

# INSPECTION REPORT

## **SACRED HEART RC PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107111

Headteacher: Mrs S Pilkiw

Reporting inspector: Mr J White  
17242

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> March 2003

Inspection number: 246650

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
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Ripley Street Hillsborough Sheffield
Postcode:	S6 2NU
Telephone number:	0114 2344362
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr M Frain
Date of previous inspection:	3 <sup>rd</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17242	J White	Registered inspector	Science; information and communication technology; music; foundation stage; educational inclusion; English as an additional language	What sort of school is it? The school's results and pupils' achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
14178	P Willman	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
21858	J Pryor	Team inspector	Mathematics; art and design, design and technology; special educational needs	How good are curricular and other opportunities?
23566	J Iles	Team inspector	English; geography; history; physical education	

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

### **INFORMATION ABOUT THE SCHOOL**

There are 211 pupils on roll, 116 girls, 95 boys, of whom 30 are in the reception Year. In Year 5 there is considerable gender imbalance where girls far outnumber boys. Very few pupils are of minority ethnic background and only one has English as an additional language. The school is about three miles from the centre of Sheffield and serves a wide catchment area with most pupils coming from an area of private and rented properties. About three-quarters come from low cost rental accommodation. Free school meal eligibility is below the national average but the school's view is that a significant number of parents do not claim. Forty-three pupils are identified with special educational needs and four have statements, figures broadly in line with the national average. Attainment on entry to the school is broadly average. The majority of pupils have nursery or play group experience. The school is part of a Catholic community and has strong links with the church. The current headteacher and deputy headteacher have been at the school for less than a year. At the time of the inspection Year 2 was taught by a supply teacher.

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

The school is effective. Most pupils reach satisfactory or better standards in the vast majority of subjects and areas of learning because the teaching is good overall. Leadership and management are good and the school is supported well by the governors. Pupils' general personal development is a significant strength and contributes very well to the harmonious school community. Good value for money is provided.

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

- Pupils' spiritual, moral, social and cultural development is very good overall
- The school is a very harmonious and cohesive community
- Teaching and learning are good overall and very good in the reception Year
- Pupils' work in art and design, design and technology, music and physical education is often good

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

- Standards in writing, mathematics and science in Year 2
- Making sure that pupils with above average capabilities consistently achieve 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**

The school has improved well since it was last inspected in November 1997. The last inspection's key issues have been addressed, resulting in improvements in the curriculum and assessment, and the raising of standards in information and communication technology. Governors now fulfil their statutory responsibilities and financial management is guided by defined limits of authority. Significant improvements have been made to the accommodation including a new hall, a new classroom for children in the reception Year and the installation of a computer suite. These have all contributed to improving pupils' achievements. The proportion of good or better teaching is higher than at the time of the last inspection and, with the exception of Year 2, most pupils make better progress overall. Many pupils throughout the school achieve higher standards, than those at the time of the last inspection, in art and design, design and technology, music and physical education. There remains scope to ensure that capable pupils fulfil their potential more consistently. Provision for pupils' general personal development was good last time and is now even better. The school's capacity to continue to improve is good.

## 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	C	C	B	C
Mathematics	C	D	C	D
Science	C	C	D	E

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

The results show that over the last three years pupils' performance has been best in English, when compared with the averages of all and similar schools. The school's results over four years indicate that overall standards have mainly been in line with national averages and the school's trend over five years broadly matches the national trend. These standards are reflected in the work of the current Year 6 pupils and are similar to standards at the time of the last inspection. In 2002 the school was very close to achieving its statutory targets. In the national tests for Year 2 pupils the best performance has been in reading and, over the last four years, has never fallen below the national average. Pupils' performance in reading, except in 2002, also compared favourably with the average for similar schools. Since 2000, standards in writing and mathematics have been below the average for all and similar schools and continue to be below average in the work of the current Year 2 pupils. Standards in science are also below average. Standards in writing, mathematics and science have fallen since the last inspection because there is not enough challenge in pupils' work. In all other subjects, in Year 2 and Year 6, standards are at least satisfactory. In Year 6, standards are good in art and design, design and technology, history and physical education, and better than at the time of the last inspection. Children in the reception Year make good or better progress in the six areas of learning and are on course to exceed many of the learning goals that are expected when they enter Year 1. In the rest of the school most pupils make at least satisfactory progress in the majority of subjects and achieve well in lessons.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen learners and want to do well.
Behaviour, in and out of classrooms	Good. Behaviour is often very good out of classrooms and when the teaching is very effective.
Personal development and relationships	Good. Pupils respond well to taking responsibility. Relationships are often very good.
Attendance	Satisfactory and improving quickly.

Upper junior pupils act as "playground friends" and are valued by other pupils.

## TEACHING AND LEARNING

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

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

The quality of teaching is good overall and often very good. On occasions it is excellent. Only a very few unsatisfactory lessons were seen during the inspection. However, the below average standards in writing, mathematics and science in Year 2, indicate that there have been weaknesses in the teaching in this year group. Teaching in Year 1 is very effective. Much of the teaching throughout the school is good in English and mathematics and pupils are given useful opportunities to apply their literacy and numeracy skills in other subjects. Generally, most pupils' needs are met well but there are occasions when more could be expected of pupils with above average capabilities. In many lessons teachers show good subject knowledge and the quality of their explanations is good. Pupils are managed well and the good relationships with pupils contribute well to their learning. Pupils usually work diligently and in those subjects where they have targets they are well aware of their learning. High expectations in the reception class are a key reason why the children are making good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The quality and range of learning opportunities are good and a key feature is the use of visits to enhance the curriculum.
Provision for pupils with special educational needs	Good. Pupils are well supported by teachers and support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Spiritual, moral and social development is promoted especially well.
How well the school cares for its pupils	The quality of care is good. Procedures for monitoring and improving attendance are helping attendance to improve quickly.

Partnership with parents is good.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The new headteacher has made a positive start and is well supported by the senior management team.
How well the governors fulfil their responsibilities	Governors fulfil their responsibilities well and are supportive of the headteacher and staff. They have a clear vision for the school's direction.
The school's evaluation of its performance	Satisfactory. The curriculum is monitored and evaluated well. Pupils' performance is evaluated satisfactorily.
The strategic use of resources	Resources are used efficiently and expenditure is linked well to the school's educational priorities.

Staffing, accommodation and resources are adequate overall. Significant improvements have been made to the accommodation and there are plans to alleviate some of the remaining disadvantages. The school meets its aims for pupils' general personal development very well. Governors apply the principles of best value well in some respects but there is scope for more rigorous application of the principles of comparison and consultation.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like school</li> <li>• Behaviour is good</li> <li>• The school expects children to work hard and achieve their best</li> </ul>	<ul style="list-style-type: none"> <li>• Information on how their children are getting on</li> <li>• The range of activities outside lessons</li> <li>• How the school works with parents</li> </ul>

The school offers three formal opportunities for individual consultation with staff about their children's progress in all year groups. Although a few parents expressed concern about the usefulness of the timing of these meetings, they follow a similar pattern to that found in most primary schools. Most parents attend these important meetings at which the children's individual targets are discussed together with how parents can help. Parents are also given open access to class teachers should they require more information at other times. The annual reports on pupils' progress are very good. They clearly indicate how well the child is doing in each element of the subjects studied, the effort applied to achieve this and specific targets for improvement are identified. In general the school works well with parents but the headteacher is planning to consult with them more in the near future. Although the range of after school clubs is narrower than is often found there is a diverse range of visits made to enhance the curriculum.

## **PART B: COMMENTARY**

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

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

- 1 Children enter the reception year with broadly average attainment. They are making at least good progress in the six areas of learning because the teaching is very good overall. Progress is very good in personal, social and emotional development, knowledge and understanding of the world and mathematical development. In the latter areas of learning, many of the children are on course to exceed the expected learning goals by the time they enter Year 1.
  
- 2 In the national tests for pupils in Year 2, the school's average points scores have been best in reading and prior to 2002 had never fallen below average in comparison with similar schools. However, in writing, results have rarely been average and over the last three years have been low, compared with the performance of similar schools. Over the last four years no pupil in Year 2 has been credited with an above average level score in writing. Standards in mathematics have also rarely been average and compared with the performance of similar schools have been low or very low. In the current Year 2, standards are average in reading, speaking and listening and similar to the standards at the time of the last inspection. Standards have fallen in writing, mathematics and science and are below average. In the national tests for pupils in Year 6, the school's average points scores in English have steadily risen over the last four years and have never fallen below the national average. In 2002, Year 6 pupils did well compared with performance in similar schools. Results in mathematics and science have also not been below average in three of the last four years. The school's trend in performance over five years has broadly matched the national trend and it was very close to reaching its statutory targets in 2002. In the current Year 6, standards are average in all three subjects and similar to the standards at the time of the last inspection. There are differences between the performance of boys and girls in the national tests. Year 2 boys' average score in mathematics, over three years, is much better than girls' performance and, in the results for Year 6, girls outperform boys in all three subjects. Although there were gender differences in the work seen during the inspection they were not as significant as in the test results.
  
- 3 Pupils in Year 1 are making good progress in English, mathematics and science and they achieve well in lessons. Because of very effective teaching their achievement is sometimes very good, for example, in their work in science in life processes and living things. Year 1 pupils are enthused by the quality of the teaching. For instance, in mathematics they enjoy numbers and are developing speedy mental calculations. Pupils' progress in Year 2 is satisfactory overall in reading, speaking and listening but in writing, mathematics and science many pupils are not achieving their potential because they have not been challenged enough. In Years 3 to 6, overall progress over time has been uneven but has been at least satisfactory. In much of their work, in English, mathematics and science, pupils in these year groups achieve well because the teaching is good or better. Discussion is undertaken regularly in lessons and pupils' use of subject specific language is a good feature. In mathematics, clear learning objectives and targets are helping pupils to overcome some of their anxieties about the subject. The school's recent focus on problem solving and developing writing is a positive move but has not had time to make a significant impact on standards. Very recent initiatives, in mathematics, to ensure the most able achieve their potential, should also bear fruit in time. Good links are made between subjects

and enable pupils to apply their skills in literacy, numeracy and information and communication technology (ICT)

- 4 In the work seen in the non-core subjects, standards were often better than at the time of the last inspection and pupils achieved well in lessons. In several subjects progress is good over time. Provision for ICT has improved considerably and as a result standards are in line with expectations in Year 6, rather than below what is expected. Teachers' ICT expertise has improved and good use is being made of the newly developed computer suite. There was not enough evidence to judge ICT standards in Year 2. In art and design, standards have improved across the school and are good in Year 2 and Year 6. Teachers make especially good use of the work of famous artists and an art trained class assistant makes a significant contribution to the standards achieved. Standards in design and technology (D&T), history and physical education are good in Year 6. Good links with other subjects, such as science and art and design, contribute well to pupils' achievements in D&T. In history, pupils make good progress in their chronological knowledge and understanding and they are enthusiastic about the subject. The provision of a new hall and the use of sporting specialists and community facilities have helped standards to rise in physical education. In all the non-core subjects above, except art and design, standards in Year 2 are in line with expectations. In geography, standards are satisfactory throughout the school. Music is taught to Year 2 on Fridays so it was not possible to evaluate standards. In the music lessons seen, standards were often good and in Year 6 they were satisfactory.
- 5 Pupils identified as having special educational needs (SEN) make good progress overall, as a result of the good quality support they receive. They achieve well in lessons. The school has very few pupils of minority ethnic background and these pupils are achieving in line with their peers. In most of the lessons seen pupils with above average abilities were well catered for and achieved their potential. However, there were occasions when more could have been expected of them. Past test results in Years 2 and 6 suggest that more pupils could have achieved higher than average levels. For example, in 2002 the proportion of Year 2 pupils reaching an above average level in reading, writing and mathematics was below that found nationally and well below the performance in similar schools. In Year 6, the proportion of pupils reaching an above average level in mathematics and science was below or well below performance in similar schools.

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

- 6 Pupils of all abilities, including those with SEN, have good attitudes to school. Their behaviour is consistently good and often very good. They respond very well to the strong Christian spiritual, moral, social and cultural values promoted by the school and their relationships with each other, and with the adults who work with them, are very good. Consequently, most pupils develop into well-balanced, friendly and sociable individuals and this provides a strong foundation for the mutually supportive and cohesive school community. Because pupils feel valued and happy, they work diligently and many make good progress in their learning.
- 7 Children in the reception year arrive happily at school and are keen to get involved in the interesting activities. Having checked on the welfare of the chicks, they quickly settle into the routines of the day and respond very well to instructions. The children are friendly and outgoing, eager to explain, sometimes at great length, what they are doing. They listen, enthralled, to stories and become fully involved. Because the teacher gives them many opportunities to contribute, they confidently talk about what

they think may happen next and why. Their behaviour and relationships are very good.

- 8 Pupils in Years 1 to 6 are well motivated and enthusiastic about many aspects of their lives in school. Almost all parents who expressed an opinion prior to and during the inspection consider that their children like coming to school and the pupils themselves confirmed this view. Year 3 pupils talked excitedly about the residential visit they are shortly to take part in and many pupils commented about how much they enjoy other interesting visits they make out of school. Although several pupils say that their lessons are sometimes too easy, they think that many are fun and this helps them to learn more. They particularly enjoy lessons in art and design and their work in the computer suite. Pupils value the praise they get for good work and the recognition they receive in assemblies, not only for their work but also for particularly kind and caring behaviour. They say that this makes them try harder. They have a sensible attitude to homework and understand its purpose, although some pupils in Year 6 would like to undertake more research and project work. The football training offered by one of the city's football clubs is supported enthusiastically by boys and girls. The good support provided for pupils with SEN enables them to take a full part in the lessons and school life and they do so with interest and commitment. These pupils have good attitudes to school and respond well to their realistic and achievable targets.
- 9 Pupils' behaviour in lessons is consistently good and, in those lessons that are particularly interesting and challenging, their behaviour is very good. Despite the limitation of the restricted playground area, pupils' behaviour generally at playtimes is very good. Several comment that the introduction of the Playground Friends and the provision of the skipping ropes and balls has made a significant difference to the quality of playtimes and this has improved behaviour. Pupils talk of minor instances of bullying which have made them unhappy, but they know to tell someone and are confident that the school will deal effectively with any problems. Pupils are courteous and well mannered; for example, without any prompting, they hold doors open to allow adults to pass. They are trustworthy, respect the school's resources and treat each other's property with care. There have been no exclusions.
- 10 Pupils' personal development is good and is better than at the time of the last inspection. They show sympathy and compassion for the difficulties of others through their fund raising activities and, in some lessons, they are encouraged to think about the feelings of those faced with moral dilemmas. For example, in one class, pupils were asked to close their eyes to experience how it might feel to be blind. In an assembly for Year 3 to 6 pupils were sombre, reflecting upon the fighting in Iraq and praying for a peaceful outcome for all. All pupils have classroom responsibilities that they carry out sensibly. Many pupils show good levels of initiative. For example, one Year 3 pupil spent most of his mid-day break gathering small pieces of litter into a cone - "because it looked untidy". Pupils co-operate well in their lessons and discuss and share ideas to improve their work. One pupil commented that if he was finding some of his work difficult, he would ask a friend to help. In class discussions, pupils learn to respect the views and beliefs of others and understand that, even though they may not agree, other viewpoints can be valid. During their time in school, most pupils develop good levels of self-confidence and maturity and are able to clearly and logically express their views on a variety of subjects.
- 11 Attendance for the last full academic year was well below that found in most primary schools and was below that of previous years. However, because of very good measures introduced by the school, the level of attendance has improved significantly

since September and is now slightly above the national average. Although most absence relates to illness, there are a small number of parents who take their children on holiday during term time. Most pupils arrive at school in good time, but there is a significant minority who are regularly late and are missing the important start to the school day. The registration process is quick and lessons start promptly.

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

- 12 The quality of teaching seen during the inspection was good overall and often very good. The standards reached by Year 2 pupils, especially in writing, mathematics and science indicate that, over time, pupils have not been challenged enough and that the good standards achieved in Year 1 have not been built on sufficiently.
- 13 Most of the lessons observed were planned well and in the good or better teaching the range of pupils' abilities was catered for. In the very few unsatisfactory lessons expectations were not high enough so pupils did not achieve as well as they could have done. There were also other occasions when the high attaining pupils could have achieved more. In the best teaching expectations were suitably high enough to ensure all the pupils were well challenged, for example, in science in Year 1, English in Year 3, music in Year 4, and history in Year 6. Invariably teachers shared learning objectives with pupils at the start of lessons so that they knew what was expected of them. Good use of discussion was also made at this time, to recap on pupils' previous learning or to ascertain what pupils know or can do. Mental arithmetic sessions were also used well at the start of lessons and they are helping pupils to become more confident in handling number facts. In a very good lesson in science in Year 6, the discussion had brisk pace as pupils considered how animals adapt to their environments. In the best of the plenary sessions teachers checked rigorously on what pupils had learnt and then re-enforced key skills and knowledge if required. Pupils with SEN were generally taught well and were well supported by the support staff.
- 14 Teachers' exposition was usually suitably clear and when activities were underway, often with the class assistant's support, they gave help to pupils who may not have entirely understood their instructions. In a successful lesson in English in Year 4, the teacher's very clear exposition helped pupils to improve their knowledge of informational texts. Almost always pupils settled quickly to work and no time was wasted. Often teachers reminded pupils of how much time they had to complete a task and this added a sense of urgency to their learning. Good subject knowledge and good use of subject terminology were also good features of much of the teaching, for example, in ICT and music. Pupils are managed well and in the vast majority of lessons the good relationships between teachers and pupils contribute well to pupils' learning.
- 15 The teaching in the reception class is very good overall. The teacher and the class assistant work well together to ensure that children experience a broad curriculum. Children's work is planned thoroughly and there is a good balance between teacher-directed activities and activities children choose for themselves. The teaching of personal, social and emotional development is a significant strength and ensures that the children are acquiring good learning habits, co-operate with others, behave very well and work independently. Basic skills are taught thoroughly and children's awareness of the world around them is developed very well. The teacher has high expectations and these are key reasons why the children are making such good progress.

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

- 16 The curriculum in the reception year is good and it is well planned to cover the required six areas of learning. Children are given a wide range of experiences and the balance between adult-directed activities and activities chosen by the children themselves is suitable. Children are valued and well cared for. In the rest of the school, pupils are provided with a broadly based curriculum with a good balance between National Curriculum subjects and religious education. The curriculum has improved since the last inspection. The range of activities for promoting pupils' personal as well as their intellectual and cultural development is good. The school's strong links with the parish as well as the local and wider communities ensure that pupils are well aware of the world around them. The curriculum includes sex education and a drug awareness programme. Provision for pupils' personal, social and health education both within and outside the curriculum is good. Healthy eating is promoted in science and design and technology when healthy meals are planned. The importance of sensible exercise is emphasised in the physical education programme. Pupils in Year 3 are provided with a short weekly lesson in Swedish, and a weekly French club is well supported. There is also a well-planned programme of visits for each class throughout the year, and the good range of visitors to the school broadens the pupils' experience.
- 17 The staff are careful to provide for equality of opportunity for all pupils and there are no groups who are left out of activities. The ethos of the school developed from its Christian character supports this strongly. Provision for pupils identified with SEN is good. The staff with responsibility for these pupils are talented and enable the pupils to achieve well. Liaison with class teachers is good. On those occasions when no extra support is available teachers usually, by extra efforts and careful planning, make good the deficit. The administration of SEN provision is good and the planning of individual work is careful. There are very few pupils of minority ethnic background and none is at an early stage of English acquisition. These pupils are fully involved in the curriculum and achieve as well as their peers. Relationships between boys and girls are good. Differences in their achievements are becoming more closely monitored and action is being taken to narrow some of the gaps in their academic performance, for example, in writing. The new deputy headteacher has recently taken on responsibility for gifted and talented pupils and some initiatives are being introduced to cater for these pupils' needs, for example, in the provision of a mathematics club for the most able.
- 18 Generally, suitable use is made of the national strategies for literacy and numeracy to help plan pupils' work in English and mathematics, although there are inconsistencies in the quality of the teaching. In particular, not enough rigorous attention has been given to developing writing and mental mathematics in Year 2. In much of pupils' work in most classes, good links are made between subjects and pupils have opportunity to apply their literacy and/or numeracy skills in science, history and geography. ICT is used well throughout the curriculum.
- 19 The range of curricular activities after school is narrower than that often found and is mainly limited to music and sport. The activities are limited largely to the older pupils. This was a matter of disquiet for some parents and one with which the inspection findings agree. On the other hand, there is a very rich programme of visits made by each class. The visits are linked to the pattern of studies and they provide a positive enrichment of the curriculum

- 20 The local parish supports the work of the school well, through the governing body, by providing funds for improvements. There are a good number of enthusiastic volunteer helpers who support the pupils, and who hear them read or help with art and design. The school also benefits from involvement with local community projects such as concerts, with, for example, a group of disadvantaged adults, or with the parish in the planned centenary celebrations. There are also links with local industry, such as the local designer working with the pupils to create a centenary lapel badge and a community artist planning a ceramic centenary cross for the hall. There are generally good relationships with the playgroup, which shares part of the school's grounds, and also with the Aided Secondary School to which most of the pupils go when they leave Year 6. The links include secondary school staff meeting with Year 6 pupils. In addition, secondary school staff sit in on review meetings for pupils with SEN prior to their transfer to the secondary school.
- 21 Provision for pupils' spiritual, moral, social and cultural development is very good overall. This is a natural working out of the school's pervasive Catholic Christian ethos where the concern for all aspects of the pupils' development is an important and continuing focus. As well as in the regular acts of worship, pupils' spiritual development is enhanced very well by opportunities provided in the curriculum for them to experience wonder at aspects of the creation in living things, both plants and creatures. They experience a sense of awe at their discoveries in science or mathematics and explore their own inner lives in art and dance. The wide range of visits, especially the residential ones which provide pupils with challenging experiences to be explored with their friends, are important elements in this provision. Religious education provides them with a language in which to express their spiritual and religious insights, For example, a group of Year 6 boys composed sensitive prayers for use in an act of collective worship.
- 22 The school is a moral community in which learning the difference between right and wrong permeates its organisation, teaching and policies and practices. The good quality of personal relationships and of behaviour is the result of the very good opportunities provided for pupils to think about why some behaviour is good, and how some relationships flourish. There is a good tradition of discussion. For example, in a history lesson in Year 6 a discussion of moral issues was of a very high order. Important features of the provision for moral and social development are the very good models provided by the adults in the school. Pupils respect them.
- 23 Pupils are provided with a good range of opportunities to serve the school community. For example, there is an effective system of playground friends, which the Year 6 pupils take very seriously. They make sure that there are always enough of them "on duty". Pupils have well developed social skills when dealing with visitors, and relate very well to each other to help create a harmonious community within the school. They are also made aware of the wider community and engage in local events to support the environment, such as bulb planting in a local park, or supporting campaigns over environmental issues. They are involved in activities that enhance their own school surroundings, such as the planning of the tile wall decoration for the hall to celebrate the centenary of the school and the parish. An environmental arts group also provided a very good opportunity for the pupils to consider wider social issues concerned with the environment. Visits to local services, such as the fire station and the close links with a local councillor provide them with very good insights into how local communities work.
- 24 Pupils' cultural development is promoted well. They are introduced to a good range of examples of British or European artists and some from other cultures such as Thai

puppets and Indian batik work in Year 3. Attention paid to major faiths other than Christianity in religious education and to cultures other than the British in geography and history, as well as in special ventures such as the Black Awareness project in the previous year, and the African Ark, which involved a visiting fabric printer. The lessons in Swedish and the French club also widen the pupils' cultural horizons significantly and in a very practical way. Pupils are adequately prepared for life in a multi-cultural society.

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

- 25 The welfare of all pupils, including those with SEN and children in the reception year, is a fundamental priority for the school and the kindness and commitment of all adults who work with and care for the pupils ensures that their well being is safeguarded. Because of the strong commitment of staff to the care and welfare of each individual pupil, the quality of the educational and personal support is good. The procedures for monitoring pupils' academic performance and personal development are satisfactory and the provision made for those pupils with a statement of special education need is good. Parents say that they trust the school to take care of their children and are confident they will be kept informed of any problems that may arise. This overall good quality of care has been maintained well since the last inspection.
- 26 Procedures to safeguard the physical well being of pupils are good. Risk assessments are carried out to identify any health and safety hazards, emergency evacuation is practised regularly and records are kept. Fire, electrical and other equipment is checked annually and the provision for first aid is good. The mid-day supervisors treat the pupils with kindness and humour and the quality of supervision during the mid-day break is good. The school follows accepted guidelines for child protection. Appropriate records are kept and staff are vigilant in their approach to this aspect of care. Teachers ensure that pupils understand how to use resources safely and the importance of good hygiene and diet. Pupils receive appropriate information about sex and drugs through their science lessons, and, from time to time, visitors come to school to talk to pupils about issues of personal safety.
- 27 As a result of the often very good relationships that teachers have with the pupils, the formal and informal procedures for monitoring and supporting personal development are good overall. This ensures that pupils receive a good level of personal support and guidance. Pupils say that they trust their teachers and know that they will help them if they are unhappy. There are effective systems to follow-up pupils' absence and parents clearly understand the need to advise the school of reasons for absence promptly. Because attendance has been lower than most primary schools in recent years, very good procedures have been introduced to closely monitor overall and individual attendance in order to encourage those with unsatisfactory attendance records to come to school more often. Parents are regularly reminded of the importance of regular attendance in raising individual attainment and pupils who achieve high levels of attendance are rewarded in an unusual and imaginative fashion. For example, last term they received tickets to a Sheffield Wednesday football match. The school is well supported in its efforts to improve attendance by the attendance officer. These systems have so far this year resulted in a significant improvement. Morning and afternoon registration procedures comply with legal requirements. Procedures for recording and monitoring any significant instances of poor or racist behaviour and bullying are good. Most disputes are resolved quickly and pupils comment that staff treat them fairly when they behave well or otherwise. Such praise and reward are very effective in achieving high standards of behaviour in the school.



- 28 Children in the reception year are assessed well and the findings form the basis for the composition of groups for the various activities. Staff know the children well and work is well matched to their needs. Procedures for assessment are satisfactory in the rest of the school. A week is set aside each term for assessing pupils' performance in English, mathematics, science and religious education. The findings are recorded for each pupil. The findings from statutory and non-statutory tests in English, mathematics and science are recorded electronically and are used to predict pupils' performance and set targets. In the non-core subjects pupils are assessed at the end of each unit of work and individual teachers record results in their own way. The lack of a common format for recording makes it difficult for the school to track pupils' progress over time.

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

- 29 The school's partnership with the majority of parents is constructive and effective. Most of the parents who expressed a view prior to and during the inspection have positive views about many aspects of what the school provides and achieves. They support and value the strong Christian values promoted by the school and most clearly understand their vital role in the education of their children. Significant concerns were expressed by a small number of parents but the inspection's findings do not fully support these views. (Please see the parental summary.) Overall, the good quality of the partnership with parents has been successfully maintained since the last inspection through the period of recent change.
- 30 The quality of the information provided for parents about the school and about their children's progress is good overall. The prospectus and governors' annual report contain useful and practical information about the school. The induction procedures for parents of children in the reception year are very good and form the basis of the very close and constructive relationship with the reception staff. Weekly newsletters are sent to parents to keep them up-to-date with activities taking place in the school. Helpful details are provided about what each year group will be learning during the year and homework schedules are published in the prospectus. Parents of pupils with SEN are invited to discussions about the pupils' needs and the ways in which they can be met and many, but not all, avail themselves of the opportunity. Parents attend annual reviews for those pupils who have statements of SEN. A number of parents indicated that they were pleased at the way in which the school helped their children.
- 31 Overall, the involvement of parents in school life and their contribution to the learning of their children are good. The school recognises the positive impact of this involvement in raising the achievement of the children and improving school life. A small number of parents are actively involved within the school and their help is valued. Many parents willingly volunteer to help with visits out of school and are very supportive of the fund raising events organised by the parents' association. Funds raised by parents have been used most recently to purchase a very good range of playground equipment that the children thoroughly enjoy at playtimes. Several pupils say that their parents help and encourage them with their homework and many listen to their children read. Although the prospectus gives good information about homework provision, there have been inconsistencies in practice and some parents are not clear about what is expected of them and their children. Parents have responded well to the school's initiatives to improve attendance and the majority support the school's efforts to modify any instances of poor behaviour. The high level of attendance at consultation evenings and performances is a strong indicator of

parents' interest and involvement in the progress of their children and their support for the school's work.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

- 32 The new headteacher has been at the school for less than two terms. She has made a good start and is well supported by her senior management team, including the new deputy. She is sensibly building on the practice inherited from her predecessor and pursuing a collegiate style of leadership. Teamwork is developing well and the headteacher, governors and staff are pulling together in the same direction. A good range of curricular and non-curricular policies guides the school's work and communication systems are good. The school runs smoothly. The senior management team meets regularly. The issues for governors, identified in the previous inspection, have been addressed. A significant strength of the school is in meeting its aim to create a caring Christian community in which each child feels valued, secure and confident.
- 33 Governors give good support to the school and praise the commitment of the headteacher and staff. They have a clear vision for the school's future including improving pupils' performance, sustaining the school's strong Christian ethos and developing and supporting the new senior management team. Governors attend an annual meeting in which they join with staff to consider the school improvement plan. Improvement plans have improved since the last inspection and now include projected costings. Further improvement could be made in setting precise targets to raise standards of pupils' performance. The headteacher's reports to governors are detailed and help to keep the governors well informed. Governors acknowledge the help that the headteacher has given in interpreting data on pupils' performance. Each governor is "attached" to a year group and this helps to give focus to their contact with the school. Performance management is well established and is being extended to include non-teaching assistants. The staff, including the class assistants, work in curriculum teams and the subject co-ordinators devise action plans for their subjects. Co-ordinators work hard. They carry out subject audits, monitor planning and scrutinise samples of pupils' work. They have had little or no experience of observing lessons or working alongside their colleagues. The new headteacher and the LEA link advisor have conducted joint lesson observations and work scrutiny in English and as a result pupils' writing has been given a higher profile. Analysis of assessment results has led to more focus being given to problem solving in mathematics.
- 34 Finances are managed efficiently and recommendations raised in the last auditor's report have been addressed. Suitable use is made of grant funding and spending is linked to the school's priorities. Staffing, accommodation and resources are adequate overall. Staff attend a suitable range of courses for their professional development. A key commitment of the governors has been to improve the learning environment. Significant improvements have been made to the accommodation since the last inspection. These include a new hall, a new reception year classroom and a computer suite. Disadvantages remain, most notably the two terrapin classrooms that house Years 5 and 6. However, further significant improvements are planned. Best value principles are applied well in relation to the school's accommodation and services. For example, after reviewing contracts, governors changed the school's boiler/heating service provider because another provider offered better value for money. The headteacher is aware that there is room for improvement in applying the principles of comparison and consultation.

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

35 The governors and headteacher should:

- (1) Raise standards in writing, mathematics and science in Year 2 by:
  - building on what pupils already know and can do
  - setting higher expectations of pupils' work
  - monitoring the teaching more thoroughlyParagraphs: 2-3, 12, 18, 43, 46, 48, 50, 57-58
  
- (2) Make sure that pupils who are of above average capabilities consistently achieve their potential by:
  - tracking their progress more rigorously
  - identifying and disseminating strengths in the teaching.Paragraphs: 3, 5, 12-13, 43, 55, 59, 60

## **OTHER ISSUES TO BE CONSIDERED FOR INCLUSION IN THE ACTION PLAN**

- Provide more opportunities for subject co-ordinators to observe lessons and to work alongside colleagues (Paragraphs: 33, 49, 84, 56)
- Improve the application of the best value principles of comparison and consultation (Paragraph 34)
- Improve the effect of measures to combat the unpunctuality of the significant minority of pupils (Paragraph 11)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	21

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	20	8	3	0	0
Percentage	4	31	42	17	6	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	211
Number of full-time pupils known to be eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	43

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	7.8

#### Unauthorised absence

	%
School data	0

National comparative data	5.4
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National comparative data	0.5
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*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	12	16	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	9	9
	Girls	14	11	11
	Total	26	20	20
Percentage of pupils at NC level 2 or above	School	93 (93)	71 (87)	71 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	12	12
	Girls	14	14	15
	Total	25	26	27
Percentage of pupils at NC level 2 or above	School	89 (93)	93 (93)	96 (93)
	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	22	11	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	21
	Girls	10	10	10
	Total	28	27	31
Percentage of pupils at NC level 4 or above	School	85 (73)	82 (73)	94 (81)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	6	21
	Girls	10	4	10
	Total	27	10	31
Percentage of pupils at NC level 4 or above	School	82 (76)	91 (76)	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****Exclusions in the last school year**

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	193	-	-
White – Irish	5	-	-
White – any other White background	3	-	-
Mixed – White and Black Caribbean	1	-	-
Mixed – White and Black African	-	-	-
Mixed – White and Asian	2	-	-
Mixed – any other mixed background	2	-	-
Asian or Asian British - Indian	1	-	-
Asian or Asian British - Pakistani	-	-	-
Asian or Asian British – Bangladeshi	-	-	-
Asian or Asian British – any other Asian background	-	-	-
Black or Black British – Caribbean	1	-	-
Black or Black British – African	-	-	-
Black or Black British – any other Black background	1	-	-
Chinese	-	-	-
Any other ethnic group	2	-	-
No ethnic group recorded	-	-	-

*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)	8
Number of pupils per qualified teacher	30
Average class size	30

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	120.5

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	4

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

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001 - 2002
	£
Total income	441,513
Total expenditure	446,127
Expenditure per pupil	2,145
Balance brought forward from previous year	20,298
Balance carried forward to next year	15,684



## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	211
Number of questionnaires returned	63

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	48	48	2	2	0
My child is making good progress in school.	44	46	5	0	5
Behaviour in the school is good.	37	61	2	0	0
My child gets the right amount of work to do at home.	24	51	16	3	6
The teaching is good.	41	49	0	0	10
I am kept well informed about how my child is getting on.	21	37	32	8	2
I would feel comfortable about approaching the school with questions or a problem.	44	48	8	0	0
The school expects my child to work hard and achieve his or her best.	49	48	3	0	0
The school works closely with parents.	25	39	33	3	0
The school is well led and managed.	24	57	2	0	17
The school is helping my child become mature and responsible.	37	50	8	0	5
The school provides an interesting range of activities outside lessons.	19	43	21	14	3

## **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**

- 36 Children enter the reception Year with broadly average attainment. They make good or better progress because the quality of teaching is very good overall. Consequently, many children will reach the learning goals that are expected for this age group by the time they enter Year 1. In some areas of learning they will exceed the goals. Provision has improved since the previous inspection.

#### **Personal, social and emotional development**

- 37 The teacher and the class assistant teach this area of learning very effectively. Consequently, children are on course to exceed the early learning goals. The considerable care that the adults show, and their valuing of the children, results in children being confident and happy in their dealings with each other and adults. For instance, when a dining supervisor came to collect children for lunch, many of them commented; *"We like your new coat"*. They settle very quickly to work and are keen to share their efforts with each other and adults. For example, at the start of the day they proudly show their parents what they have been doing. They are encouraged very early on to be responsible for their own things and to tidy away resources quickly and sensibly. They do this very well with the minimum of fuss. They behave very well and co-operate with one another. For instance, a girl and a few boys worked well together when building with a range of three-dimensional shapes, as part of their mathematical development. Children are also helped to become independent learners, especially when they choose activities for themselves. This provision ranges from sitting quietly looking at a book to role playing in the "garden centre". Children sit quietly when expected, listen carefully and know they have to take turns when speaking.

#### **Communication, language and literacy**

- 38 Teaching is good overall and is helping children to make good progress towards achieving and in some cases exceeding the expected learning goals. Good opportunities are provided for children to develop their listening and speaking skills. They listen well to stories and are keen to talk about them. Many speak confidently and ask appropriate questions. Their oral sentences are mainly structured accurately. The teacher encourages them to predict what might happen in a story and when showing them a simple text wastes no opportunity to teach individual letter sounds or to encourage them to try reading words and phrases. In a good lesson, children improved their understanding of the different elements in a story and their identification of characters. Activities were then well linked to the objectives of the lesson. In some of the activities there was scope to ask the children more challenging questions. The classroom is suitably organised to promote children's communication, language and literacy and includes reading and writing areas and a range of captions. Children are taught basic writing skills and they also have opportunities to try and write independently, for example, about the class chicks. Some of the high attaining children are already including full stops in some of their writing. Other children's writing also shows good progress, over time, in forming letters. A particularly good feature of the provision for writing is the teacher's setting of targets, such as; *"I can write my name"*. The curriculum for the reception class includes visits to the local area and further afield. These provide very good opportunities for children's development in this area of learning.

## Mathematical development

- 39 Mathematical development is taught very well. Many of the children are already achieving several of the early learning goals and should exceed them by the time they enter Year 1. In a very effective lesson, children identified simple shapes accurately and talked about their properties, such as the number of faces. They also used appropriate mathematical language well including *shorter, longer, bigger* and *smaller*. The teacher carefully and very clearly introduced children to cuboids and cubes, and by the end of the lesson about half of the children were talking about them with better understanding. Very good use of the plenary at the end of the lesson re-enforced children's learning. Good opportunities are taken at other times to extend children's mathematical development. For example, by singing number rhymes and using counting games. Children also have targets for mathematics, for instance, "*to order numbers to 15*". Several children write and recognise numbers to at least 10 and are making good progress in writing numbers accurately.

## Knowledge and understanding of the world

- 40 This area of learning is taught very well and many of the early learning goals are being reached. Very good progress is being made especially in early scientific enquiry and in the use of ICT. In a very effective lesson, children were finding out about the differences between living and non-living things. The teacher asked the children whether a teddy bear would get bigger. "*No*" they replied, "*it will get older*". They then went on to indicate what plants and animals need to live including water and light. The teacher has considerable expertise in ICT and this is benefiting the children. They use the mouse and keyboard confidently and use computer games and programs to support their work, for example, in mathematics and art. Children also have opportunity to use Roamer (a controllable toy) and to take digital photographs. Children's work on "all about me" has helped them to find out about their own and their family's past and present lives. Good use has been made of family photographs. Children select and use constructional equipment well. Their visits to the local area and further afield provide them with good opportunities to find out about different environments.

## Physical development

- 41 Teaching is good overall and children are well on course to reach or exceed the early learning goals. Regular use is made of the school hall for physical development. Children move confidently around, under and over apparatus and make good use of space. They are made aware of the importance of warming up and cooling down. Because of restrictions in outdoor play space it is not possible for the staff to allow children to move spontaneously between indoors and outdoors. However, this disadvantage is compensated for by the use of the hall, which has been built since the last inspection. A good range of other opportunities is provided to develop children's movement skills including moving to music and performing action songs and rhymes. Children observed handling large and small equipment, for example, when cutting out and arranging pictures of living and non-living things, did so with reasonable care and control.

## Creative development

- 42 Teaching is good in this area of learning and children are making good progress. Several of the early learning goals are already being reached. In a music lesson in

the hall children explored sounds as they used a range of percussion instruments and sang songs from memory. The teacher taught the names of the instruments if the children did not know and made good use of the visiting pianist's help. The children enjoyed the session immensely, they tidied away the instruments sensibly and thanked the pianist. A good range of opportunities is provided for the children to experiment and create using different media. Their portraits in their work on "all about me" show good brushwork and they used colour well in their "shape" pictures. Good links are made with other areas of learning, for example, children's work on "memories" includes pictures and writing. Each termly topic of work includes the provision of a role-play area linked to the topic. During the inspection, the topic was "growing" and the role-play area was a "garden centre" that was used regularly by the children. They co-operated well as they took on the role of "gardeners" and talked about how they had planted and watered seeds.

## ENGLISH

- 43 Standards for pupils in Year 2 are below average in writing and have fallen since the last inspection. These are similar to the school's results in the national tests since 2000, which have remained below the average of all and similar schools. Standards are average in speaking, listening and reading and match the picture found at the time of the last inspection. Standards in the tests in reading, taking the three years 2000 to 2002 together, have been average. In Year 6, standards are average and similar to those at the time of the last inspection. This is a broadly similar picture to the school's results in the national tests, taking the years 2000 to 2002 together. However, when compared with the performance of similar schools, results have fluctuated more widely. Progress in Year 1 is good in all aspects of English but in Year 2 progress slows, especially in writing. Progress in Years 3 to 6 is generally good over time but there is some unevenness between year groups. Pupils with SEN make at least satisfactory progress. There is scope to improve the achievement of pupils whose prior attainment is just above average. Some of these pupils are capable of achieving more than average levels. The most able pupils achieve well.
- 44 Throughout the school pupils have regular opportunities to develop their speaking and listening skills. There are some good examples of pupils using appropriate subject specific vocabulary in subjects such as history, science and geography. Many pupils have the breadth of vocabulary to describe their learning in detail and articulate their knowledge and understanding well. For example, in an excellent lesson in history pupils evaluated the impact of military intervention in Iraq. The teacher who encouraged pupils to reflect on a range of views and consider the feelings of others managed the debate very effectively.
- 45 Pupils of all ages enjoy reading and understand the relevance of reading for information to support their research. In Year 2, pupils apply their phonics skills and read with reasonable fluency and expression. They understand terms such as phoneme, index, contents and glossary and locate words in dictionaries to support their spelling. Pupils in Year 6 are enthusiastic readers, talk well about their reading, and are generally fluent. The most able especially express their preferences well and support their views by evidence from the text. For example, a pupil who gave a very good resume of the book "Goodnight Mr. Tom" referred to an incident in the book as "*powerful stuff*".
- 46 Good progress is made in writing in Year 1 because the teaching is good. However, the rate of progress slows in Year 2. Planning is weak and does not give sufficient guidance to help the temporary teacher fulfil the requirements of the literacy strategy.

Insufficient attention has been given since pupils entered Year 2 to help them achieve above average levels in writing. The range of work available for inspectors' scrutiny was narrow and, in general, too much time has been spent completing work sheets and filling gaps in sentences. These tasks do not encourage the use of pupils' broad range of descriptive language. There is little evidence of marking, indicating how pupils can improve, and this weakness inhibits the development of pupils' self-knowledge of their learning. The system of moving groups of pupils around a range of tasks that cover phonics and features of guided reading and writing does not stimulate adventure in language or always provide sufficient challenge for individual pupils.

- 47 The picture improves in Years 3 to 6 because teaching is good and on occasions very good. The literacy strategy is implemented effectively in these age groups. Pupils write for a good range of purposes and different forms and by Year 6 their writing includes biographies, autobiographies and poetry. Good links are made to citizenship as pupils write to the local council to make the case for excluding traffic from the local shopping area. Pupils plan and draft their writing well and make good use of ICT to present work in interesting ways. There is good evidence of the development of cross-curricular links, for example, in history where text is chosen to link with the period of study and pupils develop writing that includes narrative and reportive language.
- 48 In most of the lessons seen during the inspection the teaching was good or better. In the best teaching all pupils irrespective of their abilities were sufficiently challenged and they achieved well. The teachers' good subject expertise and thorough planning helped pupils to achieve very well. For example, in a very good lesson in Year 1 the teacher's close attention to the timing of pupils' work ensured that no time was wasted and that the pace of learning was brisk. In an equally effective lesson in Year 4, the teacher's very clear and knowledgeable exposition improved pupils' understanding of informational texts. In general, pupils are managed well and relationships are good. Teachers' marking is usually good and gives guidance on how pupils can improve their performance. The quality of Year 2 pupils' work and the teaching observed indicates that the teaching is largely satisfactory in speaking, listening and reading but unsatisfactory in writing.
- 49 The school has recently recognised the need to improve standards in writing and is addressing the issue systematically, for example, by setting targets for individual pupils. While the school has identified the problems in Year 2 there has been insufficient time for the action taken to have a significant impact on teaching and learning. Other improvements are being made. New reading books have been chosen to be of particular interest to boys in order to improve their attitudes to reading. The subject co-ordinator provides sound leadership. Results of statutory and non-statutory tests are analysed to judge the rates of progress of different groups and action is taken. Procedures for assessment are satisfactory overall but statutory assessment of writing has been unsatisfactory in Year 2 because for several years no pupil has been credited with an above average level. The co-ordinator monitors teachers' planning and has scrutinised examples of pupils' work. She has had little experience of observing English lessons. Action taken to improve the range of books and school library has been appropriate.

## **MATHEMATICS**

- 50 Recently, following an analysis of test results, there have been improvements in the teaching of problem solving and some improvement in matching the work more

closely to pupils' different levels of attainment. However, this has not yet resulted in any overall improvements in standards since the previous inspection. At the end of Year 2 standards have been below or well below the national average in three of the past four years and when compared with similar schools have never reached average. Results have been steadier at the end of Year 6, where they have remained average for three of the past four years, when compared with all and similar schools. In spite of very good teaching in Year 1 the current Year 2 pupils are achieving well below their potential. The good and very good teaching in Years 3 to 6 goes a long way to reverse the decline in Year 2, but some of the effects continue, especially in some pupils' continuing lack of confidence in, and facility with, number.

- 51 In the infant classes girls do less well than boys, but by the end of Year 6 the situation is reversed. Those pupils identified as having SEN receive good quality help and achieve well in line with their individual targets.
- 52 Pupils in Year 1 make good progress and achieve well. Most are excited by the subject, enjoy finding out about numbers and display their knowledge in the quick fire question and answer sessions that start each lesson. With this developing understanding of the relationships between numbers, and using the wide range of imaginative methods that they are taught, they are quick and accurate in making calculations of numbers and money, whether they are presented as sums, or as problems. They recognise and describe simple two-dimensional shapes and understand simple measurement. Above all, they enjoy numbers, sharing the enthusiasm of the teaching, and responding to the challenge to do even more. The same degree of challenge is missing in Year 2. The work planned for the pupils is not matched sufficiently to their levels of attainment and in some cases it is less demanding than that provided for Year 1. Overall, therefore, their progress declines and they do not achieve as well as they could do.
- 53 Pupils in Years 3 and 4 are successfully encouraged to overcome their anxieties about the subject and to work harder, so that progress picks up and they begin to achieve more. The Year 3 class wrestled cheerfully with the concept of division, and grasped its link with the idea of sharing, as a result of some imaginative teaching, Their success was limited by the weakness of some pupils' grasp of number bonds and multiplication facts. In some cases their difficulties with division were the result of an anxiety about the subject and a fear of getting things wrong. A similar anxiety about mathematics was found, to a diminishing extent, in Year 4 where the class was finding out a number of ways of multiplying by 20 quickly. They were being encouraged to use approximation to help in their answers. In some cases the pupils handled the multiplication safely, but found the use of approximation, as a support to accuracy, made for difficulties. Good basic teaching techniques overcame the problem, which had arisen as a result of the work not being accurately enough planned to meet the needs of the varying abilities of the pupils. Among the older pupils in Years 5 and 6 mathematical knowledge and understanding are on the whole more secure. The highest attainers in Year 6 are well supported by the Year 6 mathematics club. They have half an hour each week with the mathematics co-ordinator to advance their knowledge and understanding of areas of mathematics that they choose. Here the challenge to excel in the subject is made and the pupils respond well. Other pupils in Year 6, as well as those in Year 5, make good progress as a result of some very good and always competent teaching. Careful day-to-day assessment ensures that pupils generally understand a topic before it is built upon further. This was the case with the Year 6 class when they struggled to work in imperial measures. They were much more successful the next time it was attempted when the tasks, through which they learned, were more accurately tailored to their

prior understanding. Year 5 pupils responded very well to enthusiastic teaching concerned with multiplying and dividing large numbers by 10, and with making estimates to varying degrees of accuracy. The work was well matched to the abilities of different groups; those able to handle more work having more, and more difficult, tasks to perform. This challenge kept the pupils busily engaged and eager to learn.

- 54 Throughout the school all the areas of mathematics identified in the National Curriculum and contained in the National Numeracy Strategy are covered in the planning. By Year 6, pupils speak with some confidence about a variety of shapes, and about measurement. They use mathematical calculations in other subjects such as science and they handle mathematical problems with a sound degree of confidence. Good use is made of ICT, especially in the computer suite.
- 55 Throughout the school most of the teaching was satisfactory or better. A significant proportion was very good, but a smaller proportion was unsatisfactory. In the least effective teaching pupils were not challenged enough, especially the able pupils. Where the teaching was effective there was a lively and swift introduction to each lesson with pupils handling mental mathematics with confidence and intellectual agility, so that the mathematical facts they were handling became firmly known and understood. This had a good impact on the rest of the work they did with new ideas and topics in the rest of the lesson. Where the initial challenge was less acute pupils did not develop the same degree of confidence in their own abilities, and learning slowed down. In all parts of the school the very good relationships established between the staff and pupils and between pupils, make for a good environment for learning. Teachers generally share with the pupils what they hope to achieve with them in each lesson, and they also provide pupils with personal or group targets to achieve. This enables the pupils to share in their own learning. This also applies to the homework, which is usually regularly set for them.
- 56 The school is sensitive to the opportunities provided in mathematics for the pupils' spiritual, moral, social and cultural development. The oldest pupils speak of opportunities for excitement and wonder at the mystery of mathematics and they recognise that it is a language common to all parts of the world. All aspects of the subject are made accessible to all pupils. Plans for the future development of the subject include setting up a Year 2 mathematics club for the highest attainers. Currently, the Springboard sessions and booster classes, as well as other initiatives, encourage pupils to achieve their potential. The subject is well co-ordinated and there is enthusiastic and knowledgeable leadership so that there is a good mechanism for future development. Some monitoring of teaching and learning has taken place but it has not been extensive.

## **SCIENCE**

- 57 Standards in Year 2 are below average and have fallen since the last inspection. A combination of teacher absence and insufficient challenge in the work has contributed to the drop in standards. In Year 6, standards are average and similar to those found at the time of the last inspection. These standards are broadly similar to the school's standards in the national tests for Year 6, when taking account of the three years 2000 to 2002 together. The subject co-ordinator was absent at the time of the inspection.
- 58 Pupils in Year 1 make good progress and in the lesson seen they achieved very well. They are well aware what plants need to grow and also the functions of different parts of plants. For example, they explain clearly the importance of roots and how a plant

gets water. They use appropriate terminology well with growing confidence and accuracy, such as *stem*, *petal* and *seeds*. In response to the teacher's question; "How do we know this plant is dead?" they demonstrated above average knowledge and understanding. Their earlier completed work shows good understanding of physical processes. No lesson was observed in Year 2 and only a small amount of pupils' work was available for scrutiny. Additionally, discussion was held with a representative group of pupils and the school's data on pupils' progress was analysed. The small amount of work included identifying properties of materials and identifying forces such as pulling and pushing. Pupils' recording of their work included simple pictures and words. One high attaining pupil wrote freely about how ice can be changed back to liquid but, in general, the work sheet format did not provide opportunities for pupils to write at length. The standard of work was mainly at an average or below average level for this age group. In discussion with pupils they could recall little knowledge about the work they had undertaken, for example, they had little to contribute on forces and materials. The data on Year 2 pupils' performance at the end of Year 1 indicates that currently they should be achieving higher standards.

- 59 Pupils' progress through Years 3 to 6 is uneven but mainly satisfactory. Pupils with SEN make similar progress to their classmates. In the lessons seen, most pupils achieved well because the teaching was good overall. Discernible gains in learning were observed in Year 3's work on healthy eating and Year 4's work on measuring forces. In a good lesson in Year 6, pupils demonstrated average standards overall in their work on animal habitats. Some of the high attaining pupils explained very clearly how some animals adapt to environmental factors. About half the pupils initially knew the meaning of "predator" but after discussion improved their understanding. Year 6 pupils' work since September 2002 has included all the required attainment targets. A good feature is the regular opportunities for pupils to undertake scientific enquiry, for example, separating materials such as sugar and salt, and testing whether seeds germinate fully. High attaining pupils give good, clear explanations of their findings, for instance, in their work on reversible and irreversible change. Because the content of the work is basically the same for all pupils they all have opportunity to make predictions and to indicate how tests will be undertaken. However, there is little evidence of the high attaining pupils, or other pupils who might be capable, being set more challenging tasks from the outset so that high standards could be reached.
- 60 The teaching seen during the inspection was good overall. In the most effective teaching, very high expectations enabled pupils in Year 1 to attain high standards in their work on life processes and living things. Questions were very well focused and captured pupils' interest. The quality of learning was very good because pupils were so well involved and sustained their concentration throughout the lesson. All the lessons seen were suitably planned and good use was made of discussion. The pace of discussion in Year 6 was brisk and the teacher and pupils make good use of subject specific terminology. In Years 4 and 5 the lessons began with a useful recap on pupils' previous work. In Year 3 the teacher's organisation of pupils into groups according to their different abilities meant that work was well matched to their needs. In the work scrutiny across the year groups there were few examples of pupils being set tasks that represented more than average challenge. Teachers make links with other subjects where possible including mathematics, art and design and ICT for pupils' research. They manage pupils well and relationships are invariably very positive.



- 61 Termly assessments are undertaken in science and data from statutory and optional tests are used to decide on targets. The inspections' findings indicate that work in Year 2 does not build well enough on what pupils already know and can do.

## **ART AND DESIGN**

- 62 Standards in art and design are at least good throughout the school as a result of the very good teaching and support. This picture represents good improvement since the last inspection. This improvement is related to the school's ambition to earn the Artmark award towards which it is working with the support of the local education authority's art adviser.
- 63 Pupils in the infant classes produce high quality pictures and designs, such as the Year 1 paper plates decorated in the style, and range of colours used by the artist Matisse. Pupils achieve well. Standards in Year 2 are above expectations overall. Pupils have produced very well observed and imaginatively drawn pastel studies of glass bottles. They create pictures in a wide variety of interesting media, such as coloured tissue paper and Marvin medium. Good opportunities are provided for mixing and blending colours. Pupils' work is usually finished to a good standard. A significant factor in the quality achieved in art and design is the use of good quality resources. Pupils are highly motivated by the enthusiastic and very competent teaching and support provided.
- 64 Pupils in Years 3 to 6 also achieve well. They develop a firm and confident line in their pencil drawings, and use a number of shading techniques to give their drawings body. They draw equally well from observation of natural things, such as the sketches made by Year 5 pupils when walking in nearby woods. Photographs are also used well to stimulate pupils' work, for instance, when sketching based on Rennie Mackintosh's furniture. Pupils in Year 3 produced very good pencil and pastel pictures of various types of fruit. They accurately observed the objects from a variety of viewpoints, and mixed the colours of oil crayons carefully to match those of the fruit they were drawing. This exercise was a preliminary to making sculptures of the fruit from their sketches. This illustrates the close connection found in the school between design and technology and art and design, to the advantage of both subjects. Other examples of imaginative and carefully produced three-dimensional work are to be found in the Year 5 collages to illustrate their memories of their walk in the woods. These are made up of found objects of wood or other plants, together with cloth and plastic materials subtly arranged to suggest, for example, the waterfall they saw on the river. There was not a lot of work for scrutiny in Year 6 but in that available, and in pupils' sketchbooks, the standards were good.
- 65 Pupils are made familiar with a good range of artists from Britain and Europe with examples also from other very different cultures. Pupils in Year 3 made very interesting and detailed "journey" pictures following examples from the third world. They spoke enthusiastically and with pride about them. The use of examples from a variety of cultures enriches the provision for the pupils' cultural development, while the highly motivating and challenging methods of teaching significantly add to the provision for their spiritual development.
- 66 Little teaching in art and design was observed during the inspection. However, the quality of pupils' work indicates that the teaching is usually very good. The work of the teachers is very well supported by an art trained teaching assistant who plays a significant part in the development of standards. In a lesson seen in Year 3 the teaching was very effective because very good subject knowledge was used well.

Generally, work is planned imaginatively, and encourages pupils to work co-operatively. Good use is made of computer art programs. The subject is ably led and managed well. The programme of study produced by the local education authority and followed by the school, enables the work to be matched progressively to the developing skills of the pupils.

## **DESIGN AND TECHNOLOGY**

- 67 There has been an improvement in standards and teaching in design and technology, since the previous inspection. Pupils in the infant classes make good progress and in Year 2 they achieve standards in line with national expectations. Similar progress is maintained through the junior years so that by Year 6 pupils are achieving standards in both designing and making that are better than those usually found.
- 68 Good links are made with other subjects. A good example is the work in science in Year 3, which focuses on springs and magnets used for designing a bicycle to make postal deliveries easier. There is also a good link with art and design in Year 1, in the design of plates using the inspiration of Matisse's paintings. Mathematical terminology is used well for describing three-dimensional objects to differentiate between paintings and models of fruit.
- 69 The good quality of work produced in Year 1 is the result both of imaginative planning to catch the pupils' interest, and enthusiastic teaching to motivate the pupils to learn. In designing a new type of yoghurt the pupils tasted a wide range of fruit to select which, singly or in pairs, would make the design interesting and attractive. They tasted, noted their views, discussed what they had found out, and then, using mathematical graphing techniques, listed their findings to make a shopping list for the next stage. The culmination of this exercise was the mixing of different fruits in portions of natural yoghurt and the evaluation of the results. The practical application of design techniques gave realism to the activities and motivated the pupils strongly to learn. Additional to this the pupils enjoyed designing eye-catching labels for their new product.
- 70 Pupils in Year 6 were effectively challenged to make a model swing for a toy using newspaper and masking tape. They asked to be able to draw sketch plans to start the work, demonstrating how designing skills have become embedded in their thinking. They further developed structures they had devised in the previous week. A group of boys experimented with tightly rolled newsprint and discovered its strength. With the teacher's guidance they generously shared this discovery with others. Other groups found the strength of triangular forms and, prompted by the teacher, incorporated them in their designs. An eager enthusiasm and a desire to make something that worked marked these activities. When, for example, some of the joining techniques did not prove firm enough, a few pupils, including some with SEN became discouraged and quickly gave up trying. The good quality of the teaching was effective in managing this so that the pupils were motivated to try other methods successfully. The work of the teachers is also supplemented by teaching assistants and volunteer helpers who support the pupils, especially when they are making up their designs. In designing and making slippers the Year 6 pupils were helped to achieve good quality results in which they could take a pride. Support staff also assist with small groups.
- 71 The subject is effectively led, good practice is promoted and the subject plays a significant role in maintaining the breadth of the curriculum for all pupils.

## **GEOGRAPHY**

- 72 Standards in geography are in line with those expected for pupils in Year 2 and Year 6 and are similar to those at the time of the previous inspection. Only one lesson was observed and judgements were supplemented by scrutiny of pupils' work, analysis of teachers' planning and discussions with pupils. No significant differences were observed in the standards of work of boys and girls. The subject co-ordinator is currently absent from school
- 73 In discussion, pupils in Year 2 enthusiastically describe how to plan a journey. They are aware that there are important documents that must be shown before travelling on public transport and to enable entry to other countries. They know, too, that there are significant differences in weather conditions in other parts of the world and this has an important influence on the clothes taken on holiday. Pupils draw on personal holiday experiences, for example, the need for cool clothing when visiting southern Spain in summer and ensuring that sun creams offer effective protection from sunburn. They are able to identify the countries of the United Kingdom but are less secure about important and interesting places in their local area.
- 74 Discussions with pupils in Year 6 showed they have wide range of knowledge with some pupils able to name individual peaks on mountain ranges across the world. One pupil stressed the importance of measuring the height of mountains from sea level as the most effective way of making comparisons in size, arguing that some mountain ranges begin from deep below the sea and this hides the true size of some peaks, for example, in Hawaii. A good description of factors that determine how and why volcanoes erupt included good use of technical vocabulary, such as magma, core and plugs. Pupils are developing a good knowledge of maps and know that they provide important information across a wide range of aspects, such as underground systems and physical features of areas.
- 75 In the one lesson observed, Year 5 pupils considered the merits of the city's environmentally friendly tram system. Discussions were led well by the teacher who allowed pupils to give their opinions. Pupils were encouraged to support their points of view with evidence. The work was very interesting and the teacher modified her language to meet the needs of pupils with differing levels of language competency. This made a valuable contribution to learning. A feature of the lesson was good quality planning supported with effective resources. Every pupil had a map and timetable of the local tramway and they had to judge how well provision met the needs of the local community for shopping and access to leisure facilities. Pupils enjoyed this work and made good gains in knowledge and understanding. Good links are made with English, particularly in speaking and listening skills, and with history, for example, when pupils considered how position affects settlements. ICT features suitably in teachers' planning.

## **HISTORY**

- 76 Standards in history meet expectations for pupils in Year 2 and are similar to those at the time of the previous inspection. Standards in Year 6 are above expectation and this shows good improvement since the previous inspection. The subject co-ordinator was absent during the inspection.
- 77 Discussions with pupils in Year 2 indicate that they are interested in history. They speak enthusiastically about the work of Florence Nightingale and her fight to improve conditions for injured soldiers in hospitals. Much of the information they offered

lacked depth and there were gaps in their knowledge. For example, they were unsure about the location of Florence Nightingale's work. They became fully involved in a lesson about the challenges faced by Louis Braille. The temporary teacher covering the absence of the class teacher made good use of a video recording as a focus for discussion. There has been a recent lack of continuity in learning due to teacher absence, which has slowed down the rate of learning this term.

- 78 Most pupils make good progress and have a good understanding of time and order of historical events. In discussion, pupils in Year 6 are enthusiastic and their knowledge of history is often very good. For example, in a discussion of events during World War 2 one pupil gave a detailed comparison of German and Allied weaponry and the significance to Sheffield of target bombing strategies used by the Luftwaffe. Another pupil independently researched information about the development of sport, particularly football, during the Victorian period. He accurately quoted the results of key games and names of the teams that took part in the earliest national competitions. Many pupils have computers at home and access information using the Internet. The school's new computer suite extends this provision to all pupils. Very good links exist with other subjects. For example, pupils in Year 6 explore events during the Second World War with particular reference to the plight of young children being evacuated to safer locations away from cities. They write sensitive accounts describing the feelings of children removed from their parents. Their choice of literature indicates a strong interest to find out more about the experiences of evacuees. Several pupils quoted examples from books, for example *Carrie's War*, in which they had read about the effects of war. Teaching and learning were relevant as pupils compared the fears of children in Baghdad as they face testing times in the current struggle.
- 79 Two lessons were seen in Years 3 to 6 and the teaching was very good or better. In an excellent lesson in Year 6, in which pupils considered the role of the United Nations, the teacher took advantage of events in Iraq to discuss the justification for armed intervention. The quality of debate was impressive. Pupils were well informed and articulate. They argued their opinions drawing upon a wealth of sources of information. The teacher very skilfully provided encouragement and acted as chairperson. Pupils listened politely to each other and commented on the strengths and weaknesses of contributions. They made significant gains in knowledge and in their personal development. Interest level was very high and at the end of the lesson they were reluctant to go home. They were given information by their teacher to locate children's websites to gain further information. In a very good lesson in Year 4 pupils thoroughly enjoyed finding out about the lives of young people living in Ancient Greece. The teacher encouraged pupils to ask questions and captured their interest by her lively approach. An interesting aspect of the work was a mystery bag that contained items that could have been used by a young Greek, such as clothing and an abacus. Imaginative discussion followed as pupils used these items as a focus for comparing life in Ancient Greece with life in present day Sheffield. Good emphasis was placed upon studying primary and secondary sources of evidence as important requirements of research. The teacher's very good subject knowledge ensured that the lesson maintained good pace and this provided a secure foundation for pupils to develop their learning.
- 80 History makes a positive contribution to pupils' spiritual, moral, social and cultural development.

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

- 81 Standards in ICT were judged to be below expectations at the time of the last inspection. Provision for ICT has improved considerably, including staff expertise, and, although there was not enough evidence to evaluate standards in Year 2, in the work seen in other year groups standards met expectations overall. However, in some aspects of pupils' work standards are better than what is typical for pupils' ages. In general, pupils are making good progress. The newly installed computer suite has only been in use for about a year and staff and pupils cope well with the cramped conditions.
- 82 ICT is used well across the curriculum. In a very effective mathematics lesson in Year 1 good use was made of ICT to help develop pupils' understanding of coins as they dragged pictures of real coins to make up various amounts. In examples of their work, Year 1 pupils show that they know how to change font size and the colour and type of text. They make good use of clip art. Year 3 pupils know how to collect information and enter it into the computer, for instance, in their work in science. Pupils in Year 4 use the computer functions confidently and in a good lesson improved their understanding of storing and retrieving data. They located the appropriate program successfully and their work built well on previous work using spreadsheets and graphics. Year 5 pupils are making good progress in using the Internet for research purposes. In a good lesson they used various search engines to find scientific information about sound. They improved their understanding of the need to frame questions carefully to locate specific information. Year 5 pupils have also used a computer-linked microscope to examine soil samples. Pupils in Year 6 are confident and proficient users of the computer and make good use of the Internet. They import text and pictures and use animation creatively. In an effective lesson they learnt how to use hyper links as part of a power point presentation. Throughout the school pupils are developing their word processing skills and present their work in a range of styles and formats.
- 83 The teaching is good overall. Key skills are taught clearly in the ICT suite and, despite occasional technical problems, the interactive white board is used well. Good support is given to pupils with SEN. Generally, teachers' explanations were suitably clear although they are occasionally too long. Teachers' enthusiasm for ICT shines through and has a positive impact on the pupils who all enjoy their work. In those instances when ICT was used in classrooms it was used appropriately.
- 84 The subject is managed well by an enthusiastic and knowledgeable co-ordinator. She has a good overview of the school's work and is aware that for standards to rise further more opportunities for pupils to control devices, and improvements in assessment, are needed. Pupils in Year 5 and Year 6 would also benefit from chances to assess their use of ICT in their work. The school is making sure sufficient safety controls operate before e-mail is used. The co-ordinator has not been given time to observe lessons.

## **MUSIC**

- 85 In most of the lessons seen standards were better than expectations and therefore higher than at the time of the last inspection. In Year 2, music is taught on Fridays so it was not possible to judge standards. In the lesson seen in Year 6 standards were typical for pupils' age. Quite a high profile is given to music. Instrumental tuition is provided in recorder, brass, violin and guitar. Some pupils have private lessons in playing the piano. Opportunities are taken for pupils to play in assemblies and concerts for parents are performed twice a year. Pupils in Year 4-6 can join the

school's choir, which sings in the local area and in the Young Voices concert. A visiting pianist gives good support in music lessons.

- 86 In Year 1, pupils achieved well in a lesson in which they controlled rhythms by using clapping and percussion instruments. They achieved good standards as they performed simple patterns and kept to a steady pulse in their accompaniment of singing. Pupils showed good control and good tone in their singing of *Sing a Rainbow*. Pupils in Year 3 also showed good sense of rhythm as they matched dance movements to their clapping. Pupils in Year 4 reached good standards in understanding of ostinato patterns and use of percussion instruments as they played from simple notation. Some pupils showed very good knowledge of notation, for example, they clearly explained the relationship between crotchets and quavers. A lesson in Year 6 began well as pupils developed their understanding of how composers write down music. Good opportunities were provided for pupils to perform in groups using percussion instruments. They sustained their own parts well whilst being aware of others. Unfortunately this lesson was cut short and the planned plenary did not take place. However, in the short amount of time observed, teaching and learning were good and pupils made progress.
- 87 The teaching was good or better in all the lessons seen. Expectations were high and time was used productively. Good support was given to pupils with SEN who took a full part. Pupils were managed well and resources used effectively. Pupils' were actively involved and showed their enthusiasm for the subject. Although lessons are quite short ways should be explored to encourage pupils to evaluate their performance.
- 88 The co-ordinator is very keen and, although not a specialist teacher of music, is well aware of how provision could be improved, for example, in devising better assessment procedures.

## **PHYSICAL EDUCATION**

- 89 Standards in physical education meet expectations for pupils in Year 2. In the work seen in Year 6, standards were above expectations and this represents a better picture than at the time of the last inspection because the quality of teaching is now good. In almost all the lessons seen pupils achieved well, including those with SEN.
- 90 A newly constructed hall provides very good accommodation for teaching physical education. It is spacious and enables the oldest pupils to be fully challenged. This is in contrast to the outdoor hard play area that is small, situated on a slope and not uniform in shape for team games. The school does not have the benefit of a playing field. However, the arrangement with a local sports centre to use their outdoor facilities with pupils in Years 5 and 6 ensures curriculum requirements are met. Swimming enjoys a high profile. Pupils travel by coach to the local leisure centre for swimming tuition. Qualified swimming instructors, employed by the leisure centre, supplement the work of teachers. A high proportion of pupils are able to swim 25 metres by the end of Year 6. A small minority of pupils fail to meet the required standard and parents are informed of the reason by letter, which is usually because of absence.
- 91 A specialist teacher from a local secondary school has given demonstration lessons for staff as well as providing ideas through activity cards. Specialist sports coaches, for example from local rugby and tennis clubs support the school by taking part in coaching sessions. An exciting part of the week for Year 3 and 4 pupils is the visit of

members of the coaching staff of Sheffield Wednesday Football Club. They expect pupils to work very hard and the enjoyment level is high. This has a very good effect upon the improvement of pupils' skills. The school's successes in local sports competitions reflect pupils increased skill and determination to succeed. The subject is very well co-ordinated by an enthusiastic teacher who coaches boys and girls for football after school.

- 92 In a good lesson in Year 1 the teacher set very high expectations for the behaviour of pupils. Pupils listened carefully and followed instructions well. Consequently, they improved their skills and made good gains in sequencing movements such as spinning, rocking, turning and rolling. The lesson was very well prepared with the teacher knowing precisely the learning steps required to meet the needs of different groups of pupils. Strengths of the work were the on-going use of assessment and the ways in which language was modified to ensure all pupils made good progress. There were very good examples of inclusion in teaching classes with a broad ability range. In Year 6 the teacher skilfully planned an effective series of activities that combined enjoyment and learning, to refine racket skills. The activities built upon skills that were learnt previously and all pupils made good progress in controlling the racket when keeping an eye on the ball.