

INSPECTION REPORT

OUGHTIBRIDGE PRIMARY SCHOOL

Oughtibridge, Sheffield

LEA area: Sheffield

Unique reference number: 107061

Headteacher: Mrs H Whiteley

Lead inspector: D Hardman

Dates of inspection: 1st – 4th December 2003

Inspection number: 257103

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	279
School address:	Naylor Road Oughtibridge Sheffield
Postcode:	S35 0HG
Telephone number:	0114 2863167
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Millard
Date of previous inspection:	14 th November 2001

CHARACTERISTICS OF THE SCHOOL

Oughtibridge Primary School is larger than the average sized school nationally, with 279 pupils on roll, including 21 children in the reception class. The school is involved with the Yorkshire Triangle Networked Learning Community, where schools share expertise in discussions and training. In addition, the school received the School Achievement Award in 2001. There is a broad social mix in the school and the full range of ability is represented. Children's attainment when they start school is broadly average. There are a few pupils from minority ethnic groups but there are no pupils identified who speak English as an additional language. There is an above average mobility of pupils, those who join or leave the school at times other than what is normal. There are a small number of pupils eligible for free school meals, which is below the national average. There are 16 per cent of pupils identified as having special educational needs; this is broadly average. Five have statements of special educational need, which is in line with the national average. Most pupils with special educational needs have either speech and communication difficulties, specific difficulties or moderate learning difficulties.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17794	D Hardman	Lead inspector	Information and communication technology; Geography; Physical education.
19335	S Dixon	Lay inspector	
30651	M Entwistle	Team inspector	English; History; Foundation Stage.
32180	D Sleightholme	Team inspector	Mathematics; Art and design; Design and technology; Music; Special educational needs.
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an **effective** school where good quality teaching ensures pupils reach their potential and a significant number exceed it. The school provides good value for money. Pupils of all abilities, including those with special educational needs, achieve well in lessons because of good teaching. By Year 6, pupils' attainment is above the level expected for their age in art and design and history and in line with the level expected for their age in all other subjects. Leadership and management by the headteacher, key staff and governors are good. Staff value all pupils equally as individuals, whatever their needs, and work hard to make sure they get the best from their time in school.

The school's main strengths and weaknesses are:

- Teaching and learning are good and pupils achieve well in lessons.
- Children make a good start to their education in the reception class because of good teaching. The detailed planning in the Foundation Stage ensures highly focused, purposeful intervention in every activity.
- Teachers' assessment of pupils' attainment and progress is very good and used very well to tailor the work for pupils of different abilities.
- The use of pupils' mathematical skills has been rightly highlighted by the school for further development.
- In information and communication technology (ICT), pupils' attainment is in line with what is expected for their age; however, they are not given enough opportunities to use classroom computers to support learning in other subjects.

Improvement since the last inspection is good. The school has continued to build on the improvements reported by Her Majesty's Inspectors of Schools in the last inspection in November 2001. Good leadership and management and good teaching have been maintained despite significant changes in staff responsibilities recently. Pupils' attainment in the present Year 6 has improved in English and mathematics from below average in the National Curriculum tests taken in Year 2 in 2000 to in line with expectations. The frequency of observations of teaching and learning by the headteacher and key staff is much improved and is used effectively to share good practice and remedy weaknesses.

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	D
Mathematics	C	D	D	E
Science	C	E	D	D

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.

Pupils' achievements in lessons throughout the school are good, especially in English, mathematics and science. Their achievements over time are satisfactory because the effects of good leadership and management and the more structured approach to teaching have not had time to raise pupils' attainment further. The table shows that the National Curriculum test results in 2003 were below the national average in all three subjects. Over 23 per cent of the pupils in that year group had special educational needs and this had an adverse effect on the school's overall results. There was a similar high proportion of pupils with special educational needs in the previous year group. In addition, a turnover of eight pupils in the year group adversely affected results. Currently, by

Year 2, pupils' attainment is above the level expected for their age in reading and in line with the level expected in writing and in all other subjects. By Year 6, pupils' attainment is now above the levels expected for their age in reading, art and design and history and in line with the levels expected in all other subjects inspected. Children's attainment in the reception class is above the level expected for their age in language and literacy, mathematical development, and personal, social and emotional development; it is in line with expectations in the other areas of learning. Their attainment is improving over time because of good teaching and well-organised activities that enhance their learning.

Pupils' personal development, including their moral and social development, is good.

Pupils' spiritual and cultural development is satisfactory. Pupils' attitudes, relationships and behaviour are good and their attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is **good**; as a result pupils' learning is good and their skills, knowledge and understanding improve as they move through the school. The teaching for children in the reception class is good, which is a major factor in their achievements. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. The assessment of pupils' attainment and progress is very good and the results of these assessments are used very well to tailor work for pupils of different ability. However, insufficient use is made of pupils' mathematical and ICT skills to support learning in other subjects. Good use is made of opportunities to enrich the broad curriculum with visitors and educational visits and by using the links with other schools to enhance learning. The provision for care, guidance and support is good. The partnership with parents and the community is good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership provided by the headteacher is a major factor in the quality of teamwork in the school. The management of the school is good, and the monitoring of teaching and learning by the headteacher and key staff is bringing about improvement to teaching and learning and so raising standards. The management and governance of the school are good and governors regularly monitor the work of the school. In addition, governors hold a termly surgery for parents so that parents' views can be discussed and acted upon. The school uses funds designated for particular purposes well and the governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are very satisfied with the work of the school and the opportunities they have to talk to staff. Pupils speak highly of their school and they are keen to attend. Pupils explain how they enjoy their work in school and comment very favourably on their visits, especially the residential ones.

IMPROVEMENTS NEEDED

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

- provide more opportunities for pupils to use their mathematical skills to help with learning in other subjects;
- provide more opportunities for pupils to use classroom-based computers to support learning in other subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements are good in lessons and their standards are at least in line with the levels expected for their age. By Year 2, pupils' attainment is above the level expected in reading and in line with expectations in writing and in all other subjects. In the present Year 6, pupils' achievements are good and they achieve standards that are above the levels expected for their age in reading, art and design and history, and in line with the levels expected in writing, mathematics, science and all other subjects. This shows good progress for these pupils as they have improved standards since they completed National Curriculum tests as Year 2 pupils in 2000. Children's achievements by the end of reception are good. Standards have been maintained since the last inspection report. The trend of pupils' achievements and attainment is in line with the national trend.

Main strengths and weaknesses

- Children in the reception class are given a good start to their education.
- Pupils achieve well because teachers use assessments very well to ensure that all pupils are sufficiently challenged to enable them, whatever their ability, to make good progress.
- Pupils with special educational needs achieve well and build effectively on their previous experiences.

Commentary

1 In the reception class the teacher organises support assistants very well and they work very well together to ensure that all children have good opportunities to develop their skills and achieve well. For example, planning is linked to the different areas of learning and assessments are made against the steps children take towards achieving the challenging targets set for them. All children benefit from good teaching because of the very good relationships in the classes and they achieve well. For example, they co-operate well and talk to each other about the activities they undertake in all areas of learning and this improves their confidence and skills, especially in language and communication. Staff are clear about the curriculum for this age group and what children need to do to improve. The team work very well to support children by interesting them and engaging with them in a wide range of activities. As a result, children's attainment is above the level expected for their age in personal and social development, language and literacy and mathematical development. Children are working at the expected level for their age in knowledge and understanding of the world, and physical and creative development.

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

Standards in:	School results	National results
reading	16.2 (15.4)	15.7 (15.8)
writing	15.6 (15.1)	14.6 (14.4)
mathematics	16.1 (15.0)	16.3 (16.5)

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

2 In Year 2, pupils' attainment in the National Curriculum tests in 2003 was above average in writing and average in reading and mathematics. The results show that pupils' attainment is improving because of the very good use of assessments to set individual targets for pupils of all abilities. In the present Year 2, pupils' attainment is above the level expected for their age in reading and in line with expectations in writing, mathematics and science. This is because teaching is good and the National Literacy and Numeracy Strategies are well implemented. This represents good

achievement for these groups of pupils from when they first entered the school. Although year groups vary quite considerably because of the number of pupils with special educational needs, the school makes good use of the analysis of pupils' performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.

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

Standards in:	School results	National results
English	26.2 (27.6)	26.8 (27.0)
mathematics	25.9 (25.9)	26.8 (26.7)
science	28.2 (27.2)	28.6 (28.3)

There were 47 pupils in the year group. Figures in brackets are for the previous year.

3 Although pupils' attainment in English, mathematics and science was below average in the National Curriculum tests in 2003, this represented good achievement because 23 per cent of the year group had special educational needs which brought the overall scores down. In the present Year 6, pupils' attainment is in line with the level expected for their age in English and mathematics. This is the result of teachers' very good use of assessments and the setting of challenging but achievable targets for each of the subjects. This represents improving achievement for this group of pupils from when they first entered school. In science, pupils' attainment is in line with what is expected for their age and they make good progress in lessons because the curriculum is well planned and effectively taught around science-led topics. Assessments of pupils' achievements in all subjects are used very well to set targets for improvement. Teaching is improving because leadership is good at identifying what is and is not working, and building on the strengths and remedying the weaknesses. This is starting to impact on standards, but it has not had enough time to impact on achievement over time by Year 6 where standards are improving but they are still broadly average.

4 The headteacher and staff have managed the recent changes in staff responsibilities well. As a result, the school is well set to continue to improve pupils' achievements, particularly in English and mathematics, and meet its realistic targets. This is because of the well-focused observations of teaching and learning that identify any gaps in pupils' learning. During the inspection no significant variation was noted in the attainment of boys and girls in any subject. The very effective analysis of assessment information means the school has useful evidence of the good progress made by pupils during their time in school. Teachers use pupils' literacy skills in other subjects well, for example, in written descriptions of past events in history. However, pupils' mathematical skills are not used often enough in other subjects and this is an area highlighted in the school improvement plan for further development to show pupils the value of mathematics in all subjects.

5 Pupils with special educational needs make good progress and achieve well, set against their individual learning targets. The quality of individual education plans is good. They enable pupils to progress in small, well-defined stages. Teachers plan well for pupils with special educational needs and, as a result, they attain standards that represent good achievement, in relation to their abilities. When working in pairs or small groups, or when receiving individual tuition, they benefit from working with well-trained learning support staff. This has a positive effect on their learning and the standards they achieve. The school makes very good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. It is a similar picture for pupils who are gifted and talented as their skills are assessed and appropriate work is provided to challenge and extend them.

6 Although pupils' attainment in ICT is at the level expected in Years 2 and 6, there are insufficient opportunities for pupils to use computers to support their work in other subjects and so enhance their learning in other subjects. Pupils are keen to use the computers and their skills are gradually improving, especially in word processing, using the Internet for research and in supporting

some work in English, mathematics and science. The headteacher is aware of the need to provide more opportunities in lessons for pupils to practise their skills and there are plans in place to bring about the improvements required. By Year 6, pupils' attainment in art and design and history is above the levels expected for their ages. For example, Year 6 pupils use their observational skills very well when drawing pictures of the local church and they complete detailed work on World War II following research on the Internet.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour and relationships are good. Pupils' personal qualities, including their social and moral development, are good. Their spiritual and cultural development is satisfactory. Attendance is satisfactory and improving.

Main strengths and weaknesses

- Pupils' good attitudes have a positive effect on their learning. Pupils are hard working and respond enthusiastically to the school's high expectations.
- Pupils behave well, creating an orderly environment where all are cared for and respected.
- Pupils' social and moral development is good; pupils understand justice and fairness well. They work and play alongside each other in harmony.
- Children's behaviour and attitudes in the Foundation Stage are very good.

7 Pupils are enthusiastic learners. They are happy at school and usually arrive on time. Attendance is satisfactory and there has been some recent improvement in levels of attendance. Pupils make good use of the time in school and work hard throughout the day. They listen well to their teachers and work well alone or in groups as required. Pupils are interested in their work and respond well to questions and instructions. Independence is encouraged from an early age and is reflected in good independent learning skills. Pupils have a good awareness of their own learning and what they need to do to improve because of the targets they are set. Children in the Foundation Stage make very good progress in their personal, social, moral and emotional development. This is because of the good example provided by all staff and helpers and the way children are encouraged to be co-operative in all their activities.

8 The good behaviour in school complements the good attitudes well and creates a friendly and mutually supportive environment. The school makes clear its expectations about how well pupils should behave, and has a generally effective system of rewards and sanctions to support this. As a result, pupils' self-discipline is good and they are considerate and co-operative in their activities. Relationships throughout the school are good. Lunchtimes are orderly and sociable and pupils present themselves as friendly and caring.

9 The school makes good provision overall to develop pupils' spiritual, moral, social and cultural values. The good provision for moral and social development supports the pupils' positive attitudes and good behaviour. Pupils are encouraged to respect, respond to and value the views and needs of others and have a clear idea of what is right and wrong. They are caring pupils. Year 6 pupils talk enthusiastically about how much they enjoy looking after younger pupils and how much care they take in writing stories for infant pupils. The school shares achievements, big and small, in assemblies and in class. Teachers also help the pupils to face up to unpleasant issues such as unkind or hurtful words during 'circle time' when classes discuss feelings and actions. After-school and out-of-school activities, especially the residential visits in Years 3 to 6, make a very good contribution to the pupils' social development, when they live and work together in other surroundings.

Attendance

Attendance is satisfactory.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.2	School data	0.4
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

There were no exclusions last year.

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	266	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – White and Asian	2	0	0
Mixed – any other mixed background	3	0	0
Asian or Asian British – Pakistani	1	0	0
Asian or Asian British – any other Asian background	2	0	0
Chinese	1	0	0
Parent/pupil preferred not to say	1	0	0
Information not obtained	1	0	0

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There is good provision for pupils in English, mathematics and history. There is also good provision for pupils' personal development. Good learning opportunities excite pupils, increase their desire to learn and mean that they do well. Good provision has been maintained since the previous inspection.

Teaching and learning

The quality of teaching is good. This has a positive impact on the quality of pupils' learning which is also good. Teachers know their pupils well and provide a wide range of activities to meet their needs. The assessment of pupils' attainment and progress is very good and the information is used very well to tailor the work for different attaining pupils. The quality of teaching has been maintained since the last inspection report and the quality of assessments and their use have improved significantly.

Main strengths and weaknesses

- There is very good use made of assessment information to tailor the work for different attaining pupils, including those with special educational needs and those who are gifted and talented.

- Teachers have high expectations of pupils and expect them to work hard and achieve their best.
- Teaching is good and lessons are interesting and engage pupils; as a result they enjoy coming to school and try hard in their work.
- The management of behaviour is good and all pupils, whatever their ability, are given equal opportunities to succeed.
- Pupils with special educational needs make good progress because they are fully included in lessons.

Commentary

10 Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used very well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting targets to improve pupils' attainment. The assessment of pupils' progress is a unified system used effectively by all staff. Pupils gain sufficient information on how well they are achieving and there are clear targets on what they must do next to improve. However, pupils are not always involved in deciding when they have met their targets and in setting the next ones. Only rarely does teachers' planning show how pupils' mathematical and ICT skills are to be developed in other subjects. As a result, opportunities to use classroom-based computers to support work in other subjects are often missed.

11 During the inspection, teaching was satisfactory or better in all lessons. The headteacher and key staff have undertaken a rigorous programme of observing colleagues' teaching and the discussions on successful practice help to ensure that all pupils are learning effectively. The National Literacy and Numeracy Strategies have been successfully implemented and because of this, pupils' standards are improving in English and mathematics. Teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond well to the challenges and, in discussions, comment favourably on their enjoyment of lessons and on how well they think they are improving.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (13%)	24 (53%)	15 (33%)	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.

12 The quality of teaching for children in the reception class is good. The teacher in the reception class is confident in the planning, which takes good account of children's individual needs and includes valuable daily opportunities for imaginative play. The children's learning is supported by thoroughly prepared, practical activities and experiences that are wide-ranging and interesting. This motivates children, including those with special educational needs, to learn well. Teachers use resources well and bring enthusiasm, skill and understanding to children's learning. Every opportunity is taken to develop spoken language, literacy and numeracy skills by careful questioning and vocabulary development. There is a good balance between direct teaching and opportunities for structured play activities. All adults are good examples for children to follow because they treat everyone with care, courtesy and respect. The use of teaching assistants and other adults is very good and makes a significant contribution to children's learning because of the opportunities provided for children to express their ideas and use a wide range of materials in their activities.

13 The teaching of basic skills in English and mathematics is good and teachers make lessons interesting, which results in pupils being attentive and eager to answer questions. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of lessons is good and pupils have good relationships with teachers and adults in the classroom, which means that most pupils are keen to please teachers and do well. Teachers' expectations of pupils' behaviour and effort are good and pupils are expected to do their best. This was seen in a good lesson in mathematics for pupils in a Year 3/4 class when pupils improved their knowledge and skills

of multiplication tables. They listened attentively to others' answers. The brisk pace of the lesson led to good learning and pupils' improving skills in using increasingly larger numbers in the correct sequence. Teachers use the literacy strategy effectively and plan lessons that are challenging and interesting. For example, in an English lesson for pupils in a Year 6 set, they were challenged well to use ICT for research before writing a biography. Pupils recognised historical facts about Anne Frank and used them well to set the scene at the start of their writing. However, classroom-based computers are not used consistently to enhance pupils' learning in other subjects.

14 Teachers know and manage their pupils very well and provide good support for different activities. The good relationships between staff and pupils create a secure climate in which to learn. The school has an established system to encourage pupils to read and learn spellings at home and this has a positive effect on their learning. The setting of regular homework is consistent across the school and parents support their children well in the activities given. The school ensures that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching for pupils with special educational needs is good because teachers plan activities well and ensure these are closely matched to pupils' needs. Some pupils are withdrawn from lessons for short periods of time to work in small groups to boost their skills and confidence. For example, a number of less able pupils receive intensive support through the additional literacy support, giving them greater confidence to tackle work across the whole curriculum.

The curriculum

The school has a good curriculum that meets pupils' needs well. There are good opportunities for enrichment through residential visits and the school's involvement in the arts. Resources and the accommodation are satisfactory and used well by staff to ensure all pupils get the best from their time in school.

Main strengths and weaknesses

- The curriculum is inclusive in that it meets the needs of all pupils well.
- The school has a good involvement in the arts.
- The school prepares pupils well for the next stages of education.
- There is good provision for pupils with special educational needs and for those who are gifted and talented.
- Pupils do not have enough opportunities to develop their mathematical and ICT skills in other subjects, because teachers do not consistently plan for them.

Commentary

15 The school's curriculum meets statutory requirements and gives appropriate time to all the required subjects and activities. It enhances its provision by offering all pupils in Years 3 to 6 opportunities to take part in residential visits. These support the curriculum well by providing opportunities for pupils to undertake work they are not able to do in school, for example, using temperature sensors, or controlling devices linked to computers. They also take part in a range of outdoor and adventurous activities as part of the physical education curriculum. These visits contribute well to work in personal, social, health and citizenship education. The school places great importance on enriching the curriculum through the arts. The themed creative arts week and Sheffield Children's Festival contribute well to this. The school is especially proud to put pupils' very good quality work on display following these activities.

16 Teachers plan lessons very well, ensuring they are well matched to pupils of all abilities. For example, there is particularly good provision for higher attaining and gifted and talented pupils who receive more challenging work, and for those with special educational needs who achieve well because individual education plans enable them to succeed in small steps, set against their individual targets.

17 The school prepares pupils well for the next stages of education, within their own school, and for the secondary school, by encouraging them to become more independent. For example, the setting of homework gives pupils an opportunity to extend their learning outside the school day, requiring them to organise time effectively. Organising pupils into sets for literacy and numeracy requires them to move around school, arriving at the next classroom appropriately equipped to work. Before moving to the secondary school, pupils visit on several occasions and sometimes use some of the specialist facilities. Secondary school staff visit Oughtibridge Primary to offer expertise in sport and to get to know pupils in their own setting. In the final term of Year 6, pupils complete 'transition units'. These are programmes of work that bridge the two schools, enabling pupils to settle quickly in their new school because they continue with familiar work.

18 Pupils do not have enough opportunities to use skills in mathematics and ICT in other areas of the curriculum. For example, when pupils study weather in geography or analyse test results in science, these are only occasionally represented in charts, graphs and tables in pupils' exercise books or processed on the computer.

19 The accommodation is satisfactory and used well by staff to ensure all pupils get the best from their time in school. Most of the building is spacious, attractive and well maintained and gives pupils a safe and secure environment in which to learn. The provision of resources is good in the Foundation Stage and sound in the rest of the school.

Care, guidance and support

Provision is good and has been maintained since the last inspection. The school offers its pupils a caring and supportive environment where all are valued and respected. There are good procedures relating to child protection and health and safety. The good standard of support and guidance enables pupils to settle quickly into the school environment. There are satisfactory procedures for seeking the views of pupils.

Main strengths and weaknesses

- The personal and academic support and guidance offered to pupils is good.
- Pupils build confident and trusting relationships with adults.
- Pupils with special educational needs are well supported.
- Pupils new to the school benefit from very good induction arrangements.

Commentary

20 The school is a happy and well-ordered place. Staff treat pupils with respect and sensitivity. The health and safety arrangements are satisfactory overall, although some minor health and safety issues were raised with the school. The procedures for child protection are good. The good relationships that exist in the school community and the good provision for pupils' social and moral development create a caring and supportive environment. Pupils are happy and confident and this has a positive effect on their learning.

21 The academic support and guidance offered to pupils are good. Pupils are well motivated and success is recognised and rewarded. The school involves pupils in their own learning well. Pupils understand the purpose of their lessons and know what to do to improve. The personal support offered to all pupils is good. Each individual is well known and cared for and this is evident in the confident and happy pupils seen in this school.

22 The pupils feel that adults in school listen to them well and offer assistance and encouragement if needed. Pupils new to the school benefit from good induction procedures. For children entering the Foundation Stage the procedures are very good and include a variety of meetings, visits and information packs. The school has good procedures to identify pupils who may need additional help in order to access the full curriculum. When a concern is first raised, either by a parent or a class teacher, the pupil is monitored closely. Class teachers, and the special educational

needs co-ordinator, support parents well by discussing ways they can work in partnership to support a pupil's needs. The school invites parents to a meeting early in the school year where provision is discussed.

Partnership with parents, other schools and the community

The partnership with parents and the community is good. There are very good links with other schools. These partnerships make a very good contribution to pupils' learning. There has been an improvement in this aspect of school life since the last inspection.

Main strengths and weaknesses

- The involvement of parents in their children's learning at school and at home is good.
- The information that parents receive about their children's progress is satisfactory but not as easy to understand as parents would like.

Commentary

23 The school has effective links with parents. They are kept well informed about the life of the school and are well involved in supporting their children's learning. Parents are happy with the school although there are some aspects they would like to see improved. Some parents feel the school does not seek their views well enough. A parent questionnaire has been completed in the past and a significant number of parents feel that they would like more information about how their child is getting on. The present arrangements are satisfactory.

24 The quality of information the parents receive about the life of the school and the topics that pupils will learn about is good. Parents gain some insight into their children's learning through special events and productions. Parents and teachers meet regularly to discuss how well pupils are doing. However, the arrangements for reporting on pupils' progress in the annual written reports do not match the quality of the other information provided for parents. The reports do not contain sufficient information about what pupils need to do to improve and the format is not easy to understand.

25 The school's links with the community are good and its partnership with other schools is very good. These links have a positive effect upon the quality of the experiences and opportunities offered to pupils and teachers. The local community provides a good resource to support learning. Visits to a variety of places further afield enrich pupils' lives. Local people and professionals come into school to share their expertise. Links with other schools provide very good support for the staff and pupils, for example with interschool sports events and professional support for teachers.

LEADERSHIP AND MANAGEMENT

Leadership by the headteacher and key staff is good. The involvement in and governance of the school by the governing body is good. The management of the school by the headteacher and governing body is good. The governance of the school is good and its work is managed well. Leadership and management have improved since the last inspection.

Main strengths and weaknesses

- The headteacher and key staff provide a very clear sense of direction for the school, enabling a strong drive to raise standards and improve pupils' achievements.
- The headteacher delegates responsibilities well so that a wide range of aspects connected with the work of the school are checked effectively.
- The governing body has a good understanding of the strengths and weaknesses of the school and assists in shaping a clear vision for its work.
- The school rigorously evaluates its work and uses the outcomes to improve its work, using the school improvement plan effectively.

Commentary

26 The headteacher and senior management team meet regularly to discuss common issues and oversee work in the different aspects and subjects of the school. An approach involving an assessment of each pupil's knowledge, skills and understanding and using the information to plan the next step in their learning has been firmly established. This process has been instrumental in improving pupils' achievements. A very clear sense of direction is now apparent and standards are gradually improving and pupils achieve well. The leader of the Foundation Stage provides a very clear vision and sense of purpose with a series of well-planned activities that interest and motivate the children and lead to good acquisition of skills, knowledge and understanding.

27 Members of the senior management team and subject co-ordinators monitor their colleagues' teaching, check lesson plans and scrutinise samples of pupils' work. All teachers have their literacy and numeracy lessons observed regularly, and the school plans to observe lessons in other subjects as they become the foci of the school improvement plan. Teachers receive detailed feedback on the quality of their lessons and areas for improvement are identified. At a subsequent time the headteacher follows up the areas for improvement that have been identified by carrying out a further lesson observation to ensure that the class teacher has addressed these satisfactorily.

28 The governing body is involved closely in improving standards and providing constructive criticism of the work of the school. Governors have kept a close eye on the extent to which the key issues arising from the previous report have been addressed. They have a clear idea of the school's standards in English, mathematics and science. Governors monitor the school budget each term. The bursar plays a significant and important role in this process by providing written budget monitoring information. The governing body is very committed to providing a successful service for the school and this is demonstrated clearly by the governors' construction of an action plan designed to improve their own work.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	£663,622	Balance from previous year	£15,000
Total expenditure	£672,836	Balance carried forward to the next	£5,786
Expenditure per pupil	£2,411		

29 The school's results in English, mathematics and science in the National Curriculum tests are analysed to identify pupils' weaker areas of knowledge, skills and understanding. The findings are used to ensure that teachers place careful emphasis on these areas so that pupils improve the following year. The headteacher analyses the results of each test to make sure that boys' and girls' performances are similar. If there is a difference, steps are taken to address it. Teachers are set objectives that are linked with the current aims of the school improvement plan and with their own teaching under the school's approach to performance management. The provision for pupils with special educational needs is well managed by the school's special educational needs co-ordinator who ensures the school responds appropriately to pupils' needs, advises colleagues and checks on provision. Regular reviews of pupils' progress are planned and, as a result, pupils make good progress.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30 Most children have attended one of the four local nurseries and so come into school suitably prepared for learning to read, write and use numbers confidently. They achieve particularly well in the early stages of personal and social development, communication, language and literacy and mathematical development. The majority of children exceed the expected levels in these areas by the end of the reception year and are well prepared for the National Curriculum work of Year 1. This is because teaching is good and there is highly focused, purposeful intervention in every activity. In addition, the good, committed leadership of the co-ordinator has created an effective Foundation Stage within the school.

31 Teaching and learning are good in every area of learning, because of the meticulous, detailed assessment of each child's progress that enables the teacher to plan very exactly for the next steps in learning. Although classroom space is cramped, she ensures that there is as much opportunity for learning from direct experience as possible, given the lack of a dedicated outdoor area. The teacher makes many resources to support small group activities and in so doing, matches them exactly to the intentions of the lesson and the needs of the group. A trained child care assistant supports the class for two days each week and in addition the teacher has created an effective team of adult helpers. A number of trainee students and parent helpers give regular support and, because they are well briefed and personally competent, they make a good contribution to the children's learning.

Personal, social and emotional development

The provision for personal, social and emotional development is **good**.

Main strengths and weaknesses

- Links with the children's families and pre-school providers are very good.
- The children learn to behave very well and grow in confidence and self-esteem.

32 The children quickly adjust to full-time schooling and were a well-behaved, motivated and confident group of learners by the time of the inspection. There is a great deal of trust between the adults and children, helped by the good links with the children's families. The teacher has set up a very worthwhile programme of pre-school meetings and home visits that help to break down any communication barriers. Relationships between adults and children are warm, caring and purposeful, resulting in a happy classroom. Disagreements between children are rare. They are regularly prompted to be kind and helpful to each other. As a result, they offer a helping hand to friends on the balancing bench, take turns with classroom materials and work together confidently in pairs during whole-class teaching sessions.

33 Teaching and learning are good and children's achievements are above the levels expected. The teacher presents a good example as a 'listening person' and so the children become good at listening to others. They are encouraged to speak out and to extend their learning through talk. Their behaviour is very good, both in the classroom and around the school. They take a full part in the infant assemblies, sitting quietly and staying attentive.

Communication, language and literacy

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

Main strengths and weaknesses

- The children achieve well so that they have a head start with literacy work when they begin in Year 1.
- The teacher has a very good understanding of the value of teaching the links between letters and sounds and makes learning fun.
- Reading, writing and spelling are taught through all the areas of learning.

Commentary

34 Most children enter the reception class at the expected level for speaking and listening. They make good progress because of the good teaching. Children continue to develop their confidence with speaking because there is good extension of children's vocabulary and ideas as the teacher works with small groups, and helpers engage in conversation with them. Children learn to initiate their own conversations because they are shown and become interested in the well-planned activities as they play. However, during some sessions there are too few adults to further develop children's imaginative play. The children's phonic knowledge is very good. In one lesson, the children used folding fans to show that they could listen for the initial and final sounds of words and then match them to the letters on their fan. Their responses show that they are approaching the stage that is usually expected of reception children much later in the year. They recognise letters and use what they know to spell simple three-letter words such as 'pet' and 'met'. This means that they have a strategy for decoding simple but unfamiliar words as they read, and also for writing their own simple sentences.

35 Teaching makes good links between writing and reading. For example, the children consolidate their ability to retell the *Three Little Pigs* in the correct sequence by making a zigzag book version of the story. Writing skills are developed well so that a significant minority of children write their own simple sentences under the pictures on each page. All children, except those with special educational needs, reach the goals expected for writing, and more than a third of the class work within the first level of the National Curriculum by the end of the reception year.

Mathematical development

Provision for mathematical development is **good**.

Main strengths and weaknesses

- The children achieve well in mathematics because of the teacher's good knowledge of how to teach the subject.
- There is good questioning and observation of children's responses and the information is used well to match work to suitably challenging targets.
- Some incidental opportunities for learning about mathematics through play are not always fully exploited.

Commentary

36 The teacher builds well upon the children's confidence with numbers when they enter the school. The majority of the present class have already reached the expected level of being able to count to 10 and recognise the numerals. Many children work with much larger numbers. A large group of children work in pairs with sets of numbered carpet tiles up to 50. They pick out gaps in the sequence laid out by the teacher, name the missing number and select it from an array. Others manage a similar task, using numbers up to 20. The secret of this success lies in good questioning and the meticulous and sensitive observation of the children's responses by the teacher and

supporting adults. This is used well to match the work to the children's level. A limitation is that some incidental opportunities for learning about mathematics through play are not always fully exploited, mainly because there are not sufficient adults always available to help children.

Knowledge and understanding of the world

Provision for knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- All the available space is used to provide a good range of direct experiences.

Commentary

37 Full use is made of the local community to provide as rich a curriculum as possible. Children explore the outside of the school building, walk to the river, look at the differing styles of houses, bring pets into school and visit the teacher's garden to investigate the plants and living things found there. The computer is regularly in use so that most children use the mouse competently to move about and click on the screen. They operate a tape recorder and use the headphones in order to listen to a taped story. It was not possible to observe the children using any large construction apparatus or tools. However, the resources are good and children's use of small tools and implements, such as small hammers, was as expected for their age. They make good progress in learning about other cultures and beliefs, because of the practical approach to learning, through cooking for festivals such as Diwali, Hanukkah and Christmas.

Physical development

Provision for physical development is **satisfactory**.

Main strengths and weaknesses

- Access to a large hall is good so that children achieve well in moving within a large space with control and co-ordination.
- Children do not have continuous access to a safe, secure space where they can choose to use large apparatus on a daily basis.
- The teacher plans multi-purpose activities that develop physical skills alongside other learning.

Commentary

38 Most children comfortably reach expected standards by the end of the reception year. Teaching and children's achievements are satisfactory. Even though there is no dedicated, secure outdoor area in which to play, children develop a sense of space and move with control and co-ordination. The recent purchase of new bicycles and scooters allows the children to practise pedalling and steering and they move round the playground safely, avoiding obstacles. There were no collisions and the children quickly learned how to manipulate their new pedal toys. Two timetabled hall sessions each week partly make up for the lack of outdoor facilities. During these sessions, children use climbing and other equipment and develop throwing and catching skills. The children have many opportunities to develop hand co-ordination, through carefully planned activities that are often multi-purpose.

Creative development

Provision for creative development is **satisfactory**.

Main strengths and weaknesses

- The children have daily opportunities to engage in creative activities.
- There are too few opportunities for the teacher to become involved in the play activities.

Commentary

39 Although no music session was observed during the inspection, it is evident from planning and from resources in the classroom, that music making, singing and composition are regular features in the reception programme of work. The walls of the classroom celebrate many of the children's achievements in leaf printing, use of pastels, paint to create camouflage pictures and collage work. Pairs of children regularly engage in creative play in the sand, and the role-play area changes its designation with the topic for the half term. As in other areas, because of the limited number of trained staff, there are restricted opportunities for the teacher to talk with children as they play, in order to extend vocabulary and ideas.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision for English is **good**.

Main strengths and weaknesses

- The very good leadership of the subject is driving up standards through an intelligent and rigorous programme for improvement.
- Pupils are now achieving well and reach a good standard in writing by Year 2 and in reading by Year 6.
- The standard of writing lags behind reading by Year 6 but there is little trace of the careless handwriting, punctuation and spelling noted two years ago.
- Teachers are up to date and effective at teaching and assessing literacy skills.
- Pupils are not sufficiently involved in deciding when they have met their targets and in setting the next ones.

Commentary

40 The improvements in reading and writing show themselves most clearly for the youngest pupils, because the present Years 5 and 6 have not had full benefit from the good, structured teaching now in place across the school. Standards are above average in writing in Year 2 and above average in reading by Year 6. The current Year 6 had a high proportion of pupils who had fallen behind in reading and writing, but the school has altered its setting arrangements for this year. This is benefiting both the higher and lower attaining groups and bringing standards in line with those expected nationally, with pockets of high achievement within this broad picture. The highest group work very hard to meet the teacher's high expectations and pupils in the lowest set benefit from being in a smaller group where the quality of teaching gives pupils confidence and work is set at the right level of difficulty for them. Nevertheless, despite the good teaching in all sets, those few older pupils with special educational needs who find reading and writing particularly difficult do not all make the progress they should.

41 Pupils achieve well and make the greatest strides in writing, even though National Curriculum test results do not yet reflect this. Improvements to teaching and learning have not yet had time to impact fully on standards in the present Year 6 and therefore achievement over time is

satisfactory. However, because of good quality teaching, pupils' achievements in lessons are good. The lead co-ordinator and team are driving up standards through their impeccable new systems and procedures. All teachers know and understand the priority writing areas for each term through the setting of school targets that 'cascade' down into year group and individual targets. However, teachers do not refer to the targets openly enough when marking work and pupils are not involved enough in monitoring their own learning. A timetable for the assessment of writing means that teachers check progress regularly and use the data to set work that is at just the right level of difficulty in literacy lessons. They plan for lessons very well in order to show pupils how to use their knowledge of grammar, spelling and handwriting to make their writing better. For example, Year 1 pupils consolidated their understanding of how to write in complete sentences because the teacher made a book to teach that one 'line' does not equal one 'sentence'. The higher achieving Year 6 literacy set were well challenged to use what they knew about connecting complex sentences in order to draft an opening paragraph for a biography of Anne Frank, using ICT.

42 However, the drive to improve writing means that there are some missed opportunities to further develop pupils' speaking and listening skills. Many pupils are articulate speakers, use a good standard of grammar in their speech and give clearly expressed explanations of their ideas in most subjects. These skills develop satisfactorily, but more could be done to extend the opportunities for further development through role-play, drama, discussion and debate.

43 In reading, good teaching of early reading skills means most pupils are well launched into reading by Year 2. They use what they know about letters and sounds to tackle unfamiliar words and a few children read aloud with expression and delight. However, fewer than expected reach the higher levels of comprehension in national testing. This is because the revised programme of guided reading to develop these comprehension skills has yet to make an impact. At Year 6, many pupils are competent readers, scouring reference books and Internet documents for information about World War II and selecting relevant details. Some are highly enthusiastic readers and the new library provides well for their needs. Only a few read widely enough to talk knowledgeably about children's authors and explain their preferences. Even the most avid and skilled readers are less good at reading between the lines and drawing inferences from what they read. The school knows about this and its review of guided reading procedures is aimed at creating improvement.

44 Leadership and management in the subject are very good. The enthusiastic development team are ably led by a leader who has very good subject knowledge and very good communication skills. As a result, new ways of working are adopted consistently so that no class or group 'misses out' on the improvements.

Language and literacy skills across the curriculum

45 Provision is good. Teachers show pupils how to use language and literacy skills across the curriculum. They incorporate drama into history during the 'Viking Day' and insist on the use of the correct terminology. Research skills are developed as pupils investigate life in a Viking village or use the Internet to research everyday life during World War II. The oldest pupils learn to make a good multi-media presentation, using their knowledge of the London Blitz and the plight of evacuees. Teachers are alert to opportunities for writing in non-narrative formats. Some of the sharpest reported and instructional writing is produced in design and technology and following environmental visits.

MATHEMATICS

The provision for mathematics is **good**.

Main strengths and weaknesses

- Teachers plan lessons well and this enables pupils of all abilities to make good progress.

- Leadership and management of the subject are good. The co-ordinators use information from looking at pupils' work, analysing test results and observing teaching very well to help them improve provision.
- Pupils are not given enough opportunities to use mathematical skills in other subjects, for example ICT and, as a result, they do not see that learning from mathematics lessons has many practical applications in other areas.

Commentary

46 By Years 2 and 6, pupils' attainment in mathematics is in line with the level expected for their age. There are no significant differences in the attainment of girls and boys, or of pupils from different backgrounds. Pupils with special educational needs and those that are gifted or talented make good progress in lessons. By the time they leave the school, pupils achieve well in lessons, because they work hard, most of the teaching is good and lessons are well planned. For example, teachers plan appropriate activities for the full ability range in each class by setting work at different levels. This ensures pupils understand what they are doing and make good progress during lessons. Higher attaining pupils achieve well in lessons because most teachers split these pupils into two groups, setting different tasks for them, at suitably challenging levels.

47 Improvement since the previous inspection has been good, because the school has introduced a tracking system that helps teachers identify how well pupils are doing, alerting them quickly to those who are falling behind. Assessment of pupils during lessons has also improved because teachers plan what they are going to assess and include information about this in well-constructed lesson plans. Consequently, teachers have a greater understanding of pupils' strengths and weaknesses and this helps them to plan future lessons to meet the needs of pupils of all abilities.

48 The quality of teaching is good and this is contributing to pupils' developing skills in mathematics. For example, all teachers are aware of the need to develop pupils' problem-solving skills. In nearly all the lessons observed, teachers planned problem-solving opportunities. These were often a feature of the oral and mental starter at the beginning of a lesson, or a session at the end. For example, following a lively 'disco' version of the two times table, which pupils thoroughly enjoyed, the teacher of a Year 2 class ensured pupils understood multiplication. Through a practical problem called 'Visiting the Park', the teacher grouped pupils in pairs and demonstrated that if three pairs entered the park this could be written as $2+2+2=6$ or $3 \times 2=6$. This work was developed further when the teacher turned it into simple problems which required pupils to carry out more than one step in order to reach the answer. Through a very good analysis of pupils' National Curriculum and optional past test papers by the joint co-ordinators, teachers are aware that pupils have lost marks on this type of question previously because they have not understood the language, or the steps involved in solving the problem. Consequently, teachers ensure pupils are taught the strategies of problem solving so they have the ability to apply what they know and achieve success in this area.

49 The leadership and management of the subject are good. Subject leaders have a very clear picture of the subject's strengths and weaknesses, gained by looking closely at samples of pupils' work and analysing pupils' performance. By observing teaching, the co-ordinators have gained a good grasp of strengths and areas for development. For example, they know that computers are used insufficiently during mathematics lessons and that opportunities are being missed for pupils to harness technology to help them manipulate numbers or handle data. They have used all the information gathered to provide staff with good guidance through briefing documents, training and action planning. As a result, standards of attainment are rising and the school has set challenging targets for the 2004 National Curriculum tests, which are likely to be met.

Mathematics across the curriculum

50 There is little evidence of teachers planning for mathematical activities in other subjects in order to develop pupils' mathematical skills further, or for them to understand that these skills have a wider application than in mathematics lessons alone. There was some use of mathematics in

science in Year 2 when pupils drew block graphs to represent the size of hands and some handling of data in Year 6 when pupils combined measuring and data handling to produce a variety of pictorial information, including pie charts. However, this cross-curricular approach is underdeveloped and consequently pupils' mathematical skills are not developing as well as they might in other areas of the curriculum.

SCIENCE

The provision for science is **satisfactory**.

Main strengths and weaknesses

- A clear focus on investigating and experimentation during lessons has enabled good understanding of scientific ideas.
- Science is managed effectively.
- Development plans are satisfactory but do not have valid means of judging the success of initiatives.

Commentary

51 Pupils' attainment by Years 2 and 6 in science is in line with the levels expected for their age. These attainments show that standards have been maintained since the last inspection. Pupils achieve well in science lessons and their achievement over time is satisfactory. Attainment levels have improved over the last year and pupils make sound progress.

52 Teaching and learning in science are satisfactory; it is organised and managed well. There is a good emphasis on carrying out investigations and experiments so that pupils experience new scientific concepts at first hand. In Years 1 and 2 for example, pupils investigated different materials to see if they were reflective. The materials were placed in a box or a black bag to show that without light the materials could not be seen. Although pupils are too young to be able to devise a test that is scientifically fair, they are encouraged to make predictions of what the results would be. As pupils become older, teachers insist that their predictions are accompanied by reasons. This promotes one of the fundamentals of scientific thinking and benefits their progress. In Years 5 and 6 pupils are encouraged to suggest and try their own ways of recording results, and throughout the school pupils are given opportunities to discuss how to ensure that the investigations or tests they are carrying out are fair and valid. Teachers question pupils skilfully so that pupils' understanding of new ideas is drawn from their existing knowledge. This helps them to retain new knowledge more readily. Lessons are interesting and relationships between teachers, classroom assistants and pupils are good. Pupils have a sense of security in the classroom and feel able to ask teachers for support whenever they need it.

53 The co-ordinator ensures that there is a good level of support for teachers who are unfamiliar with organising experiments and investigations. She takes much trouble to ensure that assessment of pupils' knowledge, skills and understanding, together with using the information to meet pupils' needs in lessons, is good. Teachers assess what pupils know, can do or understand at the beginning and end of each series of lessons and record the information for use when planning the next steps in pupils' learning. For example, at the beginning of a group of lessons on dissolving in Year 6, pupils were asked to sort statements into 'true' or 'false' categories so that teachers could judge the extent of their understanding before the series began. Lessons are monitored regularly and based on a different focus each time. The co-ordinator also arranges for samples of pupils' work in science to be scrutinised carefully to ensure that the work they are undertaking is appropriate for their particular learning needs. These different checking processes ensure that the work carried out in science is effective in ensuring that pupils now make at least satisfactory progress in their knowledge, skills and understanding of science.

54 The leadership and management of science by the co-ordinators are satisfactory. The current action plan for science covers mainly the identification and disposal of obsolete learning

resources and organisation of those that will be retained. There is clear reference to improving science teaching skills through professional development courses.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for ICT is **satisfactory**.

Main strengths and weaknesses

- Resources in the computer suite are now good and this, coupled with good teaching and learning, means that pupils' skills are improving and their attainment is in line with the levels expected for their age.
- Pupils' attitudes and relationships are good and pupils are very keen to use computers and improve their knowledge and understanding of ICT.
- Pupils in Year 6 use computers confidently to find information on the Internet and to support some of their work in other subjects. However, classroom computers are not used consistently to support pupils' work in other subjects.

Commentary

55 Pupils' attainment by Years 2 and 6 in ICT is in line with the level expected for their age. Their achievements in the computer suite are good. Pupils' achievements over time are satisfactory. Pupils, including those with special educational needs, make satisfactory progress in their knowledge and skills when they work on computers. Teaching and learning are good and many pupils use computers confidently. This has a significant impact on pupils' achievements, attainment and attitudes in lessons. For example, pupils in a Year 3/4 class improved their knowledge of art and design when creating their own cereal packets. They used a variety of techniques to incorporate pictures and text in their design and confidently used the facilities to move objects and writing around the screen as they experimented with the layout.

56 Pupils in Years 2 and 6 explain how they save their work and how to print the finished product. In the computer suite, Year 6 pupils use multi-media presentations in their historical studies of World War II. In some subjects, there is good use of ICT to enhance pupils' work. For example, pupils in Years 5 and 6 wrote stories for younger pupils and made the covers colourful and interesting using computers to make titles wavy or angular. They use the digital camera well in imaginary posters of members of staff winning competitions. Year 2 pupils discussed their use of computers and showed how they used them to enhance their local area as they complete posters advertising a variety of leisure activities. Older pupils are confident using ICT and explain how to enlarge an imported picture and to move it around the screen to improve the visual effect of their work. All teachers challenge pupils very well by reminding them to think about what they are trying to achieve when using computers. For example, in Year 3/4, pupils use a word-processing package to support their work in English when completing unfinished sentences or writing their own stories and poems. This type of work enhances their language skills and improves their use of the keyboard.

57 The leadership and management of the subject are good because there is clear guidance for the subject that teachers follow and a well-developed improvement plan. This plan shows the detailed improvement intended and highlights the increased use of ICT in other subjects as an area to be improved. It also identifies the extra resources required and further training for staff in their use.

Information and communication technology across the curriculum

58 The school is making sound progress in developing the use of ICT across the curriculum when using the suite. However, the classroom computers are underused and progress to support learning in all subjects is unsatisfactory overall. There are areas of good practice in the school: for example, pupils in Year 5/6 use the facilities of multi-media programs to create their own slide shows and use spreadsheets to display collected data as graphs and pie charts.

HUMANITIES

59 In humanities, work was sampled in **geography**, with no lessons seen in the subject. It is therefore not possible to form an overall judgement about provision in this subject. However, there was work for scrutiny and discussions with pupils, to contribute to the judgement that standards by Years 2 and 6 in geography are in line with the levels expected for their ages.

60 In geography, pupils make good use of the local environment to carry out detailed work. For example, pupils in Year 1 identified different locations in the school and drew maps of their route to school. A good display in a Year 3/4 classroom shows the very good use made by the teacher of a friend travelling the world; as postcards and small artefacts arrive from different locations, the teacher adds useful information about the country. This type of work makes the subject come alive for pupils and adds significantly to their learning.

History

Provision for history is **good**.

Main strengths and weaknesses

- Pupils enjoy history lessons very much and are eager to share what they know and to find out more.
- Teaching of the investigative and communication skills is good.
- Teachers make good links with pupils' skills in English and ICT.

Commentary

61 Pupils build on their historical skills and achieve well so that by Year 6, their knowledge, understanding and skills of historical enquiry are above those expected for their age. It was not possible to observe any lessons in Years 1 and 2, but evidence from scrutiny of the work on classroom walls and in pupils' books suggests that standards at Year 2 are at least satisfactory.

62 A special feature of the history curriculum is the allocation of a full term to a historical topic and the variety of approaches to learning within that period. For instance, Years 5 and 6 study aspects of World War II during the autumn term. They visit Eden Camp museum to expand their knowledge, 'interview' older members of their family about memories of the war, examine artefacts such as gas masks and ration books and compile an ICT presentation about the plight of evacuees during the first part of the war. This range of experiences makes the factual information about the war more meaningful. In addition, they are often expected to research the information for themselves, using reference texts from the library and the Internet. Pupils are keen to explain that they enjoy making links between various pieces of learning and very clear that it makes them keener to work hard and learn better.

63 Year 6 pupils' enthusiasm for history is the outcome of good teaching throughout the school. Teachers have a good knowledge of the period that they are teaching. In lessons with Year 3 and Year 4 pupils teachers knew a great deal about the Viking way of life. They were able to answer all the questions that the pupils asked and to guide them well in 'investigating' boxes of Viking artefacts on loan from York museum. The pupils were encouraged to think about the questions that they needed to ask as they examined the objects and used their extensive background knowledge about the Viking raiders to reach tentative conclusions. Several teachers lift the standard of the pupils' work through the application of writing techniques learned in literacy lessons. For example, pupils write in report format about their visit to Eden Camp, they write clear instructions to the parents of evacuees, produce good 'Dig for Victory' campaign posters and show in journals and diaries empathetic letter writing about the 'Victory in Europe' day celebrations.

64 The impact of the curriculum team is good and best seen in the shared planning between year group teams and the consistent whole-school approach to historical enquiry.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' knowledge and understanding of a range of different religions are sound overall but there are a number of shortcomings.
- Visits to places of worship enhance pupils' knowledge and understanding of religious practices.
- The quality of teaching and learning is satisfactory and promotes an interest in religious education. There are some good features that benefit pupils' learning during lessons.

Commentary

65 Religious education lessons incorporate the agreed religious education syllabus adequately. Pupils learn about different religions and how the beliefs and practices deeply affect people's lives. Pupils' attainment by Year 2 and 6 in religious education is in line with the levels expected for their age. However, although pupils have a good knowledge and understanding of Christianity and Islam, their knowledge and understanding of Judaism and Hinduism is less secure by Year 6. The oldest pupils understand fully the Christian ethic of people needing to love everyone as well as God, the need to forgive others and the supernatural nature of Jesus. These are taught through texts from the Bible and good quality discussions during lessons. For example, pupils are taught the implications of Jesus' parables such as 'The Good Samaritan' or 'The Lost Sheep'. The supernatural nature of Jesus is taught well through His miracles such as healing the crippled man and calming the storm. Pupils understand the stories and relate these to life in more modern times. For instance, they nominated Florence Nightingale as a modern-day Good Samaritan and wrote about the reasons for their choice.

66 Pupils write about and participate in discussions on how to be a good friend to everyone or how to make the classroom a happy place. Year 6 pupils know that Moslems pray to God five times a day and need to face the direction of Mecca when doing so. They also know that it is necessary for Moslems to wash their hands and feet in a special order before praying in the mosque. They have a sound knowledge of the Five Pillars of Islam in terms of what Moslems are expected to do in their lives as well as fasting from dawn until dusk during the time of Ramadan.

67 Teaching is satisfactory. Lessons are well planned and pupils are given work that matches their attainment so that they make progress according to their abilities. The content and nature of religious education lessons are interesting for most pupils and this promotes strongly an appeal for the subject. For example, as part of their study of Christianity, pupils visited a local Anglican church and a Wesleyan chapel. This helped to exemplify the differences and similarities between different branches of Christianity. These were useful experiences for pupils because they began to understand the deep significance of the cross as a symbol of Christianity and the importance of the Bible to all Christians.

68 The co-ordinators lead and manage the subject satisfactorily. There is an action plan that demonstrates that improvements have been identified through monitoring of teachers' planning. For example, the co-ordinators have identified the need to include specific aims for pupils' learning in the subject's medium-term plans so that teachers can use these to assess how well pupils have attained. There is a good supportive ethos that is part of the religious education culture of the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69 Only two lessons were seen in **art and design**, no lessons in **music** and only a few lessons for older pupils in **physical education**. It is not therefore possible to make firm judgements about provision in these subjects. In addition to the lessons observed, inspectors spoke to co-ordinators

about their work, examined teachers' planning and spoke to pupils about what they had learned in the subjects.

70 It is evident from classroom observations and the quality of work on display, that the school views **art and design** as an important subject. Pieces of art work are well displayed; they reflect the care pupils take in completing them and the skills they have been taught in order to achieve standards that are in line with expectations for pupils in Year 2 and above expectations for pupils in Year 6. Teachers are pleased to celebrate pupils' achievements by creating displays of work. For example, pupils in Year 6 completed pencil drawings of churches in relation to their work in religious education on special places. These show good use of line and tone and an impressive attention to detail.

71 The school promotes art and design very well through its involvement in the Sheffield Children's Festival, by inviting 'Artists in Residence' to the school and through its own extra-curricular art club. As a result of these activities there are examples of very good quality work displayed on the walls and the hall ceiling. The pupils' joint effort creating a ceramic tree is excellent, as is the work in the style of Lowry, based on the surroundings of the school. This positive picture of art and design has been maintained since the last inspection.

72 The curriculum team responsible for **music** have recently audited the resources and purchased a commercial scheme that supports the teaching of music by non-specialists. They have also reviewed the school's long-term plan to ensure this meets National Curriculum requirements. Pupils in Years 3 and 4 were preparing for their Christmas performance during inspection week. They participated with obvious enjoyment in singing joyful songs to a CD accompaniment. Most pupils sang in tune and sounded the words clearly, but the overall tone was harsh as pupils tended to shout. Nevertheless, pupils did well to maintain their singing in two parts. A number of pupils learn to play a musical instrument and they are instructed well by visiting teachers of brass, woodwind, guitar and strings. These pupils are given regular opportunities to perform in front of an audience when they play in assembly.

73 In **physical education**, it is evident that all strands of the subject are regularly taught. The regular residential visits support pupils' physical development well. In a good lesson in a Year 3/4 class, pupils improved their basketball skills with specialist coaching. Pupils thoroughly enjoyed the session and worked hard to improve their passing, catching and throwing skills. In the lessons seen teaching was good. Teachers make sure that pupils understand the purpose of warming up. This makes a good contribution towards health education. For example, Year 6 pupils know that the heart is a muscle and therefore needs to be exercised. Teachers make good use of pupil demonstration to illustrate a particular skill or movement. They encourage pupils to evaluate their work. For example, pupils in a Year 5/6 class practised their line-dancing skills and used their imaginations very well to create and then modify their own sequence of movements to a piece of music. They worked hard as individuals and co-operated in groups to develop skills and proudly showed the results to the rest of the class.

74 The leadership and management of the subject by the team of co-ordinators are satisfactory. An appropriate policy and material to support teaching are in place. Teachers' planning is regularly checked and plans are in place for co-ordinators to observe teaching and learning throughout the school.

Design and technology

Provision in the subject is **satisfactory**.

Main strengths and weaknesses

- Teachers' good planning enables pupils to achieve well in lessons.
- There are good links between work in design and technology and other subjects, especially ICT, history and science.

Commentary

75 Pupils' attainment by Years 2 and 6 is in line with that expected for their age. There is no difference in the attainment of boys and girls, or of pupils from different backgrounds. Pupils with special educational needs make progress at a similar rate to their classmates.

76 By the time they reach Year 6, pupils show a good understanding of the whole design and technology process. They plan their work carefully, giving thought to materials and tools. They understand the importance of working with accurate measurements and use prior knowledge well at the design stage. For example, pupils in Years 5 and 6 used knowledge of structures well when designing an Anderson Shelter in work that linked well to a World War II history topic. The teacher's very good planning ensured pupils' designs were successful because of the prompting to think carefully about all the possible considerations before moving on to the construction stage.

77 Teaching is good. This is supported by the good quality of pupils' work on display throughout the school. For example, in Years 3 and 4, pupils created packaging for a new cereal. The topic was well planned to develop skills in several areas, including links to healthy eating in science and combining text and graphics in ICT. The finished cereal boxes were of good quality, reflecting pupils' understanding of the need to appeal to consumers and the importance of marketing a product successfully. Pupils' evaluations of the work helped them to understand how successful their product had been and how they would seek to improve it next time.

78 The leadership and management of the subject are satisfactory. The curriculum team responsible for design and technology have checked on the resources and improved these where there were gaps. They have adopted a long-term plan that ensures pupils have appropriate opportunities for skills progression. Classroom assessment of pupils' progress is good at identifying what pupils do well, but at present this is not formally recorded, to help guide future lesson planning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

79 Only two lessons were seen in this area of the school's work and so no judgements are made about overall provision. Personal, social and health education is an integral part of the curriculum and teachers make use of every opportunity to promote the positive values of the school. Much work is covered through discussion when teachers and pupils talk about specific events. In lessons seen and through assemblies, the themes help pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. Pupils are given time to reflect and consider issues during collective worship. During lessons and break times older pupils take responsibility; for instance they look after younger ones, tidy classrooms and put away chairs after lunch. At lunchtimes, pupils socialise well and chat happily to each other.

80 Pupils develop a sense of citizenship through a variety of approaches. They receive teaching and visits from a number of people who assist with pupils' learning about a range of aspects that help them to grow and develop towards being good citizens. They are taught by a local veterinary surgeon how to look after their pets and visits from members of the Fire Service help to ensure they are aware of the dangers of fire, particularly during festivities involved with 5th November. Pupils are taught how to look after their health and safety during science lessons when they learn how to identify dangerous hazards in the home. They also learn about healthy diets that will enable them to eat in a healthy manner, as well as being able to pass on information to others. Pupils also receive important sex education lessons, involving frank discussions with their class teacher or school nurse. Such opportunities help them with moral decisions in life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
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

Overall standards achieved	4
Pupils' achievement	4

Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	2

The leadership and management of the school	3
The governance of the school	3
The leadership of the head teacher	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).