

INSPECTION REPORT

ECCLESFIELD PRIMARY SCHOOL

Ecclesfield

LEA area: Sheffield

Unique reference number: 107001

Headteacher: Mrs S Barton

Lead inspector: Joyce Taylor

Dates of inspection: 9 – 11 February 2004

Inspection number: 256032

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	406
School address:	High Street Ecclesfield Sheffield South Yorkshire
Postcode:	S35 9UD
Telephone number:	0114 2467396
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs G Carr
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

The school takes its pupils from the northern edge of the city of Sheffield but also takes about sixty per cent of its children from outside its normal area. Several areas served by the school reflect social disadvantage. Sixteen per cent are identified as having special educational needs for learning difficulties and no child has a statement. Most of the children enter reception with below average standards in most areas of learning and in personal development, language and literacy and some aspects of mathematics the standards are well below average. Very few children speak English as an additional language and these children understand English well and are fluent speakers. Almost all children are of white English heritage with roughly an equal number of boys and girls. The school caters for a tiny minority of children in public care. The deputy has been in post for half a term and the headteacher has recently convened a new senior leadership team.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
4275	Joyce Taylor	Lead inspector	Foundation Stage Art and design Physical education
11358	Vicki Lamb	Lay inspector	
4295	David Dodds	Team inspector	Science Information and communication technology Religious education Design and technology
32848	Jean O'Neill	Team inspector	Mathematics History Music
16492	Robert Lever	Team inspector	English Geography Special educational needs,

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a **satisfactory** education for its pupils. The teaching is good overall and most of the children achieve well. Most pupils have good attitudes but a small group are reluctant to cooperate and sometimes upset others. The leadership and management are satisfactory and some aspects are good. The school provides **satisfactory** value for money.

The school's main strengths and weaknesses are:

- In most classes the teaching is good and the children achieve well.
- The headteacher's very clear and unswerving view has raised standards in key subjects.
- The management of children with uncooperative behaviour is inconsistent across years 3 to 6.
- The implementation of the assessment policy is inconsistent.

The strong focus on raising standards is having a good impact. The school has made satisfactory improvements since the last inspection and the previous key points for development have all been given attention. Improvements were slowed due to past staffing difficulties but these have now been resolved. Standards have risen to average in information and communication technology (ICT), English and mathematics, and are above average in science and art and design. The teaching and learning have improved. Teachers who lead curriculum subjects are more effective. Policies required by law are in place and implemented appropriately other than that for collective worship. The assessment of children's work is much improved but more needs to be done. The school has not adequately tackled the uncooperative behaviour of a small group of children who occasionally distress others.

STANDARDS ACHIEVED

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

*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.*

The children's achievement is **good** overall. They enter reception with below or well below average standards and are likely to reach the expected goals in all areas of learning apart from communication, language and literacy and some aspects of mathematics by the end of reception. The current year 2 children are reaching average standards with above average standards in science. The current year 6 are reaching better standards in English and mathematics than the table suggests with standards that are average in English and mathematics and above average in science. Standards are above average in art and design and average in the other subjects. The children achieve well in most cases. Children with special educational needs for learning, and those with higher attainment achieve well. Those with behavioural difficulties sometimes make unsatisfactory progress as they are not always supported appropriately when they find concentration difficult.

Children's personal development, including their spiritual, moral, social and cultural development is **satisfactory**. Their attitudes to school are satisfactory and often good and generally they behave well. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is **satisfactory** overall and most teaching is **good**. In most lessons, good and sometimes very good teaching ensures the children make fast progress. Good, lively teaching in reception ensures children learn well. In years 1 and 2 the curriculum continues to be stimulating. Teachers cater well for the differing needs of children and ensure they all benefit and achieve well. This is not so consistent in years 4 and 5 where, although the school has worked hard to improve provision, some children still miss parts of lessons if they misbehave. Overall, teaching is good and children achieve well. Those with higher attainment, move forward at a particularly fast pace and those with learning difficulties are given good support and achieve well. Assessments are not used consistently across the school and some children are not aware of their targets in key subjects. Classroom assistants provide good support. Pupils' care, welfare and safety are satisfactory overall.

LEADERSHIP AND MANAGEMENT

The leadership and management are **satisfactory**. The headteacher has a good vision of how the school should be and has managed, despite considerable staffing difficulties, to put her plans for improving standards into practice. A few teachers do not implement all aspects of the behaviour and assessment policies and this has not been given sufficient attention. The new senior leadership team support the school well in identifying ways to improve the teaching and learning and are developing potentially very good methods for making the new ideas work. The work of the school is evaluated well and good improvements have resulted. However, some aspects, such as the unkind behaviour of a few pupils at playtimes, remain a concern for pupils and parents. Governors have provided the school with strong support during difficult times and continue working effectively on the school's behalf.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Almost all parents are happy with the work of the school and feel staff have the children's welfare and learning at heart. A few parents are rightly concerned on their children's behalf about behaviour, particularly at lunchtime and want more information about what is done to support their children. Pupils like the school and, for the most part, thoroughly enjoy their lessons. They work hard and are happy to talk about what they are learning.

IMPROVEMENTS NEEDED

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

- Improve support for uncooperative children to ensure they benefit from learning and do not interrupt or harass others.
- Ensure all staff consistently implement agreed school policies.

and, to meet statutory requirements:

- Ensure that during assemblies children reflect on spiritual matters.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

By year 2 and year 6, standards are average overall and above average in science and art and design. The children achieve well as they move through the school, particularly in reception, years 1 and 2 and in years 5 and 6.

Main strengths and weaknesses

- Standards are steadily improving and the children learn well in most classes.
- A small group of uncooperative children make unsatisfactory progress.

Commentary

1. The children start school with standards that are below average in most areas of learning and well below average in communication, language and literacy, personal and social development and aspects of mathematics other than numeracy. Achievement in the reception classes is good and the children steadily build on earlier learning. By the time they leave reception they are average in all areas other than communication, language and literacy and the mathematical aspects of shape and measures, which are below average.
2. Standards in the rest of the school have improved since the time of the last inspection. During 2003 a strong focus on speaking and listening has now lifted the year 6 standards in English from below average to average. This is because the children improved the structure of their spoken and written sentences. Year 2 children reached average standards overall in the 2003 national tests in reading and writing but were very close to the above average standard. In English children achieve well overall particularly in reception and years 1 and 2.
3. Standards in mathematics in the 2003 national tests in both year 2 and year 6 were average. All pupils in year 2 achieved the expected standard, although only a small proportion managed higher levels. In year 6, over a third of pupils achieved higher levels, but almost as many pupils did not reach the average standard. In science, a focus on discussion and problem-solving has significantly increased the proportion of children who reach above average standards. In the 2003 national tests almost half the year 6 children reached this higher level. In the current years 2 and 6, the majority of children are now reaching above average standards in science. This is good and steady improvement for the school.

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

Standards in:	School results	National results
reading	16.1 (15.1)	15.7 (15.8)
writing	15.1 (14.3)	14.6 (14.4)
mathematics	16.6 (16.8)	16.3 (16.5)

There were 59 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.3 (25.9)	26.8 (27.0)
mathematics	26.9 (26.9)	26.8 (26.7)

science	29.0 (28.9)	28.6 (28.3)
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There were 62 pupils in the year group. Figures in brackets are for the previous year

- The inspection found that the current year 2 children continue to reach average standards in reading, writing and mathematics. In reception, years 1 and 2 the school does well for its pupils, with good support for those of below average ability, enabling some of them to achieve average standards by the age of seven. Pupils make good progress in years 5 and 6, due to high expectations, and apply their English skills well in other subjects, particularly through speaking and listening. They write at length and in different styles. Mathematical skills are also used well to support other subjects such as science, geography and design and technology.
- Standards in information and communication technology (ICT) are average across the school and this is a good improvement since the last inspection. Insufficient work was seen to form an overall judgement about standards in geography. In the other subjects, the children in years 2 and 6 reach average standards, and are above average in art and design.
- The few pupils with significant learning difficulties are given strong support and achieve well. Those with inappropriate behaviour usually make satisfactory progress although occasionally they are not helped well enough to concentrate. Children with lower attainment are given strong support. They achieve well and in mathematics generally reach average standards in tests. This group has been a target for improvement and well targeted support, with more planned for the rest of the school year, has already increased their literacy skills. Pupils who do not speak English at home are given good support and reach appropriate standards. Overall, boys and girls do equally well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are satisfactory. Provision for their personal development is satisfactory. Attendance is satisfactory and hardly any pupils arrive late to school.

Main strengths and weaknesses

- Relationships are good.
- The poor behaviour of a few pupils sometimes affects the learning and well being of others.

Commentary

- Pupils show interest in school life and most involve themselves readily in activities. Almost all listen well and concentrate, staying focused on their lessons and working hard.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.3
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.

- Pupils communicate well and enjoy good relationships with staff and each other. Staff have high expectations of pupils' behaviour and the vast majority of pupils respond well. Staff work hard to engage positively with pupils and the vast majority respond well but this is not consistent in all classes. For example, when poor behaviour occurs, some pupils miss parts of their lessons and have no constructive alternative activity other than to sit in a corridor or quiet room. Pupils' responses to this vary from calming sufficiently to enable themselves and peers to learn without

distraction to persistent disruption, albeit at a distance. This means that the unsatisfactory behaviour of a few pupils persists as they change classes each year.

9. The school policy rightly focuses on keeping parents informed of their child's misdemeanours. However, it gives more attention to the possible sanctions resulting from bad behaviour than to ways of preventing it. As a result, although the needs of this small number of pupils are usually managed appropriately, some continue to interrupt the learning of their peers. Most children accept the bad behaviour of a few as part of the life of the school.
10. The pupils' personal development is satisfactory overall. The good relationships with the local church and other Christian places of worship ensure pupils understand how people's beliefs influence their daily lives. Pupils learn right from wrong. Most behave well and know the school's codes of behaviour, and the classroom rules, which they have devised for themselves. The oldest pupils enjoy a residential visit to Derbyshire, with good social skills and team building activities. They learn to help each other, through schemes such as extending playground friendships. Children were seen to help each other voluntarily on many occasions in the classroom. Provision for music and art, through an arts week, makes a good contribution to their cultural development and their knowledge about their local culture is secure. Their learning about the range of cultures represented in modern Britain is weaker.

Exclusions

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	377	2	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	3	0	0
Mixed – any other mixed background	1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education with several aspects that are good. Good teaching provides the children with interesting and well planned lessons.

Teaching and learning

The teaching is good overall and the vast majority of pupils learn well.

Main strengths and weaknesses

- Teachers establish good learning opportunities for the children.
- Children with learning difficulties are taught well but the needs of some pupils with behavioural problems are not always met adequately enough.
- Assessment arrangements are good in some areas but there are inconsistencies across the school.

Commentary

11. Teaching has improved since the last inspection. In most classes it is now consistently good and some is very good. Teachers generally have good relationships with the children and build up their confidence. There are many opportunities for children to talk about their work and they happily explain what they think and how they reached their conclusions. In English, science and art and design, teaching is strong across the school. Teachers know these subjects well and provide interesting ways for the children to learn. Lessons have a good pace and children's individual learning needs are identified well. In English, for example, few disruptions occur because children are focused on their work. There are children with behavioural difficulties in almost all classes and for the most part these children are calm and work as well as they can. In a few cases, teachers separate the children from the class and the work they are doing or allow children to remove themselves for extended periods. This is unproductive for these children.
12. In reception the teachers and classroom assistants work well together to ensure learning develops effectively. Teaching is thorough and planned well providing good opportunities for direct teaching and for the children to learn through play. Staff encourage children to talk and listen to each other so by the time they move to year 1 they are more confident learners. Particular focus is given to the early skills of reading, writing and numeracy and this is very productive. The children are learning well and can, for example, talk about their knowledge of numbers.
13. The assessment of pupils' progress is satisfactory overall. In the reception classes, and in science across the school, it is good, with information being used effectively to plan pupils' learning. The assessment co-ordinator has drawn up a policy with useful and well-chosen strategies, but these are not implemented consistently across the school. In English, there are useful guidelines for assessing the quality of writing, including strengths, areas for improvement and levels, and these are used to good effect. In mathematics, a scheme identifies targets for each year group and records progress over the year. However, this is not used in all classes. Procedures for assessment in other subjects are still at an early stage of development. A good model in music involves pupils in self assessment of their learning.
14. Teachers generally use appropriate methods to enable pupils identified with special educational needs to learn effectively. Targets to support learning plans are matched well to children's needs. Teachers take account of these targets and help the children make good progress. Those few pupils experiencing behavioural and emotional difficulties do not always meet termly targets and these, though unsuccessful, are sometimes repeated. This is inappropriate and the children sometimes make unsatisfactory progress. Classroom assistants provide effective support and help pupils to achieve well in learning basic skills. However, the limited number of assistants, especially in years 3 to 6, means some pupils do not always get the support they need. The school has recognised this concern and has already set in motion procedures for additional appointments.

Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	5 (12%)	23 (56%)	13 (32%)	0 (0%)	0 (0%)	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.

The curriculum

The curriculum is satisfactory overall and good in the reception year. There is good provision for the arts but little provision for learning outside the school day. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- English, mathematics and science are supported by a good range of initiatives.
- The learning opportunities in reception classes are rigorous but fun.
- The curriculum links well across the subjects.
- Provision for geography is uneven in Year 6.

Commentary

15. Since the previous inspection provision for ICT and science has improved. The approaches to teaching numeracy and literacy are well established and effective in raising standards. Work is matched well to pupils' needs. There are good strategies in place to support lower attaining children in English. In these subjects the lessons are particularly interesting and enjoyable for the children. In reception the curriculum is based on good links between formal sessions and play activities. Children enjoy the range of opportunities provided.
16. Good links between subjects are developing. History and religious education support aspects of English well. There are effective links between geography, design and technology and history. ICT is being increasingly used to support other subjects, for example in history and art. Opportunities to use mathematics are seen in many subjects. The overall provision for geography is inconsistent as there are half year gaps between blocks of work in year 6. The strategies for health education appropriately develop pupils' personal qualities as well as aspects of health and growth. They are linked to the curriculum and thus make sense to the children.
17. Overall, the provision for special educational needs is satisfactory. It is good for those experiencing learning difficulties but is not always appropriate for those with emotional and behavioural difficulties.
18. The curriculum is extended by a sound range of visits and visitors. There are some after-school clubs, including sporting activities and a choir. However, there are fewer than normally found in years 3-6 and there are no clubs for the younger pupils that could extend their learning. Pupils make visits locally and further afield in order to support subjects such as geography.
19. The accommodation is clean and tidy and maintained well by the building supervisor. The staff have worked hard to make the building stimulating and welcoming and although some areas still suffer from damp the accommodation is a satisfactory learning environment. The site includes a large outdoor area that is under development with many plans in place for further enhancement. This is intended to support learning, particularly in science and personal development.

Care, guidance and support

The school takes satisfactory care of its pupils. It provides sound support and guidance for most pupils and seeks their views appropriately.

Main strengths and weaknesses

- Good procedures for child protection and health and safety support pupils' well-being.
- Arrangements for settling pupils into school and new classes as they grow older are good.
- The advice and guidance for pupils is not always matched to their individual needs.

Commentary

20. The school is conscious of its duty of care towards pupils and has developed many good procedures to meet its obligations. Suitably qualified staff administer first aid and the school is careful to record accidents and inform parents of anything which may need further attention. Child protection arrangements are clear and effective. Training and high quality written advice is made available to teaching and non-teaching staff to guide their responses should they have concerns about a child's welfare. Children in public care are given good support and make satisfactory progress.
21. Children are settled into the reception classes well and there is good provision when children move from one class to another, and when they move from year 2 to year 3. For example, year 6 pupils train as buddies to get to know pupils moving to year 3 and this helps them to settle well.

Also, the school makes a separate yard available to year 3 pupils so that the move to playing amongst older pupils is gradual.

22. Staff assess pupils' progress appropriately. The school is at an early stage of involving pupils in assessing their own successes and targets, as well as in seeking their views on school life. Recently established class councils enable pupils to learn how to share ideas and concerns and these are effective. Pupils are able to raise issues within the context of their own classes and many use the opportunity to share concerns, such as how to respond to incidents and what can be done to stop them. Other discussions are also used as a forum for pupils' views by raising and resolving issues within time devoted to personal, social and health education (PSHE).
23. The school's programme for PSHE has identified pupils' concerns about harassment as a specific area on which to work. Many pupils have a view that a few children persistently misbehave towards others. There is clear guidance given to pupils about how to respond when they feel threatened but some pupils remain confused, especially at lunchtime when there are fewer adults available to help them. The few pupils who do misbehave are not always monitored closely to establish the degree of interruptions to their learning.

Partnership with parents, other schools and the community

The partnership with parents is satisfactory. Links with other schools and colleges are good and a satisfactory range of links with the wider community enhances pupils' learning.

Main strengths and weaknesses

- Most parents are supportive of the school's work and make good contributions to their children's learning.
- The school works well with other schools and colleges. In particular, there are good procedures for pupils' transferring to secondary school.
- Action to ensure parents' satisfaction and to deal with any concerns or complaints is variable.

Commentary

24. The school has worked hard in recent years to involve parents. Opportunities for parents to work closely with teachers for the benefit of all pupils are well developed. Most parents hold positive views about the school's work. Many communications between home and school are very friendly and encouraging. They promote partnership well by giving good, factual information and by valuing the part parents play in supporting their children's education. However, some documents are presented in an out-dated fashion and tend to stress aspects for which the school cannot be held responsible. This sometimes clouds the information the school is trying to convey.
25. A few parents work hard to organise and run social events for children and to raise funds for extra resources. They are committed to directly enhancing pupils' experiences, both socially and educationally, by providing items and events that are outside the remit of the school budget and have made some significant contributions for all age groups. Parents are involved well in supporting their children's learning at home and in school and the school improvement plan includes further developments for the near future. However, the school has not yet formally sought parents' views about what is provided so that they can be acted on where appropriate.
26. The school has appropriate formal procedures in place to deal with any concerns and complaints. Teachers, including the headteacher, are easily accessible daily, especially in reception and years 1 and 2 and the governors investigate formal complaints fully. However, there remain unresolved concerns from parents. For example, a few parents feel that they are not fully accepted as partners as some concerns are not well received by some staff. Several parents believe that incidents are not resolved, even after they have raised them with staff. Inspectors find that several parents and many pupils are concerned that harassment is part of

school life and that attempts to reduce various types of poor behaviour from a small minority of pupils are not sufficiently well developed or effective enough.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both satisfactory overall and there are some good features.

Strengths and weaknesses.

- There is a clear vision and sense of purpose by the headteacher.
- Strategies for improving teaching are effective but support for pupils' social development is less effectively managed.
- Some teachers do not implement the agreed school policies well enough.

Commentary

27. The headteacher has clear and appropriate targets for the school centred on effective teaching and learning. She is working to raise the pupils' aspirations, to make them closely involved in school matters and to develop their skills and attitudes so they enjoy learning. This vision is driving the school forward. She holds a tenacious view on raising standards, which has resulted in improvements to the teaching and learning, particularly in English, mathematics, ICT and science. The pupils' involvement in school matters is reflected by their participation in the newly established class councils, which give them good opportunities to highlight their own views.
28. The headteacher's good leadership is supported by a growing participation of the newly formed senior management team and subject leaders. A strength of the school lies in the good appointments that have been made recently. In the past staffing difficulties had created a considerable barrier to school development, but these have now been resolved and the new appointments have rekindled the drive for improvement. Good arrangements for staff development include classroom assistants and other supervisors. The co-ordinators for the Foundation Stage, English, science, ICT, design and technology and art and design are particularly effective. They know what is needed to ensure improvements take place and they work well with other staff to introduce and establish changes. As a result, there is continuing improvement in these areas.
29. The way the school is managed is having a marked impact on the qualities of teaching and learning because of effective monitoring and evaluation of work in the classes. The impact is less pronounced on pupils' personal development where there are still examples of staff not following agreed policies. For example, there are inconsistencies in the way pupils' behaviour is managed and in the adherence to the school's marking and assessment policies. There are insufficient checks in place to ensure that all aspects of the day-to-day running of the school are well managed and all children benefit from the school's high aims.
30. The governing body helps shape the vision of the school well and effectively supports the headteacher and senior management. It carries out its duties effectively, and ensures that the school fulfils its statutory duties apart from the provision of an act of daily worship. All required policies are up to date, although some school documents contain too many negative statements. The governors have a clear view of the school's strengths, but are not fully aware of the problems related to the unacceptable behaviour of a small minority of the pupils. The school has yet to devise and implement fully procedures for dealing with this.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	877391
Total expenditure	874398
Expenditure per pupil	2161

Balances (£)	
Balance from previous year	88202
Balance carried forward to next year	91235

31. The governing body ensures the finances of the school are used and monitored well and they work hard to gain the best value from their spending. The budget is set to match the school's priorities. A considerable amount has been saved over recent years, plans to use this money includes the intention to increase the numbers of classroom assistants where disruptive children need additional support.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- Children are taught to make sensible decisions about working and playing together.
- Thorough assessments mean teachers plan learning accurately.
- Children are taught individually and in small groups to ensure they make good progress.
- Play activities provide good opportunities to reinforce mathematical learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Commentary

32. Children enter school at well below the expected level for their age. They achieve well and when they leave reception they are reaching the expected standards. Daily routines are very effective and ensure children become independent and confident learners. They make sensible choices about their play activities selecting resources to explore various areas of learning. Children are expected to organise themselves as they play together. They still share with some reluctance but take turns when required. There is good provision for children to talk about their own emotions and listen to the views of others.

COMMUNICATION, LANGUAGE AND LITERACY

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

Commentary

33. Children enter school with well below average standards. They make good progress but by the time they leave reception they are still below the expected standards. Good talking, reading and writing activities are provided through play and direct teaching sessions. Children learn to form letters correctly and watch adults write before practising their own work. They enjoy looking at books and this supports sessions when books are used more formally to teach reading skills. Children are encouraged to talk about their work and their own thoughts. Teachers listen carefully and show they are interested in children's ideas. Good assessments mean that work closely matches what children need next. This particularly supports the progress of the high proportion of children with below average skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Commentary

34. Children reach the expected goals in numeracy by the time they leave reception. Good opportunities to sort, arrange and count through play are provided. Children practise their skills in more formal sessions where teachers help them organise numbers and describe their position in sequences. For example, one able child described 7 as coming between 6 and 8, while a less developed thinker explained he liked 3 best because his baby was three. These skills are taught thoroughly and children can visualise how quantities alter when toys are added to collections.

Tasks are enjoyable and children achieve well. Some aspects of understanding about shape and measures are below expected levels. Children have difficulty, for example, in making comparisons between the sizes of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD, CREATIVE DEVELOPMENT AND PHYSICAL DEVELOPMENT

35. Provision in **knowledge and understanding** of the world, **creative development** and **physical development** cannot be judged fully because not enough lessons were seen. Work seen when children used computers was effective and they made good progress in using the mouse and opening and closing parts of the program. They constructed models thoughtfully using cartons and tubes. When using tools and manipulating resources, children show good physical control. A music lesson was very effective and children are already reaching the expected goals in playing percussion instruments for a joint performance. Their intense delight on hearing their performance replayed on the tape recorder contributed very effectively to their spiritual development.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision for English is **good**.

Strengths and weaknesses

- Good teaching and learning ensure pupils make good progress and achieve well.
- Pupils with learning difficulties are supported well.
- The co-ordinator is knowledgeable and helps to move the subject forward.
- The range of books in the library is poor.
- There is good use of literacy skills across the curriculum.

Commentary

36. Teaching and learning are good. Teachers manage lessons well and generally insist on good behaviour. Pupils are attentive and concentrate well on their tasks. They enjoy their work and behave well. Work is well matched to their needs and as a result they achieve well. The strong focus placed on the subject has successfully improved standards. There has been a real drive to extend the higher attainers in writing and to bring other pupils up to the average levels. For example, through specialist literacy programmes that usually focus on the learning of individuals and small groups in Years 1 and 2. Girls achieved slightly better than boys in reading. The school has introduced a wider range of reading materials, particularly in terms of non-fiction, to increase boys' interest and motivation.

37. Pupils with special educational needs for learning receive good support from teaching assistants and make good progress against their targets in their individual education plans. There is good support through a good range of initiatives, which are skilfully planned and delivered. These focus on extending pupils' skills in reading, writing and speaking and listening. Pupils with behavioural difficulties generally concentrate appropriately in English lessons where teachers good subject knowledge ensures they receive work that challenges them properly.

38. The subject is managed well by an experienced co-ordinator. She monitors planning, work and lessons. She has targeted areas for development, which have raised standards. Pupils' work is checked to ensure the school maintains its standards and assessments are used well to set individual targets. Records show pupils make good progress and achieve well over their time in the school. The library provision is poor. The school has allocated funds and made plans to improve this. Other book resources are adequate and the school draws a good range of books

from the central library to support particular topics. The use of computers is developing appropriately and pupils combine text and pictures to good effect in their English work.

Language and literacy across the curriculum

39. Good opportunities to develop speaking and listening are evident in most subjects. Teachers give time for children to talk with partners and for group discussions. There are good examples of extended writing in religious education and history. In science, many pupils write up their findings from investigations without the need for worksheets. Pupils extend their technical vocabulary in science and ICT. These subject links provide real opportunities to develop skills. For example, in history, pupils in year 5 wrote about, discussed and acted out Greek myths. In year 6 pupils have been inspired by 'Flanders Fields' to write poetry about World War Two. A pupil, who had learning difficulties in the past wrote feelingly: *'Rotting fingers stuck in slime, Friends gone, one hat less. Crying from a child, And a scream of a widow.'*

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The use of assessment varies across the school.
- Pupils have good attitudes to mathematics.
- Work on investigations has improved since the last inspection, and is now satisfactory.

Commentary

40. The quality of teaching is satisfactory overall and good in year 6; some good teaching was also seen in year 1. Lessons are effectively planned and there is an appropriate emphasis on the correct use of mathematical vocabulary. This means, for example, that pupils in year 3 are confident with terms such as 'area' and 'symmetry', and in year 6 pupils work with negative numbers, co-ordinates and simple algebra. Teaching is generally well-paced, and teachers adjust lesson plans to meet the needs of pupils.
41. Marking of work is often characterised by supportive comments. However, teachers rarely give pupils indications of how they might improve. Assessment is at an early stage and practice in this area is inconsistent. There are, however, examples of individual pupil target setting in several year groups and work reviewed against these targets enables children to make good progress. The subject co-ordinator provides satisfactory leadership. He has good subject knowledge and has encouraged staff to extend pupils' discussion about mathematics. This enables children to explain calculation strategies when solving problems.
42. Pupils enjoy mathematics, and show good levels of concentration in lessons. They co-operate well and work productively, both in groups and independently. In whole class sessions they listen and respond to one another and the teacher; they show confidence and a desire to learn.
43. Since the last inspection, the school has worked to introduce more opportunities for investigative work and some good examples of this were seen in lessons. Thus year 1 pupils used addition and subtraction sums such as $8+9$ linked to $17-2$ to reach a 'target' answer of 15. In year 5 previous work on decimals led pupils into higher level investigations such as 0.7×0.5 , from the starting point of the 7 times table.

Mathematics across the curriculum

44. There are good examples of the use of mathematics in science work, where pupils measure distance and time with increasing sophistication. They use measuring instruments well, for

example, in year 4 work on ramp runners to identify distance. Pupils display their findings in a number of ways, for example through charts, diagrams and tables. ICT is used appropriately to support learning in mathematics

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Science lessons are fun and challenging and matched well to the pupils' ability.
- Good use is made of day-to-day assessment and lesson evaluations.

Commentary

45. The school provides an exciting and challenging curriculum that moves learning forward at a fast pace. As part of their study of 'life and living things' the teacher of a year 2 class prepared her children to ask relevant questions of a mother who brought in her 15 week old son. The lesson was a delight. The children were intensely interested and their questions were answered honestly and appropriately in a relaxed atmosphere. Their prior knowledge and understanding was used well to demonstrate knowledge of the needs of babies. "Has he got any teeth yet?" "No" said the mother. "He only drinks milk", said some children. "He's had his first Rusk", said the brother, "he sucked it". Practical activities are used well to reinforce the children's understanding. Teachers react quickly to the pupils' ideas and present evidence to challenge them. A year 5 teacher, for example, had re-planned a lesson on evaporation and condensation to give the pupils' greater insights into the processes involved. Very effective questioning and challenging dialogue made the children think and extend their understanding.
46. By year 2, children are beginning to appreciate the need to make a test 'fair'. By year 6, most pupils draw confident conclusions using the appropriate scientific terms. They work carefully and safely both in groups and independently. They use equipment well, making accurate measurements for time, mass and capacity. They use their knowledge from investigations well and, in most classes, write extensively and clearly to explain and describe their work.
47. There is a new well-informed subject leader. She has already noted that the curriculum planning needs to be reorganised for greater continuity. Assessment has improved and is being further developed to include measuring attainment against national standards. Target setting for pupils has begun recently and pupils are now being tracked more closely, especially those who are achieving average standards but could gain more. Not all teachers follow the school's marking policy closely enough and as a result not all children know what they need to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Skills are taught through interesting and challenging tasks across most curriculum subjects.
- Very effective use is made of a classroom assistant's skill.
- The subject is benefiting from effective and very knowledgeable leadership.

Commentary

48. The pupils have developed a very secure knowledge of the basic skills and can use a variety of programs well. This indicates the school has the capacity to raise standards still further. Some children in year 4 are close to above average standards when, for example, combining

information to present their findings in a multi-media format. These pupils displayed their findings on nutrition, with a range of graphs which analysed the portions of fruit and vegetables eaten. However, the opportunity was missed to combine this work with text to explain the purpose and conclusions of the study. All pupils make good progress, including those without access to computers at home and those with special educational needs.

49. The time in the computer suite is used productively as pupils learn to log on, do their work, save it and log off. A knowledgeable classroom assistant is employed regularly in the suite and this contributes to the continuity and progression of the pupils' learning. Year 6 pupils have combined information retrieved from a variety of sources about the Sheffield Blitz and photographs from local newspapers of the period to recreate, in their own words, accounts of an attack, using good journalese styles. After an attack on Bramhall Lane football ground a United fan says "We can't win our matches - what chance have we got with the war!" The quality of this replica newspaper is very good and the standards of written English high.
50. The subject is led well. Although new to the post the co-ordinator has a clear understanding of the needs of the school, and has very good knowledge of ICT, which is helping the school achieve its action plan. The resources are good and are being developed further. Standards have risen greatly since the previous inspection.

Information and communication technology across the curriculum

51. ICT is used well to support learning across the curriculum. It improves learning in, for example, history, science, art and literacy. The teachers work hard to use the ICT resources as a way of increasing the children's access to wider information and providing them with a word processing resource that enhances their work.

HUMANITIES

Religious Education

Insufficient work was seen to form an overall judgement on provision in religious education. No lessons were observed. Evidence such as discussions with the co-ordinator, scrutiny of work from all year groups and displays show that standards are in line with those expected by the locally agreed syllabus and pupils make sound progress.

Main strengths and weaknesses

- Practical learning deepens children's understanding.
- Pupils do not meet people or visit places of worship from a range of faiths.

Commentary

52. The curriculum ensures pupils discuss, reflect upon and apply what they have learned to their daily lives. For example, the year 6 work on 'Caring' includes pupils writing letters to Friends of the Earth giving reasons for the need to recycle rather than waste the planet's precious resources. They have opportunities to role-play, such as when year 2 pupils found out about an Islamic wedding and then performed their own ceremony. The pupils are given many opportunities to record their thoughts and ideas. Year 6 pupils, for example, have written extensive diaries of an imagined pilgrimage to Mecca on the Hajj. The knowledge and understanding of the major world faiths is learned soundly. Year 1 and 2 pupils have explored some of the traditions of the Muslim religion through making their own Rangoli and Mendi patterns. These practical tasks bring the subject to life.

53. The Christian religion is taught securely and the pupils benefit from a close relationship with the parish church and other local Christian centres. They learn about key people in the Old and New

Testaments, festivals, artefacts, and symbols used within Christian places of worship, which they compare with those of the other faiths. The new subject leader recognises the lack of links to ensure the pupils gain a personal experience of the other main religions in Britain today, several of which are represented only a few miles away in Sheffield.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- History is linked well to other subjects.

Commentary

54. The school has improved teaching and learning in history since the last inspection. There is a range of opportunities for pupils to learn from outside visits that enrich the curriculum. Pupils' attitudes to the subjects are positive and they show insight and understanding about people and events in the past. This was evident in year 6 work on life in Sheffield in World War Two. Pupils learnt about life in bomb shelters, and then wrote about what they would take with them in similar circumstances.
55. Good links have been developed between different subjects of the curriculum, for example with literacy where pupils used persuasive argument in a year 5 lesson about the role of the Greek Gods. As part of a year 4 local history/geography study pupils discussed their work and made decisions. Pupils in year 2 produced a range of work, including word-processed accounts, in their study of the Fire of London. Year 1 children designed and created their own classroom display on homes. Good use of historical artefacts brought history lessons alive, particularly in Years 1 and 5.
56. The leadership and management of the subject are at an early stage but a satisfactory start has been made. The co-ordinator has identified a need to improve monitoring of the work across the school to check on the progress children make. There is no formal assessment of pupils' achievement in history and this makes monitoring progress difficult.
57. Insufficient work was seen to form an overall judgement on provision in **geography**. The way the curriculum is planned means there was insufficient work to judge standards in year 6. The children have experienced no geography since year 5. This long gap is inappropriate as it makes the development of geography skills difficult to maintain. Children reach average standards in year 2. The school is beginning to use ICT effectively to support learning in geography. Work in year 1 shows pupils have studied the local area, drawing maps and using the computer to show their route to school. In year 2 pupils have compared different localities. The co-ordinator is making links with history and recognises that the subject supports mathematics well in terms of collecting and handling data, measuring and using direction and scale. The annual environment day involves parents and is very popular.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Music

Provision in music is **satisfactory** overall.

Main strengths and weaknesses

- There are good opportunities for children to compose their own music.
- There are too few opportunities for children to listen to music or to sing in assemblies.

Commentary

58. There is an appropriate emphasis on developing skills in composing and some good examples of this were seen during the inspection. However, limited provision exists for pupils to develop musical awareness through listening to music, or to sing and opportunities to develop these aspects are missed. For example, assemblies often do not feature any singing and pupils enter and leave without music playing to set the scene. Pupils enjoy music and co-operate well when working in groups. They are developing skills in notation and can investigate and combine musical ideas. Good use was made of a multi-media program with the computer linked to a large display board in year 6, which enabled pupils to listen to and compare different styles of music. ICT is not well developed in other aspects of music.
59. The co-ordinator is very experienced, and has high aspirations for the development of the subject. She provides satisfactory leadership. She co-ordinates the annual arts fortnight, and has developed instrumental tuition in partnership with the local education authority. This provides opportunities for pupils, including the more talented ones, to develop their skills beyond the classroom. She has recently introduced a good scheme to involve pupils in assessing their own progress.

Art and design

Provision in art and design is **good**.

Main strengths and weaknesses

- Interesting resources are provided for the children.
- Skills are taught systematically and this ensures good achievement.

Commentary

60. The children have opportunities to experience a good range of art work during their time in the school. A good variety of materials, such as plaster, metal and oil-based stencil ink is used in addition to the usual resources. The children experiment creatively and good progress is evident as they move through the school. This was seen clearly in examples of printing. These were attractive and colourful in year 2 and in year 5 they became precise and well designed to represent water through patterning and streaked colour. In year 1, work of a high standard showed the skills of colour shading used as backgrounds for snowy day paintings. The detailed paint work, applied carefully, indicated very good teaching about control of brushes and taking time to work precisely.
61. By year 6 children show good control of the resources and demonstrate enjoyment and humour in their work. Small sculptures of action figures such as dancers or footballers, built on sketchbook work of collected images and figures drawn from several angles. This systematic approach ensured the children achieved well and presented a gallery conveying energy and liveliness.
62. The subject is led well. The co-ordinator is informed, and skilled herself in teaching art and design. She supports colleagues through informal strategies and is influential in maintaining the good standards reported at the time of the last inspection. She advises on planning and provides good ideas about resources.

Design and technology

Provision in design and technology is **satisfactory**.

Main strengths and weaknesses

- Good links are made with other subjects.
- Making skills are developed well but designing is less detailed than it should be by year 6.

Commentary

63. Effective links with other subject areas provide some purposeful contexts and stimulating challenges. History work about houses in year 1 strongly supported children's work. They designed and made models carefully with due regard to safety, however their work was restricted by the use of identical shoeboxes and over-directed tasks which restricted the individuality in design. They evaluate their work and most can say how they would improve it. Work with textiles is taught well. While designing and making glove puppets in a year 2 class, groups of pupils were successfully taught a variety of stitches for joining fabrics.

64. Making things continues to be taught thoroughly through years 3 to 6 and all children make good progress. This results in sound, and at times good, products. The Aztec jewellery and textiles work associated with year 6 art and design and history is wonderful. The model vehicles made by year 6 are delightfully individual, with carefully made chassis, axles and electric drives. Written instructions, methods and evaluations are at the level expected, but designs are not sufficiently developed. By the time the pupils reach year 6 their designs are still at the annotated sketches stage rather than including measurements, scale and detailed features.

65. The subject is led well. The co-ordinator has already noted the need to develop aspects of the subject. The action plan is very appropriate. The school has a good capacity to raise standards further.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Teaching is satisfactory but not enough attention is given to improving pupils' skills in some aspects of gymnastics.

Commentary

66. The school provides appropriately for all aspects of physical education and, for the most part, builds carefully on children's skills. In gymnastics, for example, year 2 pupils planned a range of rolls and jumps in a simple sequence. The teacher focused on smooth transition between positions and the children tried hard to show this in their work. Year 6 pupils automatically incorporated this aspect into their demonstrations as they moved from one position to another, remaining still between moves to show control and posture. The older children worked well to perfect their balance and, in response to clear teaching, demonstrated how to add points of contact with the floor if necessary to prevent wobbles or over-balancing.

67. The teachers are developing useful knowledge of how to improve the children's standards. Assessments of earlier lessons indicated a need to improve control and poise in one year group. During the following lesson this weakness was clear but was not given strong enough attention to effect improvement. By year 4, control and elegance of movement are still areas for improvement and teachers are not giving enough attention to ensure these skills develop as they should. In some lessons, the children listen too long to teacher talk when they could be more active.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Insufficient work was seen to form an overall judgement on provision in personal and social education.

68. The school supports pupils satisfactorily in their **personal and social development**. Lessons include sex education and education about the dangers of drug misuse. Pupils are provided with clear information to help them make decisions about their own lives. Specific opportunities during assemblies and class councils to consider personal issues are regular features in the curriculum and are used effectively. Lessons are based largely on discussion and pupils are given good opportunities to listen, think, and speak for themselves as they explore a variety of relevant issues. They consider ideas about themselves, the way they conduct their lives and how to deal with difficult situations that might arise, such as harassment. In some instances girls take a back seat in these discussions, and, as yet, concerns about the bad behaviour of a few pupils, are unresolved.

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	4
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	3
Pupils' attitudes, values and other personal qualities	4
Attendance	4
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
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).