

INSPECTION REPORT

Angram Bank Primary School

High Green

LEA area: Sheffield

Unique reference number: 107085

Headteacher: Mr P Escott

Lead inspector: Mr J Palk

Dates of inspection: 8th – 10th December 2003

Inspection number: 255347

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Primary |
| School category: | Community |
| Age range of pupils: | 3 – 11 years |
| Gender of pupils: | Mixed |
| Number on roll: | 261 |
| School address: | Kinsey Road High Green Sheffield |
| Postcode: | S35 4HN |
| Telephone number: | 0114 2848553 |
| Fax number: | 0114 2846894 |
| Appropriate authority: | Local Education Authority |
| Name of chair of governors: | Mrs Sue Crookes |
| Date of previous inspection: | 14/6/1999 |

CHARACTERISTICS OF THE SCHOOL

This is an average sized primary school. Pupils come from a broad range of social and economic backgrounds. School numbers have risen since the last inspection, and more pupils with special educational needs have joined the school at times other than the nursery and reception class. Seventeen per cent of pupils are receiving free school meals which is average, but is not an accurate reflection of the needs of a significant proportion of families. The proportion of pupils entitled to free school meals has fallen due to changes in the way financial support is given to families. There are above average numbers of pupils on the register with special educational needs and a high number of pupils with statements. Thirteen of these pupils having hearing impairment and are supported by the inclusion unit. Other special needs are speech and language, social, emotional, and learning difficulties. The unit for pupils with hearing impairment was established seven years ago for infants and juniors and now includes a recently opened diagnostic nursery section. There are 6 looked after pupils with personal plans. There are few pupils from minority ethnic backgrounds and no pupils are learning English as an additional language. The movement of pupils in and out of the school is average. Since the last inspection there has been a significant change in the senior management team with the retirement of teaching staff. The headteacher is in his fourth term.

Pupils are taught in classes covering a two-year age range. There is a nursery class for sixty children who attend part-time and a reception class. Attainment on entry varies from year to year; it is broadly average although communication skills are below average.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|------------|----------------|--|
| 23630 | J Palk | Lead inspector | English as an additional language, mathematics, design technology, music and physical education. |
| 19426 | C Farris | Lay inspector | |
| 8165 | P Palmer | Team inspector | Science, geography and history. |
| 33178 | C Crawford | | English, information and communication technology and religious education. |
| 28882 | B Jones | | Special educational needs. |
| 23158 | MD'Arcy | Team inspector | Foundation stage and art and design. |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is providing a **sound** education for its pupils. This is an improving school. The headteacher knows what he wants to achieve and leadership and management are satisfactory. Those pupils with special educational needs are very well provided for and make good progress. Pupils' attitudes to work and each other and their behaviour are very good and this leads to some effective learning. Teaching is satisfactory overall, ensuring most pupils make progress. Consequently the school gives satisfactory value for money.

The school's main strengths and weaknesses are:

- There is very good provision for those with special educational needs and pupils with hearing impairments; consequently they achieve well.
- Pupils' achievements in speaking and listening, and information and communication technology (ICT) are good but pupils are not achieving as well as they should in science investigation skills.
- Standards in year 6 are below average in mathematics.
- Teaching in the nursery and reception classes is good and children learn well.
- Teaching assistants provide very effective support throughout the school.
- Some lessons are not always demanding enough to meet the wide range of abilities.
- Pupils behave very well and have very positive attitudes to their work and each other.
- There is a very strong partnership with parents and the community.
- The school has not planned clearly enough how it is to raise standards.

The school was last inspected in June 1999. The school has made satisfactory progress since then. Standards have improved in English but have declined in mathematics and science. Provision for those with special educational needs has improved. In terms of weaknesses there has been satisfactory improvement. Attendance rates are closer to average, and weaknesses in the provision for ICT have been firmly tackled. The school is now able to track pupils' progress, and the information is used to provide additional support. Curriculum planning is more consistent, but there are still weaker features in teachers' lesson planning. The school now has a clear view of where it wants to make improvements based on good strategies for checking on how well it is doing, although the action to be taken is not always sharp enough.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6 , compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2001 | 2002 | 2003 | 2003 |
| English | E | D | D | D |
| mathematics | E | E | D | E |
| science | E | D | E | E |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is **satisfactory** overall. The above average number of pupils with special educational needs affects results. Pupils moving through the school make satisfactory progress. Inspection found that children achieve well in the nursery and reception class and reach the goals they are expected to reach by the end of the reception. By year 2 most pupils achieve satisfactorily and reach average standards in reading, writing, mathematics and science. The regular absence by some pupils affects their achievement. There is a high proportion of pupils with special educational needs in years 3 and 4 who have a lot of skills to catch up. In years 3 to 6 less able pupils, and those with special educational needs, achieve well, but not always well enough to reach average standards.

Standards in English are average. Achievement is satisfactory with some good gains made by pupils, particularly boys, in their writing in the last year. Achievement for more able pupils in mathematics is unsatisfactory and standards by year 6 are below average. Standards in science are average but pupils' investigation skills are not as good as they should be. Standards achieved in ICT are above average, and they are average in art and design, history, geography and religious education. Pupils achieve well in singing and dance.

Pupils' personal qualities are **very good** and their spiritual, moral, social and cultural development is good. Pupils with hearing impairment are confident and self-assured. Children in the nursery and reception classes develop well as independent learners. Boys and girls work together very well and by year 6 even those recently arrived show considerable maturity.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory**.

Teaching is **satisfactory** overall. It is good in the nursery and reception class because lessons are well matched to children's needs. There is some very good teaching in years 1 to 6 but there is also some that is unsatisfactory. Teachers establish very good relationships with pupils, which ensures learning is often good. Not all lessons are providing the right level of challenge for all the pupils to achieve as well as they should. This is particularly evident in mathematics and some mixed age lessons. Teaching assistants are well informed about what they have to teach and this gives them the confidence to support pupils' very effectively.

The curriculum is satisfactory. It is good in the nursery and reception class, where it is well planned and stimulating. The curriculum is broad and balanced, and well organised to ensure those with special educational needs have full access, but insufficiently demanding of the more able. There is a great deal of extra provision, which makes a very good contribution to pupils' attitudes. Pupils are very well cared for and there are very good relationships with parents.

LEADERSHIP AND MANAGEMENT

Leadership and management are **satisfactory**. The headteacher has a clear vision of what the school is about and has shared this effectively with all those involved. Managers are new to their posts and have not developed a strategic approach to bringing about improvement where this is needed. The work of the governors is satisfactory. They have a good understanding of the schools' aims and ensure that statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied. They feel their children are well looked after and encouraged to learn. Pupils like their school and they have no complaints. They like the teachers and all the things they can take part in. They like the way they are involved in helping make the school even better.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Improve standards in mathematics.
- Improve pupils' investigative skills in science
- Make better use of assessment information when planning lessons to ensure teachers are meeting the full range of abilities in all lessons.
- Clearly identify the action to be taken to raise standards and improve achievement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievements are **satisfactory** overall. Children achieve well in the nursery and reception classes and most reach the expectations of the early learning goals by the end of the reception year. Standards are average by the end of year 2. Standards in English and science are average in year 6 but below average in mathematics.

Main strengths and weaknesses

- The achievements of children in the nursery and reception classes are good.
- By the end of year 6 pupils' spoken language is good and standards in dance, singing and ICT are also above average.
- The standards in mathematics are below average through years 3 to 6.
- Pupils with special educational needs, and some less able pupils, achieve well through the school.
- Pupils are not achieving well enough in their science investigation work.

Commentary

Standards in national tests at the end of Year 2 – average point scores in 2003

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 14.8(15.5) | 15.7(15.8) |
| writing | 14.7(15.4) | 14.6(14.4) |
| mathematics | 16.0(16.0) | 16.3(16.5) |

There were 31 pupils in the year group. Figures in brackets are for the previous year

1. The 2003 results for year 2 were below average overall. Teacher assessments in science were average. Test results have been consistently below average in reading and mathematics, but above average in writing. The underlying trend is improving in mathematics but erratic in reading and writing. The proportion of pupils with hearing impairment and speech and language difficulties varies from year to year and this affects the reliability of test data. However, more able pupils achieve better in writing than reading and mathematics and girls achieve better than boys. Results in the past have compared well with schools with a similar proportion of free school meals, but alterations in how this was calculated last year suggest the school is well below average in reading, above average in writing and below average in mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2003

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 26.4(25.8) | 26.8(27.0) |
| mathematics | 25.6(25.4) | 26.8(26.7) |
| science | 27.4(27.6) | 28.6(28.3) |

There were 32 pupils in the year group. Figures in brackets are for the previous year

2. Performance in last year's tests was below average at eleven. The pupils in year 6 did not meet challenging targets for performance in the tests despite some good gains made by less able pupils in the last year. Four pupils with special educational needs joined the year 6 prior to the

tests and this had an impact on results. Performances in test results have been improving in English and mathematics from a well below average point in 2001. There have been significant changes in the abilities of cohorts, and improvement over the last five years is below the national trend. Overall the girls achieve less well than the boys in tests, whilst the more able do better in English than mathematics and science.

Inspection findings.

3. Children achieve well in the nursery and reception because of the good quality teaching. There is a wide range of attainment on entry, and some children have very specific needs for which they receive some very good help from support staff. There are a significant number of children who are not meeting the expectations of the early learning goals in communication because of weak language skills. Achievement for all pupils is satisfactory in years 1 and 2 and standards are average. Reading skills are better than last year because of effective use of strategies to raise attainment. There are good levels of support for less able pupils, mainly boys, who are learning well.
4. Standards are continuing to improve in English and science through years 3 to 6 and are average. There is very good emphasis on developing spoken language; this helps girls and boys develop vocabulary that improves their reading and writing abilities. The strategies for tackling weaknesses of less able pupils in English and mathematics skills are proving effective. These pupils' needs and those of pupils with special educational needs are well understood by teachers and support assistants who match work well. Pupils with hearing impairment have made very good progress in speaking skills and listen attentively in lessons; this is ensuring that they learn as well as they can across all curriculum areas. Most pupils achieve well in English in years 5 and 6 where teaching is better, and a greater level of challenge and higher expectations are made of the more able. Overall achievement in mathematics is unsatisfactory through years 3 to 6 because the work set is not challenging all pupils sufficiently. Pupils in years 3 to 6 are learning to calculate more rapidly and, for the less able, there is regular effective support in lessons that is helping them achieve as well as they should. However there are many gaps in pupils' knowledge. For example they cannot easily apply their knowledge of strategies to solve calculations and problems or work with larger numbers. Lesson planning is not always good enough to ensure that average and more able pupils are set work that helps them learn at a consistent rate.
5. Standards in science are satisfactory and better than last year because the weaknesses in pupils' knowledge are being tackled systematically. Many pupils have good scientific knowledge but aren't adequately challenged in their investigative work and this limits achievement. Pupils are achieving well in ICT because the school has improved the resources and trained staff in the use of software. Standards in religious education (RE), geography, history, and art and design are broadly average. There was insufficient evidence to form a judgement about standards in design and technology (DT), music, and physical education (PE) but in dance and singing standards exceed expectations. Overall boys achieve as well as girls. Pupils with special educational needs achieve appropriate levels in physical education and creative work. The teachers and teaching assistants adapt much of the work to match the needs of those with special educational needs and this is ensuring their good achievement. Pupils who are looked after are achieving as well as other pupils.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and their personal development are **very good**. Pupils' spiritual, moral, social and cultural development is good. Attendance is **unsatisfactory** and punctuality is satisfactory.

Main strengths and weaknesses

- Relationships at all levels are very good; pupils have very positive attitudes to their school life and are keen to learn.
- Behaviour is very good and pupils are free from bullying and harassment.

- The provision for pupils' moral and social development is very good, but multi-cultural education is not well provided for.
- The school promotes and monitors attendance very well.

Commentary

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 5.8 | School data | 0.7 |
| National data | 5.4 | National data | 0.4 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

6. Attendance has improved since the last inspection. The school has introduced some good new initiatives for encouraging better attendance, for example by providing rewards for the best class and pupil attendance and by following up any unexplained absences swiftly. A significant proportion of the absence is caused by a small number of children and this affects their achievement. The school is working closely with the education welfare service to effect improvements.

Ethnic background of pupils

Exclusions in the last school year

| Categories used in the Annual School Census | No of pupils on roll | Number of fixed period exclusions | Number of permanent exclusions |
|---|----------------------|-----------------------------------|--------------------------------|
| White – British | 275 | 1 | |
| Mixed – White and Asian | 1 | | |
| Mixed – any other mixed background | 6 | | |
| Asian or Asian British – Pakistani | 2 | | |
| Black or Black British – African | 1 | | |

The table gives the number of exclusions, which may be different from the number of pupils excluded.

7. There has been one temporary exclusion in the last academic year. Behaviour, both in lessons and around the school, is very good overall, which leads to a calm environment that encourages learning. Staff respect the views of pupils and deal very sensitively with any behaviour problems. The warmth of greetings at the start of the day is evidence of the genuine spirit of friendship and respect that exists at all levels. Pupils work very well individually or collaboratively and willingly support peers who find the work more difficult. Pupils with special educational needs are very well included in all aspects of school life; they have very good relationships with staff and other pupils and are confident.
8. Younger children benefit from having a good start to the day. The adults expect them to behave well and set them very good examples. The youngest behave very well even when not directly supervised because they have firm but kindly discipline.
9. Lessons in personal, social and health education, coupled with assemblies and discussions on moral and social issues help pupils to make the right choices in life and widen their understanding of the needs of others. The personal development of looked after children is very well nurtured: formally through their personal plans but also as a result of the very good relationships within the school. Pupils learn well about different religions, their local culture and the work of famous artists and musicians. However, there is relatively little first hand experience in the curriculum to prepare pupils for life in a modern multicultural society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **satisfactory** education. The curriculum is satisfactory overall and well enriched through clubs and other activities. Pupils with a wide range of needs are very well cared for and there are good links with other schools and the community and very good links with parents.

Teaching and learning

Teaching and learning are **satisfactory** overall. The most effective teaching is in the nursery and reception classes. There is some very good teaching of those pupils with hearing impairment. A small number of lessons were unsatisfactory. Use of assessment information in planning lessons is unsatisfactory.

Main strengths and weaknesses

- Teaching is consistently good in the nursery and reception classes.
- Teachers throughout the school have very good relationships with pupils and pupils work hard.
- Pupils with hearing impairments receive very good teaching and their progress is very rapid.
- Teachers do not make enough use of assessment information to plan lessons that match the needs of all pupils.
- The support staff make a very valuable contribution to the progress of less able pupils and those with special educational needs.
- The last part of the lesson is not used well to assess what has been learnt.

Commentary

Summary of teaching observed during the inspection in 50 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 | 12 (24%) | 17 (34%) | 17 (34%) | 4 (8%) | 0 | 0 |

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

10. Teaching and learning in the foundation stage is good overall. Teachers have a very clear grasp of the requirements of the foundation stage, they are well organised and use the spacious accommodation well to create interesting and exciting areas in which to learn. They have a good understanding of how well children are learning and use this information to match work that will move them on. Support staff are a crucial part of the teaching team and make a valuable contribution to children's learning.
11. The headteacher has implemented some useful developments that have strengthened the quality of teaching through the school. Teachers successfully share their expectations of what pupils are to achieve by the end of the lesson, and teaching assistants are effectively deployed to support individuals and groups of pupils. There is good communication between the adults, and the objectives for the lessons are adapted well to meet the demands of less able pupils and those with special educational needs. Consequently these pupils receive the help they need and they often make good progress in lessons. The expectations for other pupils, particularly the more able aren't always adjusted to provide the necessary challenge. Other than in English, teachers do not use the information from assessments to ensure that they plan lessons that are sharply focused on all pupils needs. Too often all pupils are expected to achieve the same objective in their work. Consequently some pupils find the work too hard and others too easy. This prevents pupils from progressing as well as they should. This is not the case in all lessons,

for example in dance and music, teachers set high expectations of all pupils, well matched to their abilities.

12. A small amount of teaching and learning was unsatisfactory. This was evenly spread through the school. In the main this is because the teachers were not clear enough themselves about what skills they were teaching and did not provide the necessary instructions for those working independently to ensure their learning moved on.
13. Staff forge very good relationships with the pupils and consequently pupils stay on task, work hard even when the activities do not demand a great deal and generally do their best. The first part of the lesson when the teacher teaches the whole class is managed well. Questions are generally asked that encourage pupils to think, and care is taken to emphasise new vocabulary and involve those with special needs in discussion. Through the school the final part of the lesson is too rushed, with no opportunity for the pupils to consolidate what they have learnt or for teachers to assess how well they have taught in order to modify future lessons.
14. Teachers often provide activities where pupils work co-operatively. These are good at building confidence and encouraging them to improve. The marking of English work in years 5 and 6 focuses well on pupils' targets but it is inconsistent through the school in mathematics and science and does little to indicate to pupils what they need to do to improve.
15. Teaching assistants offer sensitive support, coax pupils and have a good knowledge of their personal and social needs. They work very well with teachers and are skilled at modifying the material they use to meet each pupil's individual plans. They encourage pupils by giving regular responses on their progress.
16. Specialist teachers from the unit are highly skilled. Their teaching brings enhanced learning to their lessons. The invaluable support by the three teaching assistants contributes to a very strong team. All unit pupils have individual education plans drawn up between the unit team and class teachers. The evaluation of progress is systematic and assessment is used very well.

The curriculum

The curriculum is **satisfactory**. It is broad and balanced and provides very well for pupils with special educational needs. Accommodation and resources are satisfactory to support effective learning.

Main strengths and weaknesses

- Provision for pupils with special educational needs, including those with hearing impairments, is very good enabling them to participate fully in activities appropriately modified for their needs.
- Many stimulating opportunities effectively extend the curriculum.
- Curriculum planning does not sufficiently take into account the development of skills and the needs of higher attainers.
- Numeracy skills are not developed sufficiently in other subjects, which affects standards.
- Foundation Stage children are engaged in a stimulating range of purposeful activities.

Commentary

17. The school has very successfully developed its approach to inclusion since the last inspection. This is apparent in the way those with special educational needs, in particular those with difficulties in communication and social skills, are taught. It is also clear from teachers' attitudes within class where every pupil is encouraged to participate. The curriculum provided for pupils experiencing hearing difficulties is very good, providing pupils with highly relevant and enjoyable activities. Skilled teaching assistants undertake work of high quality and this contributes to the good progress made by these pupils.

18. The school has a well-established tradition of successfully integrating into the curriculum visits to places of educational interest and engaging in a variety of community projects. It is very evident from the enthusiastic and well-informed way that pupils talk about these experiences that they are having a lasting impact on their learning. Similarly pupils value the opportunity to take part in a good range of out of school activities, further broadening their experiences and developing knowledge and skills.
19. The curriculum is better planned over a two-year cycle than at the last inspection and is broad and balanced. This is having a positive impact on standards in writing, ICT and pupils' general knowledge. The quality of planning of lessons for mixed age and ability classes is not checked on rigorously enough to ensure experiences and skills are being systematically developed. Currently there is an over-emphasis in science, geography and history on teaching knowledge at the expense of developing pupils' investigative and enquiry skills. Within the school's topic provision there are some very meaningful links established between subjects but not for numeracy skills and this limits achievement.
20. The nursery and reception classes plan well together ensuring continuity in the children's experiences. The classrooms are well organised into different areas of learning and there is a good range of quality resources. Bright and attractive displays enhance work areas, stimulating learning and celebrating children's achievements. There is insufficient protection from the weather in the outside area for nursery children.

Care, guidance and support

The school makes **very good** provision for pupils' welfare and their health and safety. The pastoral support provided is of a high order. Staff give sound care, support and advice to pupils based on their monitoring of their personal needs and achievements.

Main strengths and weaknesses

- Staff look after the pupils very well and provide very good support as they grow in confidence and experience.
- There is very good contact with outside agencies.
- Child protection and health and safety procedures are effective.
- Children are well supported as they start school.

Commentary

21. The school is a friendly place in which pupils are happy and secure and enjoy their school life. Staff provide a high level of support and the very good relationships that exist make it easy for pupils to share any troubles, knowing they will be understood. Special attention is given to the needs of looked after children. Such relationships significantly boost pupils' confidence and self-esteem. Personal development of the pupils is well promoted through individual support and through the high expectations that teachers have. Pupils get good support for their learning from all adults, with support for pupils with hearing impairment being particularly outstanding. The school works closely with outside agencies such as the educational, psychology and social services. Contact with the communication therapist, in particular, ensures effective speech and language therapy for individual pupils. The weekly contact with the sensory service maintains a check on pupil's progress and helps the school respond quickly to any training needs.
22. The physical well-being of pupils has a high priority and child protection procedures are good. Adults, including those new to the school are aware of pupils' needs. There is a good policy for health and safety and the day-to-day management of this is also good.
23. Children starting in the nursery class enjoy a smooth and confident start to their school life because of the good support given by the staff. Very good support is given to pupils starting in the

hearing impaired unit. Pupils who start at times other than the normal are well supported by staff and by their classmates so that they become familiar with school routines as quickly as possible.

Partnership with parents, other schools and the community

The school has **very good** links with parents and the local community. There are satisfactory links with other schools and colleges.

Main strengths and weaknesses

- Parents have very positive views of the school and the education provided to their children.
- Parents are provided with good information about their children's standards and progress.
- Parents make a good contribution to their children's learning at school and at home.
- There are very good links with the local community that benefit pupils' education.

Commentary

24. The headteacher has worked successfully to extend the established contacts between school and families. Regular contact is maintained with parents and carers through meetings, letters, phone calls and reviews. Strong links with the local education authority specialist support services and other agencies enhance parents' confidence that everything possible is being done to help their children.
25. Parents receive good information about the school and about their child's progress. The prospectus in particular is to be commended for its 'user-friendly' format. There is a regular informative newsletter and good curriculum details are sent each term to explain what will be taught. Pupils' annual reports meet statutory requirements and provide clear information for parents on their child's attainment and progress. The school has organised open mornings for parents to come and discuss issues informally and the friends' association acts as a good conduit for parents' views to reach the school.
26. Effective courses, such as 'Keeping up with the Children', are run to help parents understand how they can help their children. This helps to enhance pupils' progress. A number of parents help in the classroom on a regular basis and provide good additional help. School finances benefit from all their practical help, including decorating and work on the school grounds. The school works very closely with parents of children with hearing impairment to ensure that, by joint support, the pupils make the best progress. The daily home-school diary provides parents and carers with crucial links about their development.
27. The school is very active within the community and this enhances its reputation within the area. Regular visits by pupils and visitors from within the locality widen their horizons. Good links exist with local football and basketball clubs that promote equal opportunities in sport. The very effective link with 'Children in art'¹ involves pupils in exciting activities that positively enhance pupils' attitudes and learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **satisfactory**. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and this is articulated well to all concerned.

¹ Children in art is a City of Sheffield initiative that involves pupils in learning through art, local and minority culture, environmental activity, poetry, music and drama.

- There is a strong commitment to inclusive education and very effective management of the curriculum for those with special educational needs.
- There is effective tracking of pupils' progress and achievement in English, mathematics and science but the action taken to raise standards is not well planned.

Commentary

28. The governance of the school is satisfactory. Statutory responsibilities are met. The performance of the school and progress towards improvement are monitored collectively but not all governors are clear about the standards being reached. They are strongly committed to providing an inclusive education for all pupils and policies reflect this. The leadership team work well with the governors to determine the action to be taken, both in the short term and long-term, to meet the needs of high numbers of children on the special needs registers and those in care and as a result they are achieving well.
29. Leadership is satisfactory overall. The headteacher has a clear sense of direction and purpose. This is most evident in the strong pastoral support, and the high level of concern shared by all the staff, to ensure very good provision for pupils' social and moral development. The senior management is aware of the need to raise standards further and is beginning to take some important steps to ensure all pupils achieve well. In the last twelve months there has been a focus on improving teaching through careful monitoring, and this has been successful in bringing about modifications to how English is taught and expectations about what teachers should be planning. The senior managers are beginning to use the information about pupils' performance to seek further improvement but the pace of development is impeded by a lack of systematic action. This is because the school improvement plan is insufficiently detailed to be managed efficiently. It is a large document covering every aspect of the school's activity including the curriculum areas. There is insufficient detail of interim time scales, action strategies, monitoring opportunities, means of evaluation or measurable success criteria to lead its implementation and successful outcomes.
30. Subject leaders play their part in pushing the school forward and this is evident in several subjects, for instance ICT and English. Both have seen some improvement in provision and standards, but most leaders are new to their posts and there is insufficient clarity about planning the action and measuring the impact of improvement.
31. The management of provision for pupils with special educational needs is very good. The headteacher has worked hard with the teacher responsible for the hearing impaired unit to ensure their vision for the school is known and supported by the full team of teachers and support staff. A strong feature of the school is the positive morale and the strong relationships forged by the good lines of communication.

Financial information

Financial information for the year April 2002 to March 2003

| Income and expenditure (£) | | Balances (£) | |
|----------------------------|---------|-------------------------------------|--------|
| Total income | 658,386 | Balance from previous year | 3,548 |
| Total expenditure | 640,476 | Balance carried forward to the next | 21,458 |
| Expenditure per pupil | 2322 | | |

32. Expenditure per pupil is average and managed well to meet the diverse range of needs. There are some major improvements needed to maintain the school building and the governors have already implemented an action plan to meet these needs without jeopardising what is provided for pupils.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. Provision for the children in the nursery and reception classes is good. Most children achieve well. Most children are meeting expectations in social development, mathematical development and their knowledge and understanding. There is a significant minority who do not meet the expectation in communication skills. In physical and creative skills children are on course to exceed the expectations. Provision has improved since the last inspection because adults plan well together and the two year planning cycle allows reception children to reinforce and build upon what they have learned in nursery. Teachers have good knowledge of how young children learn and generally high expectations of what they can achieve. Effective systems for assessing children, and the good use that is made of this information, ensures that work is well matched to children's attainment and stage of development. Reception children do not have the same good opportunities to work outdoors as nursery children. Whilst this does not restrict their physical development, it diminishes slightly the richness of the curriculum.
34. There are strong links with parents that benefit children's personal, social and emotional development and children settle into school quickly. There is a useful 'family learning' programme and, as a result, parents feel they can make a positive contribution through the knowledge they have gained. It is not possible to make secure judgements about the quality of leadership and management of the foundation stage because the recently appointed co-ordinator, who also has responsibility for managing provision in years 1 and 2, has not had sufficient time to make an impact. However, the nursery and reception teachers are currently running the department well.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Good opportunities for the children to develop initiative and independence.
- Very good behaviour; children are eager to learn and participate well in activities.

Commentary

35. All adults work hard to help children feel safe and secure. This raises their confidence and willingness to take part in activities, and make some choices about their work. Children behave very well. Adults promote this, for example, by teaching them the difference between right and wrong and helping them understand, in simple terms, how their actions affect others. All adults promote social skills well. Consequently, children share equipment, take turns and chat to each other when working. Most reception children dress and undress for PE lessons with minimal support. At snack time some nursery children spontaneously said 'please' and 'thank you' and were keen to help set out the milk and buns for the class. Children learn simple rules and routines, such as remembering to put up their hands to answer questions and of the need to walk sensibly in a line when moving around the school.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- The teaching and learning are good.

- Children's speaking skills are particularly well promoted.

Commentary

36. On starting school, a fairly large proportion of children have underdeveloped speaking skills. However, the strong emphasis that is placed on promoting this aspect pays off. By the end of the reception year an average proportion achieve the expected goals. Reading skills are taught well, but develop more slowly than their writing skills; standards in reading are below expectations by the end of reception.
37. Teachers and support staff encourage children to talk in play and at other activities, prompting them to extend their vocabulary. The development of writing skills features prominently in both nursery and reception classes. Pretend play areas have a good range of resources to promote writing and many nursery children use these spontaneously and imaginatively, for instance to compose lists of Christmas presents wanted by their friends and teachers. Handwriting skills and correct pencil grip are well promoted. By the end of reception many children write the letters. Higher and average attainers make good attempts at writing words and short phrases independently, showing good application of what they have learned about letter sounds.
38. All children listen attentively to stories and handle books carefully. Staff encourage them to read notices and captions; a love of books is promoted well. However, some are still very uncertain of the direction in which print is read and the difference between words and letters. Good use is made of ICT to support children's literacy development. For example, children make good attempts at writing their own names, although the upper-case keyboard causes some confusion.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Effective teaching ensures good achievement.
- Mathematical ideas are promoted well in many situations.

Commentary

39. In addition to specific mathematics lessons, activities such as counting, sorting and matching tasks, sand and water play, and the singing of number songs and rhymes constantly promote good learning. Nursery children's understanding of number to five strengthened as they were asked to jump along a number line depicting buns with equivalent numbers of cherries on top. Very good questioning and effective use of resources helped reception children to link what they already knew about number to money tasks. Children were helped to recognise the one, two, five and ten pence coins and began to understand their equivalent value as they played at shopping. Some good use is made of ICT as children use a simple data-handling program to record information, for instance about their favourite colours.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Investigative skills are promoted particularly well.

Commentary

40. Early scientific skills of investigation are taught particularly well, with progress in this element being very good. Staff devise many interesting activities that grab children's attention and stimulate their curiosity. In the nursery, for instance, children were amazed when they saw the plastic sea creatures frozen into coloured blocks of ice. They discussed how they could get them out and learned that when hot water was poured on the ice it melted more quickly. In reception, children predicted on which of three differently surfaced ramps a toy car travelled down best. The teacher established early principles of fair testing in a way that children understood and mathematical skills were reinforced as children measured, with straws, the distance travelled by the car.
41. Children are keen to use computers and are developing a good level of competence. For instance, nursery children already use the mouse and reception children know how to use the backspace key to erase letters.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Children's co-ordination skills and awareness of space are promoted well.

Commentary

42. During dance lessons, teachers and support staff took an active part giving children good suggestions about how to move, for instance to depict a bouncing ball, a ticking clock and building bricks. Awareness of space and the need to consider others around them are constantly advanced. While teaching in these lessons is often of a high standard, it could be improved by giving children some opportunity to evaluate, simply, their own and others' work. Dance lessons are enriched by a visiting piano player, whose very good improvisation skills helped children respond appropriately to the music, depicting floating boats.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- There are many opportunities for children to learn skills and work imaginatively.

Commentary

43. Although a structure is often provided for artwork, children are given good opportunities to make choices and show creativity. For instance, in a collage activity in nursery, children chose from different shapes and colours of paper to produce individualised artworks. Nursery and reception children's paintings of toys show good development of form and increasing detail, such as the inclusion of facial features of teddies, and lights and wheels on toy cars. Good use is made of ICT. Children produce recognisable pictures, controlling the mouse well to draw lines.
44. In the music area children freely explore the range of instruments available, delighting in the different sounds that they can make. Pretend play areas that include dressing up clothes and props such as mobile telephones, as well as their play with small-world toys, such as farm animals and play people provide, good opportunities for children to use their imagination.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils are achieving well in English in years 5 and 6 and are catching up in areas where they were weak.
- Standards in speaking are above average because of regular structured opportunities.
- Very good support is offered by the trained teaching assistants in all classes, for the less able.
- There is good leadership although the subject leader has not yet monitored the effectiveness of recent initiatives.
- Computer skills are being used well to develop literacy.

Commentary

45. Pupils in years 1 and 2 and in year 6 are now reaching average standards and this is an improvement since the last inspection. Standards are higher than last year's test results because the less able and those with special educational needs achieve well. There is a good level of support for these pupils through carefully targeted literacy programmes throughout the school. The school has focused successfully on raising attainment in writing through years 3 to 6 with the use of a range of appropriate strategies and more opportunities for writing in other subjects. More able pupils are being particularly well extended in years 5 and 6 to improve the quality of their written work and this is helping them achieve well.
46. Pupils achieve well in speaking and this is helping their written work. They are given good opportunities to speak in lessons. For example, to discuss ideas for their writing or to plan work in art and dance lessons. There are also formal opportunities such as preparation for assemblies or preparing to interview visitors. Those with specific hearing problems make some very good progress in understanding conversations and there are some good techniques such as 'hot seating'² that extend their speaking skills. Across the school an emphasis is placed upon the development of specific vocabulary and effective questioning is seen in most lessons. This lifts the aspirations of average attaining pupils. Less able pupils speak confidently and listen attentively. All adults have high expectations of speaking and listening skills, and the language used in most lessons is above average.
47. Pupils' achievement in reading is satisfactory through the school. There are effective literacy programmes in place for teaching sounds and teaching assistants make good use of these when working with individuals and small groups. Additional time is allocated in all classes to allow the teacher to take smaller groups but this is not benefiting those who are unsupported.
48. Pupils' achievements in writing are satisfactory overall. The organisation of pupils into small groups to teach writing skills is successfully tackling weaknesses in grammar and structure. Strategies such as working through drafts and spending time on planning writing help lead to some well-crafted pieces by all pupils.
49. Overall the quality of teaching and learning is good. The work is generally well matched to meet the needs of pupils, and teachers' questioning is well focused on raising achievement. Teachers make good use of assessment information to focus on groups of underachieving pupils, mainly boys, and the very good support they receive from the trained teaching assistants is improving

² Hot seating is when a pupil or pupils take questions from the rest of the class and answer them from the point of view of the character they represent.

their learning. Teachers have set particular targets for all pupils to reach by the end of each term but these are not proving effective in years 3 and 4 largely because pupils work is not being marked with these in mind. Some final parts of the lessons are successful for example, in one lesson where pupils engaged in 'hot seating' the role of an historical character. In other lessons the plenary session was too brief or was not undertaken at all.

50. The subject is well led and results of monitoring lessons and test results are used wisely to implement important changes to the way literacy is taught. Monitoring of the effectiveness of the recently introduced strategies has not yet been undertaken systematically and this is leading to variations in their effectiveness.

Language and literacy across the curriculum

51. Pupils develop their literacy skills well in other subjects. The teachers are planning the curriculum creatively. For example, there is variety and richness of speaking and writing opportunities in history in years 5 and 6. Speaking and listening are promoted well through personal, social and health education lessons. Computers are used well and with confidence by each class to support literacy work.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Standards are below average in year 6 and higher attaining pupils are not achieving well enough because work is not sufficiently demanding of them.
- Good use is made of support staff to raise attainment of less able pupils; they achieve well.
- The start of lessons is effective in teaching mental mathematics skills but the final part of the lessons lack focus.
- Leadership and management have not made sufficient inroads into raising standards since the last inspection.

Commentary

52. Inspection evidence found that pupils in years 1 and 2 are on course to reach average standards. Pupils in year 1 are achieving well because the teaching is often good, lessons are pacy and well matched to individual needs and backed by good knowledge and understanding of the subject. Whilst these qualities are evident in the work of year 2 the more able pupils are not challenged in using larger numbers. The work set them in independent or group tasks consolidates rather than extends their good knowledge of number. This points up a weakness in the teachers' use of assessment information when planning lessons.
53. Standards in years 3 to 6 are below average. There is a backlog of below average attainment that has not yet been completely tackled. Achievement is satisfactory but variable. There is a difference between boys and girls and this is because higher attaining girls do not make the progress they should whilst less able boys make good progress because of the support. In recent years pupils have entered year 3 with below average standards. Achievement is good for the less able because of well targeted support and well organised group lessons that are often pacy and set with clear objectives. In particular these pupils have made good progress in their knowledge of number and place value. Teaching assistants are well briefed by the teacher as to the expectations and have good knowledge of the material to support pupils learning.
54. The demands made of the more able are unsatisfactory. A tendency to give everybody the same work means that time is lost for pupils who have already understood the main part of the lesson, whilst the teacher spends valuable time establishing what it is less able pupils have to do. Some

of the activities are inappropriate, for instance leaving the application of a new strategy to random chance rather than providing a problem to be solved. This doesn't help consolidate new skills. The pupils experiences are inconsistent through the four years and by year 6 there is a substantial backlog of skills that many upper average and more able pupils need to learn to fully achieve their potential. Some of the teaching is not good enough to achieve this.

55. Overall teaching is satisfactory through the school. The time at the start of the lesson is used effectively to teach mental strategies but the last part of the lesson is often rushed or lacks a clear purpose. The final part of the lesson is not used efficiently to evaluate what has been learnt or to help give pupils an understanding of what alternative strategies are available. Teachers subject knowledge is secure but work lacks the challenge to extend thinking and reasoning skills. Opportunities to teach pupils a range of computation strategies are missed so pupils become too readily dependent on one well-worn strategy and find it difficult to apply skills to new situations. Whilst teachers gave guidance on strategies for calculation, pupils own methods, whether effective or not, were not discussed.
56. There has been unsatisfactory improvement in standards and achievement since the last inspection. The leadership has secured an improvement on the start of lessons in order to give opportunities to improve pupils' mental skills. The subject leader has evaluated the test data, identified area of maths where there are weaknesses and highlighted underachieving groups. Teaching assistants have been deployed effectively to support them. However there is no coherence in the strategy to raise attainment and no indication as to how this is to be monitored and evaluated. The current quality of teachers planning, particularly the use of assessment, is not good enough to ensure that gaps will be eradicated lower down the school.

Mathematics across the curriculum

57. Overall this is unsatisfactory because the effectiveness varies from teacher to teacher. Some reinforce ideas such as time, number, sequence and space in lessons such as music, PE and history. However too often opportunities are missed in lessons to strengthen mathematical understanding by using it in practical contexts. Data handling is particularly under-represented in pupils' work.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils in Year 6 make good progress as a result of good teaching and pupils' own positive attitudes to learning.
- Pupils generally are not making sufficient progress in developing scientific enquiry skills.
- Assessment in science is not rigorous enough, resulting in some underachievement.

Commentary

58. Standards across the school in science are broadly average but with some weaker elements. In Year 2 pupils make satisfactory progress in gaining scientific knowledge and the most able are starting to use this knowledge to inform their predictions and explanations. Lessons involve a mix of discussion and practical activity but there are too few opportunities to design their own tests to collect the necessary evidence. Consequently pupils are not developing the appropriate level of recording skills at this stage.
59. In Year 6 inspection evidence suggests that a significant proportion of pupils will achieve the national average with some pupils on target to achieve the higher levels. Overall, achievement is satisfactory. This is an improvement on last years' results, when too few pupils achieved the

standards expected, and is a result of some very focused teaching, and insistence on accurate use of scientific language. The schools' plans for science have not been adapted sufficiently to cater for the needs of the most able pupils in all aspects of their science learning. For example, plans do not include specific reference to developing the skills of enquiry and consequently not enough emphasis is being given to this element of the science curriculum.

60. Teaching is satisfactory. In the lessons seen during inspection teaching varied between very good and unsatisfactory. A number of lessons were good, mainly in year 6, and encouraged pupils to observe very carefully and make sense of the evidence for themselves, to consolidate new scientific vocabulary and explain the evidence for their conclusions. Some lessons lacked pace, challenge and expectations. In one lesson the point of the activity was not made clear to pupils and they were all given too long to explore in an unstructured way with insufficient direction from the teacher and as a result learning was unsatisfactory.
61. In most lessons all pupils carry out the same activity with the same expectations, thereby reducing the opportunity for pupils to make their own decisions and challenge their thinking. Any recorded work is usually the same content for all pupils and there is a lack of teaching pupils how to record their findings. This further limits progress. However pupils with special educational needs, with the help of skilled support staff, generally make good progress.
62. Assessment arrangements are satisfactory. The end of topic assessment has a focus on what children know in terms of factual knowledge and how much support they require to improve this. It does not give teachers a clear picture of how well pupils apply their knowledge or how well they are developing the skills needed to work scientifically.
63. There has not been sufficient improvement in standards and the quality of teaching since the last inspection and overall achievement and provision is satisfactory rather than good. The new co-ordinator has the capacity to lead the subject forward but has not been given the opportunity to do so. There has yet to be a systematic monitoring of teaching and learning in science. The school has just analysed the science results in the 2003 tests and issues fed back from this are starting to make an impact on teaching in Year 5 and 6, but have yet to influence the necessary changes to help teachers plan lessons.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- There have been good improvements in the provision of ICT in the school since the last inspection.
- Medium term planning for ICT is good because it links the use of ICT to other subjects.

Commentary

64. By the end of year 2 pupils ICT skills meet national expectations and by year 6 are above average. This represents good improvement since the last inspection. This has partly come about through the development of a very good ICT suite and improved teaching. Leadership and management have been effective and there has been a good investment in software and the training of teachers and teaching assistants. The recently appointed subject leader is developing well the management skills needed to build on the improvements made since the last inspection. She has familiarised herself with software and hardware and visited other schools to compare provision. She has undertaken an audit of resources and is making the necessary purchases to meet some remaining gaps in provision in control work.

65. Pupils achieve well and learn to access the Internet, create multi media presentations and exchange information with others. Observations in lessons and discussions with year 6 pupils show confidence in accessing information from the Internet and importing text and pictures to present information. They are confident, using word processor and art programs well. Pupils applied keyboard skills with confidence in year 1 and year 3 to their reading and writing.
66. Teaching of ICT skills is satisfactory and teachers are confident in their own knowledge and use of ICT. Skills are systematically taught in topic lessons and applied across other subjects of the curriculum. Teaching assistants are used effectively. The school employs a part time technician to maintain the ICT equipment and this helps teachers overcome time consuming and untimely breakdowns of equipment.

Information and communication technology across the curriculum

67. This is satisfactory. ICT skills are used well by pupils in English and satisfactorily in mathematics and science. Teachers exercise flexibility in their planning to incorporate ICT skills in art and humanities. For example, year 3 pupils used colour, text and graphics to create an attractive invitation to a party, whilst year 6 pupils worked well independently to access information from the Internet in their history and geography topics.

HUMANITIES

Religious education is reported in full below. In humanities work was sampled in history and in geography. From the evidence available standards in history are average and have been sustained since the last inspection. Through discussion with Year 6 pupils it is evident that the learning gained through visits to historical museums has a lasting impact. The hands on and role-play experiences have given pupils a real insight into everyday life at different periods in English history. They used this knowledge very effectively in other subjects to provide a real sense of purpose and emotion. Standards in geography are average and achievement has been enhanced through visits to environmental centres. Geographical mapping skills are also confidently applied in a range of situations. What is evident from sampling both subjects is that pupils have insufficient opportunities to research in any significant depth their own historical or geographical questions and individually present their findings. Curriculum planning has yet to fully address the acquisition of key enquiry skills and to cater for the wide range of ability within classes containing a two-year age range so that all pupils are working to the limit of their capabilities.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education is taught regularly and the planned programme is in line with the Locally Agreed Syllabus.
- There are good opportunities for pupils to explore concepts and symbols and understand the significance of religious traditions and writings.

Commentary

68. Standards and achievement are satisfactory. The subject is used to develop thinking and reasoning skills and makes a valuable contribution to the inclusive ethos of the school.
69. In the lessons seen, teaching and learning were good. Teachers are secure in their knowledge and understanding of the subject. Lessons are well planned to develop speaking skills and to acquire and understand new learning. In year 3 and 4 lessons the teachers' questions enabled all pupils to take part and the ideas of the pupils with special needs, supported by the teaching

assistant from the unit, had equal value. The year 5 and 6 pupils had prepared searching and relevant questions for an interview with the local Vicar and other invited guests and this allowed them to understand and reflect on the answers. Pupils' learning has benefited from good quality first hand experiences in the Christian faith through the school's links with the local church. Fewer first hand opportunities have been available for close study of other faiths practised locally.

70. The curriculum leader was new in post this academic year and has not yet contributed to the development of the subject across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design, design and technology (DT), music and physical education were sampled. There was insufficient evidence to make a judgement about DT. From the lessons seen in art and design, and analysis of pupils' work, including displays, the indications are that standards are satisfactory and similar to those found by the last inspection. In years 1 and 2, work suggests limited scope for pupils to make choices or create individual works. Displays in the juniors show a good range of work in two and three dimensions, with some very effective links between subjects. While there is some evidence of ICT being used to support learning, as at the time of the last inspection, this aspect is still not particularly well developed. The school's regular involvement with the Sheffield Arts Festival enhances learning experiences.

In music pupils' singing skills are above average through the school and in this aspect have been maintained since the last inspection. There is some knowledgeable and effective teaching in year 5 and 6 and the good use of funds has supplemented this with the skills of a talented pianist.

In physical education a good dance curriculum encourages pupils to develop very positive attitudes towards each other. The creative dance workshops in year 4 and year 6 were well taught and demonstrated a high standard. Lunchtime and after-school clubs allow pupils to participate in a wide range of sports including cross-country running. There is a regular programme of swimming and all year 6 pupils reach expected standards.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **satisfactory**.

Main strengths and weaknesses

- Plenty of effective informal provision throughout the school but no clear planned programme to develop PSHE skills further.

Commentary

Only one lesson was seen in this area. The previous inspection found that this aspect was a strength of the school and this position has been maintained with the majority of pupils demonstrating good personal and social skills so that they are confident to express views, show good collaboration and relationships and enjoy improving their learning. A close link with hearing-impaired pupils has been established through a club to teach awareness of the problems of deafness. This has become extremely popular with mainstream pupils and has increased understanding of the world of the hearing impaired. Although there is no formal curriculum for pupils in years 3 to 6, specific elements of PSHE, including sex and drugs education are taught through other curricular areas such as science and religious education. The absence of a formal curriculum has left no obvious gaps in the pupils' personal development. The school is just embarking on a range of new initiatives that should provide this framework in the future. These include being part of the 'healthy schools initiative' and a revised drugs education programme. A new co-ordinator has been appointed to lead the development of the subject and build on some already good practice.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 4 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 4 |
| Value for money provided by the school | 4 |
| Overall standards achieved | 4 |
| Pupils' achievement | 4 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 5 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 3 |
| The quality of education provided by the school | 4 |
| The quality of teaching | 4 |
| How well pupils learn | 4 |
| The quality of assessment | 5 |
| How well the curriculum meets pupils needs | 4 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 3 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 4 |
| How well the school seeks and acts on pupils' views | 3 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 4 |
| The leadership and management of the school | 4 |
| The governance of the school | 4 |
| The leadership of the headteacher | 4 |
| The leadership of other key staff | 4 |
| The effectiveness of management | 4 |

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).

