

INSPECTION REPORT

GRENOSIDE COMMUNITY PRIMARY SCHOOL

Grenoside

LEA area: Sheffield

Unique reference number: 107051

Headteacher: Mr C. Fleetwood

Reporting inspector: Mrs M. R. Shepherd
11328

Dates of inspection: 14 – 17 October 2002

Inspection number: 246643

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Norfolk Hill Grenoside Sheffield
Postcode:	S35 8QB
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J. Moore
Date of previous inspection:	17 November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs M. Shepherd 11328	Registered inspector	Physical education	What sort of school is it? How high are standards? How well are pupils taught? How well is the school led and managed?
Mr A. Dobson 9928	Lay inspector		How high are standards? How well does the school care for its pupils? How well does the school work in partnership with parents?
Mrs S. Gatehouse 26945	Team inspector	Mathematics Religious education Art Music	How does the school cultivate pupils' personal development?
Mrs M. Farman 22452	Team inspector	English Special educational needs Equal opportunities	
Mr K. Saltfleet 22291	Team inspector	Science Geography History	How good are curricular and other opportunities?
Mrs C. Jarvis 27276	Team inspector	Foundation Stage Design and technology Information and communication technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Grenoside Community Primary School serves the village of Grenoside and adjacent estates. There is a wide variety of both private and rented accommodation. There are 312 pupils on roll, which is above average. There is an even balance between girls and boys. Two per cent of pupils are eligible for free school meals, which is below average. All classes contain one age group, except two mixed classes of pupils in Years 3 and 4 and Years 5 and 6. There are nearly 3 per cent of Asian pupils in the school and they all have English as a first language. Eight per cent of pupils are on the register of special educational needs, which is lower than average. Less than 1 per cent of pupils have full Statements of Special Educational Need, which is below average. Pupils enter the school with a wide range of attainment, but overall it is above average. Levels of attainment vary between different year groups. A small proportion of pupils leave or enter the school partway through their education, but the 2002 Year 6 class had higher levels than usual. At the time of the inspection the headteacher had only been in post for five weeks. There was a newly qualified supply teacher working in the school.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils make good progress in mathematics and science, progress in English is satisfactory. Pupils make very good progress in music. They develop very positive attitudes to learning and behave very well in a range of different contexts across school life. Teaching is good, with many very good features. The headteacher has made a very good start to his new role and is supported extremely well by the high quality chair of governors. The school provides good value for money.

What the school does well

- Standards among Year 6 pupils are well above average in mathematics and music, and above average in speaking, listening, reading, science and art.
- Pupils with special educational needs make very good progress as a result of very good support.
- Pupils' attitudes, behaviour and relationships are very good because the school provides a very positive context for their learning. Attendance is well above average.
- Teaching is good; teachers work in very effective partnerships with good classroom assistants.
- Leadership and management are good.
- The school provides a rich and varied curriculum with very good opportunities for moral and social development and good links with the community.
- The partnership with parents is very good.

What could be improved

- Progress in writing¹ from Years 3 to 6 is too slow.
- The quality of the accommodation is very poor.
- Pupils' individual progress is not tracked well enough through the school or used effectively enough to set individual targets or to group pupils in lessons.
- More-able pupils do not all reach their full potential.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the previous inspection in 1997 the school has made a good rate of improvement. All the previous key issues have been tackled thoroughly and the improvements in information and communication technology have had a significant impact on raising standards in this subject. Standards in mathematics have risen in both Year 2 and Year 6. Attainment is higher in music by Year 6 and in art by Year 2. Pupils' attitudes and behaviour are better and the quality of teaching has improved. The curriculum is broader, and moral and social development is better. The partnership with parents has increased and the work of the chair of governors is even better. The accommodation is worse. There is a good capacity for future development because the new headteacher has settled in so well.

¹ This includes independent writing and spelling.

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	A	C	C	E
Mathematics	A	B	C	D
Science	A	A	C	D

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

The trend in standards among Year 6 pupils over the past four years is broadly average. The school sets itself satisfactory targets. The 2002 year group had a higher proportion of pupils leaving the school than usual. This reduced the overall attainment of this year group. The current year group is more representative of the usual attainment range. The inspection judges standards among Year 6 pupils as well above average in mathematics, above average in speaking, listening, reading and science, and average in writing. Standards of Year 6 pupils are well above expectations in music and above average in religious education and art.

The 2002 national tests show the attainment of Year 2 pupils as well above average in mathematics, above average in reading and average in writing. Compared with that in similar schools, attainment is average in mathematics and reading and below average in writing. The inspection identified rising standards in this age group due to a stronger focus on literacy and numeracy. It judges standards as well above average in reading and mathematics, and above average in writing and science. It also judges standards in information and communication technology, religious education, art, music and physical education as above expectations for pupils in Year 2.

Children in reception make good progress in personal, social, emotional and physical development. Progress in all other Areas of Learning² is satisfactory, and by the end of reception all standards are above the expected level.

Pupils with special educational needs make very good progress, but more-able pupils do not fulfil their full potential consistently across all subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	These are very good. Pupils are proud to attend their school. They are alert and involved in lessons, and respond very well to their teachers.
Behaviour, in and out of classrooms	This is very good, even in bad weather. Pupils know the Golden Rules ³ very well and use them consistently. Movement around the school is very orderly, particularly by the infant pupils when they move the considerable distance between the two school sites and across the busy road.
Personal development and relationships	Relationships are very good between pupils, and between themselves and adults. They are very polite and work together willingly in lessons. Personal development is good. Pupils accept responsibility with enthusiasm.
Attendance	This is well above average. Punctuality is good.

Pupils are particularly well behaved when they go on visits out of school and are a credit to the school.

² The Areas of Learning are the government recommended curriculum for children in nursery and ~~reception~~reception classes.

³ The school has agreed on a set of key rules for the school, which they call the Golden Rules.

TEACHING AND LEARNING

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

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

Overall, teaching is good. There are some very good features in teaching in both the infant and junior classes. There was also some excellent teaching in English and music in Year 5 and in mathematics in the mixed Years 5 and 6 class. There was no unsatisfactory teaching.

The teaching is very good in mathematics and good in English. Reading, speaking and listening skills are taught well and the teaching of writing is improving because the school has worked hard to raise teachers' expertise in this area. Numeracy is taught very well.

Teachers work very well with the good classroom assistants. They plan very effectively together in teaching teams. The reception teacher works well with her classroom assistant, but she is disadvantaged because she does not have a permanent teacher with whom she can share and evaluate her planning. Teachers manage pupils' behaviour very well. Homework is used well through the school and is particularly good in the infant classes in mathematics.

Teachers support pupils with special educational needs very well and they make very good progress. Teachers do not challenge more-able pupils consistently. They do not set targets effectively enough and pupils do not have a clear understanding of what to do next to improve their work. Teachers are very enthusiastic in lessons and pupils respond by doing their best.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well balanced and based on thorough termly planning. Teachers use the computer suite well but do not plan consistently for the use of computers in classrooms. Outdoor play for reception pupils is varied, stimulating and well organised. There are not enough structured opportunities in the classroom for independent play in reception.
Provision for pupils with special educational needs	This is very good. Individual education plans are clear and used well in planning. Classroom assistants play a valuable role in supporting these pupils.
Provision for pupils' personal development, including their spiritual, moral, social and cultural development	Provision for moral and social development is very good. School staff make good use of the range of systems in school for promoting moral development. They provide rich and varied opportunities for pupils to extend their social skills. Spiritual development is good. The school provides a wide range of opportunities for pupils to understand their own culture. However, there are not enough opportunities to develop understanding of other cultures.
How well the school cares for its pupils	Procedures for monitoring attendance and behaviour are very good. Assessment systems are not efficient and are not used consistently for future planning. There is a good new policy for target setting, but it has not yet had time to be effective.
Partnership with parents	The school keeps parents well informed. The reception team establishes very good links with parents. Annual reports are good, but the identification of what pupils need to do next is inconsistent. There is a very active home-school association.

There is a good range of extra-curricular opportunities for pupils, particularly in the creative arts. The school does not completely fulfil its statutory requirements to provide collective worship every day. Parents are welcomed into the school and make valuable contributions to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The new headteacher has made a very good start to his work in the school. The deputy headteacher provides good support to the headteacher. The leadership provided by co-ordinators is good overall. The leadership and management of the mathematics and music co-ordinators are excellent. The management of the teams of teachers is very good. The role of the senior management team is not effective enough.
How well the governors fulfil their responsibilities	The leadership of the chair of governors is excellent. The governing body is very well organised. Governors have a very good understanding of school issues and attend regular meetings and committees.
The school's evaluation of its performance	The school improvement plan does not provide a clear focus for communicating key developments in the school. Individual action plans for different subjects are detailed.
The strategic use of resources	The school considers its resources carefully. Grants are used appropriately and the use of personnel is efficient. The secretarial support is of high quality.
Staffing, accommodation and resources	Accommodation is very poor. There are too many different buildings, the hall is too small and there is not enough storage. The caretaker works hard to keep the buildings and site clean and tidy.

Overall, the school applies the principles of best value in a satisfactory way. It uses its resources very carefully, which has raised standards in information and communication technology. It does not compare its performance carefully enough with that of similar schools.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Forty-seven per cent of parents returned the questionnaire. Twelve parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school expects children to work hard. • The good quality of the teaching. • Children like going to school. • The approachability of staff. • Children make good progress. 	<ul style="list-style-type: none"> • Some parents are not happy with the amount of homework and the need to complete it by the next day. • Some parents do not think there is an interesting range of activities outside lessons. • Some parents would like arrangements on parents' evening to be more confidential.

Inspectors agree with the positive views of parents. They found that the provision of homework is good and, as much of it is closely linked to what is being taught, it is particularly useful if it is completed by the next lesson in that subject. They judge the provision of extra-curricular activities to be good, particularly in the creative arts. The new headteacher is aware of the problem of a lack of confidentiality at parents' meetings.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the school with attainment above expectations in all areas of learning except personal, social, emotional and physical development, where their attainment is at the expected level for their age. They make good progress in these two areas and, by the end of reception, their attainment is above average. This is due to the great care taken to ensure that children make a confident start to their schooling, the regular links with parents and the provision of a calm working context for learning. Physical development is planned carefully to ensure a balanced programme of work and children thoroughly enjoy investigating the stimulating resources in outdoor play. Children make satisfactory progress in all the other Areas of Learning, and by the end of reception attainment remains above the expected level. However, writing development is slower than other aspects of communication, language and literacy because there are not enough opportunities to develop it regularly.
2. The table below shows attainment in English, mathematics and science.

	National tests 2002 Pupils aged 7	Inspection judgements Pupils aged 7	National tests 2002 Pupils aged 11	Inspection judgements Pupils aged 11
English	Reading Above average Writing Average	Reading Well above average Writing Above average	Average	Average
Mathematics	Well above average	Well above average	Average	Well above average
Science	Teacher assessment Average	Above average	Average	Above average

3. Compared with that in similar schools, attainment in the 2002 national tests at the end of Year 2 is average in reading and mathematics but below average in writing. The Years 1 and 2 teachers are working hard to introduce systems to raise standards. These include a stronger focus on writing, interesting resources for literacy and very good homework packs in mathematics. These strategies are having a positive effect on raising standards. Pupils are eager to talk about their preferences for different books. They choose imaginative words in their writing, and their handwriting is neat. They handle numbers confidently in mental mathematics and record their work accurately. Pupils confidently predict the outcomes of investigations in science, test these predictions and then record their findings.
4. The trend in attainment of Year 6 pupils over the past four years has been broadly average. Attainment of Year 6 pupils in the 2002 national tests was below average in science and mathematics and well below average in English when compared with that in similar schools. Last year's test results were lower than usual. This was because a higher proportion of pupils left this year group as they moved through the school, with half of the pupils leaving having attained above average standards for their age. This has had a significantly negative impact on overall attainment. However, fewer pupils have left the current Year 6 class. A higher proportion of pupils have benefited from the full programme of work across the school. The inspection judges standards of the current Year 6 class as better than last year in science, reading, speaking and listening. Standards in

mathematics are much better because of the impact of the strategies to raise standards in this subject and the high quality work of the co-ordinator. For example, she has organised a weekly session for gifted and talented pupils to challenge and extend their mathematical knowledge and skills. Standards in writing are average. The school has worked hard to raise standards through a three-year writing project. This is having a positive impact on the writing through the school, but the full benefits have not yet reached the Year 6 pupils. Year 6 pupils speak clearly and carry out discussions confidently. They enjoy identifying the features of their favourite authors and use non-fiction texts well. Pupils understand how to structure stories, but their final texts are not long or detailed enough. Handwriting is neat and well presented, but pupils make too many careless mistakes in their spelling. Pupils handle numbers very confidently and work at a fast pace in mental mathematics. They devise their own tests in science and have a good range of scientific knowledge.

5. Standards in numeracy are well above expectations. Standards in literacy are satisfactory. In mathematics, more-able pupils fulfil their potential because they receive consistently challenging tasks throughout the school. However, in other subjects these pupils do not have consistently challenging work. This is restricting overall progress as pupils move through the school. In contrast, pupils with special educational needs are supported very carefully, whether this be in whole-class lessons or in withdrawal groups. This ensures that they make very good progress. Pupils from ethnic minorities play a full part in lessons.
6. The following table shows standards in subjects other than English, mathematics and science.

	By the age of 7 years	By the age of 11 years
Information and communication technology	Above the expected level	At the expected level
Art and design	Above the expected level	Above the expected level
Design and technology	At the expected level	At the expected level
Geography	At the expected level	At the expected level
History	At the expected level	At the expected level
Music	Above the expected level	Well above the expected level.
Physical education	Above the expected level	At the expected level
Religious education	Above the expected level	Above the expected level

7. Standards in information and communication technology have improved considerably for Year 2 pupils, moving from below average to above average. In Year 6 standards have also risen. This is due to the considerable efforts the school has made in providing a computer suite, which is used very regularly, and in training teachers to increase their subject knowledge and confidence. Music is well above expected levels by Year 6 due to the high quality work of the co-ordinator, who supports other teachers and runs very good clubs for large numbers of pupils. Progress in physical education is good up to Year 6. Art and design is taught consistently well throughout the school, particularly in observational drawing and painting and results in standards being above expectations by the end of Years 2 and 6.

8. Since the previous inspection standards have risen in mathematics and information and communication technology throughout the school. There has been improvement in reading for Year 2 pupils and the high standards in music in Year 6 have improved even further. The progress of children in physical development has improved in reception. Standards in writing in Year 6 have fallen. The school identified this and standards are now beginning to rise again due to the work carried out to improve writing development throughout the school. Standards in physical education are the same as the previous inspection until the Year 6 class, but then they drop because the teacher's expectations are too low.

Pupils' attitudes, values and personal development

9. The pupils' attitudes and behaviour are very good. This is an improvement since the previous inspection. The very good relationships and the good levels of personal development noted previously have been maintained. Attendance continues to be well above the national average.
10. Pupils think that Grenoside is a very good school which they are proud to attend. In classes they settle down quickly and show a clear interest in learning. They are alert and involved, and respond very well to challenging questions. When given tasks to do, they apply themselves well and work very hard. They take homework seriously. This enthusiasm for doing their best permeates the whole school. It is as apparent in reception as it is in Year 6. Pupils with special educational needs have equally positive attitudes towards their work because it is pitched carefully at their individual needs.
11. Behaviour is very good throughout the school and at times it is excellent. Pupils know the school's Golden Rules very well and think they are applied fairly. Very high standards are achieved within the framework of a friendly regime of high expectations at all times. During the inspection there were instances of exemplary behaviour; for example, the responsible and sensible way in which over 60 Years 5 and 6 pupils conducted themselves when given freedom to explore anywhere in the local church, and the way pupils behaved when they had to stay inside all day because of heavy rain. Classrooms have a calm atmosphere that is conducive to learning. Movement around the school is very orderly; this is particularly apparent in the very sensible way the infant pupils line up to cross the busy road between the two sites. Playgrounds have a friendly atmosphere, with boys and girls playing happily together. No signs of oppressive behaviour were seen during the inspection and pupils reported no concerns about bullying. They expressed confidence in the teachers' ability to sort out quickly any problems, which are usually related to name-calling. There have been no exclusions in recent years. The inspection confirms the parents' very high opinion of behaviour in the school.
12. Relationships are very good between the pupils themselves and between pupils and adults. Doors are held open, pupils say '*Please*' and '*Thank you*' naturally and are very polite. This is particularly noticeable when they are talking to the catering staff and when dealing with visitors. In the classroom, pupils collaborate well when working in groups. They listen with respect to each other's views and show a high level of tolerance and understanding if some pupils find learning difficult.
13. Pupils make good use of the opportunities to develop their personal qualities. Extra responsibilities are tackled with enthusiasm, such as helping in the school office and looking after younger pupils, but opportunities generally are limited. A school council has been established, but is not yet well embedded into the life of the school. Pupils participate well in class discussions and these provide good opportunities for them to begin to form opinions. However, during the inspection little use was made of the library or the Internet to develop skills in independent learning. Most pupils, by the time they are in Year 6, are sensible, confident and very interesting to talk to.

14. The pupils' very positive attitudes to school life and their very good behaviour provide a solid foundation for effective learning. They are a credit to the school and their parents.
15. Attendance is well above that normally found in primary schools. Unauthorised absence is negligible. Punctuality is good and registration is efficient. Lessons start on time.

HOW WELL ARE PUPILS TAUGHT?

16. Teaching is good overall, with over eight-tenths of lessons inspected being at this standard or better. Over three-tenths of lessons were very good and a twentieth were excellent. The excellent teaching was in mathematics in the mixed Years 5 and 6 class, and in English and music in Year 5. There was no unsatisfactory teaching. The quality of teaching has improved since the previous inspection.
17. All teachers manage pupils very well. They reinforce rules quietly but firmly and ensure that there is a calm and purposeful context for learning. They all build very strong relationships with their pupils. This is particularly good in the reception class, where children quickly gain confidence through the sensitive and caring approach of the teacher and classroom assistant. Parents appreciate this good start to their children's schooling. Teachers are very enthusiastic about their work and pupils respond by trying hard to do their best. Teachers use classroom assistants very skilfully to support pupils with behavioural disabilities. For example, in physical education a pupil worked with the class until his concentration had ended and then left to carry out his own programme, leaving the class cheerfully, saying goodbye to several pupils without disturbing the flow of the lesson. Teachers ensure that pupils travel the considerable distance between buildings extremely sensibly. This is particularly the case with the infant teachers, who ensure that pupils cross the road safely and follow through the routines sensibly.
18. Teachers work very well with the good classroom assistants. Teachers greatly value the assistants' contributions and ensure that they are well involved in planning the work. There are good levels of communication in the teaching teams and classroom assistants record and feedback the pupils' progress carefully. For example, in reception the classroom assistant supported the children on the computers very effectively, ensuring that they recorded their work when they had finished and celebrating their success with the teacher.
19. Teachers have good subject knowledge in mathematics, science and physical education. They use this to support pupils' learning very effectively by using a variety of different teaching approaches. They also use technical vocabulary concisely to extend pupils' understanding. For example, in the Years 3 and 4 class in mathematics the teacher identified the key vocabulary for comparing numbers and then insisted that pupils used those terms in the mental mathematics sessions. By the end of the session they were using the terms very confidently. The school has worked hard to extend teachers' subject knowledge in information and communication technology, which was unsatisfactory in the previous inspection. It is now satisfactory and teachers work confidently in the computer suite. This is having a significantly positive impact on pupils' progress in this subject through the school. The mathematics, music, art and physical education co-ordinators use their very good subject knowledge very effectively to support other teachers across the school to extend their teaching skills.
20. Teachers ensure that basic skills are taught systematically in most subjects. They plan sequences of lessons in order to introduce new skills and then extend and reinforce them systematically. For example, in Year 2 pupils learnt how to use speech marks accurately, having previously identified their use in stories. The additional English sessions run by classroom assistants to extend reading and writing skills are playing an important part in

raising standards. Pupils thoroughly enjoy the challenge that these sessions provide and work very hard to complete their tasks. For example, three boys did their best to beat their previous times in identifying vowel sounds and names, and were delighted when they found out that they had increased their speed. The writing project is having a positive impact on the direct teaching of skills. However, children do not have enough opportunities for writing in the reception class.

21. Teachers' planning is very thorough in mathematics and identifies challenging work clearly for groups of pupils of different attainment. Planning for literacy sessions is thorough, except for the tasks for more-able pupils, which often do not provide enough challenge for them. Planning across other lessons is well organised because it is linked carefully to the termly planning. However, the presentation of the planning is inconsistent through the school and ranges from detailed and carefully word-processed planning to untidy and irregular presentation. Planning in reception is very detailed and covers all the areas of the curriculum. However, it is not carried through effectively enough into the activities in the classroom. Children do not receive enough guidance in choosing their own activities and the independent tasks are not challenging enough. Teachers plan well for lessons in the computer suite, but do not plan consistently for using computers in their classrooms.
22. Teachers have high expectations of pupils with special educational needs and of all pupils in mathematics and music. This ensures a good rate of progress through the school. However, in other subjects they underestimate the potential of more-able pupils and this has a negative impact on their progress. Teachers do not challenge these pupils enough either in the whole-class discussion or in the tasks they plan for them. For example, in a literacy session the more able pupils were only expected to write some extra sentences. Teachers support pupils from ethnic minorities very sensitively and these pupils have very positive attitudes to learning.
23. Teachers organise lessons well and ensure a balance across most sessions. They devise sequences of tasks that ensure that pupils gain confidence in their work and build on previous learning. For example, in Year 5 pupils reviewed their knowledge of the Inca culture, planned a story in the style of Inca books called a codex, started to produce their own codices and then shared their successes at the end of the lesson. Most teachers use the end of lessons well to recap on the learning, but some teachers do not time their lessons carefully enough to use this time effectively. Teachers usually identify the learning that will take place at the beginning of lessons, but they do not always refer to it consistently through or at the end of lessons. This reduces the pupils' knowledge of their own learning. In reception the whole-class sessions are organised effectively. However, the group work is not organised well enough to challenge and support children at different stages of learning. The range of independent tasks is not wide enough or sufficiently challenging.
24. Teachers do not use assessment well enough to set future targets precisely enough, either in their lessons or when marking pupils' work. In some cases teachers use whiteboards very effectively to check pupils' understanding, but this is not used consistently across the school.
25. Homework is good throughout the school. Teachers set an appropriate amount of work that is related to lessons. Several teachers use the homework effectively the next day to reinforce the learning. For example, in Year 1 pupils were asked to listen for sounds around their homes when they were in bed. They then used these sounds to write their own stories the following day. There are high quality homework packs in Year 2 in mathematics, which allow flexibility about when it is carried out, stimulating games and careful explanations for parents.

26. Features of the excellent teaching include a fast pace, very high expectations, skilful use of questioning and precise and clear explanations. Teachers create a very positive ethos for learning and a sense of urgency, which results in each pupil striving to keep up with the discussion or tasks. For example, in the Years 5 and 6 class the pupils concentrated extremely hard to increase their speed in doubling or halving numbers in the mental mathematics session.

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

27. There have been clear improvements in response to the key issues of the last inspection. There is now a long-term curriculum framework, including the National Literacy and Numeracy Strategies. Schemes of work are all thoroughly in place and termly plans are much more focused in giving guidance to teachers on what to teach and when. Teaching teams plan very well together to ensure equal coverage for pupils in split age classes. In information and communication technology, pupils now receive their full entitlement and this has improved standards throughout the school. However, there are not enough opportunities to use information and communication technology in the classroom to enhance learning in other subjects. Not enough use is made of computers in the classroom to extend and consolidate the knowledge, skills and understanding gained in the computer suite. Teachers do not consistently plan enough activities for using computers within other subjects, or organise pupils to take turns in extending their skills within their own classrooms.
28. The reception curriculum is satisfactorily based on the recommended government guidelines and is very detailed. However, there are not enough opportunities for independent play, which has been carefully organised to provide challenging and varied experiences. Opportunities for reception children in outdoor play are varied, stimulating and well organised. In other classes the curriculum is rich and varied and fully meets the requirements of the National Curriculum and the locally agreed syllabus for religious education. Out-of-school visits and visitors to school increase its variety. Good links are made between subjects to enable pupils to use the skills they learn in one to further their knowledge of another; for example, making Aztec pyramids in design and technology.
29. There are satisfactory arrangements for teaching literacy through the appropriate framework. There are some opportunities to use other subjects to develop pupils' writing, most notably in history, but these are not used fully. More-able pupils are not always sufficiently challenged because teachers do not consistently plan tasks that demand higher levels of thinking or skills for these pupils. Strategies for teaching numeracy are very good. Teachers plan a structured daily mathematics lesson, which includes a high proportion of whole-class time. Oral and mental work features strongly.
30. As a result of the last inspection the policy for special educational needs has been rewritten and more recently reviewed to meet the statutory requirements of the new Code of Practice. There is now a greater focus on supporting these particular pupils, who make good progress in reception and infant classes. As a result of the very good support they receive in junior classrooms, pupils with special educational needs make very good progress. Individual education plans are clear, easy to follow and used in everyday planning, ensuring that work is focused and relevant to pupils' individual needs. The register of special educational needs is reviewed regularly to ensure that it reflects the current needs and provision for pupils. All teachers ensure that pupils with special educational needs have a suitably wide range of learning opportunities within the curriculum. Classroom assistants are very well organised to ensure that pupils with special educational needs have the individual attention that they require. The provision within and outside the classroom is good. It ensures that all pupils, including those with the greatest need, have full access to the National Curriculum.

31. Pupils follow a satisfactory programme of personal, social, and health education and citizenship, with circle time a feature in all classes. Currently the school is involved in the healthy school initiative. Drugs awareness is also included in the science curriculum. Governors have agreed that sex education should be taught, and it is planned so that it is suitable for the stages of pupils' development.
32. Equality of access and opportunity is satisfactory overall. The curriculum provides pupils with good learning opportunities to foster their academic and personal development. However, in some subjects, most notably English, science and information and communication technology, and in reception, the work planned for more-able pupils does not always meet their needs because the tasks are too easy for these pupils. Girls and boys have the same opportunities to develop their learning and they work well together. However, there is an exception in physical education in Year 6, where they are sometimes organised separately to work on tasks.
33. A number of parents disagree that the school gives pupils interesting activities outside lessons. However, the inspection team found a good range of extra-curricular activities, particularly for creative arts, including music, art and drama. Although there is no school football team or coaching, apart from occasional visits by staff from Sheffield Wednesday Football Club, there is a well-attended basketball club, popular with both boys and girls, who receive expert coaching from the Sheffield Hatters. In the summer pupils are taught Maypole dancing and players from Yorkshire County Cricket Club hold cricket coaching sessions. There are plans to develop a wider range of activities to be held regularly throughout the year.
34. Links with the community, not just sporting, are important and make a useful contribution to pupils' learning. There are strong links with St Mark's Church and the Methodist Chapel, and volunteers from 'Children Worldwide' talk about their work in Africa. A local artist runs the after-school art club, funded by Study Support. Business links are limited, although a locally-based confectionery producer recently sponsored the science-based 'Chocolate Challenge'. There are good links with other schools, bearing in mind the number of nurseries that feed the school. Of particular note is the good link with Yewlands Secondary School, to which the majority of Year 6 pupils transfer.
35. Overall, the school still makes good provision for pupils' spiritual, moral, social and cultural development. There have been improvements in its provision for social and moral development. Provision for pupils' own cultural development is very good, but opportunities to develop understanding of other cultures are inconsistent.
36. The contribution to spiritual development provided by collective worship is inconsistent. Some assemblies conducted in class do not fulfil statutory requirements because teachers do not include acts of worship. In larger gatherings not enough time is always made for genuine reflection. However, pupils have regular opportunities to reflect upon others less fortunate than themselves, such as homeless people who live on the streets of Sheffield. Occasional visits to church are very valuable opportunities where pupils have the chance to experience its special atmosphere and gain some understanding of the meaning of life, and of what it means to recognise and believe in a deity. Older pupils are beginning to grapple with the abstract qualities of spirituality. For instance, following a visit to the local church, pupils wonder about faith and belief. A pupil asked the vicar, '*Do you have to be a Christian?*' Pupils' self-esteem is high and they are self-confident. They show respect and consideration for others, and are beginning to understand that other people have different values and different ways of living. Opportunities in some lessons stimulate a sense of awe and wonder, for example, when pupils observe teachers using the inter-active whiteboard in the computer suite or when they notice in photographs that children in Africa are barefoot.

37. Moral development is strongly promoted by teachers, support staff and visitors, who set very good examples of care and respect for each other and for others in the community and beyond. All listen attentively in class or assemblies to pupils' contributions and respond positively, valuing their views. There are good systems in place such as the 'Golden Box' and Circle Time, when pupils express their opinions and raise matters that cause them concern. Pupils show that they have developed care for others in the community through supporting local charities and providing occasions when they entertain senior citizens in their community.
38. The strong spirit of teamwork and the very good relationships in the school's community set the tone for pupils' social development. Teachers provide many opportunities for them to work together in pairs, small groups or teams. Some have designated responsibilities of service, for example setting out and putting away a set of chairs for lunchtime and for assemblies. In lessons devoted to personal and social development, teachers lead discussions to stimulate pupils' thinking about topics such as good and bad manners. For example, Year 2 pupils considered when and why it is appropriate to say '*Thank you*', and what makes them proud. '*I am proud to be in your class*,' reports one pupil. As quick as a flash, the teacher responds, '*And I am proud to be your teacher*'. Very young pupils willingly tell their classmates what they will share: '*My sweets*', '*My game*' and '*A book*' are some of the responses they make.
39. Pupils have many opportunities to develop knowledge and understanding of their own culture. For example, they visit the church regularly for annual festivals and annually perform Maypole dancing in the village. The school has developed some opportunities to extend pupils' understanding of cultures beyond their own. For example, they are studying the art of the Ashanti people in Ghana, and have watched Indian dancers and musicians performing. However, pupils' knowledge and understanding of the multi-cultural nature of Britain is not consistently developed across the curriculum.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has sound procedures for the care and welfare of its pupils. This is a similar judgement to that of the previous inspection. Procedures for monitoring attendance and promoting good behaviour have improved.
41. The school is a warm and friendly community in spite of the many separate buildings. It succeeds in its aim of maintaining a tradition of being a village school where pupils are well known to the staff and treated with consideration and respect. For example, the caretaker is very popular and respected by the pupils, and the catering staff refer to the pupils by name. The new headteacher has a high profile in the school. Supervision is good at all times and great care is taken to ensure the pupils' safety, particularly when crossing between the two sites.
42. Procedures for child protection are sound. The named person has been trained. However, there is no regular procedure for reminding staff of current good practice. Health and safety are taken seriously. The key issue in the previous report regarding safety problems associated with having sites on either side of a busy road has been successfully alleviated by traffic-calming measures. There are regular health and safety audits and the subject is considered at each governors' meeting. There is a good level of first aid cover and accident books are well kept. Fire drills are held termly, although at the time of the inspection a drill had not yet been carried out.
43. Procedures for monitoring and promoting attendance are very effective. Registers are well kept and regularly monitored. The new computerised system is being used very well to highlight pupils with poor attendance and this level of monitoring is having an effect. For instance, the headteacher makes immediate contact with the parents whenever particular

pupils are absent. Holidays in term time are strongly discouraged, a point confirmed by parents.

44. Procedures for promoting good behaviour work very well. The school's five Golden Rules are well publicised and simple to understand; for example, '*Keep hands, feet and cruel words to yourself*'. Rewards are given for good behaviour and the pupils value getting them. Any serious incident of inappropriate behaviour is recorded and parents are involved if necessary. Bullying and racism are not tolerated and pupils are regularly reminded of the school's attitudes in assemblies and class discussions. Pupils express confidence in the teachers' ability to sort out any problems. The new headteacher has plans to develop further the behaviour strategies used within the school.
45. The school has a wide range of procedures to record pupils' achievements. However, it does not use these effectively enough to build on the pupils' previous knowledge and plan work to increase their learning.
46. The strengths are:
 - the recently introduced target-setting procedures;
 - the introduction of a computerised assessment program.
47. The areas for development are:
 - the use of information to assist in defining individual targets, particularly for more-able pupils;
 - the consistency of the quality of information recorded;
 - the consistency of matching work to the National Curriculum attainment targets;
 - the lack of an effective and manageable whole-school system to record and track pupils' progress throughout the school;
 - the consistency and quality of the monitoring of pupils' personal development.
48. The school has effective procedures for assessing pupils' standards in mathematics. The assessment procedures are satisfactory in English and science. There is an effective system to track pupils' progress in writing from reception to Year 6, but there are no equivalent systems in other aspects of English, mathematics or science. The school does not use assessments consistently enough to plan work that challenges and motivates pupils to learn, particularly the more able pupils. It does not give pupils and parents clear information about what the pupils need to learn next, what they need to do to improve their learning or how to reach higher standards and achieve more. The new headteacher has identified this weakness and has already produced a policy for target setting. There are clear policies for assessment and marking, but not all teachers use them effectively to improve standards and attainment. Marking is better in Year 2 and for the older pupils in the school. This means that not all pupils are able to use marking to improve and correct their work. The monitoring of achievement in subjects other than English, mathematics and science is informal and does not give a consistent picture across the school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Grenoside is seen as a good school by parents. They like what it stands for and the way it educates their children. It has a good reputation locally.
50. The response to the Ofsted questionnaire was very good, with almost half the parents giving their views on the school. They particularly like the way their children are expected to work hard, the good quality of the teaching, the approachability of the staff and the good progress their children make. They also report that their children like school. The inspectors agree with these positive views
51. On the questionnaire a few parents had concerns about homework. This was also apparent at the pre-inspection parents' meeting, where parents thought that there was too much homework and it was unrealistic to expect it back the next day. Inspectors found that the provision of homework is good and, as much of it is closely linked to what is being taught, it is particularly useful if it is completed by the next lesson in that subject. The school's homework policy follows the government's recommendations, ranging from an hour per week in the infants to 30 minutes per night in Years 5 and 6. Interestingly, pupils in Year 6 reported that they do not find homework onerous.
52. Some parents do not think the school provides an interesting range of activities outside lessons. The inspectors disagree; they judge the provision of extra-curricular activities to be good, particularly in the creative arts.
53. The quality of information provided for parents is good. Parents are well informed of future work and there are regular newsletters which, the parents report, have improved in quality. The induction of new children into reception is caring and appreciated by parents. Numeracy support packs for Years 1 and 2 are of very good quality and allow parents to be more involved in their children's learning. These packs have been very well received by parents. With opportunities every term for parents to meet their children's teachers, parents are well informed about their children's progress. Parents raised with the inspectors the lack of confidentiality at these parents' evening. The new headteacher is aware of the problem and plans to change procedures in future. Pupils' reports are of good quality overall. They meet statutory requirements and give a detailed overview of what a child can do. However, there are significant inconsistencies between classes, particularly regarding what a child needs to do to improve. Teachers do not all use assessment procedures well enough to communicate key targets for improvement to parents. The best reports have clear targets, which are specific enough for parents to be able to help in their children's learning. In the less good reports, targets are either non-existent or vague. The new headteacher aims to develop better ways of informing parents of their children's targets. In a few reports, the statement on progress was more optimistic than indicated on the teacher's personal records. Some of the comments on reception children are very detailed and indicate that the teacher has a very clear understanding and awareness of her pupils. This is reassuring for parents of children new to the school.
54. The school is very successful in involving parents in the life of the school. They are welcome in the school and many regularly help, for instance in the library and in classrooms. This help is well organised and makes a valuable contribution to the pupils' learning. Parent governors are very committed and are closely involved in the way the school develops. An active home-school association effectively blends social events with fund raising.
55. Given the level of support from the parents, the way they are involved in the life of the school and the extent to which the school tries to involve them in their children's learning, the partnership is judged to be very effective, supporting the raising of standards well.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. The new headteacher has made a very good start to his work in the school. He has already established effective working relationships with staff. He analyses data confidently and identifies strengths and weaknesses effectively. He works efficiently to move the school forward. For example, he identified the need to improve target setting and has already produced a policy, discussed it with staff and presented it to the governors' curriculum committee. The deputy headteacher has worked hard to explain the school's systems and principles to the new headteacher. This has produced a smooth transition between the headteachers. The deputy headteacher has a good understanding of the school and its place in the village community.
57. Overall the quality of the work of the co-ordinators is good. They have a good understanding of their subjects throughout the school. The leadership of the mathematics and music co-ordinators is excellent. They both set high standards in their teaching of these subjects and play a crucial role in raising standards by using their expertise to support staff throughout the school. They have very effective management skills. For example, the mathematics co-ordinator has organised weekly teaching for gifted and talented pupils in mathematics and the music co-ordinator manages to teach both recorders and choir to high standards in clubs outside lessons. The school has a gifted and talented co-ordinator, but she has a very heavy workload and has not had enough time to support this important area, which reduces the effectiveness of the school's work for these pupils.
58. The previous headteacher set up very effective teaching teams from Years 1 to 6. They plan very well together, evaluating successful teaching strategies and ensuring that pupils receive parallel opportunities across the mixed-age classes. However, this organisation leaves the reception teacher very isolated because she is the only permanent member of staff for this age group. She has tried very hard to extend her expertise, but the lack of a permanent partner greatly reduces her opportunities for evaluating her work. The work of the senior management team is not effective enough. It is too large and does not meet regularly enough to provide a driving force for key initiatives through the school. This reduces the school's capacity to raise standards further, despite the high level of shared commitment from staff.
59. The work of the governing body is very good. The chair of governors leads them extremely well. She has an in-depth knowledge of the school built up over her many years serving in this role. She introduces high quality policies to support the work of the school. For example, she initiated the Critical Incidents⁴ policy, which was so good that the local education authority used it as a model for all their schools. The chair of governors has clear long-term strategies for maintaining the work of the school. For example, she has identified key financial principles and priorities underpinning the budget, which have resulted in the school never having had to run with a deficit. She organises the different committees very efficiently, which ensures that governors have a key role in shaping the work of the school. Individual governors have a very good understanding of school issues because they are committed to giving their time regularly to discuss developments.
60. Individual co-ordinators produce detailed action plans for their subjects. However, the school development plan does not bring together all these plans efficiently enough. There is a simple grid that governors use rigorously to monitor progress, but the structure of the plan overall is too complex and does not identify enough long-term issues. It does not contain enough details about the costs of developments. The new headteacher has a very good understanding of structuring school development planning and has already made a good start in refining this plan. The monitoring of teaching is satisfactory overall and good

⁴ This policy identifies strategies for responding to incidents such as Dunblane.

in mathematics. The good monitoring is having a positive impact on raising standards in mathematics, but is not being carried out as rigorously in other subjects. The good qualities include the identification of clear areas for development and evaluations of teachers' work rather than general descriptions of what is happening in the lesson.

61. The quality of accommodation is very poor. The school works very hard to overcome the difficulties arising from this weakness. Staff are extremely careful to ensure that pupils are safe as they cross the busy road between the infant and junior buildings, and pupils understand and use the routines very well. The caretaker and cleaning staff ensure that there are good standards of cleanliness. The seven different buildings used by the school are built to very different standards. The key disadvantages of the accommodation to the work of the school include:-
- time wasted in moving between buildings for information and communication, physical education and assemblies for infants;
 - pupils getting wet in rainy weather as they move between buildings, with the added complication and time spent in putting on coats;
 - time wasted for staff as they move between buildings for either formal or informal meetings;
 - isolation for both teachers and pupils for the three classes sited on their own in three different buildings, resulting in less contact between teachers and fewer opportunities for these pupils to extend their social skills;
 - the need for duplicating some resources and increased difficulty in tracking where resources are;
 - a hall that is too small for all pupils to meet comfortably and with too little storage for equipment, which reduces the space still further;
 - the cloakroom space is too small for some classes;
 - complex arrangements to enter different buildings, that work very well but sometimes disturb lessons.
62. Financial management is good, as at the time of the last inspection. Spending is linked in a general way to priorities in the school development plan, and at regular meetings each term the governors keep a close eye on the use of the budget. Decisions to maintain single-age classes in the infants or to balance the needs of pupils presently in the school with preparation for a new school building, for example, are carefully considered by the governing body and the headteacher. Grants are used wisely. For example, the money for special educational needs is allocated carefully and results in very good learning for these pupils. Overall, the school uses the principles of best value satisfactorily. There are examples when these principles are used very well. For example, standards in information and communication technology were too low. The school invested carefully in providing a computer suite with good equipment and software. Teachers were trained and now use the suite very effectively. This has produced much higher standards. However, some principles are not used well enough. The headteacher is aware of the need to use information about pupils' attainments more systematically to identify priorities and ensure that the school obtains best value for money by raising standards across all subjects systematically.
63. Financial administration is very good because the secretarial staff are of high quality. This leaves the headteacher free to concentrate on his leadership role. The school makes good use of information and communication technology in all administrative procedures. Most staff produce documents, worksheets and support material, and use the resources in the computer suite well. However, there is too little use of computers to support learning in classrooms.
64. Children enter the school with attainment above average. They leave the school with standards well above average in mathematics and music. Progress in other subjects is satisfactory, although in writing standards are not yet high enough. Pupils' attitudes,

behaviour and relationships are very good. Teaching is good, with many very good or excellent features. Despite the very recent change of headteacher, leadership and management are good overall. The key strengths identified in the previous inspection have been sustained. The cost per pupil is similar to most schools. Taking all these factors into account, the school gives good value for money. This is the same as the finding of the previous inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

65. In order to improve the school's provision further the governors, headteacher and staff should:-

(1) increase the rate of progress in writing between Years 3 and 6 by:-

- identifying the learning that will take place during lessons more clearly in planning, and referring to this new learning more systematically during lessons;
- using the ends of literacy lessons more consistently to review and extend learning;
- providing more opportunities for extended writing both in English and across the curriculum;
- using the successful strategies that have raised standards in mathematics and apply them to English;

Paragraphs 4, 20, 25, 64, 69, 74, 76-77, 79, 82, 84-85, 87-88, 92-93, 110, 115, 142

(2) improve the accommodation by implementing speedily the local education authority plans for the new school;

Paragraphs 61, 133

(3) increase the efficiency of assessment systems and target setting in order to raise standards further by:-

- implementing the new policy for target setting;
- devising and using a manageable whole-school system to track pupils' progress as they move through the school;
- using National Curriculum levels more effectively when assessing pupils' work;
- using the new tracking system to group pupils' more effectively in lessons;
- setting more consistent targets when marking pupils' work;
- extending pupils' own understanding of their own specific targets by identifying and sharing them more effectively with pupils and parents;

Paragraphs 24, 45, 47-48, 67, 76, 79, 100, 119, 123

(4) increase the progress of more-able pupils by:-

- reviewing the 'gifted and talented' register more regularly;
- raising teachers' expectations of the proportion of pupils in this category in each class;
- providing consistently more challenging tasks for these pupils;
- using the new tracking systems to monitor these pupils' progress more effectively;
- extending the role of the 'gifted and talented' co-ordinator.

Paragraphs 5, 22, 32, 57, 76, 83, 100

In addition to the improvement issues the governors should also include the following areas in their action plan:-

- ensure that collective worship takes place every day for each pupil; *Paragraph 36*
- improve the effectiveness of the senior management team; *Paragraph 58*
- improve the quality of the School Improvement Plan; *Paragraph 60*
- improve the organisation of group work and independent tasks in reception; *Paragraphs 21, 68*
- extend the multi-cultural curriculum. *Paragraph 39*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

64

Number of discussions with staff, governors, other adults and pupils

24

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	3	20	30	11	0	0	0
Percentage	5	31	47	17	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	312
Number of full-time pupils known to be eligible for free school meals	6
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	25
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.4
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	18	32	50

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	17	17	17
	Girls	29	29	30
	Total	46	46	47
Percentage of pupils at NC Level 2 or above	School	92 (94)	92 (92)	94 (86)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	17	17	17
	Girls	30	30	30
	Total	47	47	47
Percentage of pupils at NC Level 2 or above	School	94 (92)	94 (96)	94 (96)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	30	50

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	15	15	19
	Girls	27	26	29
	Total	42	41	48
Percentage of pupils at NC Level 4 or above	School	84 (82)	82 (84)	96 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	16	16	18
	Girls	27	27	29
	Total	43	43	47
Percentage of pupils at NC Level 4 or above	School	86 (80)	86 (84)	94 (84)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
277	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
3	0	0
2	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
31	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)	12.4
Number of pupils per qualified teacher	25.2
Average class size	28.4

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	193

Financial information

Financial year	2001-2002
	£
Total income	672,540
Total expenditure	667,659
Expenditure per pupil	2,011
Balance brought forward from previous year	38,239 ⁵
Balance carried forward to next year	43,120 ⁶

⁵ This balance includes money put aside to ensure that staffing levels remain the same when the school loses funding which compensates them for having a busy road running through the school site.

⁶ See footnote 3

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
<hr/>	
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)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 47.4%

Number of questionnaires sent out	312
Number of questionnaires returned	148

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	35	3	0	0
My child is making good progress in school.	53	38	2	0	7
Behaviour in the school is good.	44	52	1	0	3
My child gets the right amount of work to do at home.	29	51	11	4	5
The teaching is good.	68	29	0	0	3
I am kept well informed about how my child is getting on.	36	52	7	2	3
I would feel comfortable about approaching the school with questions or a problem.	57	37	5	0	1
The school expects my child to work hard and achieve his or her best.	70	28	1	0	1
The school works closely with parents.	34	50	11	2	3
The school is well led and managed.	51	32	3	0	14
The school is helping my child become mature and responsible.	47	48	2	0	3
The school provides an interesting range of activities outside lessons.	10	37	27	4	22

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

66. Children enter the reception year in the September or January of the school year in which they are five. Their attainment on entry is above expectations in all areas of learning except their personal, social, emotional and physical development, which is average. The children make good progress with their personal, social and physical development to reach above average attainment. They make satisfactory progress in all other areas of learning and make a sound start to their education. Most children exceed the goals for their age in each area of learning except the writing aspect of communication, language and literacy. This is because children do not have enough opportunities to develop skills in writing. The teacher with the September entry class has a good partnership with the classroom assistant. However, the temporary nature of the teacher with the January-entry class means that the reception teacher works in isolation in the autumn term, with far fewer opportunities to evaluate her teaching with her colleagues than the rest of the staff. Adults working in reception have high expectations of children's personal and social development and also carefully target extra support for children with special educational needs so that they make good progress.
67. The school has worked hard to address the weakness identified in the last report. Regular, planned opportunities for outdoor play and carefully chosen equipment, suitable for the sloping playground, now extend children's physical development well. Teachers plan closely to the national guidelines in most areas of learning. However, weak assessment systems mean that planning and, therefore, activities do not always fully challenge brighter children.

Personal, social and emotional development

68. This is a strength for this age group because the teaching is good. Effective systems for introducing children to school and quickly established routines ensure that they soon become confident and enjoy coming to school. Good relationships and clear expectations of behaviour encourage children to behave well and work and play happily together. The teacher's very quiet voice or use of a puppet sustain children's attention and encourage careful listening. Children concentrate on their activities and share resources well. For example, they shared a box of Lego to build shelters for their toy animals. When given the opportunity, the children are very independent. This is evident when they have their morning milk. They collect it, drink it and then return to the class group sensibly. Children tidy up quickly after their activities. They dress and undress independently for physical development lessons or when going outside to move around the school site. Children choose to draw on the computer or play in the sand. However, there are not enough planned independent activities available for children when they have completed their main tasks. This reduces their opportunities for independent learning.

Communication, language and literacy

69. Teachers use some elements of the National Literacy Strategy soundly to plan effective reading activities for children. They extend their vocabulary well because they use and explain new words clearly. Children are keen to use them. For example, they explained the meaning of an 'author' and the 'title' on books. They speak clearly and confidently to adults and at the front of the class, as when they talked confidently about the people and animals in *Handa's Surprise* and enjoyed the humour in the story. Good teaching and exciting stories encourage children to want to read. This is evident when they select nursery rhymes during their milk break and, although saying or singing them from memory,

hold the prepared cards as if they were reading them. Children have opportunities to take books home regularly. These include story and information books. They quickly begin to read familiar and common words and talk about the stories and characters in them. They know the order of the alphabet and sing it confidently. Children learn to form letters clearly and most write their names. However, there are not enough opportunities for them to write independently for a range of purposes in different areas of learning or in planned play activities. This slows the progress of writing skills, particularly those of the more able children.

Mathematical development

70. Children enjoy their mathematics because teachers provide a good range of interesting activities to promote their learning. Satisfactory teaching ensures that they make secure progress. The effective use of songs and games helps to make learning fun and illustrates new learning well. For example, children pretended to enter and leave a 'bus' when learning how to add 'one more' or find 'one less'. There are plenty of opportunities for children to develop their counting skills and they count accurately to twenty. Teachers check children's understanding by getting them to show the numbers on their fingers. The classroom assistant provides good support to enable children with special educational needs to join in the counting activity. Another group of children worked with the classroom assistant to set up a shop and go shopping. Effective reinforcement of appropriate vocabulary meant that the children asked, 'Two pounds, please?' or showed an understanding of 'change'. More-able children used small building bricks to build staircases, illustrating their understanding of 'one more'. These activities challenge children well and enable them to reach levels above the goals expected for their age.

Knowledge and understanding of the world

71. Satisfactory teaching enables children to make sound progress. They are interested in their activities and talk confidently about what they have seen and done. For example, they compared their own locality with the one in *Handa's Surprise*, explaining that there are no ostriches or elephants here, 'except in a zoo'. A more-able child says Handa lives in Kenya, and all children understand that there are differences between the homes and weather. Children have a good understanding of technology such as tape recorders and computers. Regular use of computers in the classroom and the computer suite ensures that learning is good. Effective support by the classroom assistant ensures that children make a simple record of their work on the computer and help each other in carrying out new tasks. They use the mouse confidently and understand how to carry out the programs. For example, they draw people and animals competently, using different colours. They know that work can be printed and how to move the programs back to the beginning. Children begin to learn about the beliefs and cultures of other people through listening to the story of 'Noah's Ark' or drawing a Jewish 'Sukkah'. However, there are too few opportunities for them to use their writing skills or for more-able children to extend their skills fully.

Physical development

72. Children make good progress in their physical development because teaching is good. Improved resources and carefully planned activities ensure that children now have opportunities to take part in outdoor play activities on most days. They thoroughly enjoy crawling through the tunnel, jumping over and through hoops, balancing along the blocks and weaving round skittles. They bounce beanbags on racquets or throw and catch quoits to develop their hand-and-eye co-ordination well. Good organisation and the effective involvement of adults promote children's enthusiasm and concentration. In the hall and moving about the school site, teachers emphasise safety strongly so that children respond sensibly to instructions. Children learn to balance confidently on different parts of their

bodies because the teacher demonstrates this well. They experiment with different shapes made by their bodies and show awareness of spaces around them. Activities in the classroom, such as using playdough and scissors, further develop their co-ordination in handling small tools.

Creative development

73. Teaching and learning in this area are satisfactory. Children have opportunities to explore colour, texture and shape when using pastels to draw fruit, for example. They paint from their imaginations and print using their fingers. They cut and stick a range of materials. For example, they made models of a scarecrow. Regular use of the computer enables children to draw creatively and with control by using the mouse. Children sing songs and nursery rhymes, remembering words and actions well. In mathematics, they use their imaginations and role-play to act as the shopkeeper or customers. Good involvement of the classroom assistant encourages children to use appropriate vocabulary. However, there are too few activities planned to enable children to play imaginatively or to develop creativity independently.

ENGLISH

74. The inspection judges standards for Year 2 pupils to be well above average in reading and above average in speaking, listening and writing. These standards are similar to those found at the time of the previous inspection. Standards among pupils at the end of Year 6 are above average in speaking, listening and reading, but average in writing. These standards are lower than at the time of the previous inspection.
75. Strengths are:
- above-average standards in speaking, listening and reading at the end of Years 2 and 6;
 - the quality of teaching;
 - the ongoing three-year action plan to raise standards in writing;
 - the pupils' attitudes to learning and relationships with each other and adults;
 - the rich and varied range of learning opportunities;
 - the analysis of results and trends in performance in writing.
76. Areas for development are:
- standards in writing from Year 3 to Year 6;
 - the pace of learning in some lessons;
 - the provision of challenging tasks for the more able pupils;
 - the consistent provision of carefully structured opportunities at the end of lessons to enable pupils to consolidate and reflect on their learning and extend their writing skills;
 - the provision of more opportunities to use extended writing within English and across other subjects;
 - to adapt and transfer the successful strategies for raising standards in mathematics to work in English;
 - consistent use of computers in classrooms;
 - to identify more specifically the learning to take place in lesson plans and refer to them more systematically throughout lessons.
77. Although the Year 6 pupils' standards do not show any improvement since the previous inspection, the ongoing three-year writing project is beginning to have a positive effect on standards. The improvement is more noticeable for the younger pupils, but it is starting to have an effect on the older pupils. As a result, standards in writing in Year 6 are close to those expected for most pupils of this age. This is still not good enough because most pupils enter the school with above average skills in English. Pupils are not given clear

enough targets for their future development and more able pupils are not given work that is challenging enough.

78. By Year 2 standards in reading are well above average and standards in speaking and listening are above those expected for their age. The school is working hard to improve pupils' standards in writing. This is having a positive effect and the pupils' performance in writing is above national expectations. This is a satisfactory level of improvement since the previous inspection. Inspection findings show that the Year 6 pupils' standards in English are close to expectations for their age. Their reading skills are already higher than those expected for pupils of a similar age. They speak fluently and have a good understanding of English.
79. The school analyses results and trends in performance and has a well-structured system to track progress in writing using National Curriculum levels. However, it does not use these results effectively or systematically to plan work aimed at raising standards. There is no noticeable difference between the performance of boys and girls, and teachers make sure they have equal opportunities to join in class discussions.
80. Most pupils, when they enter Year 1, have above average ability in speaking and using English. They continue to make sound progress because of the careful and well-structured teaching and, by the time they are seven, exceed expected standards. They have many opportunities to develop their speaking skills through carefully planned discussion and drama sessions; for example, when pupils acted out the story of *Peace At Last*. The older pupils continue this rate of progress and achieve above average standards in their speaking skills. By Year 6 most pupils speak clearly and discuss strengths and areas for improvement in each other's work. This results from the good teaching, but is not consistent across the classes.
81. Standards in reading show an improvement since the previous inspection. By Year 2 most pupils achieve standards that are well above the expectation for this age group. They are confident and eager to talk about their likes and dislikes, and are very articulate. Pupils do not have enough chance to use the well-appointed library because it is down a flight of steep stairs. They continue to make good progress throughout the school, but standards in Year 6 do not reflect the very high standards in Year 2. By Year 6 most pupils achieve standards that exceed the expectations for this age group. The older pupils' library is used as a book store and work area for the classroom support assistants. This does not give pupils the opportunity to sit quietly and browse through books and has a negative effect on standards. All the teachers, however, work hard to give pupils an interest in and love of books. Each classroom has interesting reading areas where pupils explore books of their own choice independently. Many older pupils talk confidently about different authors and say what they like about their books. For example, one pupil likes books by J. K. Rowling '*because they are interesting, exciting and make you want to find out what happens*'. Another pupil prefers reading to television because '*You can make up the setting yourself*'. One boy is very clear about why he reads, '*There are so many people who don't have the chance to learn to read that I feel obligated to use my reading skills*'. Teachers ensure that pupils develop an interest in poetry and drama. They give them an effective level of support to enable them to tackle new texts confidently. Most pupils have a good understanding of how to use the library and find specific books to help in researching subjects such as history and geography. They find information quickly by using the index and contents page. However, the unavoidable siting of the library restricts pupils' access to the books and quiet study.
82. By Year 2 standards in writing are above the national expectation. The school has carefully structured procedures in place to raise standards. This is ensuring that pupils' standards are improving. They are developing their ability to write for different purposes and use joined handwriting. Pupils use vocabulary in interesting ways and present their

work neatly. By Year 6 standards in writing just meet the national expectation. This is not high enough and represents only limited progress in learning. Pupils have a good understanding of story structure and use this accurately in their writing. Their work, however, is not long enough. Most pupils use a suitably wide range of punctuation correctly. They make their stories more interesting by using adventurous vocabulary, but there is some careless spelling. Most have a sound understanding of the use of grammar. All pupils use different forms of writing accurately and confidently. For example, they write accurate factual accounts of the Aztecs and give clear instructions for making an Aztec sacred calendar. The quality of handwriting and the presentation of work are good. There is not enough use of English in other subjects and pupils do not use computers regularly to support their work in the classroom.

83. The quality of teaching in English is good. There is no unsatisfactory teaching. This is beginning to have a positive effect on the standards pupils achieve. Teachers plan their lessons together and choose the content carefully to make sure that it is relevant to the pupils' needs. This ensures that most pupils remain interested and enthusiastic in their work. There is not enough emphasis on providing work to increase the learning of more-able pupils. This restricts their learning and progress. Some teaching is inspirational and this results in the pupils achieving high standards in their writing. For example, in an excellent lesson the teacher constantly probed the pupils' knowledge and extended their learning by using sharp questions. This led to above average skills in writing with pupils sequencing instructions clearly, using terms such as 'last of all' or 'finally'. The analysis of pupils' work confirms the judgement that teaching is good. Pupils learn to use interesting beginnings to their stories. For example, a Year 2 pupil wrote, *'One day I got a book from my bedroom. When I got on the second page there was a button. I pressed it, then I fell into the book'*. This interest continues through to Year 6 where a past pupil wrote,
*'Peace is a flower, red, orange, gold
 The beautiful petals open and bright
 War makes it droop as the families weep
 The flower of peace is dying*'
 This shows the development of links with other subjects and the ability to reflect on and think about current events.

84. At the beginning of each lesson teachers share with the pupils what they are expected to achieve during the lesson. However, they do not refer to the aims consistently through the lesson or recap them well enough at the end of lessons. Learning intentions do not consistently match the pupils' needs or abilities. This does not give all pupils, particularly the more able, enough chances to increase their knowledge and learning. Some teachers use the end of lessons very effectively to encourage pupils to reflect on their work or think about how well they are doing and whether their work is good enough. These sessions make a valuable contribution to pupils' spiritual development. However, they are not consistent across the school. Where teachers do not make effective use of the summing-up session the pupils are not aware of their learning or achievements. All teachers have a good understanding of how to teach reading. They do this very well and are working hard to develop a similar level of expertise in the teaching of writing skills. This is having a positive effect on the quality of pupils' spelling and their ability to write with understanding. There are developing links with writing in subjects other than English. All the teachers use the newly introduced target-setting procedures. Not all the targets are specific to individual pupils and they do not understand clearly enough how to achieve their targets.

85. There are clear and successful strategies to raise standards in mathematics, but they are not transferred to English. For example, pupils in Year 2 have very carefully produced mathematics' homework packs that effectively reinforce work done in lessons. There are none of these in English or for the older pupils. Gifted and talented pupils are given a special lesson in mathematics each week by a secondary teacher, which provides additional challenge to their work. However, there are no equivalent sessions in English.

There is less celebration of achievement, such as the mathematics' notice board, in English.

86. Pupils with special educational needs make good progress in developing their understanding and use of English. They receive very effective support within the classroom and in the additional group work carried out by enthusiastic classroom assistants. This enables them to work alongside their classmates, thereby increasing their self-esteem. All teachers ensure that the pupils have suitably challenging work that meets the requirements of their individual education plans.
87. The subject leaders manage the English curriculum effectively. They have a clear vision for the future of the subject and constantly look for ways to raise standards further. This is beginning to be effective, but pupils' writing standards are not high enough. The implementation of the National Literacy Strategy is satisfactory and is making a positive contribution to the rising trend in standards.

MATHEMATICS

88. Throughout the school standards of attainment in mathematics have risen since the previous inspection. Standards for 7- and 11-year-olds are now judged to be well above average. All pupils, including those with special educational needs and gifted and talented pupils, make good progress. The school has taken a strong stance on ensuring that all pupils have equal access to all parts of the curriculum for mathematics. The co-ordinator has excellent subject knowledge. This, together with her exemplary expertise and enthusiasm, has had a major impact on raising standards in mathematics throughout the school.
89. By the age of seven, pupils count confidently forwards and backwards in fives and tens from various points on a 100-number board. They continue sequences and accurately identify missing numbers in a pattern. They enjoy adding on tens from a given point, such as 6, 16, 26, 36 etc. Pupils identify units and tens correctly and describe which digit is which in a number sequence. *'When you count in tens it's the tens digit that changes. The unit one stays the same.'* In recording their knowledge and understanding, they complete chunks of the 100-number square accurately, explaining clearly how they make their decisions.
90. In Year 6 pupils use their knowledge of multiplication, doubling and halving to calculate in their heads at speed a series of fast-paced problems posed by their teachers. For example, they work out the cost of 10 bottles of lemonade if one costs 28p, then how much 15 bottles would cost, then 30, 40 and so on. They accurately calculate the cost of 8 bottles, then 24. In recording related work, they tackle written problems and decide which operations to use to solve them. Again they work at speed through a range of problems, each one harder than the one before. They show their calculations using individual whiteboards, providing their teachers with the opportunity to conduct sensitive on-going assessment.
91. Teachers provide opportunities for pupils to develop their personal and social skills in mathematics lessons. For instance, they encourage them to work in pairs or in groups when appropriate. Some are also keen to seize opportunities to promote pupils' awe and wonder in the world of mathematics whenever the chance arises. For instance, pupils arranging numbers in the shape of a pyramid were amazed when they saw how their pyramid kept on growing, and recognised the number patterns at the ends of the rows. Pupils' response to mathematics is very good. On occasions it is excellent. They enjoy their work very much and rise willingly to the challenges that their teachers put before them. Younger pupils enjoy reciting their counting in time to a swinging pendulum, or keep a steady pulse by clicking their fingers with imaginary castanets whilst counting. They

concentrate hard; for instance, when they lip-read their teacher's counting and continue the number sequence. Pupils show interest in their tasks, work assiduously and are eager to contribute in discussions. They make use of their literacy skills when they provide articulate explanations of their calculations. When required they work together well in pairs or groups, and record their work neatly and promptly in their exercise books or on worksheets. Behaviour in lessons is very good, but when pupils are appropriately challenged and engrossed in their work, their behaviour is excellent. Their concentration is unusually intense. In the best lessons it would have been possible to hear a pin drop when pupils were engaged in their main activity.

92. Throughout the school the quality of teaching is very good, ranging from good to excellent. When teaching is excellent it is characterised by dynamic delivery, high expectations and a crisp but unhurried pace. Teachers are adept at using stimulating and captivating resources such as pendulums or finger clicks to promote interest and make activities fun. They use resources such as individual whiteboards or number fans effectively, so that they can see at a glance which pupils have calculated their answers correctly and which ones will need help. Lessons have a strong sense of purpose and objectives are made clear at the outset. Due to the expertise of teachers in managing pupils, resources and time, not a moment is wasted. Lessons are well balanced and the teacher spurs on the class with encouraging phrases such as, '*Keep going!*' and '*Have another go!*' These comments keep pupils on their toes, maintaining the momentum of the lesson extremely effectively. In most lessons teachers set different work to meet the needs of groups of pupils. Pupils with special educational needs receive very good support from teachers' assistants, who are fully briefed, conscientious and well respected by the pupils in their care. Teachers are also aware of the special demands of the more able pupils in their classes, and organise appropriate work for them on a regular basis, once their attainment has been assessed. They also provide challenging homework for these pupils. All teachers and their assistants work hard during lessons, visiting groups and individuals to provide encouragement and support. They also take these opportunities to conduct on-going informal assessments of how well their pupils are doing. However, a scrutiny of pupils' past work reveals that teachers' marking is inconsistent and generally does not indicate to pupils how they can improve their work.
93. Looking back over pupils' exercise books shows that mathematics lessons and homework exercises are carefully planned and regularly conducted. It is less easy to track progress from pupils' photocopied worksheets since these are not always dated. The breadth of the curriculum is secure, apart from data handling, which has received less attention between Years 3 and 6 than other aspects of mathematics. There is good provision for gifted and talented pupils in a special weekly lesson with a teacher from the secondary school. Although classroom computer stations were not used in lessons during the inspection, mathematical understanding is developing well through the regular timetabled periods for all classes in the school's new computer suite. Very good homework activities are regularly set to reinforce class work. The homework packs devised by teachers and used by pupils in Key Stage 1 are excellent. Teachers use homework and class work to organise half-termly assessments and revision exercises. The co-ordinator works very effectively to ensure that there is a high profile for mathematics through the school. For example, there is a special notice board to celebrate individual success of pupils.

SCIENCE

94. Standards at the previous inspection were judged to be above average in both infant and junior classes and this continues to be the case. This represents satisfactory achievement for most pupils. Progress of pupils with special educational needs is good. However, more able pupils in the junior classes do not fulfil their potential because teachers do not plan more challenging tasks to extend their thinking.

95. Pupils in Year 1 use their observational skills well to classify materials into groups according to their properties. They explore the five senses and are developing simple investigative skills. Most describe a particular smell correctly and say in simple sentences why they did or did not like it. In Year 2 they understand that a prediction is simply *'whether it will or not'* and they apply this principle using their knowledge of circuits to predict whether they have been designed properly to light a bulb. They test their predictions and record their results in simple tables, giving good reasons for their findings, and knowing that *'No'* is not sufficient. They understand about physical properties. For example, they look at everyday electrical appliances and the dangers of not using electricity safely. By the age of seven, pupils have developed sound investigative skills and are able to observe, think, discuss and record.
96. The youngest junior pupils look closely at plants, learn practically about their early life-cycle and keep a 'bean diary', following its growth from seed to germination and the growing of the first shoots. They label the main parts of plants correctly, including leaves, stem and roots, and know that they need water, light and warmth to grow. When looking at different types of leaves, pupils in Years 3 and 4 record their observations effectively and explain what they have seen and draw conclusions about which are deciduous or coniferous, *'some are flat, some have spikes'*. Pupils in Year 4 are developing a basic understanding of forces and the effect of friction, and the properties of magnets and springs. In Year 5, pupils look at the different ways in which plants disperse their seeds and how effective the various methods are in ensuring that plants will grow during the following year.
97. By the age of 11, pupils devise their own experiments and conduct tests, such as when investigating filtration or aspects of light and shadow. They know that a fair test is necessary if the results are to be valid. Explanations of what they are going to do, what they did, and the results reached, are expressed clearly. For example, pupils investigated the effects of cooling, measured the falling temperatures and then plotted them on a line graph. Their knowledge of their own bodies is developing well; for example, they know the importance of exercise and a healthy diet. They discuss the circulation of blood and pulse rates, and record data. They know the difference between solids, liquids and gases, and about physical changes, such as what happens to water when it freezes.
98. The quality of teaching and learning is good. This is because teachers use previous knowledge well to develop learning. They have good subject knowledge and use this to motivate and involve all pupils in discussions. Teachers' plan together to ensure that their pupils have access to the same coverage. Teaching is very good in Year 2 and has had raised standards for more-able pupils. These lessons are designed to involve pupils at their own level and from an early age make them think and ask questions. Resources are very good, designed to have an impact on pupils' learning. For example, teachers used recording sheets in Year 2, which ensured that at the end of the lesson almost all pupils had successfully written about what they had seen and explained why. Similarly, in Year 1, a good range of different 'smells' kept pupils interested throughout the lesson. There are good links with personal, social and health education, particularly in raising pupils' understanding of drugs, alcohol, tobacco and computers. Science also makes a useful contribution to pupils' spiritual development in the way they treat living things with respect and show a growing appreciation of the beauty of nature. Teachers miss opportunities to extend information and communication technology skills in science through the use of sensors or using computers consistently in lessons.
99. From talking to pupils it is clear that they enjoy these lessons. Overall, they get on well together either when working as a whole class or in smaller groups. They listen carefully to their teachers and give clear and sensible answers to questions. Most pupils discuss and share ideas, respect the views of others and work hard with a good degree of independence.

100. The co-ordinator manages the subject well and has put together a comprehensive action plan to further raise standards, particularly at the higher levels. For example, through an analysis of recent test results in Year 6, she has identified pupils' weaknesses in answering questions that ask them to explain, describe, compare and show understanding. The result is that teachers are placing a greater emphasis on the development of pupils' scientific enquiry skills. However, assessment systems are not linked closely enough to the National Curriculum. They are not organised efficiently enough to identify pupils' progress through the school or to provide data for the school to analyse in order to raise standards. Assessment does not link directly enough to planning, particularly in ensuring that more-able pupils are consistently challenged.

ART AND DESIGN

101. Standards achieved in art have been maintained since the time of the last inspection, and remain above expectations for pupils of this age. All pupils, including those with special educational needs, have experience in a wide range of media. They make good progress in lessons because they work hard and persevere with their tasks. Pupils reach very good standards in drawing and painting. Samples of their work include two-dimensional items, work on fabric, printing and collage, sketching in pencil and charcoal, pattern and symmetry, mobiles and some three-dimensional modelling.
102. In Years 1 and 2, pupils use a wide range of materials and media including hessian, felt, paint, crayon and pencil. They paint portraits paying close attention to skin tone and proportion. In a mathematics lesson they study shapes in preparation for modelling fruit and vegetables in clay. They illustrate their own books about dinosaurs, using pencil crayons very delicately to show the detail of scales, spikes, claws and sharp teeth. The precision of their drawing shows a mature level of pencil control.
103. By the age of 11, pupils have acquired a number of basic techniques such as colour mixing and the study of perspective and proportion, particularly with regard to the human form. Having studied the work of Degas, pupils use pencil or charcoal to draw human figures in various positions – dancing, bending, walking, sitting – paying close attention to proportion. Using their knowledge of shape, angles, area and perimeter, pupils draw nets of Aztec square-based pyramids complete with flights of steps to construct three-dimensional models which are then painted. Pupils carefully observe fruit and vegetables such as sweet corn, tomatoes and pineapples, drawing accurately in pencil before applying colour. Finally they select one area to enlarge and the resultant work shows clearly the high quality of their observational and drawing skills.
104. Teachers plan their work to ensure that pupils receive direct teaching of skills and, when appropriate, they also make links with other subject areas, such as health and safety education, history and religious education. For example, pupils sketch the exterior of the local church and design large posters to illustrate how to move safely around the school building. Teachers do not use the full potential of information and communication technology in their own classrooms, although good use is made of the school's digital camera. For example, pupils used it during a visit to a forest, and have used software to design covers for folders and banners. Teachers make their lessons interesting by using good resources such as posters, and real items such as fruit and vegetables. Some work has been inspired by the very good use of music, for example 'A Sleepy Lagoon', or videos showing thrilling geographical features such as exploding volcanoes.
105. Of particular note is the way the whole school contributes to a single theme, such as 'Autumn', to exhibit in the hall. Contributions range from individual paintings of lively squirrels with suitably bushy tails to a landscape showing a brilliantly red tractor ploughing a field, watched by a family of scarecrows. Paintings of *sedum* in full flower indicate that pupils have developed a technique to depict the plant accurately. For instance, the

complex nature of its flower heads has been successfully portrayed by dabbing paint using a dry brush with a light touch.

106. The school makes good use of its locality to enrich the curriculum for art. For example, older pupils have been to the sculpture park in Wakefield, and after a visit to the local church they design and paint their own stained-glass windows. On a visit to a forest pupils gather items from the forest floor, which they use to make bookmarks. The close observation of items like leaf skeletons provides the opportunity for pupils to experience feelings of awe and wonder. The school welcomes visitors to enrich the art curriculum. For example, it has established a weekly art club for talented pupils organised by a visiting artist. After studying the clothes and jewellery of the Ashanti people from Ghana, the members of the club used sewing and printing to produce a striking banner of golden symbols representing the Ashantis' 'amazing finery'.
107. The co-ordinator for art is enthusiastic and very well organised. Her teaching is characterised by very good subject knowledge, clear objectives and very good use of resources. As a consequence, pupils have very positive attitudes to art. They work hard and with intense concentration at their tasks, and are reluctant to stop when the lesson ends. They are keen to share the results of their efforts with each other, and demonstrate sensitivity and generosity when appraising the work of others. Behaviour is excellent, both in school and in other places such as the church.

DESIGN AND TECHNOLOGY

108. Pupils reach the standards expected for their ages by the end of Years 2 and 6. This is the same as the finding of the last inspection. The school incorporated national guidance into its own scheme of work. This ensures that pupils experience a broad range of materials and tools as they move through the school. However, due to the difficulties of accommodation, there are few opportunities for pupils to be taught food technology. Although there were only two lessons observed in the juniors, from examining teachers' planning, talking to pupils and looking at their work, the quality of teaching and learning are judged to be satisfactory. A strength is the effective teaching of techniques and skills. Teachers encourage pupils to take care when measuring, cutting and constructing models and designs. This results in well finished, attractive articles. However, pupils have too few opportunities to develop planning skills through designing and making artefacts from their own ideas.
109. Pupils in the infants experience the full range of materials, tools and skills appropriate for their ages. They work with textiles to make woven caterpillars and use simple sewing stitches or stick fabrics. They design and make carrier bags to take buns home at Easter. By the end of Year 2, pupils make finger puppets, design and make insects from socks for a hanging mobile, and bake simple biscuits.
110. In the juniors, many design and technology activities arise from topics based on history or English, for example. This ensures that pupils develop the range of skills necessary to handle tools accurately and safely, and to join and combine materials in different ways. However, it limits the times when pupils produce their own ideas, plan and make their own designs or select materials. When pupils have opportunities to select techniques, such as a range of moving mechanisms in Years 3 and 4, work is more challenging and pupils become more aware of available choices. For example, in a Years 3 and 4 class, pupils investigated making flap, sliding or rotating mechanisms. They evaluated their techniques and the difficulties they encountered. Well-prepared resources and lively explanations enable teachers to illustrate different techniques, and effective questioning, such as '*Which process do you think I did first? Why?*' extend pupils' learning well. Good support for pupils with special educational needs ensures that they successfully take a full part in all activities. All teachers emphasise safety, so pupils use tools and materials safely. By the

end of Year 6, pupils draw designs and make a range of products carefully and accurately. They write evaluations, but have too few pointers to develop a critical awareness. This reduces progress in writing skills as well as evaluation skills. Pupils benefit from projects such as the Woodland project, in which they experience traditional crafts, including turning wood on a tree lathe. Opportunities are missed to use computers for designing and recording pupils' work.

111. Effective links to other subjects, exciting activities with experts, and technology weeks promote pupils' enthusiasm for design and technology. An effective assessment system is being tried out but is not fully in place. Although the co-ordinator monitors teachers' planning and looks at pupils' work, she has few opportunities to monitor teaching, which restricts her development planning and reduces the consistency of work throughout the school.

GEOGRAPHY

112. Attainment for pupils in the infant and junior classes has been maintained since the last inspection and is typical of that expected for their ages. Since the last inspection, long- and medium-term planning has been reviewed using the government guidance to improve the way pupils' knowledge, skills and understanding are developed as they move through the school. It is clear that pupils are learning a range of ways to describe the world and they have access to a good range of experiences within the geography curriculum.
113. In the infant classes, pupil's first-hand experiences are used effectively as an important resource to develop their early geographical enquiry skills. As a result of planned visits around the school grounds and the immediate locality, they begin to have an understanding of the physical features of the area in which they live. For example, on a simple sketch map they draw the features they pass on their way to school and locate their own houses. Their knowledge of the world increases as they wonder, 'Where in the world is Barnaby Bear?' In Year 2, pupils draw plans of their houses, making good links with their work on electricity. Moving to a wider perspective, they study Tocuaro in Mexico and contrast the differences with their own lives. *'It would take about ten and a half hours to get there by plane.'*
114. Pupils in Year 3 look at the differences in land use between different localities by visiting the seaside town of Filey and looking at the similarities and differences with Grenoside. Older pupils look more closely at settlements and contrast the features found in villages and towns. In Year 4 they build on their mapwork skills and are confident in using simple co-ordinates to locate places on a map. They look at the environment and explore ways in which it can be improved. Pupils in Year 5 extend their earlier work in physical geography and know about the work of rivers and the main features of the countries of Europe, in particular France, Italy and Spain. The oldest pupils study a less economically developed country and make interesting comparisons with the United Kingdom.
115. The quality of teaching and learning is satisfactory. Lessons are planned with an interesting range of activities. For younger pupils these are based on pupils' own experiences whenever possible. For example, using photographs of village features such as the community hall, to locate and add them to their sketch maps. With the valuable support of classroom assistants, teachers encourage worthwhile results from pupils with special educational needs. Visits out of school are used to bring the subject alive. There are some useful links with other subjects such as history and in the contribution the subject makes to pupils' cultural development, although the multi-cultural aspect could be improved. Opportunities are missed for pupils to extend their writing and computer skills through geography. The co-ordinator has clear plans for improving the way in which pupils' progress is assessed formally and how to use this to raise standards further.

HISTORY

116. At the ages of 7 and 11, pupils attain standards expected for their ages. Infant pupils are taught to develop an understanding of chronology and use their own experiences as a starting point. They study the lives of famous people and important events in British history such as Florence Nightingale and the Great Fire of London. They widen their experiences as they look at the differences between seaside holidays, past and present. By the end of Year 2, pupils are showing their developing understanding of the passing of time by using appropriate vocabulary and placing events in order.
117. Pupils in the junior classes increasingly understand about life in the past. To gain a wider view of world history, pupils in Years 3 and 4 study the ancient civilisations, for example the Greeks, and make comparisons with their own lives. They look closely at the culture and legacy of the peoples who invaded and settled in Britain. Pupils in Years 5 look at Tudor times and Britain in the 1930s. By Year 6, pupils have a much wider knowledge of aspects of the history of Britain and the wider world. They are able to describe some of the main events, people and changes, the reasons for those changes and their effect on people's lives. For example, they describe the effect on the Aztec people of the Spanish conquest and write about events from different points of view. They have opportunities to interpret history by looking at reliable sources such as photographs, texts and other artefacts. Studying the history of the local area, for example that of the Sheffield steel industry, gives pupils good opportunities to develop their historical enquiry skills. Good examples were seen on a visit to Sheffield, sketching the cathedral and surveying the Georgian houses in Paradise Street.
118. In the lessons seen, the quality of teaching and learning is very good. Teachers are confident in their subject knowledge and are rigorous in identifying the particular skills and knowledge that they want pupils to acquire. Pupils are encouraged to express opinions and explain their reasoning; for example, when researching the Aztecs in Year 6, '*Do priests always give good advice?*' or '*What do you know about Montezuma?*' In this way the subject makes a good contribution to developing pupils' speaking and listening skills, and to their personal development. Pupils' attitudes and behaviour are invariably very good; '*I like the inventions, the mythology and legends*'. There is a conscious effort to use history to develop pupils' literacy skills.
119. The school has worked hard to bring in systematic schemes of work. The curriculum makes a useful contribution to pupils' cultural development and is enriched by activities such as food tasting during a 'Greek day'. Trips to places of interest such as Kelham Island living history museum also bring the curriculum alive and allow pupils to dress in costume, wash clothes using poshers and dolly tubs, and work in the forge. The co-ordinator has identified the need to assess pupils more formally than through marking their work, allowing the outcomes to influence teachers' planning. In addition, although information and communication technology is used to research topics through the Internet and CD ROMs, there is room for improvement in the contribution it makes to developing pupils' knowledge, skills and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY

120. Pupils reach the standards expected for their age by the end of Year 6 and above expected levels by the end of Year 2. This is higher than at the time of the last inspection. Staff have benefited from good training to develop their expertise, so they now teach all aspects of the subject with confidence. The quality of teaching and learning is good overall. Improved planning and a high allocation of time in the suite, particularly for the juniors, ensure that all pupils make good progress. High quality resources, particularly in the information, communication and technology suite, enable pupils to have good access

to computers. The effective targeting of funding to bring about these very good improvements, resulting in higher standards in information, communication and technology, show that the school has obtained the best value for money.

121. Throughout the school, pupils achieve high standards in word processing and graphic skills. They handle computers confidently and show enthusiasm for their work. Teachers' clear explanations and demonstrations help to bring this about. They use resources, particularly the interactive whiteboards, very effectively, so that pupils are clear about what they have to do and learning is good. Most lessons in the computer suite make good links with pupils' learning in other subjects. Year 2 pupils, for example, write speech in speech bubbles, linking learning effectively with work in English earlier in the week. However, teachers do not organise pupils well enough across the curriculum during lessons in their own classrooms to consolidate skills learnt in the computer suite. Probing questioning reinforces pupils' learning well. Teachers use and emphasise computer language and provide opportunities for pupils to explain processes using the appropriate vocabulary. By the end of Year 2, pupils log on and off confidently, select and correctly use appropriate commands, such as 'font' and 'print size', and describe processes using the appropriate terminology. They use the mouse accurately. For example, they draw pictures in the style of Paul Klee for art.

122. Although pupils have had a lot of catching up to do in the juniors, they build on their skills well and achieve high standards in word-processing skills and data handling. For example, Year 3 pupils centred titles and highlighted work to amend and improve it when writing information leaflets. Year 4 pupils carried out the same task, but used spell check, the cut-and-paste facility and underlined titles. Pupils in Years 5 and 6 use data to create and use spreadsheets to calculate totals and averages. They understand and use formulae correctly. In a lesson for Years 5 and 6, the teacher encouraged two more-able pupils to demonstrate on the interactive whiteboard the processes involved. This helped to extend learning for some pupils and celebrated the achievements of the more able. This is an example of the good relationship teachers have with pupils. Opportunities for pupils to work together and support each other's learning help extend their skills and encourage social development. Classroom assistants provide good support for pupils with special educational needs to enable them to make good progress. Teachers interact well with pupils to support their learning of new skills and to adapt lessons or emphasise processes. However, although planning clearly identifies what pupils are to learn, activities do not always stretch more-able pupils. The lack of provision of new resources to enable pupils to sense information, such as temperature, or to control actions, means that standards are not as high in these aspects. However, pupils understand how to use LOGO to draw plans and how to control actions, such as the blinking of eyes on the picture of a clown. By the end of Year 6, pupils access information from the Internet, such as pictures and photographs, and use word-processing programs and spreadsheets to produce work of a high quality.

123. The co-ordinator leads the subject well, and her skills and enthusiasm contribute to the commitment of staff and improving standards. Her support is obvious in teachers' successful use of new resources, such as the interactive whiteboard, even though the co-ordinator and deputy headteacher have not yet provided formal training for all staff. There are effective systems for planning the curriculum and assessing pupils' achievements. However, these assessments are new and are not yet used fully to adapt the curriculum.

MUSIC

124. Music is a major strength of this school. During the inspection few lessons were observed in classes; judgements are secured from observing choir practice, peripatetic lessons, recordings, extra-curricular activities and assemblies. It is also clear from discussions with pupils, staff, governors and members of the community, as well as from a range of documentation, that music is a vibrant feature of the school's life.
125. By the age of 11, pupils are reaching standards in performance well above average. This is an improvement since the last inspection, when standards were judged to be above average. The improvement is due to very good and excellent teaching by the music co-ordinator and peripatetic specialists, who promote a high level of interest and enthusiasm for music. The school's strong stance on educational inclusion means that all pupils have access to all musical activities. For instance, all pupils, including those with special educational needs, are involved in the annual carol service in the local church and there are large numbers of pupils receiving instrumental tuition on the recorder, clarinet, guitar, violin and cello. School activities such as choir and recorder clubs are popular and very well attended. For example, over 40 pupils attend the lunchtime choir rehearsal.
126. In lessons, choir rehearsals and assemblies pupils sing with evident pleasure and good control of pitch, rhythm and dynamics. For example, the school choir follows melody lines and rhythms accurately as a consequence of the teacher's expert demonstration and insistent attention to detail. Their singing is sensitively supported by her accomplished accompaniment. Her expertise provides appropriately subtle support and directs the dynamics and shape of their phrases perfectly. She urges them to attempt high notes by such comments as, 'open(ing) your mouths wide and the sound will come out as if by magic'. They do, and it does, much to their surprise and joy! In assemblies, very good links with literacy are enforced as pupils follow the words of songs and hymns projected before them. By Year 6, pupils have acquired considerable skill in playing the recorder and reading standard notation, which includes crotchets, minims, quavers and rests. They are adept at playing at sight, reading the time signatures accurately. A large number of pupils take instrumental lessons in the guitar, violin, cello and clarinet each week. Their performance in all these instruments reaches very high standards.
127. Pupils compose short pieces of music using a range of percussion instruments, tuned and untuned. They base their compositions on the pentatonic scale, devise rhythm patterns, and successfully follow the convention of *ABA* to provide structure to their work. By Year 6, pupils explore sound and use instruments to depict a city scene, recording their compositions in graphic form and on tape. Pupils develop very good listening skills, and offer opinions and ideas after listening carefully to recorded music by Gershwin. They identify city sounds in the music – a 'honking horn', the 'clatter of deliveries'. They express their feelings very articulately and with confidence, using appropriate musical vocabulary such as 'loud', 'soft', 'rhythm' and 'melody'.
128. Teaching ranges from satisfactory to excellent. Where the quality is judged to be very high, teachers have excellent subject knowledge and high expectations. Lessons have a strong sense of purpose and teachers make learning objectives very clear. Their confident expertise enables them to push pupils' learning forwards because they make very good use of ongoing informal assessment. Satisfactory teaching is well planned and teachers make their lessons interesting, with good pace and management of resources, such as a range of percussion instruments. Teachers make good links with other curricular areas through musical activities. For example, very good opportunities are provided for pupils to develop their reading, speaking and listening skills in music lessons. Ample opportunities are also provided to enrich pupils' personal and social development through musical activities such as the choir and the recorder club. The use of ICT is underdeveloped at

present, although some information about composers such as J. S. Bach has been downloaded from the internet.

129. Music plays an important part in the school's links with its community, fostering pupils' spirit of citizenship effectively. Every year the school performs Maypole dances in the middle of the village, and all pupils take part in an annual Carol Service in the church nearby, which underlines the true meaning of Christmas. Parents and friends are also invited to annual musical productions in the school hall. These are specially arranged by the music co-ordinator to match the needs and abilities of the pupils. Assemblies are important occasions when music is frequently used to establish an appropriate ethos. Songs and hymns are carefully chosen to promote spiritual development. For instance, pupils sing the words 'Be still, for the presence of the Lord is moving in this place' very sensitively and thoughtfully.
130. Pupils have excellent attitudes to music. They are prompt for their rehearsals and instrumental lessons, organising chairs and stands efficiently. They show respect and courtesy towards their teachers, listen carefully and try their best. They practise regularly and take very good care of their instruments. Clearly enjoying their music making, they are determined and work very hard to perfect their performance. For example, in assemblies they became excited when singing a song faster and faster, emphasising the meaning of words by using signs and gestures, but their behaviour does not falter and they stop on time as requested.
131. The music co-ordinator is a tower of strength for colleagues whose subject knowledge is lacking. Her hard work and expertise have had a major impact on the standards of music throughout the school. For example, she has provided lesson plans to support teachers for use in all classes. Wherever possible, she liaises closely with visiting staff and promotes the success of their pupils by arranging regular concerts to show what they have learnt.

PHYSICAL EDUCATION

132. Standards by the end of Year 2 are above average. This is due to the consistently good teaching in Years 1 and 2. Pupils receive a carefully balanced programme of work throughout the school, which has been developed by teachers under the expert guidance of the co-ordinator. Progress in Years 3, 4 and 5 is good because teachers sustain the good teaching featured in the younger classes and pupils respond well to their high levels of enthusiasm. However, progress slows in the Year 6 class in games because there are low expectations of girls' performance. By Year 6, standards are at the expected level overall. Standards in swimming are above expectations because many pupils belong to swimming clubs and have awards for well above the expected 25 metres.
133. All teachers work very hard to compensate for the very poor accommodation. This is a particular problem for pupils in Years 1 and 2 because they have to walk a considerable distance from the infant site to the junior buildings. Teachers place a very high emphasis on the safety and efficiency of moving between buildings, and pupils respond extremely well by behaving very responsibly. However, the amount of time spent on learning is reduced by the time spent getting to and from the hall. Lack of storage facilities in the hall reduces the amount of space for pupils' work. Since the previous inspection standards have been maintained to the end of Year 5. The quality of teaching is better and the school has been very successful in improving the long-term planning, which was identified as a weakness. There is a high level of consistency of experience across the split year groups because teachers plan carefully together in teams to evaluate previous lessons and then plan the following week's learning together.

134. Teaching is good in Years 1 and 2, with some very good features. Teachers manage pupils' behaviour very well, which results in pupils settling quickly to new tasks and listening carefully to instructions. For example, pupils in Year 1 were caught in a sudden shower as they moved towards the junior buildings, but the teacher settled them very quickly as they entered the hall, and the lesson began promptly. Teachers use pupils' contributions very effectively to extend learning across the whole class and to extend personal development. For example, in both Year 2 classes pupils volunteered to stand in a hoop and produce a simple warm-up routine for the rest of the class to copy. They carried this out with great enthusiasm and were proud of their contribution. Pupils use a range of different ways of passing balls accurately to each other because teachers encourage them to work out their own ways of doing this and then praise inventive methods. Pupils work very well in pairs and small groups because teachers provide regular opportunities to develop these skills. They throw and catch accurately and try hard to improve their skills. More-able pupils throw balls much higher than expected and then run to the right position to catch them accurately. Pupils have a good understanding of the effect of exercise on the heart because teachers discuss this during lessons at the end of a burst of movement and get pupils to monitor their own heart rates.
135. Teaching is good in Years 3 to 6, with many very good features in Years 3 to 5. The very good teaching includes a very fast pace to lessons, with carefully structured tasks that build on each other to steadily increase pupils' skills. For example, in dance in Year 5 pupils developed a sequence containing starting and finishing positions, and four changes of directions and types of movements, built up over five different tasks. In Years 3 and 4 teachers made particularly good use of the cramped conditions in the hall for games by devising tightly structured attacking and defending tasks. Pupils developed higher standards than expected for their age in dodging and marking because of the high quality demonstrations and high expectations of these teachers. The very good teachers use apparatus imaginatively to extend the range of the tasks. For example, in games in Years 3 and 4, groups aimed at a hoop in order to score a goal. Teachers use discussion well to extend pupils' understanding. This ensures that they understand technical terms and strategic techniques. For example, in Years 3 and 4, teachers discussed the term 'invasive games' and used questioning very effectively to remind pupils of vocabulary they had used earlier in the term. Teachers work very sensitively with classroom assistants to support the needs of pupils with special educational needs. They ensure that these pupils have tasks that directly match their needs both physically and socially.
136. Teachers extend literacy very well during physical education. They use devices with the younger pupils, such as 'being pirates', to develop a range of different movements. Pupils thoroughly enjoy these imaginative scenarios. With the older pupils, teachers use story very well to stimulate dance. For example, pupils carried out a sequence of contrasting movements as the teacher told the story of Dot. Teachers insist that pupils use correct vocabulary in discussion and the use of key words is praised. For example, in Year 6 the teacher identified the expert use of the word 'cushion' to evaluate another pupil's performance.
137. The school provides an interesting range of sporting activities within the community, ranging from training days spent at Sheffield Wednesday Football Club grounds to visits to Sheffield Eagles' rugby facilities. An interesting variety of visitors run courses in school, such as the 10-week courses run by South Yorkshire Cricket Association. The village community values the maypole dancing that is taught each summer by the reception teacher and this activity provides a valuable link with the village's cultural heritage.

RELIGIOUS EDUCATION

138. Standards have been maintained since the time of the last inspection; those reached by pupils aged 7 and 11 still exceed expectations of the locally agreed syllabus. In line with the school's strong stance on educational inclusion, all pupils, including those with special educational needs, have equal access to all areas of the religious education curriculum.
139. By the end of Year 2, pupils have a good knowledge of Christianity. They have a secure knowledge of the major Christian festivals such as Christmas and Easter and take part in the annual Christmas Carol Service in the local church. They recount stories from the Old Testament such as 'Noah's Ark'. Pupils use their skills in art to illustrate their knowledge and understanding of the story of Jonah. They make models of the ark and the animals, and of Jonah inside the whale, effectively using their skills in art, design and technology. Following a visit to the local church they draw views of the exterior of the building using charcoal, showing clearly the strong lines of the stones and the height of the steeple. They enjoy looking closely at the ceremonial robes that the vicar wears and are witnesses to a 'mock' baptism. They study Islam, recounting its special features in writing and drawing. For example, they know that Muslims make a special journey to Mecca and that they worship using prayer mats in mosques. After studying the rules that Muslims observe, such as washing before prayers, they draw up their own rules; for example, 'Rules for our family at school' and 'Rules for our family at home'.
140. Building on previous experience, older pupils extend their knowledge and understanding of world faiths. They recognise the Five Pillars of Islam and discuss the implications of fasting during the month of Ramadan. Using their skills in design and technology they make a Mezzuzah Box, and use their literacy skills to good effect when giving Allah 99 beautiful names, such as 'creator' and 'merciful ruler'. Continuing their studies of the Old Testament they create the story of Moses leading the Israelites out of Egypt in a strip cartoon form complete with written captions. They bring this vividly to life; for instance, they use their skills in art to portray an angry Pharaoh shouting 'NO!' By the age of 11, pupils have acquired a broad knowledge and understanding of Christianity. Having visited the local church they write about their feelings: 'I felt welcome in God's house'. They show that they understand the use of candles to symbolise that Jesus is the light of the world, and bring to bear their skills in art by making three-dimensional pictures of candles and Christingles, using felt, thread, padding and sequins.
141. Assemblies are enriched by the presence of visitors, who bring their expertise to extend pupils' knowledge and understanding. For instance, during the visit of a church worker, pupils learn about children in Africa who have keenly enjoyed sporting activities. He stimulates interest by using good resources, such as photographs, and provides opportunities for pupils to appreciate the differences between children there and children here. For example, he showed a photograph of some children lining up barefoot, which brought a gasp of surprise from pupils. Other workers from the church explain to pupils how important it is to treat all people with kindness, especially those who have fallen on 'bad times'. Visitors provide good opportunities for the development of pupils' moral, personal and social education. Teachers leading assemblies tell Bible stories, such as that of Jesus healing the lepers to illustrate the importance of saying 'Thank you'. This reinforces and complements the content of lessons in personal and social education and in Circle Time.
142. The provision of religious education is good. Teachers work hard to ensure that pupils understand technical terms such as what 'fasting' means for Muslims. They provide imaginative and stimulating activities, and entrance their pupils with stories of what it is like to give up food between sunrise and sunset. Some pupils enjoy eating dates and drinking water to try to gain a deeper understanding of what it is like to fast for many hours a day. They use their skills in art and design to make special lanterns to celebrate the arrival of

the festival of Ramadan. Teachers develop reading skills well, but opportunities are missed to extend writing skills or to use information and communication technology.

143. Attitudes in religious education lessons and assemblies are very good. Pupils' work in religious education extends far beyond the subject and has successfully taken root in their personal, social and moral development. Their spiritual development is developing satisfactorily in assemblies and in their daily lives in school. When pupils are given the opportunity, they reflect meaningfully upon the world around them, on the value of their lives, and on others less fortunate than themselves.