

# INSPECTION REPORT

## **MANOR LODGE PRIMARY SCHOOL**

Sheffield

LEA area: Sheffield

Unique reference number: 107101

Headteacher: Keith Adams

Lead inspector: Steve Bywater

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> February 2004

Inspection number: 256837

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	220
School address:	City Road Sheffield
Postcode:	S2 5HJ
Telephone number:	0114 272 5054
Fax number:	0114 279 5907
Appropriate authority:	Governing body
Name of chair of governors:	Mrs J Gooch
Date of previous inspection:	30 <sup>th</sup> November 1998

## CHARACTERISTICS OF THE SCHOOL

This average sized primary school serves an area of mixed housing close to the centre of Sheffield. There are 220 pupils on roll, a number which has fallen significantly over recent years. Attainment on entry to the school is wide ranging but is best described as very poor, especially in children's communication and social skills. The majority of pupils who attend the school live in a community which faces many of the issues associated with areas of deprivation. This is only partly reflected in the proportion of pupils entitled to free school meals (currently 24 per cent), which is above the national average. Around 30 per cent of pupils are from minority ethnic groups and this proportion is rising. Pakistani children are the greatest in number. Approximately 20 pupils are at an early stage of learning English. This is high when compared with other schools. At the time of the inspection, there were 74 pupils with special educational needs, a proportion of pupils which is above that found in most schools. The majority of these pupils have learning difficulties but a significant number have emotional and behavioural needs. There are six pupils with a statement of special educational need; this is also above the national average. In 2002, the school was cited as one of the 200 most improved schools in the country. During the inspection, the school was subject to major building work. The school is currently involved in the Excellence in Cities project and is part of an Education Action Zone.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18463	Steve Bywater	Lead inspector	Foundation Stage Science Music Physical education Personal, social and health education and citizenship
09974	Daljit Singh	Lay inspector	
01678	David Peckett	Team inspector	English History Geography Religious education English as an additional language
33236	Kevin Dodd	Team inspector	Mathematics ICT Art and design Design and technology Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good school.** Teaching is consistently good and as a result standards are improving. By the age of 11, standards in most subjects meet national expectations. The progress made by all represents good achievement from a very low starting point. The headteacher is a good leader and he has been supported well by the deputy headteacher, a hard-working staff and an effective governing body. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching is good and pupils achieve well.
- Despite good progress, standards in Year 2 are below national expectations in English and well below expectations in mathematics and science. Further good progress is made between Years 3 and 6 and standards meet expectations in English, mathematics and science by Year 6.
- The school is inclusive and provides well for pupils with special educational needs, higher attainers and pupils who speak English as an additional language.
- The accommodation is very poor and restricts pupils' learning and self-esteem.
- Leadership and management are good and the whole staff pull together to improve pupils' standards and provide a high quality of education.
- Provision for pupils' spiritual, moral, social and cultural development is good. Pupils have a good attitude to learning, relationships are good and pupils behave well. The quality of care is good.

In 1998, the school was designated as having serious weaknesses. The school was inspected again in January 2000 and, as a result, it was made subject to special measures because it was failing to give its pupils an acceptable standard of education. In March 2002, a further inspection removed the school from special measures. Since then the progress has been good. Standards of achievement have risen throughout the school and are now good. This is because the quality of teaching has been strengthened, planning and guidance in all subjects have been completed and the monitoring and evaluation role of subject co-ordinators is effective. The present building provides disgracefully inadequate accommodation but major refurbishment is well under way.

### STANDARDS ACHIEVED

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

*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.*

In the 2003 national tests for 11 year olds, pupils' performance in English and mathematics was below the national average whilst standards in science were in line with the national average. In comparison with results in similar schools, standards were above average in English and mathematics and well above average in science.

Currently, children enter the school with the full range of abilities but the great majority have very poor language and social skills. Children achieve well in the reception class and continue to make good progress in Year 1 and Year 2. Pupils make good progress between Years 3 and 6. Throughout the school **pupils achieve well**. Because attainment on entry is so low, by the beginning of Year 1, most children are well below the expected levels in communication, language and literacy and in

their mathematical development. They are also below the levels expected in knowledge and understanding. They meet expected levels in their creative and physical development. By the end of Year 2, standards in English are below expected levels whilst standards in mathematics and science are well below expected levels. By Year 6, standards are broadly in line with national expectations in English, mathematics and science. Standards in information and communication technology (ICT) are in line with expectations in Year 2 but below expectations in Year 6 because the older pupils have not had sufficient time to use the computers due to the building work which has prevented the use of the computer suite.

**Pupils' personal development, including their spiritual, moral, social and cultural development, is good.** Pupils have a good attitude towards school in all classes and their relationships are good. The school council positively promotes pupils' sense of responsibility. Whilst behaviour in and around school is often very good, lunchtime behaviour is sometimes too boisterous. The attendance rate is currently too low and punctuality is of some concern. The school uses the learning mentor effectively to promote attendance and things are improving.

## QUALITY OF EDUCATION

**The quality of teaching and learning is good.** Teaching is supported by **good assessment** of pupils' work in each key stage. Throughout the school, teachers have good relationships with pupils and help to raise pupils' self-esteem and self-confidence. The weaker element of teaching concerns teachers' low expectations of pupils' handwriting and presentation of work in some subjects.

**The learning opportunities are satisfactory** and there is a **satisfactory range of activities** organised out of school time. The school provides **suitable care** for the emotional and physical needs of its pupils. Information to parents and links with them are **satisfactory** overall, but pupils' annual reports are impersonal and not very helpful. There are **positive links with the community** and the **relationships with other schools are good**.

## LEADERSHIP AND MANAGEMENT

The leadership and management of the school are both **good**. The governance of the school is **good**. The **leadership of the headteacher and of other key staff is good**. All staff share a clear vision for the future and a determination to improve standards. Monitoring and evaluation of the performance of staff and the quality of education provided have many good features and help to determine areas for development. Governors fully understand the strengths and weaknesses of the school and they are fully committed to supporting the school.

## PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents expressed positive comments about the school and have confidence in the teachers and the headteacher. They feel that the school has improved greatly since the last inspection. Pupils have positive views about the school. Most enjoy their learning.

## IMPROVEMENTS NEEDED

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

- Continue to raise standards in English, mathematics and science in Years 1 and 2 and in ICT in Years 3 to 6.
- Raise teachers' expectations of the presentation of pupils' work in all subjects in terms of neatness, quality of handwriting, spelling and punctuation.
- Plan to make the best use of the improvements in accommodation in order to raise standards.
- Improve the quality of pupils' annual reports.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning and subjects

Children enter the school with **very low** levels of attainment. Children **achieve well** in the reception class and in Years 1 to 6. Pupils with special educational needs and those who speak English as an additional language **progress well** as they move through the school. Standards in Year 2 are below expectations in English and well below expectations in mathematics and science. Standards meet expectations in English, mathematics and science by Year 6.

#### Main strengths and weaknesses

- Pupils achieve well throughout the school in English, mathematics and science.
- Pupils with special educational needs and those who speak English as an additional language achieve well.

#### Commentary

1. Children enter the reception class with standards which are very low when compared with those normally expected. They work towards the nationally agreed early learning goals and are given work that is stimulating, interesting and of good quality. This motivates all the children, including those with special educational needs and those who speak English as an additional language, to learn well. However, by the end of reception, most children will still not have reached the early learning goals because of their very low levels of attainment in all areas of learning on entry to school. By the beginning of Year 1, most children are well below the expected levels in communication, language and literacy and in their mathematical development. They are also below the levels expected in knowledge and understanding. They meet expected levels in their creative and physical development.
2. Inspection evidence shows that standards by the end of Year 2 are below average in English and well below average in mathematics and science. However, this represents good progress from very low standards on entry to the school. Pupils' skills in reading and writing are all well below average. Pupils' listening skills are better than their speaking skills. By the end of Year 6, standards meet expectations in English and mathematics. Pupils of all abilities continue to achieve well from the low starting point. The school is committed to equal opportunities for all pupils. Pupils with special educational needs receive consistently good support and therefore at times achieve better than their peers. The school also makes good additional arrangements for its talented pupils, who also achieve well. In many lessons pupils are working at a level they find difficult to match in test conditions.
3. The school makes good links with literacy and satisfactory links with numeracy in its planning for other subjects. There are many well-planned and exciting activities in which pupils use their reading and writing skills in other subjects. Mathematical skills are used in science and design and technology but the use of mathematics is inconsistent in most other subjects.
4. Standards in science are well below average in Year 2 but achievement from a low base is good. By the end of Year 6 most pupils are on target to reach the nationally expected level due to good quality teaching and the provision of experimental and investigation work. All ability groups achieve well throughout the school and higher attainers are given sufficient support to achieve high standards, whilst there is effective support for pupils with special educational needs and those who speak English as an additional language.
5. Standards are in line with national averages in ICT by the end of Year 2 but pupils' standards in Year 6 are below expectations because they have not had a wide enough range of

experience due to the computer suite being out of use due to the poor state of the building. ICT is currently not used well to support other subjects because of this. However, most pupils achieve well and make good progress because good teaching ensures pupils have the necessary basic skills.

6. Pupils achieve well in religious education and by Year 6 their standards exceed the requirements of the locally agreed syllabus. Pupils in Year 2 meet the requirements expected of seven year olds.
7. Pupils who have special educational needs make good progress towards the targets identified in their individual learning plans because the special educational needs co-ordinator and teachers plan work which is carefully matched to their needs. These targets provide sufficient challenge and are clearly identified for every pupil.
8. The pupils who are learning English as an additional language are making good progress. They are fully included in all lessons and receive carefully planned support from the learning assistants. Other pupils readily help them and contribute to their learning.
9. Pupils' progress has been supported by the partnership with the Education Action Zone and Excellence in Cities. This attempts to promote the full involvement of all pupils irrespective of their gender, ethnic group, poverty or any other perceived barrier. A learning mentor does this by helping the school address issues of low standards of attainment, challenging and negative behaviour, low self-esteem and confidence of pupils, and poor and erratic attendance.
10. The table below shows the school's results in the national tests for 2003. Overall standards by the end of Year 2 were well below the national average and those of similar schools in reading, writing and mathematics. In Key Stage 1, boys' standards have been significantly behind those of girls in reading and writing. In order to improve standards the school has:
  - implemented the Early Learning Strategy in Year 1
  - set individual reading and writing targets for pupils in Years 1 and 2
  - used additional targeted teaching assistant support in Year 2
  - implemented paired reading with targeted groups of Year 2 children

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

Standards in:	School results	National results
Reading	13.7 (13.4)	15.7 (15.8)
Writing	12.7 (12.6)	14.6 (14.4)
Mathematics	14.4 (14.8)	16.5 (16.3)

*There were 27 pupils in the year group. Figures in brackets are for the previous year.*

11. The table below shows the school's results in the national tests for Year 6 in 2003. Standards by the end of Year 6 were below the national average in English and mathematics and in line with the national average in science. Progress for pupils moving from Year 2 in 1999 to Year 6 in 2003 was above average in English and mathematics and well above average in science. Targets for 2004 are challenging but realistic.

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

Standards in:	School results	National results
English	25.9 (27.2)	26.8 (27.0)
Mathematics	25.6 (26.1)	26.8 (26.7)
Science	28.5 (28.8)	28.6 (28.3)

*There were 45 pupils in the year group. Figures in brackets are for the previous year.*

### Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and personal qualities are **good**. Provision for pupils' spiritual, moral, social and cultural development is **good**. Attendance is **well below the national average**, but improving.

### Main strengths and weaknesses

- Pupils take pride in the school, participate enthusiastically in all activities and feel secure.
- Behaviour is good in class, but can be more boisterous in the playground.
- The majority of parents reported that the school is trying to support them over issues of attendance. However, the attendance and punctuality of some pupils are a cause for concern.

### Commentary

12. During assemblies pupils were patient, attentive and displayed good or very good behaviour. Most pupils are polite, respectful and courteous and welcome visitors. Interviews with pupils show they know the rules for good behaviour at playtimes, and the procedures to follow if they are bullied, but some do not report all incidents of anti-social behaviour.
13. This positive behaviour is becoming the norm in the school and enables pupils to invest their time wisely and participate in activities outside of lessons. Pupils with special educational needs have positive attitudes and their behaviour in lessons is mostly good due to the careful attention paid to the development of personal qualities in their individual education plans
14. During the inspection a significant number of pupils were observed actively participating in extra-curricular activity. Others were engaged in positive learning through the school council. The stimulating art display of pupils' work around the school is illustrative of their commitment to learning. Pupils spoke affectionately and positively about their school, teachers and teaching, as well as the care and support provided by lunchtime support staff. These attitudes contribute significantly towards pupils' positive perception of the school and to their personal and social development.

### Attendance

The table below shows that attendance is well below the national average. However, the school and most parents are working closely to improve attendance and time keeping. Use of grants from the Excellence in Cities and Education Action Zone programmes has enabled the school to raise attendance levels and improve time keeping. In 2001 attendance was around 90 per cent; by 2002/3 it increased to 95 per cent, but has recently fallen to 93 per cent. Much of this dip is explained by a severe flu virus which decimated attendance figures last year and pupils from the growing number of minority ethnic groups who take extended holidays to Asia and elsewhere. Despite this, the school continues its efforts to improve attendance by supporting disaffected families, by rewarding pupils for their regular attendance and by working closely with the educational welfare service.

**Attendance in the latest complete reporting year 92.7%**

Authorised absence	
School data	6.4
National data	5.4

Unauthorised absence	
School data	0.8
National data	0.4

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

## Exclusions

15. The following table is misleading. Very few pupils were excluded, although one pupil with special educational needs for 'extreme' behaviour was excluded numerous times.

### Ethnic background of pupils

### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	146	5	0
White – Irish	1	0	0
Mixed – White and Black Caribbean	9	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	35	0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean	8	0	0
Black or Black British – African	10	0	0
Black or Black British – any other Black background	2	0	0
Chinese	1	0	0
Any other ethnic group	3	32	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of teaching and learning is **good**. Teaching is supported by good assessment of pupils' work in each key stage. The learning opportunities are **sound** and there is a satisfactory range of activities organised out of school time.

### Teaching and learning

The overall quality of teaching is **good**. As a consequence, the quality of learning is **good**.

### Main strengths and weaknesses

- There is high quality teaching in the reception class.
- Teaching of pupils with special educational needs and those who speak English as an additional language is good.
- Most teachers have secure subject knowledge, use resources well and teach the basic skills of literacy and numeracy well.
- Teachers use assessment well in English, mathematics and science.
- Teachers' expectation of pupils' presentation, spelling, punctuation and handwriting is too low in some subjects.

## Commentary

### Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (3%)	5 (15%)	17 (52%)	10 (30%)	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.

16. Teaching in the reception class is good. The lesson planning shows clearly what is to be taught and learnt. It merges the different elements of the curriculum successfully into one topic, often based around a popular book such as *Elmer the Elephant*. The teacher takes care to ensure that children know what is expected of them in lessons and their learning is very focused. The youngest children make good gains in their learning because the teacher has high expectations of what children should achieve. Staff are constantly looking for ways to challenge children's thinking, imagination and use of vocabulary through interesting, practical and relevant activities. This creates a purposeful working atmosphere and promotes very good concentration and learning. Relationships between the teacher, the nursery nurse and the children are very good and children thoroughly enjoy their time in school. The teacher is skilled in her questioning of children to take their learning forward and provide good opportunities for them to develop their use of language in role-play. Both the teacher and nursery nurse use good systems for assessing children's achievements and they use them successfully to plan the next step in their learning. This supports well all children and especially those who speak English as an additional language. There are times, however, when one of the assistants is needlessly too sharp and abrasive with children.
17. In infant and junior classes the teaching is consistently good. The teaching was particularly impressive at times in Years 1, 2, 5 and in one of the Year 6 classes. In these classes the teaching is consistent and has a significant impact on pupils' learning, attitudes and standards.
18. Lesson planning is suitably detailed and linked closely to the medium-term plans. Teachers are clear about what they want their pupils to learn in lessons and they share this information with the pupils. Because pupils are clear about what is expected of them they conscientiously apply themselves to the learning. Teachers use the final part of lessons well to 'recap' on what pupils have actually learned. As a result, pupils had a good understanding of their own learning. This was particularly so in Year 5 and in one Year 6 class but is not such a consistent feature in other classes.
19. Teachers have worked conscientiously to implement the National Literacy Strategy and teaching and learning in English are good. In Key Stage 1, teachers use a range of methods to teach early reading skills and a positive feature of both English and mathematics lessons is the group work which is used well to develop pupils' language and vocabulary and supports pupils' social development. However, in general the teachers' expectations of pupils are not high enough in writing across the curriculum. Although the content of pupils' work is often at a reasonable or good level, teachers' expectations of handwriting and presentation are generally too low. Too often, careless punctuation, inaccurate spelling and untidy work pass without comment and this restricts pupils' literacy skills. Teachers have worked hard to implement the National Numeracy Strategy and the teaching of numeracy is good. Number work is taught particularly well, and pupils enjoy the challenge teachers provide in mental mathematics sessions which start the lessons. These activities generate interest and enthusiasm and motivate pupils to make good progress.
20. In the better lessons which make up more than two thirds of all lessons, positive features of teaching include good relationships with pupils and high levels of enthusiasm by the teacher. Teachers use praise well to generate interest and involvement among pupils. Other positive

characteristics of teaching include good questioning and clear instructions to aid learning. In lessons of the very highest quality, such as the English lessons in Years 1, 2, 5 and 6, the teachers have very high expectations and their very good subject knowledge helps pupils to move forward in their understanding. In many science lessons, teachers choose and use resources well to motivate and inspire pupils. These strengths help to ensure that all pupils are fully involved in lessons and make good gains in learning.

21. In a small number of lessons where teaching is only satisfactory, the weaknesses include the teacher having difficulty in managing the inappropriate behaviour of some pupils, which spoils the lesson for other pupils. There are times when teachers do not check unsatisfactory behaviour rigorously and are prepared to accept standards that are too low. A general weakness at present is the poor use of computers. This is understandable since the building work has prevented the use of the computer suite. This is out of the school's control and staff are looking forward to building up pupils' ICT skills again.
22. Teaching and learning for pupils with special educational needs are good due to an effective balance of planned and well-targeted in-class support by teaching assistants and the reinforcement of basic skills identified in pupils' individual education plans by the special educational needs co-ordinator. Assessment procedures and systems for referral are particularly effective in identifying pupils with special educational needs early and monitoring their progress.
23. Pupils who speak English as an additional language are supported by the co-ordinator and a bilingual assistant. Overall these pupils have their needs met well and support is effectively provided in different ways. During some lessons in Key Stage 1, pupils in the same class work with one of the team who supports learning in their own language. However, much of the support for pupils in Key Stage 2 is more personal. For example, the co-ordinator has good relationships with the pupils and they are confident to tell of problems they have with scientific vocabulary and in mathematics. This means that teachers can be informed and the concepts central to the lesson can be more carefully explained and practical techniques demonstrated carefully. The support that these pupils receive means that they can benefit fully from the school's curriculum.

## The curriculum

There is a satisfactory curriculum in the school with satisfactory opportunities for enrichment, for example through extra-curricular activities in sport and music. Accommodation, however, is **poor**.

### Main strengths and weaknesses

- Provision for special educational needs is good because work is carefully matched to pupils' needs through appropriate targets.
- Match of support staff to the curriculum is good for pupils with special educational needs as an audit is undertaken annually to match resources to needs.
- Cross-curricular links are well developed and support pupils' learning effectively.
- Accommodation is poor because it prevents ICT, physical education and outdoor activities from being taught efficiently.

### Commentary

24. The curriculum is planned well for English, mathematics and science and the introduction of the National Literacy and Numeracy Strategies together with national in-service training in ICT for staff has proved successful in raising standards of teaching and learning in these subjects. The school has justifiably focused on these areas since the previous inspection and is now rightly aware of the need to prioritise the development of other subjects. The curriculum meets statutory requirements in all subjects and religious education and the good links between

subjects ensure pupils experience a meaningful, coherent curriculum. Appropriate extra-curricular provision, including sports and arts clubs together with visits and visitors, enriches the curriculum and ensures it satisfactorily addresses pupils' needs.

25. The provision for pupils with special educational needs is well planned. Their individual education plans have clear targets that all understand. They are largely taught with their peers but receive some teaching in small withdrawn groups, largely to supplement their literacy, and this is effective. The good management of the co-ordinator for special educational needs ensures that where necessary the pupils receive specific support from outside agencies.
26. The provision for pupils for whom English is an additional language is good. The English as an additional language co-ordinator works closely with the class teachers to develop the pupils' understanding and knowledge of the English language. The teacher has very good relationships with the pupils, assesses their needs and provides a very good programme of support.
27. Numbers of support staff are high, which is a well-planned use of funds. Support staff are making a significant contribution to pupils' achievement, not just in reception or for pupils with special educational needs, but throughout the school. Resources are adequate as subject co-ordinators audit their areas annually and bid for funds to address any shortfalls. However, shortcomings in the accommodation prevent the effective teaching of ICT, physical education and outdoor activities in spite of the teachers' commendable attempts to provide a motivating curriculum for pupils.
28. The headteacher has monitored the curriculum well, using national guidance to ensure it is appropriately balanced and supports pupils' learning.

### **Care, guidance and support**

The school provides **good** support and guidance. The quality of pastoral care is **satisfactory**.

### **Main strengths and weaknesses**

- The work of the learning mentor and senior staff inspires learning and ensures the welfare and well-being of all pupils.
- The school seeks, values and appropriately acts upon pupils' views through the school council.
- Support for pupils with special educational needs and those who speak English as an additional language is good.

### **Commentary**

29. The learning mentor and the senior management team work very effectively. Together they ensure very caring, strong and inspirational support and guidance for pupils and parents, particularly disaffected pupils and their families. They work with disaffected pupils and gifted pupils offering advice and support, which helps pupils to learn in a more organised and informed way. They also support educational and social activities, and before and after-school clubs, including support for homework and work with the Sheffield Multiple Heritage Service. The work assists pupils to become more active, confident, motivated and responsible learners, as well as to develop emotionally, socially and academically. The arrangements provide a supportive, safe, secure and very solid foundation for the learning of all pupils.
30. The school works effectively with the school council and regularly seeks, values and, where appropriate, acts upon pupils' views. The council is becoming more influential and makes a significant contribution to the learning, welfare and well-being of the school community. Pupils have a number of innovative ideas. They spoke positively about the new school building and the possibility of having a nature garden, which would help their learning.

31. Support for pupils with special educational needs is good in classes because most have access to work suited to their ability and many have teaching assistant support. Pupils are guided well through involvement in setting and reviewing targets, and a good standard of care prevails as illustrated by the lengths the school has undergone to ensure a pupil with a severe food allergy is not placed in danger.
32. Pupils who are in the early stages of learning English are helped through lots of experiences to develop their spoken language and they make good progress. As a result of the provision, and the monitoring and analysis of their progress, the achievements of these pupils are good and equal to those of other pupils. Sometimes, the support for pupils who speak English as an additional language is not effective as it does not provide for the personal needs of children in the reception class.

### **Partnership with parents, other schools and the community**

School provides, develops and maintains an active partnership with the wider community and other schools, and a satisfactory partnership with most parents. These arrangements support the work of the school and enable pupils to enjoy learning and develop as responsible citizens.

### **Main strengths and weaknesses**

- School has a good partnership with the wider community and with other schools.
- Annual reports do not provide sufficient information to enable parents to assess their child's individual progress.

### **Commentary**

33. The school has good links with the community and it uses these well to enhance pupils' experience and overall educational provision. Pupils raise money for charities and support the local community.
34. The school values its links with the wider community, particularly its work with the Education Action Zone, which enables it to promote a number of education programmes and supports the learning of pupils in the school and in the community. Good examples of this are the early literacy support training and delivery programme and the paired reading training which are delivered through lunchtime supervisors. These initiatives have enabled the school to raise academic standards in English. They also help to prepare and develop learning materials for parents to use at home and in school, ensuring the academic success of their child.
35. The school also retains good links with its local sports college, which provides specialist training, support and guidance for the primary link teacher. This enables it to make effective use of specialist teaching to raise standards in physical education and to network with schools in the primary and secondary sectors. The links also supports the community healthy eating programme and the transition of pupils into the high school and to use this model to make further curriculum links.
36. Parents are fully involved in reviews for pupils with special educational needs and are encouraged to help with targets at home. The school keeps parents fully informed of pupils' progress through formal reviews, letters and reports.
37. The quality of information for parents in annual reports, especially the reporting of individual progress of pupils, is impersonal. The reports do not enable parents to assess their child's individual achievements and progress.



## LEADERSHIP AND MANAGEMENT

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

### Main strengths and weaknesses

- The headteacher has a good understanding of the school and a clear vision of how to improve the quality of the pupils' education.
- The school is good at finding out how well it is performing and then acting upon the information to help raise standards.
- Senior staff work together as a team that is focused on raising standards and helping pupils achieve.
- Governors know their school well and meet their statutory duties fully.
- In all aspects of its work the school is very successful in promoting inclusion and equal opportunities for all its pupils.
- The teachers responsible for the management and leadership of subjects play an important part in the planning and organisation of school improvements.

### Commentary

38. At the time of the last inspection leadership and management still required some improvement, particularly in the development of the role of subject leaders. Since that time, the school has done a lot to address its weaknesses and there have been significant improvements. This is because of the headteacher's clear vision for the future, high expectations and his determination to involve everyone in raising standards. He works very closely with the deputy headteacher, who shares the vision and strives to help to achieve it. Together, the headteacher and deputy headteacher inspire and motivate the staff, governors and parents with their positive approach, and with their ability to make sure that planned improvements are seen through successfully. The staff, parents and pupils have great respect for their commitment and care. The senior leadership team, for example, have worked hard to improve arrangements for assessing pupils' attainment, the quality of teaching, the setting of targets for pupils and the monitoring of pupils' progress. These clear policies are helping to improve the provision, especially in Year 2, and are beginning to raise standards across the school.
39. Subject leaders work well and show their commitment to improving standards and provision. The management of their subjects is now good. Good management arrangements, such as regular opportunities to monitor planning and pupils' work, enable subject leaders to be well informed about pupils' progress and to plan for improvements. Special educational needs is well led and managed because the special needs co-ordinator has been pro-active and put into place effective systems for identifying and targeting pupils' difficulties, and monitors and evaluates strategies well to ensure that pupils make good progress and that the school obtains good value for money.
40. The governing body is now fully involved in shaping the vision and direction of the school. It carries out its statutory duties well. Governors are well informed, through their regular contact with the headteacher, about all aspects of the school's work. They share fully in the school's commitment to improvements, are rightly proud of its progress and are very active in securing improvements. Governors are not afraid to tackle difficult issues in order to improve the quality of pupils' education. The school is now at a watershed in its development as the governors plan for the appointment of a new headteacher and the completion of the new school buildings. They apply best value principles well to their work.
41. Good management successfully brings the school's shared vision and clear purpose to life. The arrangements for self-evaluation are rigorous and detailed. Governors and school staff

draw on full and up-to-date information about pupils' attainment, for example in literacy and numeracy, to track progress and identify areas for improvement. Teachers recently targeted the quality and range of pupils' writing. As a result of carefully planned action, standards in writing are now improving and the use of writing across the curriculum is a particular strength. Procedures for the professional development of staff are good and closely linked with agreed priorities for improvement. The high quality of teaching and learning, the quality of relationships and the positive ethos enable the school to make a very valuable contribution to the lives of its pupils. Very detailed and secure financial management underpins the school's planning for improvement.

42. The success in bringing about inclusion and equality of opportunity are strengths the school is proud of. Pupils with special educational needs are enabled, by means of the good provision, to share in the achievement of all pupils. Pupils from different ethnic backgrounds interact as members of a single school family, supporting one another and taking pleasure in each other's achievements. This reflects the school's complete commitment to inclusion and the skill of teachers, support staff and governors in achieving it.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)	
Total income	775484
Total expenditure	767260
Expenditure per pupil	2841

Balances (£)	
Balance from previous year	34692
Balance carried forward to the next	42916

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

43. The arrangements for children in the Foundation Stage of their education are good. Teaching is good. The school admits children to the reception class in September and January. Some children have attended a large number of pre-school establishments, but for a few this is their first schooling. Satisfactory links with the pre-school establishments ease the transfer for those children involved. Parents are made to feel welcome in the classroom and this helps children to feel secure in the new environment. The curriculum in the Foundation Stage promotes the early learning goals successfully since children make good progress in all areas of learning. Foundation Stage staff create a positive atmosphere for learning for the children.
44. Most children enter the reception class with very low levels of attainment, particularly in their use of language and their social skills. Good teaching helps children to make good progress in all areas, but the majority do not reach the early learning goals in personal and social education, communication, language and literacy, numeracy and knowledge and understanding of the world by the time they leave reception. However, most children meet the early learning goals in physical and creative development. Planning is effective and takes account of what children have already experienced so that they can build upon what they have already achieved. There is a good balance between activities directed by adults and those chosen by the children.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children achieve very well because of the very good quality of teaching.
- Children settle in to very well organised routines very quickly.
- Staff provide very good role models for the children.

#### **Commentary**

45. Staff promote children's personal, social and emotional development very effectively and children are well motivated to learn, settling to tasks and concentrating well for extended periods of time. The teacher and nursery nurse establish warm relationships with the children along with clear expectations of good behaviour. Children have a very good awareness of their class rules and know some actions, such as 'calling out', are wrong, and others, such as helping others and trying hard, are right. The teacher values each child's efforts and gives lots of individual praise and encouragement which builds children's self-esteem and promotes their confidence in learning and in their relationships with others.
46. Staff set a very good example for children to follow of courtesy and consideration for others by listening with genuine interest to what children say or do. All children are encouraged to participate, even though they may not be able to speak English. They all listen carefully to each other. This kind of activity leads to trusting relationships and helps children to understand other people's point of view. Equipment is accessible and children are encouraged to carry out tasks independently and sensibly but their ability to work independently is below average for their age. Most children dress themselves independently after physical education lessons and settle readily into daily routines, such as registration. Teaching in this area of learning is good but standards are well below the levels expected when children join Year 1.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- All staff take every opportunity to develop the children's language skills and teaching is very good

### **Commentary**

47. Children enter the school with very limited language skills. Teachers plan many worthwhile opportunities for children to improve their communication, language and literacy skills. Children enjoy listening to stories and joining in with their favourite phrases, as in *Elmer the Elephant*. On entry to the reception class, many children need much encouragement to communicate in more than single words or gestures. Staff take every opportunity to promote children's communication skills. A few children express themselves with increasing confidence and communicate their ideas well, for example when one child told the whole school about the story of Elmer during the assembly. From their earliest days in school, children's interest in reading is encouraged by regularly taking home books to share with their parents. A few higher attainers now recognise familiar words and are beginning to associate letters and sounds. Most are on the initial stages of reading and all enjoy 'sharing' a book.
48. Teachers carefully prepare activities which stimulate children's interest and encourage writing; for example, children are keen to 'write' letters and lists. Most hold their pencil effectively to make meaningful marks and understand that writing conveys meaning. The teacher builds well upon the formal skills of handwriting, such as the correct formation of letters. Average and higher attaining children are beginning to form letters correctly. Higher attaining children write their own names and some are beginning to write simple words and phrases independently. For example, one child, unaided, wrote 'hy went fr l wc' meaning 'he went for a walk'. For a child who could recognise few letters or sounds on entering the school, this represents very good progress. Teachers maintain effective records of children's progress and they use assessment information directly to inform the planning of future work. This ensures that work provides enough challenge to move all children on. Despite the good teaching and good progress, standards are well below the levels expected when children join Year 1.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning.
- The development of mathematical vocabulary is good.

### **Commentary**

49. The quality of teaching is good but despite good progress by all children, in this area of learning, most children attain levels which are well below those normally expected by the end of their time in the reception class. Staff organise a wide range of activities to develop common mathematical understanding and vocabulary. For example, the development of mathematical learning is well promoted through practical activities such as weaving and using phrases such as 'in and out' and 'over and under'. Teachers plan for children to use these words in structured play in sand or water so that children develop a good understanding of quantity, and successfully compare objects by size. Children recognise repeating colour patterns and by the end of their time in reception, a majority recognise number symbols to ten and count confidently using one-to-one correspondence. The teacher and nursery nurse effectively use

everyday opportunities to promote children's learning and progress. They teach the children to read and record numbers and other mathematical information using pictures, objects and numerals. For example, they provide mirrors and cutting and folding activities so that children can see what symmetry is all about. Planned work is based on regular assessment using small teaching steps to ensure children's full understanding.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

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

### **Main strengths and weaknesses**

- Children are offered a wide range of interesting and enjoyable activities.

### **Commentary**

50. Almost all children enter the reception class with little first hand knowledge of the world beyond their own families. The teacher is aware of this and makes sure that a range of experiences based on a topic theme does not overwhelm the children but also ensures that they link the ideas together. The current topic of 'materials' provides a good opportunity for children to learn about aspects in this area of learning. The quality of teaching is good and the approach effectively includes all children and especially those with limited English. Children talk, draw and explore what they see using a range of materials. For example, children experiment with a range of materials to consider which is the most waterproof. In small groups, children work with their teacher to see which fabrics soak up water and use words such as 'wet', 'dry' and 'soggy' to demonstrate their understanding. Sand and water, paint and play dough are available all of the time for children to experience different materials. By the end of their time in the reception class, children use construction kits to build a variety of objects and they are introduced well to early computer skills.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- The range of activities and resources is good and enables children to attain standards which match the levels normally expected.

### **Commentary**

51. By the end of their time in the reception class, children have developed physical skills which are at the levels expected for their age. They are confident in their movements in and around the play area. Many opportunities are provided for children to cut and fold paper, to build with construction kits, and to explore materials including sand and water. They have satisfactory control of pencils and use them successfully for writing, drawing and colouring. Most children are beginning to gain confidence in cutting actions as they show their symmetrical patterns. Children enjoy outside play activities and demonstrate good skills in weaving in and out of the railings. The quality of teaching is good as staff build on the children's natural desire to explore and develop their physical skills by providing challenging and imaginative but safe activities, which encourage children to respond with increasing skill.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **good**.

### **Main strengths and weaknesses**

- The range of activities and resources provided is good and enables children to attain standards which match the levels normally expected

### **Commentary**

52. By Year 1, most children make good progress in their creative development and attain levels of understanding and skill which are appropriate for their age. Children use good skills to create paintings of themselves and they have produced attractive 'symmetrical' folded prints. The quality of teaching is good. The teacher provides a wide range of opportunities in art, craft, dance, story making and imaginative play to develop children's ability to express ideas and feelings in creative ways. This was seen to good effect in the children's creation of an 'illuminated' shadow puppet show.

## **SUBJECTS IN KEY STAGES 1 AND 2**

### **ENGLISH**

The provision for English is **good**.

### **Main strengths and weaknesses**

- Pupils achieve very well so that standards are average by the time they leave.
- The quality of teaching and learning is good.
- Pupils' attitudes to learning are good.
- Very good subject leadership has brought about good improvement since the previous inspection.
- The use of writing in subjects other than English is very good.
- Reading is taught systematically.
- Pupils are good at listening but need to improve their speaking skills.
- The standard of pupils' handwriting and presentation needs to improve.

### **Commentary**

53. Pupils' attainments in English are generally well below average on entry to the school. Pupils achieve well in English and the end of Year 2 standards show improvement year on year. Progress is good so that by the end of Year 6 the standards are in line with the national average. Higher attaining pupils are doing well so that the percentage achieving above expectations is similar to that in all schools nationally. This improvement from the last inspection is the result of improved teaching and better use of assessment information to guide planning, as well as to track pupils' progress over time. The setting arrangements enable teachers to match work more closely to the pupils' needs and to keep a challenging pace throughout lessons.
54. Pupils in Years 1 and 2 achieve well, although the standard of work in Year 2 is below average overall. The focus on improving writing is beginning to show the improvements expected by the teachers. Pupils' work is planned well and teachers generally expect the most from all their pupils. Reading and writing test results in 2003, although a little better than in 2002, were well below the national average and below those in similar schools. The current Year 2 has almost half the pupils on the special needs register so it is unlikely that the outcomes of the tests will show any improvement in 2004.

55. Standards in listening are in line with expectations throughout the school but the standards in speaking are below average, especially amongst the younger pupils. Despite the fact that many of them were at an early stage in learning English when they started school, by the time they leave at the end of Year 6, most pupils reach average standards in speaking and listening. Pupils listen and converse confidently and show good consideration for other listeners.
56. Reading is taught thoroughly so that pupils build on the skills learned in Years 1 and 2. Most pupils enjoy reading and know several ways of finding out what the unfamiliar words are. A discussion with older pupils shows that they can read independently, have access to a wide choice of appropriate literature and can talk with knowledge and enthusiasm about their favourite authors. The 'author of the month' strategy and other ideas developed through drama and links to other subjects help to develop the pupils' vocabulary and knowledge of language. Often the pupils' vocabulary is restricted through a lack of experience and this lowers standards in writing and spelling. Teachers are good at helping pupils to learn to use correct grammar and spelling. Handwriting is not consistently taught and teachers' expectations of handwriting and presentation are too low so that not all pupils develop a legible and joined style.
57. Teaching and learning are good throughout the school. The examples of very good and excellent teaching occur because of the high motivation of pupils who are fully engaged in improving their writing skills. Lessons are planned carefully with clear purposes, and teachers make sure that pupils understand what they are going to learn. Support staff know what is expected of them and they make an important contribution to pupils' learning. Pupils with special educational needs make good progress because of the extra help they receive. Teachers manage pupils' behaviour very well and as a result pupils settle to work readily and quickly. Teachers are very good at using imaginative ideas to interest and motivate the pupils to improve their writing. The older pupils talk with great enthusiasm about their studies of Shakespeare's *Romeo and Juliet* and Dickens' *Christmas Carol*. The good use of assessment information helps to make sure that teachers focus on the targets they have set for individuals and for groups of pupils. This makes teaching more effective and is helping to push up the standards achieved. Pupils fully understand their targets and use them to focus on their own improvement.
58. A trained teacher provides very effective support for pupils for whom English is an additional language. These pupils achieve highly and make good progress as they move through school. The teacher is a very good resource and is helping to train all the staff and improve the overall provision. With the additional support worker she focuses on teaching these pupils to understand and be able to speak the English language. Because she focuses on the skills and ideas being taught in the lessons, the pupils concerned are able to join in and achieve as well as other pupils. Regardless of differences in attainment, ethnicity or background, all pupils work very well together and are appreciative of each other's achievements. This reflects both the quality of teaching and the school's success in implementing its policies for inclusion.
59. Leadership and management are very good. The subject leader is well informed, sets very high standards and is very effective in bringing about improvement. Through systematic monitoring of teaching and pupils' work, the detailed tracking of pupils' progress and careful analysis of results provide the co-ordinator with good information about what is working well in the subject and what needs to be improved. The school uses this information very well to build on strengths and to target areas for improvement. This has raised standards, for example, in the range and quality of pupils' writing. There now needs to be an energetic focus on improving handwriting and presentation.

## **Language and literacy across the curriculum**

60. The National Literacy Strategy has been fully implemented and there are many well-planned and exciting activities in which pupils use their reading and writing skills in other subjects. Teachers often encourage them to make their own choices about how they present their work in subjects, such as science, history, geography and religious education. Teachers consistently use good questioning across the subjects to encourage pupils to discuss ideas and to extend their answers. This also helps to improve the standard of pupils' writing.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Achievement is good in Years 1 to 6.
- Teaching and learning are good in both key stages.
- Standards in Key Stage 1 are below national expectations.

### **Commentary**

61. Pupils in Years 1 to 3 have a good grounding in number calculation, shape and space and handling information, but opportunities for pupils to choose mathematics for activities and develop links with other subjects are limited. In Years 4 to 6 pupils' good understanding of place value and recall of multiplication facts enable them to use mental strategies well, particularly in Years 4 and 5. Although standards are well below average by Year 2, pupils make notably good progress, due to effective teaching, from very low attainment on entry to the school. Similarly, effective teaching in Years 3 to 6 ensures this good achievement is maintained, enabling pupils to achieve standards broadly in line with national averages by the end of Year 6.
62. Teaching and pupils' learning in lessons seen were good, with teachers planning effectively from the National Numeracy Strategy. Lessons start with a brisk mental arithmetic session that pupils enjoy. This was particularly successful in a Year 5 lesson where pupils were encouraged to offer facts about the number eight and were able to demonstrate and develop their knowledge and understanding of number and place value including powers of numbers and the division of units by ten. However, insufficient use is made of 'open ended' questioning and devices such as individual number fans and whiteboards in some classes for all pupils to be actively involved; the use of such strategies and devices would also give the teacher a quick assessment of how well the class are performing, ensuring that questioning was targeted closer to pupils' needs. Classes are well managed during the main part of the lesson and teaching assistants support well pupils with special educational needs, who subsequently achieve well. Effective intervention and questioning deepen pupils' knowledge and understanding, and teachers match work well to pupils' needs and provide support which enables all pupils to achieve well in lessons. These strategies were particularly successful in a Year 4 lesson. Following a practical session in which pupils' knowledge of place value when multiplying and dividing by ten was extended, the teacher probed pupils' understanding well and supported and developed their learning by providing a useful strategy to enable them to solve word problems. An effective review session was seen at the end of a Year 5 lesson when pupils were challenged to write a short division sum with a remainder and to consider how to use the inverse operation to check the answer. Marking, although positive, provides insufficient feedback to enable pupils to improve.
63. The co-ordinator's recent absence has prevented her from analysing national test results and fully investigating the reasons for Year 3 pupils' relative weakness in using and applying mathematics, discrepancies in the standards of boys and girls and the poorer showing of more able pupils in attaining higher levels compared with their attainments in other subjects in Year 6 end of year tests. She has, however, produced a detailed action plan enabling mathematics to be monitored and progress to continue in her absence and this, together with a notable



improvement in standards by the end of Year 6 and in achievement and teaching and learning since the previous inspection, demonstrates leadership and management to be good overall.

### **Mathematics across the curriculum**

64. Although the National Numeracy Strategy has been implemented well in mathematics lessons, the use of mathematics has not systematically been planned in other subjects. Mathematical skills are used in science when data is presented in the form of graphs and bar charts. Pupils use their measuring skills in design and technology and older pupils' knowledge of calculations is used in constructing spreadsheets in ICT. However, the use of mathematics is inconsistent in most other subjects.

### **SCIENCE**

Provision in science is **good**.

#### **Main strengths and weaknesses**

- Pupils achieve well as they move through the school.
- The very good focus on experimental and investigational activities has improved pupils' scientific skills and enhanced their understanding.
- The quality of teaching and learning is good.
- The leadership of science is good.
- Presentation of work is untidy and expectation of recording is too low.

#### **Commentary**

65. Pupils achieve well because teaching is good and the school places a good emphasis on investigational work which motivates pupils very well. Lesson planning is good, based on careful analysis of tests and assessments and on national guidelines. Pupils make good progress in their acquisition of scientific knowledge and understanding as they move through the school although standards are well below average in Year 2 due to the low starting point. By Year 6 standards are in line with the levels normally expected for 11 year olds. Pupils with special educational needs and those who speak English as an additional language make similar progress to most other pupils, especially when directly supported and when work is matched to their precise needs.
66. The many positive features of teaching include good relationships with pupils, high levels of teacher enthusiasm and a brisk pace. As a result, pupils' attitudes to science are good. Purposeful and regular questioning helps pupils to move forward in their understanding. Most teachers offer sufficient opportunities for pupils to respond to their questions at length and support assistants help those with poorly developed oral skills. These features help to ensure that pupils are fully involved in lessons and make good gains in learning. Teaching in the best lessons is very good indeed and the effective choice and use of resources is a key reason for this. For example, in Year 2, the teacher explained about seeds and the life cycle of fruits. Pupils were thrilled and surprised to see the stone in an avocado. They then used very good observational skills and magnifying glasses to identify seeds in plums, strawberries and other fruits. As a result, pupils' understanding of seeds was very much enhanced. In Year 6, pupils consider how to check the conditions in which micro-organisms will grow best. They are given good opportunities to hypothesise, predict and plan their experiments and this improves their experimental and investigational skills. Teachers use an effective written method to model how this should be done.
67. Pupils enjoy a rich diet of science work which covers all the expected areas of study and much is very relevant to them. Pupils in Years 5 and 6 study some aspects of science in depth and some work by higher attainers is impressive. Their use of scientific vocabulary is good. There

are occasions when pupils who are new to English struggle with 'scientific' words; however, they are usually confident to explain their concerns to a teacher or the English as an additional language co-ordinator and this is then re-taught to ensure that they learn effectively.

68. Pupils understand that scientific ideas are based on evidence, and record and present the findings of their observations and measurements in a sufficient range of different ways. However, whilst the content of their work is often good, the presentation is often poor. Most teachers do not have sufficiently high expectations of this aspect of pupils' work. Careless and untidy work often passes without comment and the spelling and punctuation are often at a much lower level than that found in English work, for example. This is not helping to improve pupils' literacy skills.
69. There is good leadership in the subject. The co-ordinator has a clear vision of how to raise standards even further. She manages the subject well, and monitors teaching and learning to ensure that the quality of teaching and learning continues to improve. Her actions have had a very positive effect on raising standards.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Achievement at the end of Key Stage 1 is good and there are good links with other subjects.
- Accommodation together with the lack of access to computers in classrooms on a day-to-day basis prevents ICT being taught effectively and standards at the end of Key Stage 2 are consequently unsatisfactory.

### **Commentary**

70. By the end of Year 2 standards are in line with national averages, and pupils have covered a satisfactory and appropriate range of work and made good progress in their knowledge, understanding and skills from a low baseline. Pupils use ICT to handle data about types of homes and display this information in a variety of forms including tally charts and block graphs. They use word-processing to create simple sentences and can change the style and size of font. Pupils use a paint program to draw pictures of houses and Christmas trees and can use the brush, colour and spray tools. However, pupils' ability to discuss their experiences of ICT inside and outside the school is under-developed. Year 6 pupils have used the computer to produce graphs about themselves and some are able to interrogate a database using the search option. They can also use the computer to find out facts about India and use simple tables to record this information. They are able to use formulae in spreadsheets to calculate sums involving all four operations and can also use word-processing to compose poems and reports in English, to import pictures into this work and to use italics and underlining to enhance work. Pupils are able to design multi-media pages but limited access to computers due to recent refurbishments has prevented them making better than satisfactory achievement. Standards have fallen below national averages at the end of Year 6 because pupils have insufficient opportunities to investigate using ICT. There has been too little opportunity to use e-mail, work with simulations and models and control events.
71. Teaching and learning are satisfactory overall, but some good teaching was seen in Year 4 where the teacher used resources well to develop pupils' knowledge and understanding of how a database can be used to store and sort information. Her innovative use of blank cards which pupils used to record information about themselves ensured that pupils were all actively engaged throughout the lesson and were able to appreciate the advantages of using a computer for this task. Teachers are to be credited for the innovative way in which they adapt lessons to develop appropriate skills in the absence of sufficient computers.

72. Since the previous inspection progress has been good as an ICT suite has been developed, an interactive whiteboard acquired, suitable software procured, a scheme based on national guidance has been developed and staff have undertaken national training. The co-ordinator has encouraged staff to develop portfolios of pupils' work and has attempted to address staff's lack of confidence in certain areas through the purchase of commercial material to support lessons. She recognises the constraints placed on teachers at the present time through the lack of a computer suite and has rightly prioritised the need to increase access to computers in the timetable once the new suite is developed. She has also rightly identified the need to establish standards through an agreed form of assessment and recognises that her monitoring role needs further development to enable her to diagnose weaknesses and to support staff in raising standards. In spite of her short time as ICT co-ordinator, she has given thought to her role and developed a succinct plan to raise standards. Consequently, her leadership and management are satisfactory.

### **Information and communication technology across the curriculum**

73. Good links with mathematics, English, geography and art are evident in the work of younger pupils in Years 1 and 2. In Years 3 to 6 some useful links have been made with science, mathematics, English and geography but the range and depth of work have been adversely affected by limited access to computers in recent times.

### **HUMANITIES**

74. Inspectors saw two lessons in **history** and a lesson in **geography**, but there was too little evidence to make judgements on the standards achieved or the quality of teaching.
75. Teachers' planning and pupils' previous work in history and geography show there is a well-planned curriculum, with educational visits to improve the pupils' understanding of the subjects. When planning these subjects teachers follow the school framework so that there is a series of lessons over a half term for geography then a half term of history. As part of the study of World War II pupils visited Eden Camp and enjoyed the enrichment and first hand experience. Year 6 pupils expressed their interest and enjoyment of both history and geography because they felt the teachers had good subject knowledge and enjoyed motivating the pupils. In one of the lessons seen the teacher used all her skills and personal experience of Egypt to captivate the pupils who then undertook personal research to find out information and showed good progress. Teachers use such resources well to bring history and geography 'alive' for the pupils. Similarly the good teaching seen in geography used the pupils' knowledge of the water cycle to solve a problem of survival that clearly inspired the pupils to think and work hard.

### **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- The standard of pupils' work by Year 6 is above that expected by the locally agreed syllabus.
- Good teaching helps pupils to achieve well.
- Pupils use their literacy skills well to record their ideas and to show that they recall important facts about different religions.
- Pupils with special educational needs or with English as an additional language are fully involved in lessons.
- Pupils enjoy learning about the different religions and show great respect towards the different faiths represented in school.
- Teachers need to encourage pupils to see the links between faiths and religions.

## Commentary

76. In Year 2, pupils' knowledge and understanding of religious education exceed the standard expected in the locally agreed syllabus. Pupils' achievement is good and the school has done well to provide the range of work that pupils cover. In Years 1 and 2, pupils recall important facts about Hinduism and Christianity, including their sacred texts, customs and celebrations. The standard of pupils' work is above average in Year 6. This is because teachers' planning is well organised and because their subject expertise is strong. Pupils have a good understanding of different places of worship. They are developing a good understanding of Islam, its sacred texts and the important rituals that guide Muslims in their faith.
77. Teaching and learning are good in Years 1 and 2. Teachers are good at questioning pupils to encourage them to think and to express their own ideas. They select and use resources thoughtfully to assist pupils' understanding. When the pupils are asked to record their thoughts and understanding they use their emerging skills in literacy to good effect. In Years 3 to 6, teaching is good as teachers use a good range of strategies to interest the pupils and raise standards. A teacher in Year 6 planned a high quality lesson where several pupils from the class used their own prayer mats and demonstrated the rituals of Muslim prayer. Pupils are encouraged to express their own experiences and thoughts. They show a high level of respect for the feelings, values and beliefs of others. In discussion the pupils thought deeply and discussed their own ideas, showing a good knowledge and understanding of faith and spirituality. Throughout the school, pupils with special educational needs are also developing a good understanding of Christianity, Judaism, Buddhism and Islam. They are building up a vocabulary and have good understanding of faith and religious symbolism. Teachers need to make the links between the religions to show the common experience of people all over the world in their faith, using rituals such as prayer and worship.
78. Leadership and management are good. The subject leader has a good knowledge of the locally agreed syllabus and has added elements that encourage pupils to consider and think about world issues. Pupils' work and teachers' planning are monitored and evaluated but as yet the subject leader has not had the opportunity to observe the teaching and learning. Improvement since the last inspection is good in relation to teaching, pupils' progress and achievement, and the range and depth of the curriculum. Teachers use the good quality resources for learning well, including picture books, videos and artefacts, to foster an interest in the subject. Pupils use their speaking, listening and literacy skills well to discuss, research and record their learning in a range of interesting ways.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

79. The inspection collected insufficient evidence in these subjects in order to make a judgement about overall provision in art and design, design and technology, music and physical education.
80. In the Year 1 **art** lesson, the teacher's good explanation of weaving patterns and careful preparation of tasks suited to the abilities of pupils ensured that they made good progress in using a range of materials including paper, Hessian and card to produce simple weaving patterns. The good support and appropriate intervention by the teacher and teaching assistant enabled all pupils to work at an effective pace and to complete their designs to a good standard with sufficient attention given to the use of colour and technique. Pupils in Year 2 were encouraged through the teacher's careful exposition of words connected to shape and pattern to investigate these qualities in natural objects such as shells and oranges. Their observations were recorded accurately and they could comment appropriately on the features of each object and some were able to draw objects from different perspectives. Progress was hampered at times by insufficient feedback being given to pupils in order to enable them to improve their drawings.
81. In the Year 6 **design and technology** lesson, standards were average and achievement was good. Teaching and learning were good because the teacher used resources well to stimulate

pupils to think about the form and function of types of bread originating from a variety of countries and cultures. Pupils were motivated to consider and extend their knowledge of the ingredients used in each type of bread by the teacher's skilful questioning and good explanation of technical terms such as 'dead dough'. The teacher supported pupils' development of atlas skills well in the lesson to locate the countries discussed through suggesting that the pupils use a key to help them record. The lesson provided an effective introduction to the process of making bread and pupils developed a good understanding of the range of products and their significance to particular cultures

82. A major difficulty in **physical education** at present is the disruption to the accommodation and grounds caused by the building work and an unsuitable surface in the playground for outdoor games. Consequently, pupils struggle to receive suitable provision at present but this is a short-term problem. However, the school does have links with the community whose support for sport and after-school football provides a welcome activity for pupils in Key Stage 2.
83. **Music** is not a strong area of the school's work, mainly because the teachers lack subject knowledge and confidence. The school uses radio broadcasts, and the scheme of work ensures that all that should be taught is taught. No pupils are supported to play orchestral instruments and a choir is only selected for specific purposes when required. Nevertheless, pupils have performed for their parents on occasions. However, music has low status among the school's subjects. Resources are in short supply and barely adequate. Improvements in music should be considered as soon as the school has been established in its new accommodation.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision in personal, social and health education is **good**.

84. There is a good policy and programme in place. These help the pupils to have an understanding of their own lifestyle and the lifestyles of other people. Good involvement is made of outside visitors, for example through the football coaching and visitors, to support the Drugs Awareness Programme. Sex education is dealt with effectively by using health professionals. The programme helps pupils to achieve well in their physical development. Good interlinking of subjects enables pupils to recognise the issues of healthy lifestyles and issues of importance such as pollution and conservation.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	4
Accommodation and resources	6
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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