

INSPECTION REPORT

PRINCE EDWARD PRIMARY SCHOOL

Sheffield, South Yorkshire

LEA area: Sheffield

Unique reference number: 107090

Headteacher: Mr B McGeachie

Lead inspector: Lynne Read

Dates of inspection: 17 – 19 May 2004

Inspection number: 257229

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11 years
Gender of pupils:	Mixed
Number on roll:	393
School address:	747 City Road Sheffield South Yorkshire
Postcode:	S12 2AA
Telephone number:	0114 228 1900
Fax number:	0114 239 9307
Appropriate authority:	The governing body
Name of chair of governors:	Mr Richard Foster
Date of previous inspection:	26 April 1999

CHARACTERISTICS OF THE SCHOOL

Prince Edward Primary is a larger than average school with 393 pupils on roll. It is situated close to the centre of Sheffield in a regeneration area. Social and economic circumstances are very low, overall, and children entering the reception class have a range of learning experiences and attainments that are very low for the age group. The proportion of pupils who have special educational needs (31 per cent) is well above average; some of these have difficulties with learning, behaviour or speech. In total, 2.5 per cent of the school population has a Statement of Special Educational Needs and this is above the national average. Around 54 per cent of pupils claim their entitlement to free school meals which is well above average. Most pupils are of a White British background and a few have Asian heritage. There are no pupils who are in the early stages of learning English as an additional language. The school is involved in several initiatives at present. These include: Excellence in Cities, a behaviour improvement programme and the Education Action Zone.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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9652	Colin Herbert	Lay inspector	
32620	Olson Davis	Team inspector	Science Information and communication technology Physical education
22482	Bruce Potter	Team inspector	English as an additional language Special educational needs Mathematics Geography History
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory and improving education for its pupils. Since the appointment of the new headteacher, achievement and general behaviour have improved and are satisfactory. Teaching is now satisfactory, overall, and much is good. The leadership and management of the headteacher and school manager are very good. The school provides sound value for money.

The school's main strengths and weaknesses are:

- The headteacher provides a very clear vision for future developments. The staff are committed to further improvements and to raising standards.
- Although pupils achieve satisfactorily from a very low starting point, standards are still too low.
- There is very efficient management, very good business planning and very good administration that enables the school to run smoothly. However, governance is unsatisfactory.
- Clear targets, shared with pupils, are helping them to learn more in lessons and to raise their achievement.
- There is a significant amount of good teaching and learning.
- There is no agreed method for dealing with pupils' behaviour in class and some teachers do not set high enough standards. As a result, some time is lost in lessons.
- Clubs, visits and visitors make learning more interesting for pupils.
- The partnership with parents of pupils in Years 1 to 6 is not effective and results in poor attendance, a lack of punctuality and little support for learning at home.

Standards at the school have remained low over recent years. The action taken to address the key issues relating to improving attendance and standards has not been successful. As a result, improvement since the previous inspection is unsatisfactory, overall. Following the action taken by the new headteacher, pupils' standards in lessons are rising. Teaching and learning are much improved, along with behaviour and parts of the accommodation.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Pupils' achievement is satisfactory. Over the past four years, standards have been too low. This is shown in the results of Year 6 national tests for 2003, which were in the lowest five per cent nationally and well below the average of similar schools. There were a number of reasons for the unsatisfactory standards. These include instability in leadership and management in the past, an influx of pupils from other schools, many of whom had experienced serious difficulties in their previous education, a high percentage of pupils with special educational needs and problems with behaviour. The local authority recognised the school as being in serious difficulties. The appointment of the new headteacher, with a clear agenda for improvement, is turning the school around. Standards in Year 6 lessons show improvement and are now below average in science, mathematics and reading and well below in writing. When children enter the nursery, their prior

learning is very low. They make satisfactory, and sometimes good, progress, in the Foundation Stage and, by the time they start Year 1, their attainment has improved but is still well below average. In Year 2, standards in mathematics, reading and writing are well below average. Of this group, 50 per cent have special educational needs. Attainment by Year 6 in the other subjects that were fully inspected, including religious education, is broadly average except for ICT where it is below. In several subjects, this represents good achievement. Pupils who have special educational needs have good support and their achievement is similar to that of the majority of pupils. Boys and girls and pupils from different ethnic groups achieve equally well in lessons.

Pupils' spiritual, moral, social and cultural development is sound. The behaviour of the majority of pupils is at least satisfactory. However, there are some pupils, most especially in Years 1 and 2, who disrupt lessons by shouting out or refusing to take turns. This slows the pace of learning. Attendance rates remain poor and the time-keeping of some pupils is unsatisfactory. Parents and the school could do more to improve attendance.

QUALITY OF EDUCATION

The quality of education is satisfactory, overall, and there is good enrichment for learning. **The quality of teaching and learning is satisfactory** and often good. There are many strengths identified but also a weakness in the consistency of teachers' expectations in relation to classroom behaviour. Teaching assistants make a good contribution to learning but are few in number.

The curriculum is sound. Planning contains a good, practical bias that suits the learning needs of the pupils well. Visits and visitors enhance pupils' experiences successfully. The accommodation and resources have been much improved, but those for the Foundation Stage and for games are unsatisfactory.

Care for pupils, including those with special educational needs, is good and guidance is satisfactory. Pupils form trusting relationships with adults, and systems to ensure pupils' welfare and safety are good. There is some good guidance, using targets, to help pupils improve their skills in English and mathematics and similar systems are being developed in other subjects but this work is not complete. Overall, academic guidance is satisfactory.

LEADERSHIP AND MANAGEMENT

Leadership and management are good, overall. Statutory requirements are fully met. The headteacher provides very good leadership and is driving the school forward successfully. Administrative procedures, together with financial and business planning, are very good under the direction of the very capable school manager. There are thorough systems in place for the checking and evaluation of the school's work and the strategic plan is at the centre of school improvement, detailing clear roles, responsibilities and timescales for staff. Members of the governing body are newly assembled and have no committee structure to deal with business as yet, relying heavily on the headteacher for information. Governance is unsatisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The results of the parents' questionnaires, discussions and meetings show that parents and pupils have mostly satisfactory views of the school. However, the partnership between home and school has weaknesses. As a result, attendance rates, punctuality and support for learning are unsatisfactory in Years 1 to 6 and are having an adverse effect on standards.

IMPROVEMENTS NEEDED

In order to raise standards of attainment and improve attendance, the school should:

- *develop a consistent approach and expectations for pupils' behaviour in class so that teachers can concentrate their efforts on supporting learning rather than managing behaviour.
- *develop an effective partnership with parents and carers.
- develop the roles of the governors so that they can play a full part in shaping the future direction and development of the school.

*These areas had already been identified by the school as requiring further development.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards seen in Year 6 lessons during the inspection are below average. Achievement in the Foundation Stage and in Years 1 to 6 is satisfactory, overall.

Main strengths and weaknesses

- Achievement is satisfactory, although standards are below average in reading, mathematics and science and well below in writing.
- There have been good improvements in attainment and achievement recently.
- Pupils' skills, knowledge and understanding in art and design, history and religious education are average and achievement is good.
- Pupils who have special educational needs achieve soundly in relation to their starting point.
- Attainment in information and communication technology (ICT) is below average.

Commentary

1. When children enter the nursery, their skills and knowledge are very low, especially in terms of language and communication. By the end of the reception year they have made sound progress but attainment remains well below the expected levels, overall, especially in language development.

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

Standards in:	School results	National results
Reading	11.8 (11.7)	15.7 (15.8)
Writing	10 (11.2)	14.6 (14.4)
Mathematics	12.4 (13.3)	16.3 (16.5)

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

2. The test results, as shown in the table above, were very low compared with national averages and well below the average for schools in similar circumstances. In lessons seen during the inspection, standards for the present Year 2 group are well below average in reading, writing and mathematics. Pupils achieve satisfactorily. The overall evaluations of attainment include a high percentage of pupils with special educational needs that is close to 50 per cent, most of whom are achieving as well as expected but whose attainment is low. Higher standards were seen in Year 1 and this is a promising indicator for the future.
3. The majority of pupils in Year 2 who do not have special educational needs read with confidence and understanding. A significant percentage of the group, however, is still acquiring the basic skills. Their progress is not helped by the fact that many do not practise their skills at home and miss vital opportunities to consolidate what they learn in class. A small group of Year 1 pupils work on early reading and writing skills in a target group taken by the teaching assistant. They are making good progress along their programme of work and are developing well their ability to use a range of cues when reading new text. Around one third of pupils write in generally well-punctuated sentences and make logical attempts at spelling. The remainder understand how to use capital letters and full stops, but these are not always evident in their writing. Some pupils have difficulty in splitting the letter sounds in words to help them spell and others have a poor memory for the spelling of the most common words. Most

pupils are developing neat handwriting, paying good attention to the formation and positioning of letters. Some, however, still need help with basic pencil control. In mathematics, pupils are becoming confident in calculating mentally and in developing a sound understanding of shape, measures and in reading graphs and charts.

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

Standards in:	School results	National results
English	21.8 (21.3)	26.8 (27)
mathematics	22.1 (21.8)	26.8 (26.7)
science	24.5 (24.9)	28.6 (28.3)

There were 54 pupils in the year group. Figures in brackets are for the previous year.

4. The results above put the school in the lowest five per cent of schools in the country. When compared with similar schools, results are well below average. However, this is not a true reflection of the school's current work for two reasons. Firstly, 30 per cent of pupils had not received all of their education at the school and many of these had been transferred from other schools where they had experienced difficulties. A total of 25 per cent of pupils had arrived at Prince Edward's in the last term of Year 5 or in Year 6. Secondly, there was a higher-than-average percentage of pupils with special educational needs in the cohort. Progress over time for the pupils had been adversely affected by a period of instability at the school when it was recognised as 'having serious difficulties'. The headteacher and staff realise that there has been some under-achievement in the past and the current action plans are focused on accelerated learning in order to address any shortfalls in learning. The poor attendance of some pupils also adversely affects their progress.
5. The headteacher and staff set some challenging targets for the Year 6 pupils before the 2003 tests, aimed at improving their standards by two-thirds of a level in the two terms before the tests. Around 70 per cent of them achieved or exceeded their targets and this represents some very good achievement in the short term. This amount of challenge forms the basis of the present target-setting procedures and it is above what is normally expected. The challenging goals are aimed at accelerating the learning from the low point on entry to school and to help pupils to make up for the dips in learning when the school was in difficulties. In around 40 per cent of lessons the targets are being met and good progress made. The factor inhibiting good progress in the remainder lies in the fact some pupils do not follow classroom conventions readily and do not concentrate on their tasks. The diversion of the teacher's time to managing the challenging behaviour of some pupils means that progress slows. This is an outcome of the inspection findings.
6. Pupils who have special educational needs achieve soundly in lessons. Many within this group have a high level of educational need and present multiple difficulties. They progress at the rate expected by their teachers and often do well in creative or practical subjects. Pupils from different ethnic groups and boys and girls achieve as well as their peers. Older boys are less likely to volunteer answers in class, but teachers ensure their full participation by directing questions directly at them or by making sure that they are fully involved in class discussions. Attainment in ICT is below average because pupils are not secure in their knowledge and understanding of the use of technology for control and monitoring. The school recognises that this has been a weakness in the past and there are plans to make good the deficit.
7. Trends over time at the school are consistently below national averages and reflect the very low entry point when children start school. Future predictions for attainment at the school, based on the accelerated learning targets, are better. Nevertheless, they vary between year groups and are influenced by the numbers of pupils with special educational needs in the

group. In some cases this is as high as 50 per cent. For some groups, predictions are favourable. If they continue to meet their targets, the Years 3 and 4 pupils are on track to attain much closer to average levels by the time they reach the end of Year 6.

Pupils' attitudes, values and other personal qualities

The attitudes of pupils to school and their behaviour are satisfactory, overall. The provision for spiritual, moral, social and cultural development is also satisfactory.

Main strengths and weaknesses

- The behaviour and attitudes of many of the pupils are good, and there have been some good recent improvements in these aspects.
- Incidents of bullying, racism or harassment in school have been reduced.
- The rate of exclusions has dropped considerably.
- Attendance rates are poor and well below the national average, and punctuality is unsatisfactory.

Commentary

8. The behaviour and attitudes of many pupils are good and have improved well recently. They are not as good as at the time of the previous inspection but, in the intervening period, the school has been recognised as going through a time of serious difficulty and is now improving well. There are many pupils who consistently play sensibly and work well in lessons. The majority of pupils have good relationships with one another and with their teachers. However, there is a small minority of pupils who exhibit inappropriate behaviour by causing a constant low level of disruption in classes and around school. These are not the pupils who are identified as having special educational needs for emotional or behavioural difficulties. Aspects of immature behaviour include dropping litter, causing disturbances in the dining-hall or refusing to follow the conventions of turn-taking and general consideration in lessons. Overall, therefore, behaviour is satisfactory.
9. Those pupils whose special educational needs are linked to behavioural or emotional difficulties are well supported and have access to the majority of lessons. There are coping strategies in place to help when problems occur and the school seeks expert advice from the relevant outside agencies. The parents of these pupils are well informed about their personal progress and most co-operate effectively with the school to secure the best provision for them.
10. Parental responses to the inspection questionnaire, and comments made at the meeting, showed a concern about bullying and the action taken to sort it out. No evidence of harassment, racism or bullying was observed during the inspection and records show that managers and teachers make a priority of any incident reported either by an adult or a pupil. A few confrontational methods used to manage behaviour when the school lacked stable leadership are not appropriate in the much improved, calmer atmosphere that now prevails. For example, the use of megaphones in the school hall during lunch-time does not encourage pupils to treat dining as a social event that they should enjoy.
11. Pupils' spiritual, moral, social and cultural development is satisfactory overall and there are some strengths. There are opportunities for pupils to talk about their feelings in lessons, but time for prayer and reflection in worship is very short. For example, in one assembly, the pupils were enthralled by an interesting story that clearly illustrated the moral that 'we should not judge a book by its cover'. They did not, however, have enough time to reflect on this or to think how it applied to their own lives.
12. The majority of pupils respect the feelings of others and know the difference between right and wrong. However, classroom rules for pupils are not consistent and staff do not always enforce the ones in place. The mixed and varying expectations cause confusion and there is little work done to develop pupils' self-discipline or in teaching them how to make sensible choices. The 'rainbow reward scheme' has gone some way to promoting good behaviour around school but

it does not include sanctions to discourage inappropriate behaviour or systems to help pupils review or reconsider their actions.

13. Satisfactory opportunities are provided for social development through class discussion and collaborative working. Through the programme for personal, social, citizenship and health education pupils learn about their place in the community and talk about ways of handling difficult situations. The provision for cultural development is satisfactory and enhanced by visits into the community and visitors to school. There is a good emphasis on learning about world faiths and cultures in religious education and staff encourage pupils to respect other people's views. The provision of all these aspects within school life has a satisfactory impact on the personal development of pupils.

Attendance

The attendance rate is poor and well below the national average and unauthorised absence is higher than average. There are several parents who do not ensure the regular attendance of their children to school and this has a serious and negative effect on these pupils' progress. There is a group of pupils who are often late in the mornings and this means that they miss vital parts of their education, especially in English and mathematics. The school has procedures to promote better attendance and punctuality, and this has led to a small improvement, but more work is needed. Replies to the parents' questionnaire and comments made at the meeting show that the team responsible for liaison with parents is seen as remote and unhelpful. Better communication is needed in order to develop a more positive relationship between home and school, to offer support where needed and to build trust.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.7	School data	0.9
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
341	103	0
1	0	0
0	2	0
1	0	0
1	0	0
2	0	0
4	0	0
4	0	0

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

14. The very high rate of exclusions followed a time when many pupils were transferred to Prince Edward's from local schools, many of whom had previously been excluded or were about to be. A total of nine pupils was involved. The rate of exclusion has now dropped considerably due to two main factors. Firstly, there are fewer pupils arriving at the school under these circumstances and, secondly, behaviour is much better. In the present academic year, there has been one temporary exclusion. This represents a very good improvement.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a satisfactory quality of education and there is good enrichment for learning.

Teaching and learning

The quality of teaching is satisfactory, overall, with a significant amount of good practice. As a result, learning is satisfactory and good in around 40 per cent of lessons. Procedures for checking pupils' progress are satisfactory, overall, and good in English and mathematics.

Main strengths and weaknesses

- Teachers have a good range of subject knowledge.
- Teaching assistants are knowledgeable, well briefed and deployed effectively.
- Teachers are using an increasing range of strategies and resources to challenge, motivate and encourage pupils.
- Staff ensure that pupils who have special educational needs are fully involved in all lessons.
- The pace of learning drops in some lessons because teachers spend too much time managing low-level disturbances.
- The number of teaching assistants is low for a school working in such challenging circumstances.

Commentary

15. There have been good improvements in teaching since the last inspection, with a much higher percentage of good practice evident. Issues relating to the teaching of speaking and listening skills and investigative science have been resolved effectively. In returned questionnaires, over 90 per cent of pupils agreed that they were required to work hard and that their teachers showed them how to do better. Some parents were concerned about the changes in teachers due to staff absences. Long-term illness has been a feature at the school and management has worked hard to limit any adverse effects on pupils' learning.
16. The teaching in the nursery and reception classes is satisfactory, overall, with some good features. Children have an interesting range of activities where they can explore and investigate. Adults encourage them to be independent learners and place a strong emphasis on developing their communication skills. Thorough records of progress are kept, and these are used well to plan the next steps in learning. The nursery class teacher works hard to provide the full range of activities within a very cramped learning space.
17. The teaching in Years 1 to 6 is satisfactory and a significant percentage is good. The planning and preparation of lessons are thorough, and tasks are generally well matched to build on pupils' skills and knowledge. Sometimes, especially in Years 1 and 2, learning begins at a good rate but then drops as the teacher spends time correcting silly behaviour, such as shouting out, fidgeting or disturbing others. Expectations of behaviour vary between classes and also between different lessons by the same teacher. There are no whole-school conventions or rules for pupils and teachers to follow consistently. Those pupils who have emotional and behavioural difficulties are well catered for. Teachers follow the coping strategies devised for them and, for the vast majority of the time, the pupils are able to remain in classes and take full advantage of what the school has to offer.

18. In Years 1 and 2, teachers focus on developing a solid foundation in literacy and numeracy. They spend much time and effort in developing speaking and listening skills, which are very poor when children enter school. There is a good emphasis on the teaching of the letter sounds and this promotes progress in reading and spelling successfully, although some pupils learn slowly. During guided reading sessions, pupils learn to use a good range of strategies to help them tackle new texts and, in mathematics lessons, they try out different approaches to problem-solving.
19. In Years 3 to 6, teachers continue to focus on developing communication skills and extend this into drama work. The strategy is particularly successful in promoting confidence as well as applying language to different situations. Reading skills are well promoted and, by Year 6, pupils are able to research effectively and express clear preferences for fiction material. Some good teaching of writing was seen for the older pupils, where a shared text was used effectively as a model to extend pupils' skills. This strategy is not used consistently in the other classes, however, and teachers often set English exercises rather than providing opportunities for independent writing. The targets set for English are largely based on grammar, spelling and punctuation rather than the essential skills of organising writing for a purpose or on developing a mature style. Both these factors are recognised in the English review document and action plans are in place. The teaching of basic skills and problem-solving in mathematics and science is sound and pupils achieve satisfactorily.
20. Throughout the school, teachers share the learning target with the pupils at the beginning of each lesson and then review the success achieved at the end. This is helping pupils to evaluate their own progress and to become independent learners. Teachers use skilful questioning to ensure that pupils are fully included in lessons, so enabling them to make consistent gains in their learning. This is especially important in the case of some older boys, who rarely offer an answer but do make a sound contribution when questions are directed to them. Marking is satisfactory and sometimes includes helpful comments, but this is not always the case. Teachers set homework and reading work for the pupils but only a small percentage of parents support their children's learning consistently and many tasks are not completed. Valuable opportunities to practise and consolidate skills are therefore missed.
21. The headteacher evaluates the success of teaching and there is a sound programme of training in place to enhance skills. Teaching assistants know the expected learning outcomes for the group or pupil they work with and are conversant with the specific learning programmes for those pupils who have special educational needs. One assistant has been specially trained and runs a successful programme of intervention lessons in English for those infant pupils who are experiencing difficulty. There are not enough assistants, however, to extend this good programme into the junior classes. The teaching assistants and the nursery nurses who work in the Foundation Stage are knowledgeable about the needs of young children and both play a major role in teaching and learning.
22. The teaching of pupils with special educational needs is often good and they achieve at an equal rate to their peers. This is because of the good quality of carefully planned tasks presented to the pupils. The work is appropriate to their needs and based on the same objectives as that given to the rest of the class. As a result, pupils have good self-esteem and work with an increasing degree of independence as they move through the school. The provision for special educational needs is underpinned by good procedures of identification, review and monitoring. Because of budgeting constraints, there are few teaching assistants in school and teachers often have to cope with a diverse range of special educational needs in their classes without support. This is a demanding situation and means that they are not able to give the time they would like to other groups in the class, for example, the higher-attaining pupils. The headteacher is aware of the issue, and long-term budgeting includes a commitment to increase the amount of classroom support.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1 (3%)	17 (40%)	24 (57%)	0	0	0

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

The curriculum

The curriculum is satisfactory, overall, and is enriched well by, for example, out of school activities. Overall, the accommodation and resources are satisfactory but there are some weaknesses.

Main strengths and weaknesses

- The curriculum is enriched by a good range of activities, visits and visitors.
- All National Curriculum subjects are taught and statutory requirements for the teaching of religious education and collective worship are met.
- Support for pupils who have special educational needs is generally good in lessons but there are some shortages in resources for them.
- The consolidation of literacy, numeracy and ICT skills across the curriculum is not formally planned.
- Some good, and much-needed, improvements have been made to the accommodation.
- Accommodation and resources in the Foundation Stage and for games are unsatisfactory.
- There are no facilities where pupils can complete homework.

Commentary

23. The curriculum has improved satisfactorily since the last inspection. Planning is based on national guidance. This provides adequate continuity and progression in the teaching and learning of subjects, including those found to be underdeveloped in the last inspection. The teaching of speaking and listening skills and of investigative science has improved well. Teachers set homework, but some parents do not support their children at home and a significant percentage is not completed or returned. The school has a learning mentor, but there are no out-of-school clubs to provide pupils with facilities for doing their homework.
24. The planning within topics identifies some effective links between subjects to make lessons more interesting and relevant to pupils, but opportunities for developing skills in numeracy, ICT and particularly writing, across the curriculum, are not planned consistently and formally. Teachers often build in opportunities for pupils to consolidate these essential skills, especially through science or humanities lessons, but have no clear guidance to show them how and when to do so. The headteacher recognises that the curriculum needs further review and has instituted a comprehensive programme that allows subject leaders to plan the necessary improvements and to ensure that opportunities for pupils to practise the basic skills are included in all subject plans. Such development work is already making a positive impact. In the past, there has been insufficient emphasis on the aspect of control and monitoring in ICT but this is now being addressed. All statutory requirements are met.
25. The school's provision for personal, social and health education is satisfactory. The school makes good use of outside agencies, such as the local health and drugs team, to get across important messages. There are opportunities for pupils to discuss matters such as bullying during 'circle time' and to talk about their feelings and things of importance to them.
26. Pupils who have special educational needs have full access to the curriculum and are set achievable targets, which are incorporated into teachers' planning. This aspect of provision is good. However, there are no supplementary or alternative books for pupils who are having problems with their reading. This means that they are sometimes presented with material where the interest level is too young for them. This does nothing to encourage a motivation to learn and requires attention. Boys and girls have equal access to all activities and teachers are well aware of the need to engage boys in class discussions through directed questions or comments.

27. The range of visits and other activities to enrich and support the curriculum is good and helps to stretch pupils' horizons. Strengths include:
- residential visits for pupils in Year 2 and Year 6, the latter including outdoor adventure activities;
 - opportunities to take part in local music and arts productions provided by the Education Action Zone;
 - opportunities to develop skills in football and basketball with local teams;
 - a wide number and range of extra-curricular activities that take place during the course of the school year;
 - regular visits to places of interest and frequent visitors to school;
 - satisfactory links with receiving secondary schools help to ease the transition to this next phase of education.
28. There are sufficient numbers of teachers to meet the needs of the curriculum, although at the time of inspection some permanent members of staff were absent. The temporary teachers who replace them are soundly supported by other members of staff so that pupils' learning is not adversely affected. However, the situation is causing a major drain on funding. Subject responsibilities have recently been re-assigned and subject leaders are being given the necessary training and support to help them fulfil their role in monitoring the effectiveness of the curriculum. The number of teaching assistants is not sufficient because the school's overall needs are greater than average. Priority is given to supporting pupils with special educational needs, but this means that the other groups in the class have to work independently and opportunities for intervention and enhancement for the middle and higher achievers are often lost. The headteacher has identified the need to increase the number of assistants as a priority, but there is insufficient funding at present. Sound induction procedures are in place for newly appointed staff.
29. The school benefits from a very spacious building that is organised on three different levels. However, some parts of the building are in a poor state of repair and decoration. Facilities for outside games are unsatisfactory because the field is out of use. The programme of refurbishment is already providing good teaching spaces and improved toilet facilities for some classes. A new library that inter-connects with the ICT suite is proving to be a good resource for teaching and research. The Year 6 pupils are soon to be relocated from their basement classrooms to new, large areas with improved light, furniture and resources. At present, the accommodation and resources for the Foundation Stage children are unsatisfactory. The nursery space is very limited and means that the staff are restricted in the number and type of activities they can provide. The small space available for construction and role-play limit the possibilities open to the children. The reception classes do not have continuous access to the outdoor area and this restricts opportunities for physical development. As a result, their skills in, for example, hopping, jumping, climbing and changing direction are well below average. A large, bright and adaptable area has been allocated for the nursery and reception classes but funding to develop this is being raised through lettings of other parts of the building and there is not enough money to complete the project as yet. Both the headteacher and the governors are anxious about the situation which they view as an urgent priority. There are sufficient resources to support learning in the National Curriculum subjects for pupils in Years 1 to 6. The school recognises that storage facilities need to be improved so that essential items and resources for study units are on the same level as the classes using them.

Care, guidance and support

The school continues to provide a good level of care for the needs of its pupils. Adults provide satisfactory support, advice and guidance to its pupils. Pupils' views are sought and acted upon soundly.

Main strengths and weaknesses

- The school provides a high level of care for its pupils.
- Good procedures are in place for health, safety and child protection.
- The majority of pupils have a good and trusting relationship with one or more adults in school.
- The new tracking and target-setting system provides good information for teachers and a good amount of challenge for pupils.

Commentary

30. There is a good level of care for pupils. The majority of parents who responded to the questionnaire or who attended the meeting agreed that teachers have caring attitudes and that their children are safe. Similarly, the majority of pupils who completed their questionnaire said that they felt that teachers listened to them and treated them fairly. The school takes its responsibility for health and safety very seriously and some very good procedures are in place to ensure the effectiveness of these aspects of school life. Thorough records are maintained for risk assessments, first aid, fire drills and accident recording. Additionally, the school ensures that its midday assistants are well briefed regarding the safety of pupils. The procedures for child protection are also very effective and fully understood by staff.
31. There is a satisfactory level of provision for the personal support, advice and guidance of pupils. This is based on the good quality of trusting relationships that exist between the majority of pupils and adults within the school community. Year group projects provide satisfactory opportunities for pupils to make their views known about aspects of school life. For example, pupils in Year 4 were preparing to make presentations to the headteacher about their views on playground litter and how to eliminate the problem. The plan to introduce year group councils, and eventually, a school council will provide even more opportunities for pupils to be involved in school life.
32. Pupils who have special educational needs are well supported in class. There are coping strategies in place for those who have emotional or behavioural difficulties, and these generally work well although there is scope for the staff involved to develop a more pro-active rather than a reactive approach.
33. There are good induction procedures for pupils entering the Foundation Stage; the programme of visits allows parents and children to become familiar with their new surroundings and the adults who will teach them. As a result, pupils entering the nursery and reception classes are well prepared for learning.
34. There is a new, improved system for checking progress in English and mathematics and for setting challenging targets for improvement. In recognition of the low attainment levels on entry to school, and the fact that some pupils have not made the expected progress in the past, teachers set targets that have a good amount of challenge. Information from the tracking records is used well to organise 'booster groups' for pupils to help them prepare for tests and for intervention groups such as that in Year 1. Written targets for English and mathematics are kept in books or on display on the table as pupils work. These are useful reference points that remind pupils of their goals. In the other subjects, progress is checked regularly and the teachers use the information well in lesson planning. Subject managers are in the process of developing long-term records of progress to a consistent format in order to make it easier to track attainment over time and to check the effectiveness of planning for the individual topics. At present, the guidance for pupils is satisfactory and improving.

Partnership with parents, other schools and the community

The partnership between the school and many of its parents in the Foundation Stage is satisfactory but in Years 1 to 6 it is unsatisfactory. The links that the school has developed with the local community are good. Links with other schools are satisfactory.

Main strengths and weaknesses

- Most parents of children in the nursery and reception classes support their children's learning effectively.
- There is a good partnership with the local business world.
- Too many parents do not fully support learning in Years 1 to 6. As a result, attendance and punctuality are adversely affected and there is little support for homework.

Commentary

35. Links between school and parents in the Foundation Stage classes are good and profitable in terms of children's learning. There is a small number of parents who work in school and they are keen to learn how to support their children. They are a valuable asset to the school and pupils benefit from their active support. However, many parents feel that the relationship between home and school is not productive. In returned questionnaires, only 67 per cent agreed that the school takes account of their views and just 75 per cent felt that they were well informed about their children's progress. Many parents do not feel comfortable approaching the team allocated as their first point of contact and go directly to the headteacher to resolve issues. This is clearly an unacceptable situation and one that requires attention.
36. There are serious consequences arising from the lack of a strong partnership between home and school. These include poor attendance, unsatisfactory punctuality and a lack of support for pupils' learning outside school. These factors are having a marked and negative effect on pupils' progress and are detracting from the good work being done by the school to improve learning. In turn, some of the school's procedures require review in order to encourage an effective relationship with families. For example, the contact procedure, used on the first day of absence, is carried out by a third party. This means that opportunities to discuss and resolve issues or to offer help to families who are experiencing problems are missed. There are no facilities offered to pupils to complete their homework either before or after school.
37. The information the school provides for parents is satisfactory and the newsletters provide useful information on many aspects of school life. Annual reports on pupils' progress are also satisfactory and list the targets that pupils should achieve to make progress in their learning. However, when absence or punctuality has been identified as a problem, there is no comment to make parents aware of the serious impact on their children's work. Some parents expressed concern that one or two parents' evenings were cancelled because of staff absence. This is understandable, but the school did all it could in the circumstances.
38. The school has developed good links with the local community and pupils benefit from visits to interesting places such as Eden Camp, Sheffield Museum and a rare breed animal centre. A number of visitors to school enhance learning well; these include a theatre group, a wild-life expert and artists. One particular class is very fortunate in having a voluntary worker from the community who provides very effective support for class administration and the organisation of resources. The school is part of the Education Action Zone and this provides many benefits, including ICT resources, support for reading and after-school activities.
39. The headteacher explores and establishes links with local businesses and institutions that bring additional revenue and facilities to the school. One local organisation has generously donated resources for a conference room, and income from lettings is providing the resources for the redevelopment of teaching space. Satisfactory links exist with two local secondary schools and these ensure that pupils in Year 6 are able to make a smooth transition into the next stage of their education.

LEADERSHIP AND MANAGEMENT

Leadership and management are good, overall. The leadership of the new headteacher is very good and is a major factor in the recent improvements. The school manager ensures very good management that enables the school to run smoothly. Many phase and subject leaders are newly appointed and their leadership roles are satisfactory and developing well. Governance is unsatisfactory.

Main strengths and weaknesses

- The leadership of the new headteacher, ably supported by the school manager, is driving the school forward successfully.
- Information gathered from the recent and rigorous self-evaluation programme is being used effectively in school improvement through the strategic plan.
- The target-setting system is ensuring good challenge for pupils.
- There is a developing structure of leadership roles among phase and subject managers.
- Day-to-day practice reflects the success of the school's commitment to ensuring that all pupils have full and equal access to all parts of the school's provision.
- There are some major barriers to learning at the school.
- The governing body does not have a full complement of members or a committee structure.

Commentary

Leadership

40. The new headteacher has made some very good improvements over the last year and a half. On his appointment, there were serious problems to be faced, including very poor behaviour, very low standards of attainment, problems with the building and a deficit budget. Staff, parents, pupils and the local authority adviser all agree that the learning environment is now very much improved. Leadership and management roles are developing well following a period of instability, when the school was recognised by the local education authority as 'being in serious difficulties'. There is now a sense of shared purpose, some good teamwork and a clear view of future development.
41. The key to these good improvements is the thorough self-evaluation exercise that was undertaken by the headteacher when he took up the post. The findings were used to determine the short- and long-term priorities for improvement, agreed by managers and staff together. Subsequently, a series of useful action plans were developed that are currently being implemented. The strategic plan for the school is a very useful document that identifies the way forward and is driving improvements successfully. Some detailed subject reviews and action plans, for example, in English, are supporting improvements in key areas of learning. The school manager has been instrumental in developing the strategic plan by providing projections and possibilities for the changing roll numbers and levels of income. As a result of this very good planning, and the challenging targets set, the school is able to project rising attainment year on year. This vision is shared by all staff and governors.
42. The school works in very challenging circumstances and the quality of leadership is reflected in the positive attitudes of the staff who work hard to overcome the main barriers for learning, which are:
 - an exceptionally high number of pupils coming into school part-way through their education, many of whom had experienced disruption to their prior learning;
 - extremely low levels of prior learning when children enter the school;
 - a very large proportion of pupils with special educational needs in some year groups;
 - social and economic deprivation of the neighbourhood;

- the uncertainty about roll numbers as properties are being demolished around school;
- and some long-term staff absences and the difficulties of recruiting teachers in these challenging circumstances.

43. The staff, including non-teaching personnel, have managed the recent changes well. Teachers are looking forward to future improvements, especially the development of their subject leadership roles. This is an area that has been carefully planned through the 'Aiming for Excellence' project. This clearly shows how senior and subject leaders will monitor and evaluate the effectiveness of the provision in their area of responsibility. It is based on intensive or light monitoring or aspect review. The carefully devised timetable ensures that all areas are covered and builds in time for staff training where needed.
44. The leadership and management of special educational needs are being shared at the present time because of staff absence and are satisfactory. Pupils' needs and progress are assessed regularly and all staff are fully informed about the pupils' individual learning programmes. Good quality records are maintained and they provide appropriate information for the school to secure additional funding when necessary.

Management

45. Since the appointment of the headteacher, a great deal of work has been successfully completed, although managers and staff recognise that there is still some way to go to achieve the highest standards of provision that they seek. There are good improvements to the tracking system to check trends in progress for English and mathematics. The system allows the setting of annual targets for individual pupils. It provides a good amount of information for managers or governors to check whether pupils are making the expected progress year on year, or whether they are on track to achieve their projected level of attainment by the end of Year 6. This is the key behind the improved attainment this year compared with the previous targets set.
46. Management routines are established and very good. The school runs smoothly on a day-to-day basis, following the school's policies. The experienced school manager has a great deal of expertise and, with the support of the administrative staff, covers a varied range of duties to provide very good support. Very good procedures are in place for the day to day administration and financial management of the school. The school manager and her team play a very valuable part in ensuring that all aspects of administration are highly effective and focused on providing high levels of support to the school. This means that the headteacher is able to concentrate on educational issues and to be actively involved in school life, both in and out of classrooms. As a result, he has a good overview of provision.
47. Standards of safety and welfare are kept high through the vigilant work of the site manager and the caretaker under the supervision of the school manager. Any issues identified are quickly reported and acted upon. Parts of the accommodation have been much improved and plans for further development will secure urgently needed facilities, especially in the relocation of the Year 6 and the Foundation Stage classes. Some innovative measures have been taken by the headteacher and governors to find the necessary funds for redevelopment. These include the renting of rooms and the training suite to outside agencies.
48. Many aspects of provision at the school are improving well. These include better behaviour, a significant percentage of good teaching and learning, improved accommodation and strong leadership. However, in the short time since the headteacher's appointment, developments have not had time to become fully embedded, or to make a significant impact on the school's results. Therefore, the effectiveness of the school, at present, and the value for money that it provides, are judged as satisfactory.

Governance

49. Many governors are new to the position; they are supportive of the school and have the interests of the pupils at heart. Governors have a sound overview of the school's improvement and know what needs doing next. Finances are well monitored using the school manager's detailed reports. Working with the headteacher, governors ensure that all statutory requirements are met.
50. At the time of the inspection the governing body was still short of members in spite of their efforts to attract interest. The governors are keen to succeed and to provide a more rigorous approach to monitoring the work of the school. They are becoming more active in asking for relevant information but there is no committee structure to deal with business and they rely heavily on the headteacher for information. There are no link governors in place to support the leadership of key subjects and areas. Overall, governance is unsatisfactory.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,268,455	Balance from previous year	65,609
Total expenditure	1,240,768	Balance carried forward to the next	93,293
Expenditure per pupil	2,968		

51. The balance is over the recommended limit because funds were allocated for the following year to cope with a large fall in numbers and to cushion the projected loss of funding. This was successful in reducing the numbers of staff redundancies that were eventually made. Some money was also committed to outstanding orders.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is satisfactory, overall, with some good features.

Records show that the prior learning of the children when they join the nursery is very poor. Over a third of the children have significant speech, language and learning difficulties and, although they make good progress, most children do not achieve the expected levels in the areas of learning by the end of the reception year. Attainment is well below average at the start of Year 1.

There are good arrangements to ensure that children settle into the nursery class with ease, to help them cope with full time school as they start in the reception classes and again, as they move into formal education at Year 1. Support staff work closely with teachers in planning activities and in the satisfactory monitoring and assessment of children's progress. Effective relationships are developed with parents and carers, several of whom help in the reception classes.

Assessment strategies have improved since the last inspection, and are now satisfactory. A range of systems is used to assess children's attainment on entry to the nursery with records kept of their progress towards their learning goals.

The accommodation in the nursery is lacking in space and is unsatisfactory. The classroom is too small to allow for continuous provision of large-scale sand and water play, large construction materials and equipment to develop children's physical skills. The outdoor play area is of satisfactory size but many resources, particularly the large fixed equipment, are of poor quality and need replacement. The reception classes are some distance from the nursery. This presents a real challenge to staff as they strive to provide coherence and continuity across the Foundation Stage and limits the range of activities that can be organised to stimulate and interest the children. The school is aware of the difficulties and has a clear plan for development. A new department has been designed with classrooms allocated for refurbishment but, at present, there is insufficient funding to complete the project.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Good teaching and a caring, supportive approach by staff promotes personal development effectively.
- A good range of activities is provided to encourage children to relate to one another.
- Relationships are good; children explore and play with confidence.
- Children are encouraged to be independent and care for themselves and one another.

Commentary

52. Though few children achieve expected standards by the end of the reception year, they all make good progress and achieve well in relation to their low starting points. This is because the quality of teaching in this area is of a good standard. When children join the nursery many play alone or alongside others, but rarely together. A wide range of activities is planned to encourage co-operation, sharing and the development of self-esteem. Sensitively led sessions in 'the vet's surgery' allow children to experiment with social situations as owners of sick pets or as the vet caring for the animals.

53. Children are aware of the high expectations of adults and are keen to please. Good relationships are evident between adults and children. This caring environment enables children to settle quickly into routines and to gain confidence in their play and learning. There is a good balance between teacher-directed activities and times when children are able to work on chosen projects. Pupils make choices and select from the range of materials and equipment and this helps to develop their independence and curiosity.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Every opportunity is used by adults to develop and extend children's language and vocabulary.
- Children enjoy looking at books and sharing stories and reading.
- Very few children reach the expected learning goals in writing by the time they enter Year 1.

Commentary

54. Very few children are likely to reach the expected standards at the end of the reception year, but all achieve satisfactorily, given their very low starting point, due to teaching that is never less than satisfactory and sometimes good. Adults constantly encourage children to explore and develop their vocabulary. Nursery children enjoy stories and listen carefully but find it difficult to retell the tale or talk about the characters and the plot. They tend to give one word answers to questions and are rarely seen chatting to one another about their work or play. By the time they reach the reception class, they have made good progress in their speaking and listening skills. Reception children were able to suggest how the 'Owl Babies' might have felt when they thought they were lost. They talk more confidently with adults whilst working in groups and with their friends during play. They handle books with care and are able to make choices when selecting books in the library corner. The higher-attaining children read familiar words and use picture clues to answer questions. Other children recognise a few words from the text but rely heavily on the picture clues. These children are beginning to recognise that letters represent sounds in the English language. The lower-attaining children struggle to remember words or identify letters. They find it difficult to explain the main points of the story.
55. A twice weekly nurture group called 'Early Birds' is under trial in one reception class. Less confident children work in small groups with an adult to foster enjoyment in reading and develop speech and language skills. The impact of the programme on individual progress is being monitored and early signs show a pleasing improvement.
56. In the nursery, children explore writing and some know that marks communicate meaning. Some children made simple books about cats. They coloured in the picture on the front cover carefully but were hesitant about 'making marks' to represent writing on the inside pages. Pencil control is often poor. Reception children are beginning to write their names and some are able to copy underneath adult writing. Books seen during the inspection showed some early writing skills emerging but there are not enough opportunities for children to 'write' for a purpose, for example, in role-play situations. Since writing is the weaker of the key areas for older pupils, a greater emphasis on skill development is required early on.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Teaching is good.
- A good range of activities is provided to develop an understanding of number, shape and capacity.

Commentary

57. When children enter the nursery, their mathematical understanding is poor. Although few will reach the expected learning outcome by the end of the reception year, children achieve soundly. Attainment on entry to Year 1 is well below average.
58. Children show an interest in numbers; they play games and are beginning to order numbers correctly. Nursery children can count to 10 but do not always recognise numerals. In the reception class, most children count confidently to 20 and recognise number sequences. Teaching is never less than satisfactory and often good. Varied opportunities are used to develop children's number concepts and to extend the relevant vocabulary such as 'more than', 'less than', 'bigger' and 'smaller'. An interesting range of practical activities is provided that allow children to explore all aspects of mathematical understanding, such as capacity (through water and sand play), shape (through construction and pattern work) and direction (through outdoor play). In all activities there is a clear focus and children are well supported by adults.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- An interesting Programme of Study is planned to stimulate children's interest.
- Children are encouraged to ask questions and to explore their world.

Commentary

59. Displays and photographic records show that the children enjoy a variety of satisfactory practical learning experiences to help them develop an understanding of the world in which they live. During the topic of 'animals', for instance, visitors brought puppies and kittens to show to the nursery children. The reception classes were delighted by the owls that came to see them. There is a constant emphasis on 'asking questions' and 'finding out'. A group of nursery children, for example, learned about freezing and melting as they blew on to a block of ice into which animal figures had been frozen. They were encouraged to talk about the changes they noticed as the ice melted and were thrilled when the animals were revealed. Reception children used magnifying glasses to monitor the growth of tadpoles, comparing the stages of development with plastic figures. However, the accommodation limits the number of experiences available at any one time and there is little opportunity for large-scale interactive displays. Teachers work hard to provide as varied and stimulating an environment as possible. Very few children are on course to achieve the expected levels by the end of the reception year and attainment is well below average. Overall, their achievement is satisfactory due to the sound teaching.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children experience a wide range of activities to develop their fine motor skills such as pencil control.
- There is insufficient space in the nursery classroom to provide a varied range of large-scale activities.

- The nursery outdoor play area requires refurbishment.
- The reception children have no direct or continuous access to the outdoor play area.

Commentary

60. The limited space in the nursery has an impact upon the range of activities that can be provided although staff do all they can to overcome the problem. As a result, teaching is satisfactory, overall, and results in sound achievement. Opportunities to develop skills of climbing and balance and experimentation with larger construction toys in the classroom are not available throughout the day. The outdoor play area has a satisfactory range of resources but many of these are of poor quality and can only be used in dry weather. The reception classes do not have access to the nursery's outdoor play area on a continuous basis because it is too far away.
61. Teachers plan very carefully to ensure that children experience the full range of activities over time. Nursery resources are organised on a rota basis to ensure a variety of experience and skills development. Reception staff use the hall time creatively and link physical activities with other study areas. For example, one teacher used a session on dance to reinforce the mathematical concept of counting. Children showed a developing awareness of space and body control whilst learning key mathematical vocabulary.
62. Children enter the nursery with very poor fine motor skills, such as pencil control. Good planning ensures that they have experiences with a variety of tools and materials. Most children make good progress in developing these skills, although few will achieve the expected level by the end of their reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Some children have the opportunity to work with music specialists to enhance their skills.
- Role-play is not always exploited fully.

Commentary

63. Children make satisfactory progress because of the sound teaching. Their attainment is below average on entry to Year 1. Drawings of 'Thomas the Tank Engine' in the nursery and of bicycles in the reception class show developing skills of observation. Reception children mixed their own paint to represent owl feathers, showing a clear appreciation of colour and shade. Children's work is celebrated in attractive displays. They point to their creations with great pride and this is helping to develop good motivation and self-esteem.
64. Some nursery children have had the opportunity to work with two music specialists in an externally funded project. They have learned about, and played, a variety of instruments, developing their listening skills and vocabulary as they become familiar with musical terms such as rhythm, beat, loud or soft. They show a good interest and confidence as they experiment with sound.
65. When children enter the nursery, they have little experience of role-play or 'pretend' games. Role-play areas are changed regularly to stimulate the children's interest and adults work hard 'modelling' real life situations. However, the children need a lot of support to stimulate ideas and extend their language skills. When adults are engaged on other activities, children make little progress by themselves. Consequently, opportunities to develop skills that are essential for later work in writing are sometimes lost.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Achievement in reading and speaking and listening is good and promoted through all subjects.
- Achievement in writing is satisfactory but not as good as in reading and speaking and listening.
- Work is well matched to build on pupils' prior learning and teachers' planning is good.
- In some lessons, teachers spend too much time on managing behaviour.
- Pupils have targets that help them to improve.
- Pupils who have special educational needs are well supported and achieve soundly, relative to their starting point.
- Just a few parents regularly support learning at home.

Commentary

66. Standards seen in lessons and completed work in Year 6 are below average in reading and well below average in writing. Almost 30 per cent of pupils have special educational needs and a significant proportion have joined the school partway through their education, often having had disruptions to their learning. The results for 2003 were in the bottom five per cent when compared with national averages and well below average when compared with similar schools. The school has had low results for some time and this reflects a period from 2001 to the appointment of the new headteacher when the school was recognised as having serious difficulties. Those pupils in Years 5, 4 and 3 are now moving forward at an accelerated rate, especially in reading and are making up for lost time. This is largely due to the new target-setting system that sets challenging goals for pupils. In current lessons, learning is generally good because teaching is mostly good and work is well-matched to pupils' needs and abilities. From the very low starting point on entry to school, achievement in English is satisfactory, overall, with pockets of good progress in speaking and listening and in reading.
67. Standards seen in speaking and listening are below average by Year 2 and pupils have a narrow range of vocabulary. By Year 6 the attainment of most pupils is broadly average. This is because teachers pay good attention to developing listening and oral skills, both in literacy lessons and when teaching other subjects. They explain new terminology very well and check that complex phrases are fully understood. Older pupils distinguish between formal and informal language and recognise traditional language, for example, in old tales and classical writing. Most listen with concentration and are responsive to other people's ideas and opinions. There is good, and sometimes very good, achievement in this area.
68. There is a good emphasis in Years 1 and 2 on teaching pupils to blend and segment letter sounds within words; this promotes sound progress in reading. In spite of this, standards in reading for the Year 2 pupils are well below average. Extra catch-up sessions are in place for targeted pupils, where learning is good. When reading, pupils make efficient use of the range of clues in the text and are developing sound skills of understanding and of inferring meaning. However, few pupils regularly practise their reading at home and this is an area for development. Throughout Years 3 to 6 pupils investigate different types of books, including non-fiction material, poetry and playscripts. By Year 6 most pupils show a good interest in modern authors and can explain what they like best about their favourites. They use non-fiction books efficiently to find information.
69. The development of writing skills is a current focus of school improvement. When writing, some Year 2 pupils rehearse their sentences out loud to make sure that they make sense before committing them to paper but this is not the norm. Spelling is mostly logical and pupils

make good use of prompts from the classroom 'wordwall'. The higher-attaining pupils in Year 2 make good use of the knowledge of letter sounds to attempt harder words. They use a range of punctuation, interesting vocabulary and longer sentences in their writing. However, these are few in number. Capital letters and full stops are evident in some pupils' writing by Year 2 but are not used consistently. Handwriting varies widely and often reflects the low level of motor skills seen when children enter school. For the higher-attaining pupils it is well formed and positioned and some pupils are now joining their letters. Overall, the percentage of pupils who are on track to attain the average level in writing by the end of Year 2 is well below average. There is a similar picture of attainment in Year 6 where skills in writing are below those in reading. For the majority, sentences are short and do not contain detail. There is very little evidence of descriptive language or adventurous choice of vocabulary. Pupils do, however, write in different styles, including the expected range of non-fiction genre. For example, some good work by Year 4 pupils was seen where they argued the case for having pop and crisps at playtime. The higher-attaining pupils use a sound range of punctuation and connectives to make their work interesting and spell accurately, but these are in a small minority.

70. Throughout school, there is satisfactory teaching of reading with a significant amount of good practice. Year 6 pupils were well supported as they offered clear views about a character in the story they read and justified their opinions by finding evidence in the text. There is a choice of reading material in classrooms and Years 3, 4 and 5 pupils make good use of the library. Books are coded so that pupils read at the correct level and their progress is checked regularly to ensure that they are moving on at the expected rate. There are, however, no good quality books for older pupils who require simple texts at a high interest level and this is an issue that the school aims to address. The teaching of writing skills is satisfactory but teachers do not exploit fully the opportunities to link reading and writing work. One good example was seen in Year 5, where pupils experimented with aspects of an author's style as they wrote their diary extracts, but this is not the usual case. The teaching of specific writing skills is often good and pupils know about aspects of grammar and punctuation but time to practise and combine these skills is limited and insufficient for them to make the good progress of which many are capable. Where lessons are satisfactory rather than good, the teacher spends too much time correcting silly behaviour. As a result, the pace of learning drops. This is especially evident where pupils sit for long periods on the carpet and there is some scope to split the 30 minutes whole-class session into two shorter ones. This would better accommodate those pupils who have a relatively short concentration span without compromising the learning of the rest.
71. Pupils who have special educational needs are supported well in lessons and make equal progress to that of their peers. There is especially good provision where pupils work with a teaching assistant on the same text as the whole-class lesson, covering the same objectives but at a pace that meets their needs. They are then able to rejoin the class, being well prepared for the group work. The intervention (ELS) group in Year 1 is making good progress under the good teaching of one assistant. Sessions are lively and the pace of learning is good. Pupils from the different ethnic groups and both boys and girls achieve equally well. Teachers constantly encourage boys to be actively involved in lessons although some older ones are reluctant to volunteer answers.
72. There are many prompts around the classrooms that remind pupils about punctuation, grammar and spelling and highlight the targets for learning. The system of setting pupils in some year groups works well, for example, in Years 3 and 4. However, in Year 6 the pupils in the lower group have few good role models who can stimulate discussions or suggest new ideas. Where teaching assistants are deployed, they make a good contribution to learning, especially when guiding and supporting group activities. Homework is soundly used to extend the learning in class but is often not completed. Those tasks set for the Years 1 and 2 intervention group are especially good in consolidating the new learning and these pupils try hard with their homework tasks.

73. Leadership is firmly focused on improvement and is good. There has been a full review of teaching and learning and most of the issues identified above had already been highlighted by the English manager and the headteacher. Action plans are in place. Implementation has been affected by staff absences but should soon be back on schedule. There is growing use of ICT in lessons, but this is not fully exploited. Assessment is good in English and teachers use the information gathered to set individual targets for pupils.

Language and literacy across the curriculum

74. Reading skills are well applied across the curriculum and teachers gather a satisfactory selection of non-fiction books to serve the topics being studied. Speaking and listening skills are constantly extended during whole-class introductions or discussions. As a result, pupils develop confidence in expressing their views and in providing evidence to justify their opinions. Writing skills are not exploited fully in work in other subjects. This area remains a focus for improvement. At present, the manager does not have an input into other subject plans to ensure that writing assignments are included in the topic work.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- The oral and mental start to each lesson is good. It has good pace and pupils are interested and keen to contribute their answers and ideas.
- Teaching has improved and is satisfactory. Teachers have a good knowledge and understanding of the subject.
- Some teachers do not have effective strategies to manage minor incidents of disruptive behaviour.
- Information communication technology is not used consistently to support mathematics.
- Some lessons for younger pupils involve too long a time sitting listening on the carpet.

Commentary

75. Standards achieved in national testing in 2003 were very low for Year 6 and well below the average for similar schools. However, only 70 per cent of pupils had received all of their education at the school and many of the newcomers had experienced disruption in their previous education. The standards found in the inspection are well below those expected nationally for pupils in Year 2, but it must be remembered that one half of this group has special educational needs. Attainment in Year 6 was below average and this represents an improvement on last year's test results. Standards are similar to those seen at the previous inspection but in fact there have been some good improvements recently. At the time of the appointment of the present headteacher, the school was recognised by the local education authority as a school 'in serious difficulties' and with standards that were extremely low. Action planning has led to improvements, especially in the setting of challenging targets and, consequently, in teaching and learning.
76. An outcome of inspection highlights the satisfactory achievement, in spite of low standards, of pupils, including those with special educational needs. The pupils from ethnic minority groups achieve as well as their classmates. Children enter the school with well below average standards and so progress can be seen to be satisfactory and good in pockets throughout the school.
77. The quality of teaching is satisfactory, overall. In one lesson teaching was good and, in another, it was very good. Teachers' good planning is firmly based on the National Numeracy Strategy. It makes clear what pupils are to learn and the teacher makes sure that all pupils understand this. Mathematical language is well promoted. Some year groups are brought

together and set in different ability groups. This helps to ensure that the work is well-matched to ability and prior learning and that the pupils who can work at a faster rate are suitably challenged. At the same time, the pupils who find the work more difficult have the support that they need. Most teachers manage their pupils well, although (especially in Years 1 and 2) there are occasions where teachers' management of minor disruptive behaviour, such as shouting out, is not effective. Inappropriate behaviour often occurs when pupils are required to sit and listen on the carpet for long periods. When required, pupils work well together in pairs or small groups and this makes a satisfactory contribution to their personal development and relationships.

78. Every lesson starts with a mental arithmetic session that pupils enjoy. Most are keen to answer and many show that they are able to explain how they arrived at the answer. Some good challenge was seen in an upper set Year 6 lesson where pupils were required to calculate mentally. They solved problems such as $3 \times 0.4 = 1.2$ and then used the inverse process to answer $1.2 \text{ shared by } 0.4 = 3$. This showed some good skills in mental agility. The evidence from work in pupils' books, as well as from teachers' planning and displays, illustrates that a full and varied curriculum is taught. Year 2 pupils identify both two- and three-dimensional shapes and the more able ones measure accurately. Year 6 pupils understand probability and use the associated language with confidence.
79. There are some good examples of the computer being used to enhance teaching and learning. There was one instance in Year 1, where the teacher used the computer to develop pupils' skills of estimation. In a Year 3 mathematics lesson in the computer suite, pupils improved their recall of the 3, 4 and 6 times tables. However, ICT facilities are not used to their full potential to promote or consolidate learning.
80. Leadership of the subject is sound and ensures the delivery of a good curriculum. An extensive audit and review has been carried out and action plans are ready to be put into practice. Assessment is good and, together with challenging target-setting, it is keeping the school on track to attain higher standards. Homework is set and tasks build effectively on classroom learning. However, the teachers' efforts result in only limited success, with a low percentage of completed work returned. The resources for the subject are satisfactory.

Mathematics across the curriculum

81. Mathematics is used satisfactorily in the teaching and learning of other subjects. For example, in Year 2 science, children collect data and draw a graph to show what happens to their pulse rates when they exercise. There is very good use of time-lines in history and several examples of them can be seen on display

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are below average but are rising because of an improved curriculum, purposeful teaching and the skilled support given by teaching assistants.
- Teaching places proper emphasis on practical activities and developing scientific vocabulary and knowledge.
- Practical work and investigative work are sometimes over-directed by the teacher.
- The subject leader provides good leadership and management.

Commentary

82. The standards attained by Year 6 pupils in the 2003 national tests were well below the national average and well below those expected in similar schools. In this respect, standards have not risen since the last inspection but recent improvements are evident. The science curriculum has been rigorously reviewed and improvements in science provision made, especially in the teaching of skills of scientific enquiry. This has resulted in the improved achievement by pupils, which is now satisfactory. In September 2002, some very challenging targets for progress were set for the two terms before the Year 6 tests. These targets were met or exceeded by 91 per cent of the pupils, showing a good improvement in learning compared with previous years. Findings during the inspection indicate that standards remain below average in lessons but, nevertheless, pupils are attaining better standards than the grades in the past national assessments indicate.
83. There is no significant difference in achievement between boys and girls or pupils from different ethnic groups. Pupils with special educational needs are making as much progress as other pupils because of the skilled support given by teaching assistants and class teachers. Most pupils are achieving satisfactorily because tasks build upon previous knowledge and provide appropriate challenge for their level of ability. However, more can be done to provide extension activities for the higher-achieving pupils to ensure that they are consistently challenged. This applies to both the tasks they are set and the recording of work. This has been recognised by the school, and the co-ordinator for gifted and talented pupils is devising a set of science investigations that will be used for this purpose.
84. Pupils in Year 2 learn about forces and movement and investigate the effects of friction. They can make a simple electrical circuit and explain how it works. Those in Year 6 investigate how different surfaces reflect light. Pupils draw a circuit diagram successfully using symbols and investigate how changing the wire in a circuit affects the brightness of a bulb. Standards in practical and oral work sometimes approach the average but recording skills are not as good and this accounts for the lower results in tests.
85. Pupils enjoy their science lessons and are enthusiastic about what they have learned. Sometimes their enthusiasm is dulled by being required to spend too much time listening to the teacher instead of being involved in practical activities. This can sometimes lead to unsatisfactory behaviour by a minority of pupils, especially in Years 1 and 2.
86. Teaching is satisfactory, overall, with some good practice observed. Teachers place appropriate emphasis on the development of pupils' skills of scientific enquiry and their acquisition of correct scientific vocabulary and knowledge. In a good lesson in Year 3 the teacher demanded that pupils frame their answers to her questions to include some of the key scientific words such as 'habitat' and 'crustacean' displayed on the board. This strategy helps pupils develop a more precise use of language in their science lessons and generally promotes their speaking and listening skills well. Opportunities to develop skills in writing, numeracy and ICT within the subject exist but need to be planned more systematically.
87. Teachers encourage pupils to work collaboratively, to make careful observations and to discuss their findings. Teaching and learning are developed through practical activities and investigations and this is having a positive impact on pupils' achievement in lessons by helping them develop a clearer understanding of scientific ideas and methods. However, the work is sometimes over-directed by the teacher, using pre-determined experiments. Similarly, recording is often done in a uniform way, requiring short answers on a photocopied sheet. Opportunities for pupils to make predictions, to ask their own questions, to devise and design their own investigations or to choose the most appropriate method for recording their work could be extended further. This is recognised by the school.

88. The leadership and management of the subject leader are good. Science has been reviewed recently under the school's monitoring and evaluation procedures. The subject leader has examined teacher's planning, carried out an analysis of attainment statistics, undertaken lesson observations, carried out an analysis of pupils' work and had discussions with pupils and staff. The final report will be presented to the staff, together with the proposed action plan that, when agreed, will form part of the school's strategic plan. There has been satisfactory improvement in provision since the last inspection. The curriculum, as experienced by pupils, is no longer 'undeveloped' and provides adequately for progression in learning in all aspects of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Accommodation and resources for the subject are much improved.
- Pupils are making sound progress because of sound, and often good, teaching and good support by teaching assistants.
- Coverage of the Programme of Study for control and monitoring has been weak in the past and is the reason for the below-average attainment seen in Year 6.

Commentary

89. Pupils of all abilities achieve satisfactorily, despite standards in the subject being below national expectations in Year 6. Since the last inspection the school has improved the provision for ICT by setting up a well-equipped computer suite in addition to providing the majority of teachers with laptops. The school has installed a wire-less network to allow laptop users to access the school server anywhere from within the building. This allows teachers to use their laptops as teaching and learning tools within school, further promoting pupils' achievement. The computer suite is timetabled to provide satisfactory access for all classes. There are plans to provide a second computer suite for Years 1 and Year 2, which will provide more 'hands-on' time. The school now has the resources and software to fulfil all National Curriculum requirements. The planned curriculum follows national guidance, providing continuity and progression in skills and knowledge. This is a sound improvement since the last inspection.
90. The quality of teaching is satisfactory, with some examples of good teaching in Years 4 and Year 5. In a good Year 4 lesson, the teacher's secure subject knowledge and clear exposition, supported by the use of an interactive whiteboard and data projector, allowed pupils to acquire new knowledge about branching databases. The pupils worked well in pairs to devise sensible questions and took it in turns to input the data. Pupils with special educational needs made as much progress as their classmates because they were well supported by the class teacher and the teaching assistant. There was useful, positive feedback to pupils guiding them to improve the quality of their work. Teachers have benefited from the training they have received and from the improved resources and equipment available to them. The computer suite is well equipped but there are not enough chairs for the number of pupils in a class. Often pairs of pupils are sharing the same seat as they work at the computer and this can cause some discomfort and opportunities for minor disturbances.
91. The leadership and management of the subject are sound. A new subject leader has been appointed and will take over the responsibility later in the year. Currently, the subject is led by the headteacher, acting in a caretaker role. Later next year, ICT will become the subject of a further curriculum review led by the headteacher within the school's programme of monitoring and evaluation.

Information and communication technology across the curriculum

92. The use of ICT in pupils' learning is satisfactory and developing in most subjects. For example, pupils use word processing to edit text in literacy and create pictures in the style of Mondrian linked to work in art. In science and mathematics, pupils use the computer to represent data in different forms, including graphs and spreadsheets. They use the Internet to search for information in history and other subjects. Computer work is being applied across the curriculum but links are not formally planned and therefore usage is variable. This is an area identified by the manager for further action.

HUMANITIES

93. There was insufficient evidence available on teaching to make an overall judgement on provision and attainment in **geography**. Only one lesson was seen. Planning covers the full range of study recommended by the national guidance.
94. Year 2 pupils make a study of another location by looking at conditions on an island and contrasting them with the local area of Sheffield. In Year 4, pupils compare and contrast their environment with an Indian village. Those in Year 3 learn about grid references and pupils at all levels make plans or maps of real or imagined places. They learn about environmental issues and this is a good link with personal and social education. For example, junior pupils collect and record evidence about waste, its effect upon our environment and consider the value of recycling. There is also a good link with mathematics as pupils collect and weigh rubbish each day over a period of time.
95. Good use is made of the Internet to research information. Visits to places stimulate interest in the topic. Currently a visit is being planned for Year 6 pupils to the Peak District so that they can have first-hand experience of the features of rivers. This practical and experiential approach is well suited to the needs of the pupils and creates good levels of motivation. Subject management is satisfactory and provision is monitored in line with the school's evaluation schedule. An action plan highlights the need to develop a consistent format for the assessment and recording of pupils' progress.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- There is good achievement in this subject.
- There is good use of the local environment to enrich studies.
- Pupils have a good understanding of change and the passage of time.
- The practical approach to teaching is successful in stimulating interest and promoting achievement.

Commentary

96. Attainment in history is in line with expectations at the end of Year 6. Standards have been maintained since the last inspection. From the low starting point on entry to school, pupils achieve well. Work tends to be practically based, which is a good strategy for stimulating pupils' interest. The amount of recorded work is limited but this does not distract from the pupils' knowledge, skills and understanding. This was well illustrated when pupils looked at the local supermarket building and identified clues to its past history. They were able to deduce that it had once been used as a cinema. This lesson illustrated how teachers use the local environment well to study history and to develop pupils' skills of observation and enquiry.
97. As they progress through the school there are good opportunities for pupils to gain knowledge and understanding over a range of topics from 'The Great Fire of London' in Year 2, through the

Anglo-Saxons in the early juniors, to a study of 'Britain from the 1950's' in Year 6. On their 'journey', they encounter famous people from the past, such as Florence Nightingale. In conversations with pupils, it is clear that they gain a sound understanding of how such people influenced the time in which they lived and of the legacy they left for us. Through these studies, a good sense of chronology is developed.

98. There is some use of computers, mainly the Internet and CD-Roms for research. Year 6 pupils, for example, researched the life of Queen Victoria to supplement their studies. Many visits are planned to enhance the curriculum; for instance, a trip to Eden Camp provided an enjoyable experience that stimulated a good amount of interest in the Second World War unit of study.
99. A review of the subject features in the school monitoring schedule and there are no major weaknesses evident in the provision of the subject. Therefore, based on outcomes, leadership and management are judged as satisfactory.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Achievement is good.
- There is a good emphasis on learning about world religions.
- Pupils show respect for one another and the major faiths.
- Lessons pay good attention to supporting pupils' personal development.
- Assessments have begun but are in the developmental stage.

Commentary

100. The school uses the local guidelines effectively to make sure that pupils reach the expected knowledge and understanding for their age at Years 2 and 6. This is an improvement on the last inspection report, when older pupils' attainment was below expectations.
101. Teaching is satisfactory, with some strengths. Teachers have good subject knowledge, enabling them to use personal experiences to illustrate difficult concepts and to bring the lessons alive. For example, two classes came together to learn how Sikhs worship. The teachers had made a model Gurdwara, brought in traditional costumes for pupils to try on and included some drama in the lesson. This practical approach to teaching is highly successful and allows full participation by all pupils, including those with special educational needs. As a result, pupils make good progress and develop a sound knowledge of the major world faiths. Drama is well used in this subject and some Year 5 pupils had explored the story of Esther using this technique. Teachers pay good attention to developing communication skills through their lessons. Some Year 6 pupils, for example, discussed the meaning of the word 'sacred' and suggested definitions such as 'special' or 'precious'. When new vocabulary is introduced, teachers explain the meaning carefully and often use flashcards so that pupils can see the spelling of words from languages other than English. They enjoy trying out the pronunciations and develop a good range of terminology relating to world religions. When looking at artefacts pupils show a keen curiosity and much respect. This work makes a good contribution to their cultural development.

102. There is good enrichment for the subject as pupils visit the church nearby and listen to visiting speakers in assembly time. Lessons are often linked with personal and social education. For instance, pupils discuss the needs for rules in life. They consider the need for charities, and show a sound understanding of how individuals can make a difference in the world by sharing what they have.
103. Religious education is taught in a mainly oral and practical way that suits the pupils' learning needs well. The school is looking at improving assessment strategies to better reflect pupils' knowledge and understanding, especially since there is a basic amount of recorded work. Leadership and management for the subject are satisfactory and the manager has a sound overview of teaching and learning through checking planning and work samples and through feedback from staff. Resources are satisfactory and generally of good quality. Artefacts are not well stored, however, and there is no index to explain the interesting contents of the boxes. As a result, they are not used as extensively as they could be.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

104. Only one lesson was observed during the inspection for **design and technology** and one for music. It is not possible to make a firm judgement on standards or provision for either subject on this basis. Additional evidence was obtained through looking at planning, examining pupils' work and talking to teachers and pupils.
105. Pupils say that they enjoy their design and technology lessons. A wide range of resources is used to develop skills and techniques across the nationally recommended Programmes of Study. Year 2 pupils talked enthusiastically about their designs for a well with a winding mechanism. They were able to explain their reasons for selecting the various materials and used appropriate technical vocabulary such as 'dowel', 'pulley' and 'winch'. Some groups had completed their designs and evaluated the finished product with suggestions for improvement. Displays in school show an interesting range of work, including puppet making, needlework and three-dimensional construction. Pupils put good thought into the design and making process. This was especially evident in the work on money-holding containers.
106. Year 6 pupils listened with concentration to a piece of **music** and were able to identify the instruments being played. They discussed the imagery, mood and effect created by the composer and demonstrated a good understanding of pitch, melody and composition.
107. Good relationships have been developed with the Youth Music Action Zone. As a result, pupils have had the opportunity to sing in the choir at a variety of local venues, including Sheffield Cathedral. Several have been involved in performances such as 'Joseph and the Amazing Technicolour Dreamcoat'. They are at present rehearsing an opera project to be staged in July. Some pupils also played in recorder groups at these performances. The work enhances pupils' experiences and interest in the subject as well as developing a sense of community.
108. Older pupils have the opportunity to learn keyboard and recorder in weekly lessons with a specialist teacher, which they enjoy. All pupils have full and equal access to the subject and extra-curricular activities, and those with special educational needs often enjoy the opportunity to show their creative talents.
109. The recently appointed subject manager is keen to develop her role and there is satisfactory leadership and management at present. An appropriate action plan for music has been produced and there is clear direction for taking the subject further forward.

Art and design

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

Main strengths and weaknesses

- Achievement is good.
- Pupils have the opportunity to work with a wide variety of media.
- The subject manager is knowledgeable and enthusiastic and provides good support for colleagues.
- Basic procedures are in place for assessment and the monitoring of progress.

Commentary

110. Some good opportunities are planned for pupils to experience a range of art and design activities, such as sketching, painting, clay work and collage. Older pupils study the work of famous artists like Paul Klee and Clarice Cliff. They experiment with style, form and colour mixing, showing care and detail in their work. Years 1 and 2 pupils worked with an artist from the Sheffield Arts' Programme to create some high quality 'pressprint' displays, based on ethnic designs. Observational drawings made by the youngest children demonstrate that teachers encourage careful study of detail. The progression in learning is evident in the sketching seen in the infants and in Year 6. Pupils use a variety of pencils and charcoal to create light and shade. They discuss their work with friends and find ways to improve it. Good links are made with other subject areas, as art and design work is used to consolidate studies of the Victorians, the Anglo-Saxons and for religious education. Pupils generally attain the expected levels by Years 2 and 6 and are achieving well. Those who have special educational needs often enjoy this creative subject and do as well as their peers.
111. The school uses a scheme of work designed by Sheffield Arts Education, which provides for progression in learning and provides useful lesson suggestions for teachers. Co-ordination is satisfactory. Provision and pupils' work are checked, and there are plans to observe lessons and support the work of less confident colleagues. Basic, but inconsistent, methods are used to assess and check pupils' progress. These are to be developed further.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Teachers' planning ensures that pupils have access to the full curriculum.
- The physical education curriculum is enriched by extra-curricular sporting opportunities.
- Shortfalls in the accommodation mean that pupils do not have sufficient opportunities to improve upon their performance from a low starting point.

Commentary

112. Attainment in physical development when pupils enter Year 1 is well below expectations. Pupils have a very basic awareness of space, underdeveloped balancing and climbing skills and poor abilities to skip, run and hop in different directions. By Year 2, pupils show little control and co-ordination when they create a sequence of movements. They have little idea of how they can improve their work. In the lesson seen, attainment was below average but it is not possible to make an overall judgement on standards since the other aspects of physical education were not observed for the age group.

113. In Years 3 to 6, pupils' skills develop soundly. In Year 5, pupils demonstrate confidence in ball, striking and fielding skills as a result of sound teaching. They use their skills to good effect in a subsequent game of rounders. However, pupils were not dressed appropriately for the lesson; many did not change out of their ordinary school clothes. This is an on-going issue, when pupils do not bring their kit for lessons, and illustrates further the need for a closer partnership between home and school.
114. Planning in physical education follows national guidance to ensure coverage of the recommended Programmes of Study. There are regular swimming lessons for Year 4 pupils and most achieve the expected level of competence. Pupils take part in a wide range of activities, including dance, gymnastics, athletics and games. Only lessons in games and gymnastics were observed during the inspection and it is therefore not possible to make a fair overall judgement of attainment. Pupils with special educational needs achieve as well as other pupils in the lessons because they are ably supported by the class teacher and, in some cases, a teaching assistant.
115. The physical education curriculum is enriched by good sporting opportunities provided out of school hours for pupils in Years 3 to 6. These include football, basketball, athletics, badminton and dance. A good range of outdoor and adventurous activities is arranged for those junior pupils who join the weekend residential trips. Local teams provide professional coaching sessions for pupils and these are well attended.
116. There are strengths and weaknesses in the accommodation for physical education. It is satisfactory, overall, and staff do all they can to deliver a sound balance of games and activities. Indoor facilities for physical education are good and include a large gymnasium and a small hall; the latter is used by the younger pupils. However, the school field is out of use because it is constantly strewn with litter and waste, including very dangerous materials. The school plans to have a high security fence built and to have the area professionally cleaned in the near future. The steeply sloping playgrounds make some outside physical education activities difficult, especially ball games.
117. The quality of teaching is satisfactory. At the beginning of sessions, teachers remind pupils about health and safety issues. They give good demonstrations and include stretching and aerobic exercise during warm-up sessions. Pupils enjoy their lessons and, on the whole, join in enthusiastically. Standards of behaviour are usually satisfactory and are linked to the teacher's expectations. In Years 4 and 5, the teacher gives clear instructions to make the tasks clear, provides good feedback to pupils to help them improve their work and encourages pupils to evaluate their own performance. In such lessons pupils are interested and keen to do well. In some lessons, however, pupils do not appreciate the purpose of the task and the teacher does not guide their activity well enough. In these circumstances, behaviour and progress deteriorate.
118. Leadership and management of the subject are sound. The subject leader is enthusiastic and works with the local sports adviser to provide guidance and support for teachers. Arrangements for assessing and monitoring the standards of pupils' achievement across the school are not sufficiently developed to provide an accurate understanding of where improvements need to be made. This is an issue that is currently being addressed within the action planning.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

119. The school makes satisfactory provision for the teaching of **personal and social and health education and citizenship** through themes that are well integrated into other subject areas, such as science, geography or religious education, and through dedicated lessons.
120. In food technology, pupils learn and follow hygiene rules and know the importance of clean hands. Older pupils know what constitutes a healthy diet and realise the importance of exercise. As part of their religious education lessons, pupils study different religions and cultures to help them prepare for life in a multi-faith and multicultural society. They discuss issues that trouble them in a safe and unobtrusive manner. In geography, pupils learn about conservation and environmental issues whilst in science, they gain a good grounding in the delicate balance of nature and of the interdependence between living things.
121. The school makes good use of specialist agencies in the drug education programme. A visiting Sheffield health worker used a variety of oral and practical methods to get across some very important messages about drugs. This is particularly important in an environment where substance misuse is a major and growing issue. The pupils responded very well in a frank and open discussion.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	5
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	6
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	5
The quality of the school's links with the community	3
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	5
The leadership of the headteacher	2
The leadership of other key staff	4
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).