reinforce their skills. Little time is wasted in moving between classrooms due to the teachers' high expectations of behaviour and the well-established routines. All pupils concentrate well and when required, share computers without any fuss. Teachers are rightly targeting skills that are lower than those expected nationally in older year groups in order to build a firm foundation for future learning and ensure that skills are developed rigorously. Nevertheless, those with all levels of attainment are suitably challenged. Assessment and recording of attainment is in the early stages of development. The system for filing pupils' work is inefficient. Ongoing assessment by teachers and support staff in lessons and its use to help pupils to improve is very good.
107. Both leadership and management of the subject are very good and have led to very good improvement since the previous inspection. Very good use has been made of external guidance and finances to improve provision. A newly acquired interactive whiteboard is helping teachers to present activities more effectively but the accommodation, which has to be used for several other activities, restricts the use that can be made of this resource. The use of all aspects of information and communication technology, for example the use of the digital camera and tape recorders as well as computers to support learning in other subjects, is not yet securely embedded in planning. Suitable security systems are in place to protect pupils using the Internet. There is very good potential for further improvement due to the commitment of the staff.

MUSIC

108. Due to timetable arrangements not enough music lessons were seen to make a judgement on either teaching or attainment. Planning and other observations indicate that since the previous inspection, provision for music has improved and meets National Curriculum requirements. Over the last two years, all pupils in Year 5 have a series of brief 'taster' lessons on keyboards from an expert. About a quarter of pupils from Years 5 and 6 continue with these lessons. These pupils exceed the nationally expected level of attainment in their understanding and use of musical notation before they leave school. They work together on pieces to perform. This also makes a very good contribution to personal and social development. Computer programs are being used regularly to introduce pupils to electronic composition methods and most pupils in Year 6 have a good grasp of simple musical notation. Visits from musicians, for example a steel band and a group to demonstrate Asian instruments, also extend pupils' awareness of music around the world and opportunities are provided for them to appraise different forms of classical and modern music. Some opportunities are provided for pupils to perform to a wider audience but these are limited. When they do perform, they do so with great pride in their achievement.

109. In the one lesson seen teaching was good, despite the teacher's lack of specialist subject knowledge. It was very well organised and managed. All pupils enjoyed the lesson, participated well and used musical instruments effectively to improve their sense of rhythm and their ability to express actions through musical sounds. Following the previous inspection much was done to improve teachers' expertise but changes in teaching staff have led to recognised weakness in some teachers' subject knowledge and confidence. However other issues have rightly taken priority for recent staff development. Subject leadership is satisfactory but there is no recognised subject specialist in the school. Resources are sufficient to meet curriculum requirements and four loaned keyboards are used very effectively to support learning.

PHYSICAL EDUCATION

110. Standards in athletics, based on lessons seen, and in gymnastics and games from evidence from the subject leader are typical of what is expected nationally by the end of Year 6. This is similar to the findings of the previous report. There was insufficient evidence to make a judgement about dance or outdoor and adventurous activities. All pupils know about the effects of exercise on the body and the purposes of the warm-up and cool-down activities at the beginning and end of the lesson. In gymnastics pupils plan a sequence of movements that can be transferred from floor work to apparatus work. When working in pairs, pupils sometimes mirror the movements of their partner whilst at other times they do the opposite. Older pupils practise and perform athletics skills such as jumping, sprinting and throwing the discus with increasing precision and control. The school ensures all pupils have the opportunity to learn to swim. Thirty-five per cent of pupils have achieved the National Curriculum requirements for swimming by the end of Year 6.
111. Teaching and learning are satisfactory. This is similar to the judgement of the previous inspection. The teaching, plus the good range of opportunities to learn new games and dance skills in after school clubs, enables all pupils to make good progress and achieve well. Planning is satisfactory overall and the management of pupils in lessons is good. Praise and encouragement are used well and this results in pupils from all groups having positive attitudes to the subject and behaving well in lessons. Resources, notably for the wider range of games, have improved and contribute to the progress made by pupils. One athletics lesson with pupils in a Year 6 class was very good. This was because the knowledge and understanding of the teacher are of a high order. The teacher's expectations are very high and the methods used are characterised by his ability to break down essential skills into small steps and this enabled all pupils to make rapid gains in their jumping skills.
112. All teachers use music from different cultures when teaching dance. The subject leader has used both a digital and video camera to record the work of pupils and recognises that this use of information and communication technology provides good opportunities for pupils to observe their own performance and then work to improve on this. The school recognises that this is an area for development to put the school in a better position to raise standards because one of the reasons why standards are not higher is that teachers do not provide sufficient opportunities for pupils to evaluate their own performance and improve on their techniques. For example, in a lesson where pupils in Year 5 were practising jumping, throwing the discus and running, pupils were not involved in either demonstration or evaluation and this limits opportunities for pupils to improve. In contrast, in the very good athletics lesson, pupils in Year 6, including one who was unable to participate in the activities, were given good opportunities to observe and comment on the performance of others and then given time to try the activity again to improve their performance.

113. There is good enrichment through the numerous activities arranged for after-school and through the opportunities provided to represent the school in competitions with other schools. A particularly noteworthy feature is the after-school dance club taught by an expert teacher brought in with funding for gifted and talented pupils. Pupils learn dances from many cultures and this makes a very good contribution to their cultural development. Standards of dance in this group are very high. The talent and performance of one asylum seeker pupil, who was admitted to the school a few months ago with no knowledge of English, is amazing. These opportunities contribute significantly to the positive attitudes of the pupils and to their steady overall progress.
114. The leadership and management of the subject are good. The role of the subject leader is very clear. The improved resources, together with an improved scheme of work based on the latest national guidance, ensure that all pupils have access to every area of the physical education curriculum. The subject leader is well aware of the strengths of the subject and the areas for development that will put the school in a good position to raise standards.

RELIGIOUS EDUCATION

115. By the end of Year 6, attainment in religious education is above the expectations of the locally agreed syllabus. All groups of pupils have a good knowledge and understanding of all major world faiths, particularly Christianity, Islam and Judaism. They demonstrate a very high level of respect and interest in each other's faith. They discuss issues of religious faith, feelings and family life. They relate their knowledge and understanding to life within their families, the world around them and to wider world situations. In Year 6, the teacher very skilfully led pupils to relate the situation and plight of the Hebrews in Ancient Egypt to the Jewish faith and its stories, the stories from the Old Testament and the feelings refugees might have when they have to flee their country. Pupils showed maturity in their thinking and also related to how the aggressors may feel and why conflict situations arise. In preparation for the next lesson they began to think about personal and world conflict resolution, spontaneously using words such as 'compromise' and 'talking to each other'. This lesson was excellent because of the breadth of ideas covered and the very skilled questioning by the teacher to extend pupils' thinking and understanding. In this multi-faith, multicultural school, the school has made considerable efforts to ensure that religious education meets the needs of all pupils and that it is made relevant to the lives of all pupils and closely linked with personal development. This aim shines through in pupils' learning and the subject makes a very good contribution to pupils' spiritual, moral, social and cultural development and is an integral part of the life of the school.
116. Teaching and learning are very good and have improved since the previous inspection. The curriculum and all lessons are very well planned and all opportunities are taken to value the faith of all groups of pupils and to share this by examining similarities and differences. A very good example was observed in Year 4 when pupils showed joy and enthusiasm in hearing the class teacher talk about her children's own Christian baptism and family celebrations and the support teacher telling of her family celebrations on the birth of a baby to a Muslim family, sometimes using the mother tongue of many of the pupils. The examples of gifts and symbols that were personal to those teachers made the topic come alive for all the pupils. Pupils discussed feelings of joy and celebration well and related these to their own lives. Because of the very supportive atmosphere of the school, pupils are comfortable and confident in discussing issues of faith, family and world issues in an atmosphere of mutual trust and interest. In discussions pupils draw well on previous learning, showing good retention of knowledge and the ability to extend and deepen this learning as they grow older.

117. The subject is well led and managed and uses the guidance of the locally agreed syllabus very well. Resources are good, adding interest and enlivening knowledge and understanding. The subject is high in the school's current priorities for development as a new locally agreed syllabus is imminent and this will include a system for assessment.