

INSPECTION REPORT

FIRS HILL COMMUNITY PRIMARY SCHOOL

Sheffield

LEA area: Sheffield

Unique reference number: 133325

Headteacher: Mrs D Martin

Lead inspector: Mrs L Traves

Dates of inspection: 20th – 24th October 2003

Inspection number: 256130

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:	
School address:	Orphanage Road Sheffield
Postcode	S3 9AN
Telephone number:	0114 2426009
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Bashir
Date of previous inspection:	n/a

CHARACTERISTICS OF THE SCHOOL

Firs Hill is situated just outside Sheffield city centre. The area is one of some social and economic need. It opened as a new school in September 2002 following the amalgamation of an infant and nursery school and a junior school, with a new headteacher and many new staff. The school serves a culturally diverse area, with wide range of ethnic groups represented. A high percentage of pupils (77.35 per cent) are from ethnic minority groups. There are 482 pupils on roll, 77 of whom attend the nursery (Foundation 1) part time. On entry to Foundation 1, the majority of pupils have skills that are below those usually expected for children of this age, particularly in their language development and their personal and social skills. A high number of pupils have English as an additional language (64 per cent), with 14 different languages spoken. The most prevalent languages other than English are Punjabi and Somali. A higher than average number of pupils have free school meals (31 per cent) and an average number have special educational needs (20 per cent). These relate to learning, behaviour and communication difficulties. The school is part of an Education Action Zone and an 'Excellence in Cities' scheme.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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4295	Mr D Dodds	Team inspector	Science Information and communication technology Design and technology
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an improving school which is currently providing a satisfactory standard of education for its pupils. Teaching is satisfactory, overall. However, much is good and is accelerating pupils' learning, particularly in English and mathematics. Pupils are not achieving as well as they could in information and communication technology (ICT) or in science. Good support is provided for pupils with English as an additional language and those with special educational needs, who make good progress. However, teaching does not always challenge the more able pupils effectively enough. The headteacher, senior staff and governors provide strong and effective leadership, which is driving the school forward at a sharp pace. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The leadership of the headteacher is very good;
- Children get off to a good start in the Foundation Stage;
- Many pupils are achieving well in English and mathematics, but pupils do not do well enough in ICT throughout the school or in science in Years 3 - 6;
- Very good provision for social and cultural development ensures pupils are tolerant of the beliefs and customs of others;
- There is an exceptionally strong commitment to including all pupils, parents and community groups in the life and work of the school;
- Pupils with English as an additional language and those who have special needs are well provided for, but teachers do not always match work closely enough to the needs of the more able pupils;
- Learning experiences are enriched very effectively through visits, visitors and out of school activities;
- There are inconsistencies in teaching which slow the pace of learning;
- Attendance and punctuality are poor.

The school has come through a difficult amalgamation process extremely well. It has created a firm foundation on which future improvements can be built. Much has been achieved in the 12 months since the new school opened its doors. Standards have started to rise and teaching, learning, attitudes and behaviour are showing signs of improvement. There is still much to be accomplished, but the school is very clear about what its priorities are and how they will be tackled.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	N/a	N/a	E	D
mathematics	N/a	N/a	E	C
science	N/a	N/a	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.*

There is currently no information available with which to compare the test results for 2003 for this school with schools nationally or those in similar circumstances. **Pupils achieve satisfactorily, overall.** In the Foundation Stage, pupils achieve well. They achieve very well in their personal, social and emotional development. About half are likely to reach the expected goals in language, mathematical development and knowledge and understanding of the world. The majority are likely to reach the expected goals in their physical and creative development. In Years 1 and 2, pupils are

achieving well in English, mathematics and science. Results of the assessments in these subjects show pleasing signs of improvement, although they remain below average. In Years 3 to 6, there are also signs of improvement in mathematics and English. However, for some of the older pupils their progress is slower because they have had a lot of ground to make up. At both key stages, the more able pupils could achieve more if teachers took better account of their capabilities when planning work. In ICT at both key stages and in Science in Years 3 to 6, achievement is unsatisfactory. This is because pupils are not able to build on their learning systematically. In most other subjects, achievement is satisfactory.

Pupils' personal development is **good**. They show tolerance of and respect for others. Behaviour is **satisfactory**. Attendance and punctuality are **poor** and this affects the learning of many pupils.

QUALITY OF EDUCATION

The quality of education is satisfactory. Teaching is satisfactory, overall. It is consistently good in the Foundation Stage. There is also much good teaching, particularly in English and mathematics which is accelerating learning throughout the school. Teaching in Years 1 and 2 is stronger, overall than in Years 3 - 6. However, there are inconsistencies between classes and subjects at both key stages. Good quality support for pupils who have English as an additional language is enabling them to progress rapidly. Those in the early stages of learning English make particularly good gains. Pupils with special educational needs also learn well. The school enriches pupils' learning and reflects their different cultures particularly effectively.

Pupils are supported and cared for well. The school continually reaches out to parents and the local community to encourage them to support pupils' learning.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher's leadership is very good and is a key factor in the school moving forward so rapidly. Senior staff give strong support and use their expertise well. The governors play an effective part in setting the direction for the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents feel that the school has improved greatly since the amalgamation. They are satisfied with almost all aspects. They are pleased that their children like school and are expected to work hard but many are concerned about behaviour. Pupils enjoy school in the main, but they too are concerned about behaviour.

IMPROVEMENTS NEEDED

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

- develop staff confidence and competence in teaching ICT and science in Years 3 to 6, ensuring that all strands of the subjects are covered effectively and progressively, to raise standards;
- make more consistent and effective use of the information gathered on pupils' progress to ensure that more able pupils are appropriately challenged;
- check teaching and learning more rigorously and use the examples of good teaching to improve consistency and raise the quality;
- develop the skills of subject leaders in order that they can play a more effective part in school improvement;
- develop strategies to improve attendance and punctuality;

and, to meet statutory requirements,

- ensure that the prospectus and annual report contain all the required information.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are **below average**. Pupils in the Foundation Stage achieve well in relation to their starting points. In Key Stage 1 the majority of pupils achieve well in English, mathematics and science. Achievement at Key Stage 2 is satisfactory, overall. Pupils with special educational needs and those learning English as an additional language achieve well. The achievement of the more able pupils could be better, particularly at Key Stage 2.

Main strengths and weaknesses

- Children in the Foundation Stage achieve well in all areas of learning;
- There are signs that pupils are achieving at an improving rate in English and mathematics and standards are starting to rise;
- Pupils with English as an additional language and those with special educational needs make good progress because of the good quality support they receive;
- Pupils do not achieve as well as they should in ICT throughout the school and in science at Key Stage 2;
- More able pupils could achieve more if they were challenged more effectively.

Commentary

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

Standards in:	School results	National results
English	25.0	26.5
mathematics	25.6	26.5
science	25.9	28.4

There were 60 pupils in the year group.

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

Standards in:	School results	National results
reading	13.4	15.5
writing	12.3	14.4
mathematics	15.4	16.1

There were 58 pupils in the year group

1. When children enter the Foundation 1 class, the attainments of the majority are below those expected for children of this age. The personal and social skills and the communication skills of a significant number are particularly low. Some children have immature spoken language skills in their mother tongue, as well as in English. Consistently good teaching enables pupils, whatever their ethnic group or home language, to achieve well. Good quality well planned bi-lingual support and a strong emphasis on developing spoken language ensures those in the early stages of language learning make particularly rapid progress. A high emphasis on developing personal and social skills enables children to make very good

progress in this area. Although achievement is good in all areas of learning, around half will not reach the expected goals by the end of the Foundation 2 year.

2. The as yet unvalidated test results for 2003 show pleasing signs of improvement in comparison with 2002 data from the local education authority (LEA) that the school used as a baseline measure. There was a significant increase in the numbers of pupils in Year 2 who achieved a secure Level 2B in reading, writing and mathematics, which has been a major focus of the school's work in the first year of the amalgamation. The school met its targets in reading and writing and significantly exceeded them in mathematics. The percentages of Year 6 children reaching average levels in English, mathematics and science showed significant improvement on the 2002 LEA data. The school met or exceeded its targets in all three subjects for pupils achieving average levels. However, targets for pupils achieving the higher level (level 5) were missed by a small margin. Inspection findings bear out these results in English and mathematics.
3. The majority of pupils are achieving well in English, mathematics and science at Key Stage 1. Improvements have been brought about through stronger teaching and better support for those who need it. Systematic teaching of early reading, writing and mathematics skills and a strong emphasis on developing the vocabulary needed for learning is accelerating progress for most pupils. At Key Stage 2, there is evidence of stronger achievement in English, with standards in reading being close to average. There are also signs that writing standards are improving. In mathematics, although the picture is an improving one, it is not so consistent, because of differences in the quality of teaching between classes. Older pupils in Key Stage 2 have a lot of ground to make up, as a result of their previous experiences and the attitudes to learning of some are not as good as they should be. However, there are signs that standards are rising in the lower Key Stage 2 classes, in some areas of the subject. Achievement in science at Key Stage 2 and in ICT throughout the school is unsatisfactory. In science, teachers are not covering all elements of the teaching programme. Consequently, pupils are unable to build progressively on their skills and progress is unsatisfactory. In ICT, pupils throughout the school could achieve more if all elements of the subject were covered in sufficient depth and given equal attention. In other subjects, pupils at both Key Stages are achieving steadily.
4. Pupils who have English as an additional language and those with special educational needs have support which is carefully tailored to meet their individual requirements. This is ensuring that barriers to learning are overcome and they are progressing well. Punjabi and Somali speakers and those in the early stages of language learning are particularly well supported. The school is working hard to provide appropriate support for Pakistani pupils, particularly boys, who were not doing as well as other groups and their progress is starting to accelerate. Afro-Caribbean boys are doing well, against the national trend. More able pupils could achieve more, particularly at Key Stage 2, if they were challenged more effectively.

Pupils' attitudes, values and other personal qualities

Pupils have generally **positive** attitudes towards school and they behave **satisfactorily** in lessons and in the playground. There is racial harmony. Pupils get on well together and respect others' faiths and cultural identities. Provision for their spiritual, moral, social and cultural development is **good** overall, with the social and cultural aspects being very strong. Attendance and punctuality are **poor**, which has a significant impact on the learning of some pupils. Fixed period exclusions were high after the amalgamation but are reducing.

Main strengths and weaknesses

- Pupils are generally compliant in lessons and most are eager to learn;
- Different ethnic groups work and play happily together;
- Pupils learn a lot about other cultures from one another's heritages and experiences;
- Pupils from all ethnic groups represented in the school willingly take on responsibilities;
- Absence and lateness are barriers to achievement for many pupils.

Commentary

5. Most pupils like school and have positive attitudes towards their learning. Pupils feel that they work hard and they particularly value the weekly 'golden time' of fun activities that they earn through their efforts. Many think that other children could be better behaved, which is a concern shared by a significant number of parents, who perceive that their child is bullied or harassed. However, such incidents, they rightly say, are dealt with well. Bullying is closely monitored by the staff, who keep good records. Any incidents are dealt with quickly and firmly. Pupils with any worries can 'drop in' to see the learning mentor, either privately or with a friend. The mentor and other staff take appropriate action to protect the vulnerable and help those who find it hardest to behave acceptably to relate positively to others.
6. Pupils' attitudes and behaviour in lessons are good when good teaching captures their interest and learning is made relevant. They particularly enjoy first-hand experiences and lessons that build upon their wealth of faiths and cultural traditions. More ordinary teaching fails to motivate them all. Older pupils, in particular, sometimes find it hard to concentrate on their work because of the behaviour of a few who have lost interest. Pupils' independent learning skills have not been developed well in their previous schools and many find it hard to apply themselves to tasks without adult support. Teachers' methods of managing pupils' behaviour work well on the whole.
7. In the playground, pupils engage in a wide range of sports and other activities that channel their energies, helped by support assistants and mid-day supervisors who join in themselves. Ethnic groups mix well. No anti-social behaviour or racism was witnessed during the inspection period. No one was permanently excluded from the school last year but 17 pupils, mostly boys from the three main ethnic groups represented in the school, incurred a large number of short-term exclusions. This was during the period when staff, necessarily, were establishing trusting relationships, rules and expectations in the new school. Things have settled down now as pupils learn that their actions have consequences. They do not like lunchtime detention or loss of 'golden time' and respond positively, on the whole, to warnings that these will be invoked.

Attendance

8. Attendance is well below average and unauthorised absence is much higher than the national norm, affected largely by families taking extended holidays. These pupils find it hard to catch up with their work because of the chunks of learning they have missed. Measures to reduce absence are beginning to have an impact. Attendance since the beginning of term has risen encouragingly close to the target set by the local authority but one-sixth of the pupils were in school less than 80 per cent of the time during these six weeks. Staff check attendance patterns very closely and are aware of the pupils and ethnic groups that are most likely to be absent. The education welfare service is alerted appropriately to those causing most concern. The learning mentor is actively involved in trying to boost attendance through, for example, weekly assemblies that reward the class with the highest level. Some parents are not doing enough to ensure that their children arrive on time despite the

school's efforts to encourage this. Many pupils are late to school, some very late, and their learning is seriously disadvantaged through missing important parts of literacy or numeracy lessons.

9. Pupils are encouraged to play an active part in improving their school and helping it to run smoothly. School council representatives and monitors take their responsibilities seriously. They are confident that their views are taken seriously. Their suggestions, for example, have led to nominated 'playground friends' being alert to the needs of others. Assemblies are used well to bring home social and moral messages. Pupils sometimes participate very effectively, as seen when a Year 5 class confidently performed a short play that they themselves had written.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.8	School data	2.8
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.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Mixed – White and Asian
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
90	44	0
21	5	0
6	0	0
6	0	0
261	38	0
22	0	0
22	51	0
34	0	0
3	0	0
18	7	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

Teaching and learning

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	3 (6%)	27 (51%)	22 (42%)	1 (2%)	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 quality of teaching is **satisfactory** overall, although much was seen that was good. Consistently good teaching in the Foundation Stage ensures that children achieve well. More good teaching was seen at Key Stage 1, than at Key Stage 2. Throughout the school, teaching in English and mathematics is improving and as a result, a significant number of pupils are achieving well.

Main strengths and weaknesses

- The rigorous checking of teaching and learning in English and mathematics is leading to more rapid learning and better achievement for many pupils;
- Teaching in the Foundation Stage is good and children achieve well as a result;
- Pupils who have English as an additional language achieve well because the teaching and support provided for them is good;
- Good quality support is given to those with special educational needs;
- There are inconsistencies in teaching between classes and subjects which slow the pace of learning;
- Teachers do not always make best use of information on pupils' progress to provide appropriately challenging work, particularly for the more able.

Commentary

10. Children in the Foundation Stage learn rapidly and achieve very well because of the consistently good teaching they receive. A key factor is the high quality planning of activities and assessment of pupils. This ensures that the 'next steps' in learning are expertly identified and tasks planned which closely match pupils' learning needs. Very effective teamwork ensures that all pupils get the same deal, whichever member of staff they are working with. Those pupils in the early stages of learning English and those who are not always confident in their mother tongue receive particularly good bilingual support, which maximises their learning.
11. In Key Stages 1 and 2, although much good teaching was seen, there are inconsistencies between and within year groups and subjects which affect the rate of learning. In both mathematics and science, teaching is stronger at Key Stage 1 than at Key Stage 2. However, there are greater signs of improvement in mathematics than in science because it has been a priority area for monitoring and development. Some very good lessons were also seen at Key Stage 2, where teachers used their expertise to particularly good effect.
12. Lessons that are good or better are characterised in several ways:

- Teachers display confidence with the subject they are teaching. As a result, planning and the use of assessment are sharper, with tasks being more closely matched to the differing abilities of the pupils and they learn more rapidly;
- Teaching is more exciting and stimulating, and engages pupils. A good example of this was seen in two Year 5 lessons, where children were writing plays. Teachers generated great enthusiasm and motivation for the task because it had the real purpose of being performed for others. Once the pupils were 'hooked', teachers were able to quickly develop their understanding of why they needed to use expression in performance;
- Resources are used well to interest and involve pupils, as in a religious education lesson, where candles, flowers and beautiful artefacts caused pupils to gasp in wonder, as they learned about Hindu customs;
- Previous learning is effectively recapped and new learning expertly builds on this through clear explanations. This is a key feature in particular, of the good mathematics lessons;
- Pupils are managed well to minimise disruptions to learning.

13. In contrast, where teaching is less effective, the following characteristics are evident:

- More able pupils are not challenged as effectively as they should be in the tasks they undertake because teachers do not use assessment data well enough to pinpoint the next steps in learning for them. If extension work is planned for them it is often to 'more of the same', rather than tasks to take their learning further;
- Teachers do not provide the appropriate level of challenge for all pupils in the shared parts of lessons. They 'teach to the middle', sometimes losing the attention of the less able if they are not directly supported by another adult, or failing to challenge the more able;
- Teachers are less secure in their understanding of the subject and consequently, do not organise tasks or develop learning as effectively as they might. An example of this was seen in a Year 6 art lesson, where pupils' learning was unsatisfactory because the teacher's own knowledge of the artistic technique to be used was weak;
- Teachers are not as confident in managing the behaviour of particularly challenging pupils and the pace of lessons is slowed as they deal with disruptions;
- Tasks are more mundane, teaching lacks sparkle and fails to fully engage pupils.

14. The work of the classroom support staff has a very significant impact on pupils' learning. They use their expertise very effectively, working alongside teachers to plan for the groups and individuals they support. Pupils with English as an additional language benefit particularly well from the bilingual support they receive. Language support is provided in Punjabi, Urdu, and Somali, in the main. However, the school actively seeks to recruit staff to support those smaller groups of pupils and individuals with other home languages. As a result, all pupils know their cultures are valued and their self-esteem grows quickly as their grasp of English develops. Class teachers also play a strong part in ensuring that these children are well supported. They know which stage of language learning pupils are at and are becoming more confident in using strategies to support them. Staff are careful to ensure that dual language teaching does not slow learning for pupils in the class who have English as their first language and those at the secure level of language learning. Pupils with special educational needs achieve well in relation to their abilities because the support they receive is sensitive and tailored well to meet their individual requirements.

15. Assessment arrangements are satisfactory, overall, and improving. The procedures for assessing the requirements of those who have special educational needs are good and are the result of a significant amount of work by the senior management team. Similarly

assessment and tracking procedures to monitor those pupils of different ethnic groups and those at different stages of learning English are good. As a result, many of these pupils are making good progress. For example, the school identified that Pakistani boys were lagging behind others, has taken steps to redress the balance and the gap is now closing. Appropriate systems are also in place for tracking progress in mathematics and English. However, teachers do not always make the best use of this information to set work at the right level of challenge for different ability groups. Individual targets for pupils have recently been set in mathematics and English. Pupils are aware of these, but it is too soon, as yet, to judge their impact.

The curriculum

The school provides a **satisfactory** curriculum for its pupils. It enriches pupils' learning experiences **very well**. The accommodation and resources are **satisfactory**, overall. However, there is a very good match of support staff to meet the needs of groups and individuals.

Main strengths and weaknesses

- The school provides many opportunities for pupils to learn in exciting contexts;
- The headteacher and senior staff are working hard to develop the curriculum to meet pupils' different needs and to enrich their learning experiences;
- The curriculum reflects the cultures and beliefs of the different pupil groups well;
- Some aspects of science and ICT are under represented;
- More able pupils, particularly those in key stage 2 could be better provided for.

Commentary

16. The school provides an appropriate curriculum overall. However, aspects of science and ICT are under represented. The programme for teaching science is not adhered to sufficiently well at Key Stage 2, and scientific investigations need more attention in both key stages. Children are not given enough opportunities to use ICT to support learning in other subjects or to learn to use ICT to exchange and share information or control things. The curriculum provision for pupils with special educational needs and those learning English as an additional language is good, but the needs of more able pupils are not met as well as they could be. More effective links are starting to be made across the curriculum, which result in some very purposeful activities for pupils and develop their understanding. However, as yet, these have not been planned systematically in all areas.
17. In the short period since the amalgamation of the infant and junior schools, the staff have worked energetically to develop and enrich the curriculum, to make it stimulating, challenging and very relevant for the pupils. Visits and visitors are used extensively. For example, a project was undertaken in which the Year 4 pupils wrote a play with the help of a city theatre's staff and actors who then returned to the school to perform the pupils' production. Visits to places of historical interest are undertaken and pupils undertake fieldwork in the local area and further afield in geography. The school has developed strong links with local churches, mosques and temples and also an aid charity for Bosnia. These enrich pupils' personal development, as well as their learning. Pupils report that they enjoy these activities. Many opportunities are provided for pupils to participate in arts and sports activities through lunchtime and after school clubs. There are some enriched activities for the more able pupils provided at the local high school and residential visits for Year 5 and Year 6 pupils. The current curriculum innovation led by the senior management team, is aimed at making pupils more independent and learning more relevant and interesting to both

girls and boys. Giving equal opportunities to all groups of pupils is given a very high priority, and in consequence this is a very strong area.

18. The school works particularly hard to reflect the cultures of all the different ethnic groups represented in the school. For example, festivals from the various religions are celebrated by all. Pupils' own experiences are valued and drawn on, for example in geography and religious education. Parents and community representatives also add much to this area through sharing their traditions and customs. Pupils also have the opportunity to reflect on important issues such as how people overcome disabilities. For example, last year the oldest pupils were trained to play wheelchair basketball before competing against the local National League team.
19. The accommodation is in the process of being much improved, and the staff are creating systems to overcome the problems of a split site. Each Key Stage has its own hall and its own computer suite and this provision is enhanced by access to the Sports and Arts centre that is adjacent to the school. The resources are at least satisfactory and are good for some subjects, such as music and P E. There is a shortage of appropriate software for the uses of ICT across the curriculum. There are a good number of support staff who make a significant contribution to pupils' learning in all curriculum areas.

Care, guidance and support

The school's procedures to ensure pupils' welfare, health and safety are **good** in the Foundation Stage and **sound** in the rest of the school. Pupils receive **good** support, advice and guidance based on careful monitoring by the staff. Pupils' views are actively sought, valued and acted upon.

Main strengths and weaknesses

- Arrangements to help new entrants settle into nursery and reception classes are good;
- Support for pupils whose home language is not English helps them to learn effectively;
- Pupils with special educational needs receive well tailored academic and personal support;
- Pupils' opinions matter to the staff who take their suggestions seriously;
- Pastoral care is good;
- Very occasionally, because of the nature of the school site, communication regarding pupil supervision breaks down; procedures need tightening up to ensure maximum safety.

Commentary

20. Many systems have been introduced, since the new school opened, to support and guide pupils and care for them effectively. These are embedding well and staff are successfully establishing trusting relationships with all sections of the school community. They work to the premise that worried children do not learn effectively and make it their priority to ensure that every child is happy and confident. The learning mentor plays a particularly important part in listening and responding to pupils' concerns. Pupils themselves are involved in supporting each other through the 'Playground Friends' system, where those with problems can seek help from others.
21. The school has put a lot of work into clarifying health and safety procedures through its detailed staff handbook and additional information for mid-day supervisors. This is essential for the large staff to achieve consistency of approach in managing the pupils and ensuring their welfare. It is also vital on such a large site, split between two buildings. Staff are successfully alerted to health and safety implications in meeting the cultural needs and sensitivities of the different ethnic groups represented in the school. Attire during swimming,

jewellery, traditional clothing and special diets are carefully considered so that all pupils can take part in all aspects of school life. Risk assessments are conducted for all off-site visits and there are termly health and safety checks of the premises. The school has a strong and effective policy to promote racial harmony. The impact of this is evident in the respect and tolerance pupils have for each other.

22. Staff take good care of the pupils, overall. They look after them well when they are ill or injured and are alert to matters relating to child protection. A popular breakfast club is provided. Foundation Stage children are supervised well at all times of the school day. Procedures to ensure that other pupils are adequately supervised in the widely spread out play areas occasionally fail, due to lack of communication. This occurred during the inspection period when older pupils began using the new Sports and Arts facility without supervision at their allotted time over the lunch period.
23. Foundation Stage staff work hard to ensure that new entrants settle smoothly into school life. Staff visit their homes before they start school to exchange important information and establish positive relationships early on with the families. Parents and children are encouraged to attend sessions that prepare them well for school routines and expectations.
24. Careful monitoring ensures that staff are aware of pupils' academic, language and personal needs. Suitable help is enlisted from bilingual and other support teachers and assistants, and outside agencies. Realistic targets are set for improved attendance and behaviour. The 'C'mon Everybody' project team are working separately with parents and Year 2 pupils to boost self-esteem and social skills and to develop strategies for managing anger and aggression. They use puppets extremely effectively to get across their points to the pupils, a high proportion of whom have behaviour problems.
25. Pupils from Years 2 to 6 maturely represent their classmates on the school council, taking notes of the proceedings and reporting back to them. Through this forum and surveys, their views are welcomed by the staff and, where feasible, used to influence developments. A sound start has been made in showing pupils how to improve their work to reach next attainment levels in English and mathematics.

Partnership with parents, other schools and the community

The school's partnership with parents and the local community is **good** and is **satisfactory** with other schools. These links are strengthening pupils' learning and contributing well to their personal development.

Main strengths and weaknesses

- Staff are successfully reaching out to parents and the wider community and winning their support;
- Information for parents is improving as staff find better ways of communicating;
- The school taps into community resources well and people from the community benefit from using its facilities;
- Beneficial links are established with local Beacon and secondary schools.

Commentary

26. This popular new school serves the local community well. Good relationships are being forged with all ethnic groups that are represented, helped by governors and the recently appointed community liaison officer, who are good ambassadors for the school.

27. Parents feel that the school has improved greatly since the amalgamation, expressing satisfaction with almost all aspects. They are particularly pleased that their children like school and are expected to work hard but many are concerned about behaviour and bullying. In response, the school has strengthened its behaviour policy and provided a very good guide for parents, which enlists their support in eliminating bullying. During the inspection, no incidents of bullying or aggression were observed. Discussions with staff and pupils and school records show that any incidents are effectively dealt with and such behaviour is not tolerated.
28. Some parents, justifiably, indicated that they would like to know more about their child's progress and the curriculum. Staff are working hard to provide relevant information that is meaningful to parents from all cultural heritages. The very recently introduced termly report cards, for example, are extremely worthwhile because they enable parents to see at a glance how well their child is getting on. These reports grade pupils' attainment in literacy and numeracy in relation to national expectations and also evaluate their effort, attitudes and behaviour, and homework.
29. Language barriers are often overcome using the pupils themselves as translators. Staff, for example, run through the content of monthly newsletters with pupils in guided reading sessions just before they take them home.
30. Several initiatives are underway to get parents more involved in their children's learning. Throughout the school, twice weekly, teachers 'open doors' and welcome parents into classrooms to share learning activities with their children. These sessions successfully enable many parents, particularly those of younger children, to cross the threshold and see what is being taught. This is improving parental skills in supporting their own children and raising children's self-esteem. Teachers suitably involved parents in viewing the reading scheme and reading records earlier in the year. Information about other aspects of the curriculum is rather sparse.
31. The headteacher and governors are keen to encourage parents, as well as pupils, to flourish and have their say in the school. An effective parent and teacher association has been set up and adult education sessions are held on the premises. These include family literacy and arts courses, which help parents to improve their own skills. Parents are suitably consulted about changes in the school's provision, such as the new format of the prospectus and governors' annual report. These documents have minor omissions in the publication of data about the school which governors need to tackle to meet statutory requirements fully.
32. The school has good links with the community and these are continuing to strengthen. It opens its doors to local residents in many different ways and the community effectively supports the school. For example, a women's prayer group meet regularly in the building, local residents undertake computer courses using school facilities and 'Family Fun Days' at weekends welcome all to join in a wide range of activities. The building is also used for the provision of GCSE revision classes for Pakistani pupils. These opportunities ensure that local people view the school as an important feature of community life. The newly built 'Sports and Arts' facility is a good example of the school and community working together. This joint venture is of great benefit to the school both in lesson time and out of school. Groups, such as sports workers and local football teams also make good use of the facility for the benefit of the community. 'New Deal for Communities' money has also been accessed to provide musical instruments for the school and has created valuable opportunities for children to take 'taster sessions' on a range of musical instruments. A Community Co-ordinator post has also been funded through the 'new deal' partnership to

support pupils and their families who are in need. This is a new venture and the impact is yet to be seen. The school has strong links with local Mosques and churches. Members of various religious groups visit school to share their experiences with the pupils, deepening their understanding of others' faiths and customs. Other visits and visitors provide valuable first-hand experiences for the pupils, such as the recent workshop with the Crucible Theatre. Year 6 pupils are reasonably well prepared for transition but there is little liaison about the curriculum to ensure that learning builds progressively in their new schools. Mid-day supervisors have been suitably trained at a neighbouring Beacon school where teachers have also shared good practice regarding assessment and the teaching of handwriting.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**, overall. The leadership and management of the headteacher are **very good**. She is strongly supported by senior managers who carry out their roles **well**. There is, however, room for the leadership and management skills of other staff to be improved. School governance is **good**. The leadership of the school **effectively** supports pupils in overcoming any barriers to learning presented by language skills and special educational needs.

Main strengths and weaknesses

- The leadership of the headteacher is very strong and effective;
- The headteacher, senior staff and governors have led the amalgamation process very well;
- Commitment to including all pupils in the life and work of the school is very strong; the areas of special educational needs and inclusion are particularly well led and managed;
- The school has effective procedures in place for evaluating its work and identifying priorities for action;
- The senior staff are leading the development of teaching, learning and the curriculum well;
- The skills of most subject leaders need to be developed to enable them to play a more effective part in school improvement.

Commentary

33. The headteacher has shown highly effective skills in leading the new school forward since the amalgamation. Her commitment to and energy for the task are an excellent example for all members of the school community to follow. She is uncompromising in her quest to provide high quality education for all pupils in the school, whatever their particular needs or ethnicity. As a direct result of her leadership, the school is moving forward rapidly.
34. The two assistant headteachers support the headteacher well and, together, they have forged a strong team to bring about improvement. They have used their varied expertise effectively to improve key areas of the school. In particular, arrangements for those pupils with special educational needs and those who have English as an additional language show strong improvement. The impact of this work can be clearly seen in the confidence of these pupils and their improved achievement. The headteacher and the assistants have set up particularly effective systems for evaluating the work of the school and identifying priorities for action. This has culminated in a very thorough and useful improvement plan, which sets out very clearly what needs to be done, how this will be achieved and how success will be judged. It is underpinning the work of the school well. A major focus has been the development of teaching, learning and the curriculum to raise standards. This has had a particularly strong impact in the priority areas of English and mathematics, where standards have started to rise. Good systems have also been introduced to ensure that the

attainment, progress and personal development of pupils from different ethnic groups are carefully tracked. The management team has identified the need to develop the leadership and management skills of other members of staff so that they can play a more effective part in school improvement. The school is large and the situation is a complex one, therefore the management load needs to be spread. In particular, there is a need for other subject co-ordinators to check on teaching and learning in their areas to help iron out inconsistencies and raise the standard of the satisfactory teaching to good or better.

35. The impact of the governing body on the life and work of the school is good. Governors played a key role in the amalgamation process. They worked hard to seek the input of different community groups when setting the aims and vision for the new school. This has had the desired effect of setting the school at the heart of its community and ensuring that it reflects the diverse cultures of the local area. Governors were instrumental in the appointment of the headteacher and made some difficult staffing decisions in order to provide a firm foundation on which to build. They have a clear understanding of the school's strengths and its areas for development and are highly committed to providing the best for the pupils.
36. The school's finances are managed efficiently and effectively. This has been a complex process up until recently, with four separate budgets to contend with. However, good systems are in place to ensure that money is targeted towards the school's educational priorities. Extra funding has been used to improve the buildings, including refurbishing classrooms, which has had a positive impact on teaching and learning. Funds spent on employing support staff are also having a positive impact on pupils' achievement. The school draws in grant funding from as many different sources as possible. For example, it has worked together with the community to access 'New Deal' funding for the Sports and Arts Centre that is used jointly by the school and the local community. The school effectively seeks best value for money by comparing the cost of goods and services and consulting with parents and pupils on initiatives. The school's administration staff are effective in their roles. They ensure that staff can get on with their jobs without interruption. They are good ambassadors for the school to visitors. Site maintenance staff also carry out their responsibilities well, ensuring that the school is clean and well maintained.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	1,257,522
Total expenditure	1,252,239
Expenditure per pupil	2,975

Balances (£)	
Balance from previous year	6,341
Balance carried forward to the next	11,324

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Teaching and provision are consistently **good** in the Foundation Stage. Children are taught in Foundation Stage 1 on a part-time basis from 3 years old and move into one of two Foundation Stage 2 classes as they approach 5-years-old. Leading up to the inspection, the Foundation Stage co-ordinator was absent for six weeks. During this time the Foundation Stage team worked together very effectively to re-plan the curriculum in a very short time. This ensured that all the expected areas of learning for children of this age were covered and that pupils had the appropriate opportunities to learn through play. The team has also greatly improved the assessment arrangements, which are now effective in ensuring that children build quickly on their skills.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in this area is **very good**.

Main strengths and weaknesses

- The good support provided for all pupils and in particular, the bilingual support given to those pupils whose mother tongue is not English;
- Good quality planning which ensures that all opportunities are taken to develop pupils' skills;
- The creation of a happy and secure learning environment in which children flourish.

Commentary

37. Children's achievements in this area are very good. They are on course to reach the standards expected by the end of the reception year. Staff give this area of learning a very high priority, because many children have underdeveloped skills on entry. This ensures that all pupils, including those with English as an additional language and those with special educational needs are very well supported. The bilingual support given to many of the pupils whose mother tongue is not English is instrumental in helping them settle well and feel comfortable within their surroundings.
38. After just a short time in school, the youngest pupils are well versed in the classroom routines and understand staff's expectations of them. For example, they know to sit at the table to eat their snack and that only a certain number of children should be at the sand and water trays at one time. The positive relationships they form with staff help children quickly become confident and develop good attitudes to school. They are well motivated and keen to join in the many activities on offer. The older pupils in Foundation 2 are friendly and outgoing. They show a genuine interest in others, including adults who are not familiar to them. Most look after their own needs well, for example, washing their hands independently and putting on their own coats. They tidy up without fuss, taking good care of equipment. They work well together and sustain their concentration, for example, when making cards in the writing area or when building a toy bonfire. In all classes, the regular 'open door' sessions in which parents are invited to work alongside their children are very effective. Children's confidence and self-esteem rises visibly and they beam with pride as they play games with their parents and read with them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Consistently good teaching;
- A strong emphasis on developing spoken language;
- Very good support from classroom assistants;
- Strong bilingual support for those children whose mother tongue is not English.

Commentary

39. Good teaching ensures children's spoken language skills develop quickly and this has a beneficial impact on reading and writing. Although all pupils achieve well, the low starting point of many means that only around half are on course to reach the expected standard by the end of the Foundation 2 year. However, this is a strong improvement on last year, when less than a quarter of pupils reached the expected goals. Staff attribute the significant improvement in achievement to better planning and assessment arrangements and to the high quality bilingual support that many pupils receive. A significant number of children have poor spoken language skills in both their home language and in English when they start in Foundation 1 and the support they receive from the earliest stages is crucial to their development. In Foundation 1 children show an interest in books and enjoy an appropriate range of opportunities for mark making. Teachers and support staff encourage a love of books and this is further developed in Foundation 2. The older pupils enjoy stories, hanging on their teacher's every word as she reads and following the good models provided. As a result, they are developing good expression and many are recognising familiar words. In Foundation 2 classes, opportunities for writing are provided in every area of learning. As a result, pupils view writing positively and are keen to 'have a go.' A strong emphasis is placed on children in all classes developing their vocabulary. As a result, children are able to talk, for example about 'shiny conkers' and 'crunchy leaves' when describing signs of autumn. The strong emphasis on developing vocabulary enriches the learning of those who speak English as their mother tongue as well as those for whom it is an additional language. Plenty of opportunities are provided for children to choose books for themselves and to share them with each other.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Consistently good teaching leads to effective learning;
- Good quality bi-lingual support helps children to achieve well;
- A wide range of practical experiences is offered.

Commentary

40. Teaching in this area is good and children achieve well, as a result. About half the children are on course to reach the expected standards by the end of the Foundation 2 year. This is a significant improvement on last year. Pupils are provided with a wide range of practical, hands on experiences to develop their mathematical understanding. This increases the rate

of learning for all children, and in particular, those who speak English as an additional language. For example, in one session, Foundation 1 children played shape games, choosing a shape from a 'feely bag' and describing its attributes. Sensitive bilingual support ensured that the Punjabi speakers understood exactly what they had to do. In Foundation 2, pupils created repeating patterns, using both colour and shape. They created large patterns with big 2D shapes outside on the yard and arranged coloured paper shapes to make patterns for display indoors. Children's counting skills and their understanding of number are also developed through games. For example, in Foundation 1 children's recognition of numbers from 1 to 9 was developed through a game which involved children counting the spots on a beanbag they had chosen. Older children were playing a game involving one more teddy getting on the bus at the appropriate time in a song, developing their addition skills in a practical way. Such activities catch children's interest and reinforce their learning. Classroom assistants are skilful and give sensitive, focused support to the different groups of pupils.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are given plenty of opportunities to explore for themselves;
- A strong emphasis is placed on developing vocabulary.

Commentary

41. Provision in this area is good and consistently good teaching enables pupils to achieve well. About half of the current Foundation 2 pupils are likely to meet expectations in this area by the end of the reception year. This is a strong improvement from last year. When children enter the Foundation 1 class, a significant number have limited experiences of the world around them. For some, language is a barrier to their understanding. Staff in all classes plan a very rich range of experiences for children. For example, during the inspection period, children were exploring the changes taking place as autumn began. Younger children were examining leaves and conkers, as staff helped them learn new vocabulary. They were extremely busy, sweeping up leaves from their outdoor play area and carting them off in wheelbarrows to 'tidy up'. Older children made their own musical instruments using seeds, conkers, twigs and leaves to make different sounds. They thoroughly enjoyed 'hibernating' in the warm, cosy darkness of the tent lined with thick, warm blankets. Children are given plenty of opportunities to explore for themselves, as well as taking part in activities led by adults, such as baking chappattis. A strong emphasis is placed on developing vocabulary and this is beneficial to all pupils.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- The range of opportunities provided both indoors and outside;
- The careful planning and assessment, which ensure that pupils progress well.

Commentary

42. Most are likely to meet expectations in this area by the end of the reception year. Pupils are provided with a good range of opportunities to develop their physical skills, both indoors and out. The dedicated Foundation Stage play areas, although relatively small, allows sufficient space to play with wheeled toys, developing their control and awareness of others. Foundation 1 pupils also benefit from a covered area under which they can use low-level climbing equipment and play with construction and small world toys, which gives them further opportunity to develop both their physical skills and their manual dexterity. Pupils also have the opportunity to experience dance and circle games in the school hall and the older children also use the hall for gymnastics. Good planning and support from all staff ensures that pupils develop their physical skills progressively. Pupils' manipulative skills are developed appropriately through the many opportunities they are given to work with tools such as scissors, crayons and paintbrushes, to use rolling pins and to model with play-dough.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Important skills such as colour mixing are taught well;
- Children are given good opportunities to explore and experiment for themselves and use their imaginations.

Commentary

43. Children have many opportunities to develop their skills in drawing, crayoning, painting and using materials in different ways. The majority are on course to reach the expected goals by the end of the reception year. They learn different techniques, such as colour mixing and collage. Children also use everyday materials such as boxes, seeds and leaves, for example to make musical instruments. There is a good balance between activities directed by the staff and those children choose themselves. Children also use a 'paint and draw' programme on the computer confidently to create their own pictures. For example, Foundation 2 pupils were making leaf collage pictures using the copy facility. Children enjoy singing, for example, in assembly and have plenty of opportunities to explore the sounds instruments make. Many sessions for both older and younger children incorporate songs and rhymes, which they join in with enthusiastically. Appropriate opportunities are provided for role play, both indoors and out. Foundation 1 children, for example, were going on a 'camping' expedition during the inspection.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Although standards are below national levels, the majority of pupils, including those learning English as an additional language and those with special educational needs achieve well;

- Teachers are making good use of group guided reading to support learning and the assessment of pupils' progress;
- The school is working hard to enrich pupils' experiences and motivate them;
- The subject is well led and managed;
- The overall quality of teaching is good, although there are some inconsistencies to be ironed out;
- The use of literacy across the curriculum is not fully established.

Commentary

44. Standards in English are below average in Year 2 because large proportions of pupils are still working at the earlier stages of their acquisition of English as an additional language. However, pupils achieve well because of the good support they receive. Bilingual support is proving to be particularly beneficial in accelerating learning. Bi-lingual staff ensure that pupils understand the teacher's explanations and instructions in both their home language and in English. They do this sensitively and unobtrusively, without 'taking over'. They reinforce pupils' understanding of key vocabulary particularly well in most lessons. Pupils with special educational needs and those of lower ability achieve well because good support is provided for them in class and effective use is made of national 'catch up' programmes to boost progress. Good quality assessment in English is enabling pupils' particular learning needs to be identified early and the right support provided for them. This is underpinning the good achievement of the majority. However, in some classes, the more able pupils, whilst achieving steadily, could make better progress if they were challenged more effectively and consistently.
45. There are pleasing signs that standards in reading are improving. For example, in Key Stage 1, lower attaining pupils and those with special educational needs have made particularly good progress in developing their memory of words and the use of phonic and picture cues to gain meaning. This is because of systematic, structured teaching. Occasionally, pupils have difficulties in working out compound words because their vocabulary is not sufficiently extensive. However, teachers have identified this and pay particularly good attention in lessons to introducing and reinforcing vocabulary. This is having a beneficial effect. Bilingual teaching for Punjabi and Urdu speakers, as well as other groups visibly accelerates their progress in lessons. By the end of the Key Stage 2, a significant number of pupils reach standards in reading that are close to national averages. However, few pupils reach the higher level. Although some pupils, in particular, those who have English as their mother tongue, are able to discuss aspects of stories relating to specific characters and themes, which requires 'reading between the lines', many pupils are less confident. They find it more difficult to recount the story so far or to enter into a discussion about the characters and events. Pupils' knowledge of referencing and such skills as 'contents' and 'index' have been soundly developed. In some junior classes, some aspects of the teaching of reading are not as strong because less time is given to the introduction of new vocabulary and pupils' reading records are not systematically checked. However, recently introduced systems for using group 'guided' reading to support learning is addressing this issue. Clear, child friendly targets and systems for recording teacher assessments of pupils' progress have been implemented. This is starting to pinpoint the next learning steps more clearly. The school is also working hard to involve parents in supporting their children's reading and this is proving beneficial. A good range of reading books has been acquired but the school does not yet have a sufficient range of exciting and stimulating books outside the reading schemes that develop curiosity and a keenness to browse.
46. Although pupils are achieving well, standards in writing are below the national averages for both Years 2 and 6. Many pupils have skills, which are below those expected, when they

enter Year1, despite good progress in the Foundation Stage. In Key Stage 2, many of the current pupils have had turbulent past experiences in their schooling and this has left them with much ground to make up. Early identification of pupils' precise learning needs and effective support is improving the progress of those with English as an additional language and those with special educational needs. In Key Stage 1, an appropriate emphasis is placed on writing in most classes and pupils are often challenged to write in different styles. Good progress is made in letter formation and many pupils produce handwriting that is legible, with letters well formed. Capital letters and full stops are used accurately and words are appropriately spaced out. Average and higher attaining pupils spell a good range of words accurately. Their writing is appropriately sequenced and accurately punctuated. They write for a broad range of purposes and some have learned to use more advanced punctuation, for example, when writing 'direct speech'. Other pupils are less well motivated to write. The school has identified this and exciting teaching in many circumstances is beginning to motivate these pupils to achieve higher levels. A good example of this was seen in the Greek plays written and performed by Year 5 pupils.

47. The quality of teaching is good, overall, although some inconsistencies remain. Procedures for checking on pupils' progress are good and this information is now being used effectively, on the whole, when planning work for different groups of children. Occasionally, however, planning does not fully take into account the need to challenge the more able. In some classes, pupils are simply expected to write more, rather than think harder. In some classes, although tasks are planned for the different ability groups, questions in the shared parts of the lesson are not differentiated. Where teaching is good, teachers have high expectations of their pupils and imaginative teaching leads to high interest levels. For example, in Year 2, a glove puppet named 'Croaker' keeps getting his initial sounds mixed up and the pupils take pleasure in correcting him. Good role-play activities stimulate pupils' imagination and give them opportunities to develop their speaking and listening skills. For example, in Year 1, children wrote airline tickets and discussed a trip to Kenya and the surprises they would take for their friends, in response to reading 'Handa's Surprise'. Where teaching is only satisfactory, time is not used as effectively to enable all pupils to complete their work. Activities are also more mundane and less inspiring. In all lessons where support staff are available, they are deployed well, ensuring that both pupils learning English as an additional language and those with special educational needs are fully supported and included in the activities and make good progress.
48. The school is working particularly hard to enrich pupils' learning experiences. Some of the best writing seen in the school was in response to visits pupils had made. Pupils in the older junior classes, for example, showed very high levels of enjoyment of a Shakespearean project they were engaged in. This involved the study of 'A Midsummer Nights Dream' and a visit to the theatre, which included a workshop. Pupils prepared leaflets advertising the play, incorporating key phrases about the plot and the characters. Year 5 pupils developed a play script about 'The Minotaur'. They acted out key parts in rehearsals, with the teacher acting as the producer, encouraging the interpretation of the plot, introducing new vocabulary and giving stage directions. This enabled pupils to organise their talk for a specific purpose and to respond to the actions of other role players. In Year 4, imaginative teaching challenged all pupils to be involved in dialogue through the techniques of 'Talking Partners' and 'Hot Seating'. This benefited all pupils, whatever their stage of language learning. In many classes, teachers pair up pupils with the same mother tongue to act as 'talking partners', which deepens their understanding.
49. The leadership and management of the subject are good. The subject leader sets a very good example for staff to follow. She is working to create a stimulating and challenging environment where English is taught in an exciting and interesting manner. Teaching and learning have shown significant improvements since the school opened. Effective and

rigorous checking of lessons and planning is ongoing and is followed up with relevant staff training. This is developing teachers' confidence and expertise and is instrumental in raising standards.

Language and literacy across the curriculum

50. There are developing links between literacy and other subjects. For example, in history, pupils make ration cards and write letters about life in 'the blitz'. In religious education, they make posters describing the 'Five Pillars' of Islam. However, such opportunities are not yet systematically planned or consistently provided. The use of information and communication technology is not fully utilised in literacy lessons.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The majority of pupils achieve well in Key Stage 1;
- Pupils with special educational needs and English as an additional language make good progress because of the good quality support they receive;
- Highly effective leadership from the headteacher and senior management team has resulted in improving standards;
- Higher ability children are not sufficiently challenged;
- The use of pupil assessments to inform teaching could be more consistent and effective.

Commentary

51. The majority of pupils achieve well through Key Stage 1. In many lessons, they are encouraged and challenged with effective teaching to match their needs, so that by Year 2, the number of children exceeding average levels of attainment is rising. Standards at the end of Year 2 have improved considerably since the school opened and they are now broadly in line with those expected for pupils aged seven. Standards are also rising in the junior classes, although they remain below average at age eleven. The achievement for these pupils is satisfactory, overall, although far fewer pupils reach the higher levels in the national tests than in most schools. Pupils with additional needs and those who have English as an additional language are well provided for, through careful planning and high expectations, which enables them to achieve well. The bilingual support that a significant number of pupils receive, according to their individual and group needs, is a strong factor in the improving picture.
52. The quality of teaching and learning in the infant classes is good, overall. The curriculum is planned to provide opportunities for pupils to solve problems and apply their knowledge and skills. As a result, children show increasing confidence in number work and mental calculations. Teachers' expectations of pupils and the way they engage all children in developing their understanding through questioning are good features of most lessons and as a result pupils show interest and application in their work. Year 2 pupils were able to demonstrate an understanding of groups, sets and repeated patterns by the use of carefully structured investigative activities. In one lesson observed, in a Year 1 class, teaching was less effective in the shared parts of the lesson because questions were not tailored effectively enough to the wide range of ability levels within the class. This resulted in some less able pupils 'switching off' because they found it hard to keep up and some of the more able being able to do the work easily. However, a good feature of this lesson was the multi-

lingual teaching in Punjabi, Urdu and English, which was handled so as not to slow learning. The Punjabi speakers, in particular, made visible progress in counting backwards from 20 to zero in response to this.

53. The quality of teaching and learning is satisfactory overall, in Key Stage 2. There were also several examples of good teaching seen. However, the inconsistent picture leads to pupils in some classes making better progress than in others. This is due to teachers not always achieving an accurate match between the task set and the ability of the pupils. Some activities are too easy and lack a variety of approaches to fully engage the interest and motivation of the children. In these lessons, learning does not always progress at a fast enough pace and more able pupils are not sufficiently challenged. Opportunities for pupils to investigate and apply their knowledge in problem solving situations using a wide range of resources, such as ICT are not yet fully developed, although improvements are beginning to show through. Where teaching is good, teachers are confident and enthusiastic and convey this to the children, using a variety of teaching styles and resources. The next step in developing learning is clear, with accurate assessments made of what the children know and understand, and what they need to learn next. For example, Year 6 pupils were encouraged to use and apply their knowledge of the language associated with probability by the use of independent practical activities involving the throwing of dice, in response to the teacher's close assessment of their capabilities. Pupils' attitudes to learning are dependent on the quality of the lessons they receive. Where expectations are high and tasks are stimulating, children take an active part in mental and oral activities, co operate well with each other and apply themselves to their work with interest and enthusiasm. They learn faster, as a result. Support for those pupils with English as an additional language is consistently good and helps them overcome any language barriers and take a full part in lessons. The marking of children's work is also inconsistent. Teachers' comments are not always informing the children of how they could improve their work. The correcting of pupils' work is not always followed through effectively so that children can understand and make progress with their learning. However, improvements in this area are beginning to emerge with the introduction of a new marking policy.
54. Leadership and management of the subject provided by the headteacher and senior staff are highly effective and have been instrumental in driving up standards across the school. There has been a clear focus on monitoring and improving the quality of teaching and learning, improving pupil tracking and assessment systems and individual pupil target setting .The subject leader has made a satisfactory start in identifying strengths and weaknesses, with the scrutiny of standards in mental and oral activities.

Mathematics across the curriculum

55. Currently, although opportunities are improving, they are somewhat 'ad hoc'. However, there are sound examples of pupils using their numeracy skills, such as making graphs of data collected in science. Measuring skills have been used, also in science, to test the stretchiness of different fabrics. The computer is used to support basic number skills in some lessons and graphs have been produced from data collected from geographical surveys. However, links between mathematics and ICT need to be further strengthened. The school has identified the need for the systematic planning of opportunities to enhance numeracy skills in other areas of the curriculum as a priority for improvement.

SCIENCE

Provision in science is **unsatisfactory** overall.

Main strengths and weaknesses

- Priorities for development have been clearly identified in the school's science development plan, and there is a firm programme in place to raise standards;
- The curriculum is practically based, and is well suited to pupils with English as an additional language, and those with special education needs;
- There is some good practice in teaching science, which needs to be shared more effectively throughout the school;
- Teachers' subject knowledge is not consistent;
- The teaching programme is not sufficiently adhered to in Key Stage 2;
- Assessment is not always used effectively to match work to ability. In particular above average pupils are insufficiently challenged;
- There has been insufficient, rigorous checking on teaching and learning in the subject.

Commentary

56. The majority of pupils achieve well in Key Stage 1. However, achievement is more variable through Key Stage 2, and in particular the work is not made sufficiently challenging for the more able pupils. Pupils reach the expected level in most aspects of science by the time they are seven years of age. However, they do not do as well in investigative science. Standards for 11-year-old pupils are below the expected level.
57. Pupils are achieving more and standards are improving at Key Stage 1 because the subject is taught consistently, in accordance with the set teaching programme. The quality of teaching has improved in most classes. There is no longer an over-reliance on the use of worksheets. Pupils are encouraged to write about what they know and understand in their own words. As a result of this more consistent approach and the careful match of work to pupils' needs the children now make good progress in most aspects. However, pupils' investigative skills are less well developed because too few opportunities are provided for them to learn and practise these skills. This has a particular impact on the achievement of the more able pupils.
58. Standards have not improved in the same way at Key Stage 2 because the teachers' grasp of the subject and the quality of teaching are more variable. Some good teaching in science was observed during the inspection on which to build staff development. However, teachers are not adhering to the teaching programme sufficiently well and in consequence, pupils' learning is not continuous and they are not able to build progressively on their skills. The pupils are learning to record their work independently, but marking is not consistently used to inform pupils about how they can improve their work in science. There is a tendency to over direct work in investigative science, so that although pupils are learning the skills of enquiry they are not learning how to work independently of their teacher. This affects the learning of all pupils, but as at Key Stage 1, it particularly affects the more able. Information and communications technology is not used sufficiently well to support learning in science.
59. At both key stages, pupils with special educational needs make particularly good progress when supported in small groups. Pupils with English language needs also make good progress when they receive support. For example, in a Year 5 lesson, the support teacher,

quietly and sensitively explained to a pupil in his own language that he had used the word length when he meant height. This helped him verbalise his thoughts more precisely.

60. The school has not yet developed an assessment framework for monitoring pupils' attainment and progress, and in consequence work is often not sufficiently matched to ability. Whilst pupils with special education needs and English language needs are well supported the more able children are often insufficiently challenged.
61. The school has clearly identified these weaknesses in its science development plan, and has created a well-formulated programme for raising standards in the subject. Science is a major priority for development in the next two years. The subject has suffered from the absence of a science co-ordinator at the time of implementing a new teaching programme. However, the development plan indicates that she has a clear view of priorities for improvement and work is scheduled to commence upon her return. The school is already in the process of matching resources to the needs of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- The school is developing good resources for the teaching of ICT;
- The school has a very clear and accurate action plan for ICT;
- Some strands of the subject are underdeveloped;
- Staff subject knowledge and expertise is variable, and teaching is insufficiently monitored.

Commentary

62. Pupils do not reach the expected standard by the time they are 7 and 11 years of age. Although they achieve soundly and make steady progress in some areas such as word processing, their achievement in other areas is unsatisfactory. This is because staff subject knowledge is variable. Most teachers are confident to teach some aspects of the subject securely, such as the use of word processing and art and paint programs. Using the Internet for information research in Key Stage 2 is taught well, and effective links with other subjects are made in this area. However, there are gaps in pupils' learning. For example, when handling data pupils can create a graph but they have not learned how to import this into a writing programme, to explain the purpose or conclusions of the data display. Pupils have insufficient knowledge and understanding about 'developing ideas and making things happen' through using computers to control external events. Also, insufficient attention is given to combining elements of ICT for the purpose of exchanging and sharing information.
63. The school is well prepared to raise standards in ICT. The headteacher and senior staff have ensured that a good ICT development plan is in place to guide future improvements. Staff training, the development of an assessment scheme, the extension of the uses of ICT to support learning in other subjects, and the monitoring of the quality of teaching are all, rightly, identified as priorities in the short and medium term. The school has two computer suites with a good range of 'hardware' to support whole class teaching. Resources are being improved further as funds allow. Leadership and management are currently unsatisfactory because the role of the co-ordinator has been under developed. As yet, she has not had sufficient opportunity to check on teaching and learning in the subject.

Information and communication technology across the curriculum

64. The school is at an early stage of using ICT to support learning across the curriculum. There is a shortage of software to support this work in some areas. In particular there are insufficient programs to support learning in mathematics. However, some teachers are beginning to identify opportunities in subjects such as geography and history. For example, Year 6 pupils were searching for images of Sheffield City landmarks to illuminate a local study of the region.

HUMANITIES

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Learning is enriched through opportunities for practical work, visits and visitors;
- Teaching draws on the diverse culture of the school and the local community;
- There are inconsistencies in the development of skills and vocabulary;
- The quality and range of resources requires improvement.

Commentary

65. Although standards are below those usually seen, pupils at both key stages achieve steadily. By Year 2, pupils have a sound understanding of simple co-ordinates and can describe how different types of weather can affect us, using their own symbols to show sun, thunder and rain. The curriculum has been adapted to suit the needs of the pupils more closely, with the introduction of new and exciting topics at Year 1, such as 'Where in the World is Barnaby Bear?' These topics are stimulating pupils' interest in the subject.
66. Pupils across the junior classes also make steady progress. At Year 3 they are able to discuss and investigate how different artefacts can give us more information about distant places, and can evaluate evidence to draw their own conclusions with the aid of artefacts from Pakistan, for example. At Year 4, pupils were able to form their own ideas about improving the local environment, following a visit to Abbeyfield Park, and could appreciate how different people would need different improvements. For example, disabled people would need better access.
67. The quality of teaching observed was satisfactory at both key stages. Teachers question pupils well drawing on their own culture and experiences, such as visits to Pakistan. Links with other subjects, such as art and literacy are developing appropriately. The teaching of geographical skills of observation and enquiry is variable and does not always allow pupils to build on their skills progressively. In some classes, more attention needs to be paid to teaching specific geographical vocabulary and encouraging pupils to use it accurately to sharpen their understanding. ICT is not effectively used to support the curriculum and there is a shortage of resources in some areas, which leads to a lack of variety in the tasks provided in some lessons for the children.
68. The curriculum is greatly enriched through the range of practical activities and visits now provided. Fieldwork is undertaken around the school and further afield, for example to carry out surveys and explore the natural and 'built' environment. Pupils respond well to these experiences and their learning accelerates as a result.

69. The leadership of the subject is satisfactory. The co-ordinator advises staff, monitors plans and displays and is reviewing the schools policy. However, as yet, she has had little opportunity to evaluate the quality of teaching and learning in the subject.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- Learning is enriched through visits to places of historical interest;
- Effective links are made with other subjects such as art and drama;
- In some classes, an overuse of worksheets limits the challenge for more able pupils, in particular;
- More use could be made of computers for researching and recording work.

Commentary

70. A scrutiny of work suggests that, over time, pupils at both key stages cover an appropriate range of topics and achieve steadily. In the history lesson observed in Year 5, teaching was good and children learned well because the teacher's enthusiasm and knowledge had sparked their interest. A strong emphasis on discussion and the use of resources such as photographs supported those pupils with English as an additional language well. A key feature is the use of 'response partners' where pupils are paired for discussion, with others who speak their home language, where possible. This maximises participation in lessons. Throughout the school, pupils' learning is enriched through visits to places of historical interest. Some of the best work seen was in response to such a visit. The pupils' imaginations were fired and their writing was vibrant. Drama and art are also used effectively in some classes to enrich learning. For example, during the inspection, Year 5 pupils performed for visitors and other pupils, a play based on Greek myths and legends they had written. Displays show some good examples of pupils' observational drawings of Victorian artefacts and ration books children have made whilst studying life during the Second World War. However, work in pupils' books shows that in some classes the tasks children undertake are more ordinary. There is a tendency for some teachers to make too frequent use of commercially produced worksheets that require too little of pupils. Sometimes these sheets demand only one-word answers or colouring. They do not adequately challenge pupils' thinking, nor do they develop their skills of recording work. This limits the progress of the more able children in particular, who need to be challenged more effectively and consistently. Insufficient use is made of computers, both for undertaking research into the topics studied or for recording work.
71. The curriculum co-ordinator is currently absent, but leadership and management appear to be sound. A positive start has been made in adapting and enriching the curriculum. However, history has not been a priority for the monitoring and development of teaching and learning. Consequently, there are inconsistencies between classes which need to be addressed.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils develop a strong understanding of and tolerance for the customs and beliefs of others;
- Pupils' own faiths and beliefs are valued and reflected well, within the religious education curriculum;
- Links with parents and local religious communities strongly enrich pupils' learning experiences;
- Pupils could record their work in a more interesting variety of ways;
- The tasks pupils undertake in lessons could sometimes be more challenging.

Commentary

72. Pupils achieve well in religious education because of the many rich and relevant experiences that are provided for them in addition to their religious education lessons. Standards of pupils' written work are below those seen in most schools. However, their understanding of their own and others' beliefs and customs are better than normally seen. Throughout the school, pupils are keen to discuss religious customs and practices with those who ask. For example, a Year 4 boy had a discussion with the inspector about the 99 beautiful names of Allah. In a Year 5 lesson, a boy showed the inspector and other children in his group how Muslims hold their hands in prayer. The whole group then went on to talk about the differences in how Muslims and Christians pray. One of the great strengths which permeates the life of the school is the tolerance and respect pupils and staff have for the beliefs and customs of the many different ethnic groups who make up the school's diverse community. This comes directly from the example set by the headteacher, who is an exceptional role model for others in this aspect. This has a significant impact on children's learning.
73. A wide range of visits out of school and visitors to school extends pupils' experiences of their own and other faiths. Members of the different religious groups in the local community, including parents, come into school to explain their beliefs and customs. Pupils are taken, for example, to visit a local mosque, synagogue and church and the special festivals of many different faiths are celebrated throughout the year. As a result, pupils' understanding of what it means to belong to a faith, as well as their knowledge of the stories and beliefs of different religions, is deepened.
74. Teaching within lessons is satisfactory overall. In contrast to the exciting visits and celebrations, in some of the lessons seen and in the work in pupils' books, tasks were sometimes more mundane. For example, in one Key Stage 2 lesson, an interesting and lively discussion about the 'Five Pillars of Islam' was cut short and a task introduced which involved the children in representing one of the pillars in poster form. This was not particularly challenging, particularly for the more able pupils. Sometimes commercially produced worksheets are used, which do not stretch the more able pupils or challenge pupils to record their work in varied and interesting ways. By contrast, in a Year 2 lesson, the pupils' imaginations were caught as they entered a classroom alight with candles, flowers and beautiful artefacts representing the Hindu faith. The room buzzed with excitement and children recalled many of the things they had learned about Hinduism in response.
75. The subject co-ordinator manages the subject soundly, with the support of the senior management team. She has recently introduced the new locally agreed syllabus to staff,

ensuring that its requirements are adequately fulfilled and that it meets the needs of the pupils within the school. She has a clear plan for future action.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Only 1 lesson was seen in **design and technology** and very little evidence of previous work was available. Evidence was gathered from looking at the school's planning for the subject, classroom displays, discussions with the headteacher and the subject leader, staff and children.

The school's documentation shows that all aspects of design and technology are covered in both key stages, through the adapted national guidance for the subject. Effective arrangements have been made to the timetable to give 'blocks' of time so that pupils can work in a sustained manner and develop skills progressively.

The lesson seen was in a Year 6 class and was satisfactory. Pupils' work was also seen in the other Year 6 class. Pupils had designed and were making shelters. Their understanding benefited from erecting temporary shelters in a local woodland setting. However, the quality of their designs and plans were not at the level expected for 11 year-olds, although the pupils were very confident builders and used their knowledge and understanding of various construction materials well to create models by joining and fastening materials, such as wood, wire, plastic and canvas. This work was at the level expected for pupils of their age, and was delightfully individualistic. They handled tools safely and successfully. There was an effective link to mathematics with the pupils measuring and cutting accurately. Some pupils were modifying their initial designs to ensure that their models were more stable. The pupils' worked, and discussed their work, with obvious enjoyment. They collaborated well in small groups. There was no evidence of ICT being used to support learning in design and technology.

The subject is led well. There is a clear and accurate development plan for the subject that includes creating a framework for assessment. The school is well aware of the need to develop the design element. Resources are adequate and appropriate for the coverage of the National Curriculum.

Art and design

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

Main strengths and weaknesses.

- There are some good examples of planning to broaden pupils' art techniques;
- Art is used appropriately to support work in other subjects;
- Three-dimensional work is not systematically developed;
- Pupils are not introduced to the work of a sufficient range of world-renowned artists.

Commentary

76. Pupils' achievement is satisfactory, overall and their attainment at the end of both key stages is broadly in line with that of most schools. Sound planning ensures that pupils receive a full range of artistic experiences, although the study of the style of famous artists is more limited. There are sound links between art and other subjects.
77. Teaching is satisfactory at Key Stage 1. By the time they are seven, pupils paint well and create line drawings to record the faces of themselves and their classmates including good detail of eyes, hair colour and facial features. They work collaboratively to create ethnic drawings using resistance techniques. Teachers in the Key stage 1 classes plan well to

ensure art techniques are taught systematically. In one lesson, pupils extended their work from observational drawings of leaves, to using these to create three dimensional leaf sculptures. However, more opportunities could be provided for this type of work.

78. Teaching is also satisfactory at Key Stage 2. However, occasionally pupils' progress is limited because teachers lack the expertise to develop pupils' skills further. Pupils create Islamic patterns, for example and posters to persuade people not to drop litter. They take good levels of pride in their work and there are good examples of the care they have taken in producing, for example, coloured masks and weaving. Older pupils show a developing understanding of features such as perspective and depth. Satisfactory links are made with subjects such as history. For example, pupils constructed printing blocks of Greek keys to make borders around the drawings of classical Greek vases. They also used cloth impregnated with plaster to create masks of characters from Greek legends. Whilst most pupils enjoy art and work industriously, they do not always have sufficient time to complete and individualise their work.
79. Subject leadership and management are sound. The co-ordinator enthusiastically supports individual staff and has completed an audit of resources. As yet no monitoring of teaching has been organised. However, recent initiatives, such as the Family Art Day, where pupils worked with a local artist, have raised the status of the subject and enriched pupils' experiences.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Children are offered a rich range of learning experiences;
- Good links are established with other subjects;
- Subject leadership needs development.

Commentary

80. Standards at the end of Year 2 and Year 6 are in line with those achieved by pupils in similar schools. Children make steady progress in their learning and by Year 2 are able to explore the use of sounds and rhythms to describe a scene using a story as the main focus and are able to identify tunes that convey their moods and feelings. Pupils with additional needs in language and special needs are well supported with specific planning and encouragement, which enables them to achieve well and take full part in lessons. By Year 6 pupils are able to perform as individuals and show increasing confidence in exploring harmony and repeated tunes. Pupils develop sound musical vocabulary and have opportunities in lessons to explore and experiment with instruments.
81. Children enjoy music because of the interesting and varied activities, which support the curriculum. Experiences are enriched by the quality performances of visitors to the school who demonstrate many different instruments and musical styles, including those from other cultures. Opportunities for tuition in keyboard, flute and clarinet are also provided. These effectively extend the skills of those who take them up.
82. The quality of teaching in the two lessons observed was good. Teachers were effective in their questioning of pupils and developed links with other subjects well. As a result, children showed interest and enthusiasm and learned well.

83. Leadership and management of the subject are sound. Planned improvements are currently being implemented. There is a clear vision and focus on the development of the arts across the curriculum and music focuses highly in this. However, the role of the co-ordinator needs to be developed to make greater contribution across the school, in terms of raising standards and influencing the work of others. The assessment of pupils is in the early stages of development and the training of staff remains a key priority.

Physical education

Provision in physical education is **satisfactory**

Main strengths and weaknesses

- Enrichment of the curriculum is good;
- Children achieve well in dance;
- Teachers' subject knowledge requires improvement.

Commentary

84. Standards by Year 2 and Year 6 are in line with those achieved by pupils in similar schools. Children achieve steadily across the school. The wide range of opportunities provided greatly enriches the curriculum and provides pupils with first hand knowledge of performing arts. These have included African, Arabic and contemporary dance experiences. The curriculum for dance is well planned for children in Key Stage 1 and has been adapted to meet the needs of the pupils. Further improvements are planned for pupils at Key Stage 2, involving links being made with other subjects, such as science and drama. Children with additional needs in language are well supported, which enables them to achieve as well as others. The participation of children in swimming lessons in Year 6 has increased and as a result more pupils are reaching the nationally expected standard of swimming 25 metres.
85. Children's enjoyment of the subject results in good attitudes to learning. Consequently, pupils behave well, take part enthusiastically and follow instructions promptly. They plan and perform simple skills safely. When listening to music, they respond appropriately with different movements, expressing their feelings, moods and ideas. They are keen to demonstrate their skills to others, although opportunities to encourage this are not consistently used by teachers.
86. Teaching is satisfactory, overall, although some good lessons were observed. Inconsistencies are due to some teachers lacking skills and confidence in the subject. In dance lessons, teachers showed greater expertise and confidence than some did in games lessons and were consequently able to question pupils more effectively to develop their understanding.
87. A wide range of activities is provided to enrich learning. These include cricket, basketball, badminton and dance, and all children are being actively encouraged to participate. The newly built sports area is used to good effect and teaching sessions by external coaches enhance pupil's learning. Subject leadership and management are satisfactory. The co-ordinator gives sound guidance to colleagues. The schools involvement in the 'School Sport Co-ordinator Scheme' is a positive step forward in the sharing of expertise and good practice.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision is **satisfactory**.

Commentary

88. One lesson was seen during the inspection period. 'Circle time' sessions (when children discuss issues important to them) ensure that children learn to express their thoughts, explore problems and listen to the concerns of others. This aspect is being developed throughout the school. The 'Playground Friends' initiative gives older pupils the opportunity to care for and support others and play an important role in the school community. At playtimes and lunchtimes, pupils with worries can stand at a 'friendship stop' and a 'friend' will come by to help them. The School Council is making a good contribution to pupils' understanding of what it means to be a good citizen. The members, from across the school, take their duties very seriously. They know they have been chosen to represent the views of others and are developing a practical understanding of 'democracy in action' as well as serving the school community. Adequate attention is given to teaching children about health and safety in lessons such as physical education. A programme of sex education is currently being put into place. However, the school is rightly taking the time to consult with parents from the different ethnic and religious groups to ensure that cultures are respected.

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	8
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
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	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
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).